

Children and Young People Policy Development and Scrutiny Panel

Date: Tuesday, 30th January, 2018

Time: 10.00 am

Venue: Council Chamber - Guildhall, Bath

Councillors: Alison Millar, Matt Cochrane, Sally Davis, Liz Hardman, Michelle O'Doherty, Peter Turner and Lizzie Gladwyn

Co-opted Voting Members: David Williams and Andrew Tarrant

Co-opted Non-Voting Members: Chris Batten and Kevin Burnett

Chief Executive and other appropriate officers
Press and Public



Mark Durnford

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NOTES:

1. **Inspection of Papers:** Papers are available for inspection as follows:

Council's website: <https://democracy.bathnes.gov.uk/ieDocHome.aspx?bcr=1>

Paper copies are available for inspection at the **Public Access points:-** Reception: Civic Centre - Keynsham, Guildhall - Bath, The Hollies - Midsomer Norton. Bath Central and Midsomer Norton public libraries.

2. **Details of decisions taken at this meeting** can be found in the minutes which will be circulated with the agenda for the next meeting. In the meantime, details can be obtained by contacting as above.

3. **Recording at Meetings:-**

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<https://democracy.bathnes.gov.uk/ecCatDisplay.aspx?sch=doc&cat=12942>

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**Children and Young People Policy Development and Scrutiny Panel - Tuesday, 30th
January, 2018**

at 10.00 am in the Council Chamber - Guildhall, Bath

A G E N D A

1. WELCOME AND INTRODUCTIONS

2. EMERGENCY EVACUATION PROCEDURE

The Chair will draw attention to the emergency evacuation procedure as set out under Note 6.

3. APOLOGIES FOR ABSENCE AND SUBSTITUTIONS

4. DECLARATIONS OF INTEREST

At this point in the meeting declarations of interest are received from Members in any of the agenda items under consideration at the meeting. Members are asked to indicate:

(a) The agenda item number in which they have an interest to declare.

(b) The nature of their interest.

(c) Whether their interest is a **disclosable pecuniary interest** *or* an **other interest**,
(as defined in Part 2, A and B of the Code of Conduct and Rules for Registration of Interests)

Any Member who needs to clarify any matters relating to the declaration of interests is recommended to seek advice from the Council's Monitoring Officer or a member of his staff before the meeting to expedite dealing with the item during the meeting.

5. TO ANNOUNCE ANY URGENT BUSINESS AGREED BY THE CHAIRMAN

6. ITEMS FROM THE PUBLIC OR COUNCILLORS - TO RECEIVE DEPUTATIONS, STATEMENTS, PETITIONS OR QUESTIONS RELATING TO THE BUSINESS OF THIS MEETING

At the time of publication no notifications had been received.

7. MINUTES - 21ST NOVEMBER 2017 (Pages 5 - 14)

8. CABINET MEMBER UPDATE

The Cabinet Member will update the Panel on any relevant issues. Panel members may ask questions on the update provided.

9. COUNCIL OPERATIONAL PLAN (Pages 15 - 82)

This report presents the Council's Operational Plan to the Panel for consideration and feedback as part of the Council's operational planning and budget development process.

10. THE LOCAL AUTHORITIES' ROLE IN EDUCATION (Pages 83 - 98)

This report looks at how the local authority can establish a new relationship with local schools, so that it is able to play an active role in securing the best possible education provision and outcomes for the children and young people of B&NES.

11. SCHOOLS' PERFORMANCE (Pages 99 - 128)

This report shows the overall performance of pupils in schools in Bath and North East Somerset in 2017.

12. VIRTUAL SCHOOL (Pages 129 - 180)

This report is an update on the work of the Virtual School to support our Children in Care and the challenge of fulfilling the new statutory duties for local authorities arising of the Children and Social Care Act 2017, to be issued March 2018.

13. PEOPLE AND COMMUNITIES STRATEGIC DIRECTOR'S BRIEFING

The Panel will receive a verbal update on this item from the People and Communities Strategic Director.

14. PANEL WORKPLAN (Pages 181 - 184)

This report presents the latest workplan for the Panel. Any suggestions for further items or amendments to the current programme will be logged and scheduled in consultation with the Panel's Chair and supporting officers.

The Committee Administrator for this meeting is Mark Durnford who can be contacted on 01225 394458.

Bath and North East Somerset Council

CHILDREN AND YOUNG PEOPLE POLICY DEVELOPMENT AND SCRUTINY PANEL

Minutes of the Meeting held

Tuesday, 21st November, 2017, 5.30 pm

Bath and North East Somerset Councillors: Alison Millar (Chair), Matt Cochrane (Vice-Chair), Sally Davis, Liz Hardman, Michelle O'Doherty, Peter Turner and Lizzie Gladwyn

Co-opted Voting Members: David Williams

Co-opted Non-voting Members: Chris Batten (ATL) and Kevin Burnett (NAHT)

Officers : Richard Baldwin (Divisional Director for Safeguarding & Social Care), Mike Bowden (Strategic Director - People & Communities), Sally Churchyard (Head of Young People's Prevention Services), Helen Hoynes (School Organisation Manager), Richard Morgan (Education Business Manager) and Sam Plummer (Somer Valley Youth Connect Team Leader)

Cabinet Member for Children & Young People: Councillor Paul May

29 WELCOME AND INTRODUCTIONS

The Chair welcomed everyone to the meeting.

30 EMERGENCY EVACUATION PROCEDURE

The Chair drew attention to the emergency evacuation procedure.

31 APOLOGIES FOR ABSENCE AND SUBSTITUTIONS

Co-opted Panel Member Andrew Tarrant had sent his apologies to the Panel.

32 DECLARATIONS OF INTEREST

Kevin Burnett declared an other interest in agenda item 12 (Youth Services) as a member of his family works for the department of the Council.

33 TO ANNOUNCE ANY URGENT BUSINESS AGREED BY THE CHAIRMAN

There was none.

34 ITEMS FROM THE PUBLIC OR COUNCILLORS - TO RECEIVE DEPUTATIONS, STATEMENTS, PETITIONS OR QUESTIONS RELATING TO THE BUSINESS OF THIS MEETING

There were none.

35 MINUTES - 19TH SEPTEMBER 2017

The Panel confirmed the minutes of the previous meeting as a true record and they were duly signed by the Chair.

36 CABINET MEMBER UPDATE

Councillor Paul May, Cabinet Member for Children & Young People addressed the Panel. A copy of the update can be found on their Minute Book and as an online appendix to these minutes, a summary of the update is set out below.

He informed them that he had recently attended a meeting between the Council and the Chief Executives of the local Multi Academy Trusts and how important it is to keep good lines of communications open.

He explained that a replacement temporary classroom for Twerton Infants School was being sourced by moving one from St Saviour's Infant School.

He said that officers were working on an in house bid for Youth Services that could involve the universities / voluntary sector.

He stated that there were no guarantees in place yet over the forthcoming budget, but in his opinion he did not think that further cuts to Children's Services should be made.

He informed that some discussions had taken place with representatives of the voluntary sector regarding future SEND provision. He added that a business case was being worked on for current out of county provision.

He explained that the local Health & Wellbeing Board had announced that the next twelve months would be a Mental Health Year.

He said how positive the recent Foster Carer Celebration Event had been.

He informed the Panel that the Department for Education is introducing a new National Funding Formula (NFF) for Schools by April 2020. He said that for the next 2 financial years the DFE will use the NFF to allocate funding to the Local Authority, but will allow flexibility to retain our existing local formula arrangements should the transition to the NFF be difficult and the LA would like time to transition.

He explained that a single member decision will be needed to determine the way forward.

He said that all schools have been consulted and the results considered by the Schools Forum who have recommended that I decide to move to the NFF from 1 April 2018.

He added that he acknowledged that many schools are feeling under financial pressure and the choice of formula will affect individual schools in different ways. He said though it is important to note that the overall 'pot' for B&NES is increasing by 3.9% in 2018-19 (3rd highest increase in the country) and is unaffected by the choice of formula – and that every school is guaranteed a 0.5% per pupil uplift.

He explained that the counter argument to moving straight to the NFF is that a small number of schools, including some of those serving our more vulnerable communities, will miss out on the short term opportunity of greater increases in funding which they could have received during the coming two years, under the local formula.

He addressed the Panel on his priorities for the service and said that he had a good sense of the work of our children's services and the challenges and issues that they face. He said he was beginning to describe a set of priorities to focus on with the service in the coming year and would welcome feedback on these.

Budgets vs Standards

- Examine demand solutions, including where possible promotion of Early Help/Early Intervention to prevent escalation to specialist services
- Promote actions to address growing demand pressures in SEND, including development of an investment business plan

Deal with demand / growth

- Promote parent 5 placement options system to ensure all school places are filled within the existing school network with a Banes first policy.
- Continue to plan for school expansion/build projects
- Work with MATs to reduce demand re SEND

Implement Ofsted Children Services Review

- Promote extending local fostering network.
- Research health/care commissioning coordination?
- Visit with care workers to understand their pressures.

Value added education

- Develop the role of the LA as a champion of the parents' voice
- Publicise value added/progress measures table
- Promote schools additional funding and benefits for students
- Promote MAT/Parent focus group

Changing Role of LA in Education

Prepare a delivery plan to

- Promote academies by 2020
- Target withdrawal of all uneconomic and non-statutory services by year 2018/2019

Working in partnership

- Explore HE research opportunities
- Offer “excellent” services to others at a commercial rate.
- Promote Joint commissioning with CCG
- Coordinate with private sector on common issues.

Seek innovation

- Explore options to provide statutory support to last few remaining non-academy schools
- Positively seek in county opportunities with partners for new SEND provision
- Examine joint commissioning costs of child and adult services post YCYW.

He said that it is his intention to bring a forward plan to the Panel early in 2018.

Kevin Burnett asked how are you going to support vulnerable schools who are not yet in MATs or are unable to become members of a MAT (as in the case of some of our Voluntary Aided schools) during this transition time and beyond?

The Strategic Director for People & Communities replied that ongoing discussions do take place between the Council and the Catholic Head Teachers and we will continue to support them for as long as is possible. He added that the current focus of the Regional Schools Commissioner is on West Somerset.

Kevin Burnett commented that he had been informed recently that it could take up to 12 months for a school to become an academy and then be able to join a MAT. He asked if this was true.

The Education Business Manager replied that it should take around 3 – 4 months for a school to become an academy.

The Chair asked if support was able to be provided to Head Teachers who are feeling additionally stressed through this process.

The Strategic Director for People & Communities replied that support arrangements are in place.

Kevin Burnett commented that he and other union representatives were willing to support Head Teachers as much as they could.

Councillor Peter Turner commented that it was a big challenge for poor performing schools to become an academy.

The Strategic Director for People & Communities replied that it was possible though and that should their performance fall below a threshold they would have no option and will be found a sponsoring MAT by the DfE.

Councillor Liz Hardman commented that she appreciated Councillor May's long term views and supported Early Years funding and expanding SEND provision. She said that school finances were at crisis level and that in real terms there would be a decline of 4.6%.

Councillor May replied that the Council must make sure that we do the best we can with what we have. He added that the single member decision relating to the funding formula would need to be made in as fair a manner as possible.

The Education Business Manager said that the earliest date a decision could be made was December 14th 2017 and that the final date that the DfE could be notified was January 20th 2018.

The Chair asked if this decision was independent of schools receiving Pupil Premium.

The Strategic Director for People & Communities replied that the figures quoted exclude Pupil Premium which is unaffected by the changes to the formula.

The Chair thanked Councillor May for his update on behalf of the Panel and said on their behalf that they were broadly in agreement with his priorities for the service.

37 CONSULTATION ON THE PROPOSAL TO CLOSE CAMERTON CHURCH SCHOOL

Councillor Liz Hardman asked would transport be provided to whatever local school parents choose for their children, subject to places at those schools being available.

The School Organisation Manager replied that it would need to be the nearest appropriate school and that then the Home to School Transport Policy would be applied.

Councillor Liz Hardman asked if the pupils concerned could remain at Shoscombe if Camerton were to close.

The School Organisation Manager replied that if it was decided to close the school, the seven pupils would be able to remain at Shoscombe School and formally transfer onto the roll should they wish to.

Councillor Liz Hardman asked why pupils were attending Shoscombe and not Timsbury in the interim.

The Strategic Director for People & Communities replied that Camerton and Shoscombe were part of the same Church Valley Schools Federation with St Julian's in Wellow.

The Chair asked has the Diocese given any indication of what the site might be used for in the future.

David Williams replied that he believed that the Board of Finance for the Diocese would seek to sell the site at its earliest opportunity should the decision to close the school be made.

The Panel **RESOLVED** to note the proposal to close Camerton Church School and the resulting consultation process being undertaken.

38 OFSTED ACTION PLAN

The Chair asked if consideration had been given to having a member of the Panel on the Development Board to oversee the Development Plan.

The Divisional Director for Safeguarding & Social Care replied that he felt it would be more appropriate to bring updates to the Panel as the plan is progressed.

Councillor Liz Hardman asked is there any way the Council could ensure the fixed-term exclusion of a Looked After Child would trigger an immediate response, before the fixed-term exclusion takes place. She acknowledged that this might be seen as interfering in what happens in schools, but asked is there a role for the Virtual School Head here.

The Divisional Director for Safeguarding & Social Care replied that the Council could look to strengthen the role of the Virtual Head and improve the role of the Behaviour & Attendance Panel.

Councillor Liz Hardman asked if there is money to support improving the quality of pathway plans through Back to Basics workshops and will these happen in December as planned.

The Divisional Director for Safeguarding & Social Care replied that there is no additional funding for this work as the department see it as business as usual. He added that the training will be delivered in bitesize form by Principal Social Workers and Frontline Managers at lunchtimes and within team meetings.

Chris Batten asked if the restructuring of the duty team had taken place.

The Divisional Director for Safeguarding & Social Care replied that it did take place in the middle of September and seeks to respond to the challenges raised within the Ofsted inspection.

Councillor Sally Davis asked if aside from improving the liaison with Language Schools, are there any other ways of ensuring we know of private fostering arrangements – do we ask schools, nurseries, GP surgeries etc. for this information.

The Divisional Director for Safeguarding & Social Care replied that the Council was quite reliant on self-reporting on this matter. He said that leaflets and posters have been distributed to GP surgeries and that following the appointment of a Private Fostering Lead Social Worker these were refreshed and redistributed.

Councillor Matt Cochrane asked when the exemption from Council Tax for Care Leavers will be implemented.

The Strategic Director for People & Communities replied that the Council motion on this subject will be responded to as part of the 2018 budget process.

The Chair asked how often the Divisional Director's Caseload Challenge takes place.

The Divisional Director for Safeguarding & Social Care replied that it is carried out on a quarterly basis and that the number of cases of teams and individual social workers are assessed to allow for a better flow and to avoid bottlenecks.

The Chair asked if there were any social worker vacancies currently.

The Divisional Director for Safeguarding & Social Care replied that they were currently advertising for some permanent positions and therefore filling the vacancies temporarily with agency social workers. He added that turnover rate for social workers within B&NES were low.

The Chair asked what the Council would do if there were to be a sudden flood of cases.

The Divisional Director for Safeguarding & Social Care replied that staff would need to be hired to deal with the situation appropriately.

The Panel **RESOLVED** to note the content of the Development Plan and the progress made in respect of addressing the Ofsted recommendations.

39 CHILDREN'S SERVICES STAFF SURVEY

The Chair said that she felt staff were still unhappy at not having a specific desk or the guarantee of one to work from.

The Divisional Director for Safeguarding & Social Care replied that there is an existing offer to work flexibly at home following the 2016 survey and that from July 2017 access to Liquid Logic at home has been possible. He added all social workers were due to be offered an iPad that would have access to Liquid Logic.

Councillor Matt Cochrane spoke concerning the possibility of attempting to resolve some parking issues, particularly for social workers who have difficulty in finding spaces to park in Keynsham and to avoid the process of having to claim back expenses. He suggested whether they could be issued with a badge that would allow them to park anywhere when on visits.

Councillor Paul May replied that he had raised the matter with Councillor Charles Gerrish, Cabinet Member for Finance and Efficiency and the Group Manager for Transport and Parking and that there may be a possibility of providing 4/5 designated spaces. He added that he would enquire about the provision of badges.

The Chair commented that she was concerned that Children's Social Care Services generally scores lower than other areas. She asked if the survey results are acted upon.

The Divisional Director for Safeguarding & Social Care replied that he believed that they did and showed this within the 'You said, We did' section of the presentation.

Councillor Liz Hardman stated that part of the survey had shown a huge drop in "Managers communicating more effectively by service" for Children's Social Care Services from 73% in 2016 to 56% in 2017. She asked if there were anything in place to begin to address this.

The Divisional Director for Safeguarding & Social Care said that managers were being asked to maintain a level of quality supervision and to make time to see their staff.

The Chair asked if he was satisfied with the figure of 62% of staff were secure in reporting concerns. She added that she felt it was more important than ever to have trust in colleagues.

The Divisional Director for Safeguarding & Social Care replied that he was satisfied with the figure received.

The Chair commented that following her recent meeting with a number of social workers she sensed that there was a wish for them to be valued.

Councillor Paul May stated that he greatly valued the role that they do.

The Panel **RESOLVED** to note the results of the Children's Services Staff Survey for 2017.

40 YOUTH SERVICES

The Divisional Director for Safeguarding & Social Care introduced the Somer Valley Youth Connect Team Leader and the Head of Young People's Prevention Services who were present for this item. He explained that progress was being made on developing what the service will look like in the future. He said that consultation had begun in February / March 2017 and that current thinking is often fed back to staff.

He said that he had discussed proposals with the Cabinet Member and that two engagement events with community partners had been held to assess their levels of interest and the use of the three associated buildings. He added that as of November 2017, 8 groups have given firm expressions of interest.

He said that a successful bid to the Department for Digital, Culture, Media and Sport had secured funding of £20,000 to assess the potential to create a staff mutual to take on the delivery of Youth Connect. He added that he had met with colleagues earlier in the day and that the feeling was there was potential in the project and that viability / feasibility reports would be carried out.

The Chair asked what the current thoughts were in respect of the buildings.

The Divisional Director for Safeguarding & Social Care replied that he felt that some middle ground would have to be met as it would not be possible for all of them to remain in the control of the Council.

The Head of Young People's Prevention Services confirmed that there has been a wide consultation of staff regarding this matter and officers were intent on seeking the best service for our young people.

Councillor Liz Hardman commented that she was concerned that potentially a substantial number of posts could be lost during this process and that Paulton and other areas of the Council do need a functioning Youth Service.

The Divisional Director for Safeguarding & Social Care replied that a staff mutual was likely to be the best long term option to be able to access funding and grow and develop as a business.

The Somer Valley Youth Connect Team Leader said that should a staff mutual be formed there could be the potential to increase services by working with Parish Councils.

The Cabinet Member for Children & Young People commented that if successful he felt that other local areas would like to use our services.

The Head of Young People's Prevention Services explained that an informal consultation on a new model was likely to take place in January 2018 followed by formal consultation in March 2018.

The Somer Valley Youth Connect Team Leader said that early feasibility work was ongoing and that a decision regarding a staff mutual would be made in December /January as to whether or not to go forward. He added that if the project moved forward it could open opportunities for staff that may initially be at risk of redundancy.

The Chair asked for a written update report to be submitted to their January 2018 meeting.

41 PEOPLE AND COMMUNITIES STRATEGIC DIRECTOR'S BRIEFING

The Strategic Director for People & Communities gave a briefing to the Panel. A copy of the briefing can be found on their Minute Book and as an online appendix to these minutes, a summary of the briefing is set out below.

Bath Community Academy (BCA)

I reported in September that we had submitted an expression of interest to secure additional resources to support the development of a vision for the future of the BCA site, through the One Public Estate initiative (Cabinet Office/LGA). As a result of the initial expression of interest we are in to the second stage of that bidding process and await news of the outcome. Subject to the funding/capacity available, we hope to bring to Panel in January a timeline and proposed process for engagement and development of a vision for the future of the site, including seeking appropriate ways to ensure wider member engagement.

Parents of the current Year 8 and 9 pupils have now been invited to express preferences for new schools for Year 9 and 10 in September 2018 and have had the opportunity to attend an open evening meeting with head teachers of other local secondary schools to understand what they can offer.

The Chair asked if Year 8/9 pupils / parents could choose whatever school they wish for September 2018.

The Strategic Director for People & Communities replied that they could express a top three preferences.

Councillor Liz Hardman asked if the pupils would receive transport to their new school.

The Strategic Director for People & Communities replied that normal Home to School Transport policy rules would apply.

Schools landscape

The number of schools that are now academies has risen slightly to 44 out of 82 (representing 64% of pupils). There are 10 further schools that are officially 'in the pipeline' and have had 'Academy Orders' issued by the DfE. These 10 do not yet have a confirmed date for conversion, but we expect that to take place by 1 April. A further 11 schools' governing bodies have indicated that they have confirmed plans to join Multi-Academy Trusts and are likely to do so during the current academic year, taking us to 79% of schools and 84% of pupils in academies. This would leave the 3 Catholic schools and 14 other maintained schools in Bath and North East Somerset. We have been engaging with Heads and Chairs of Governors of those schools as well as with the local Multi-Academy Trusts to share this evolving picture and some of the challenges of working together in this 'mixed economy'.

The Chair thanked him for the update on behalf of the Panel.

42 PANEL WORKPLAN

The Panel approved the current workplan as printed.

The meeting ended at 7.40 pm

Chair(person)

Date Confirmed and Signed

Prepared by Democratic Services

Bath & North East Somerset Council	
MEETING:	Children and Young People Policy Development & Scrutiny Panel
MEETING DATE:	30th January 2018
TITLE:	Bath and North East Somerset Council Operational Plan 2018-19
WARD:	All
AN OPEN PUBLIC ITEM	
List of attachments to this report: B&NES Council Operational Plan 2018-19 <ul style="list-style-type: none"> • Appendix One: Revenue Budget Savings Proposals • Appendix Two: Capital Programme – New and Emerging Items 	

1 THE ISSUE

- 1.1 This report presents the Council's Operational Plan to the Panel for consideration and feedback as part of the Council's operational planning and budget development process.

2 RECOMMENDATION

The Panel is asked to;

- 2.1 Comment on the draft Operational Plan and;
- 2.2 Identify any areas of feedback the panel would like to refer to the relevant Portfolio holders and Cabinet for further consideration as part of the operational planning and budget development process.

3 RESOURCE IMPLICATIONS (FINANCE, PROPERTY, PEOPLE)

- 3.1 The resource implications are contained within the draft Operational Plan and its appendices.

4 STATUTORY CONSIDERATIONS AND BASIS FOR PROPOSAL

- 4.1 This report sets out the framework for the operational planning and budget processes which lead up to the statutory and legal requirement for the Council to set a budget in February 2018. Proportionate equality analysis is being carried out on the proposals within the Operational Plan by the Council's Communities Team.

5 THE REPORT

- 5.1 This Plan forms an important part of Bath and North East Somerset Council's strategic planning framework. The plan translates the Council's overarching Corporate Strategy and vision for the future into a more detailed operational plan, setting out the key activities and projects that the Council plans to deliver to achieve this.
- 5.2 In previous years, plans have been structured through the Council's three Directorates. However, the Council faces unprecedented pressure and has been working on a cross-Council transformation programme to help manage its funding gap and transform the way in which it operates. The plan for this year reflects this and brings together the proposals into a single Operational Plan for 2018-2019.
- 5.3 It has a 2 year focus, aligned with the budget planning process, although it will reference the Council's longer term (years 3 – 5) direction of travel.
- 5.4 The plan is structured by Cabinet Portfolios in line with the budget structure and identifies the key changes in service delivery over 2018-19 and 2019-20 where appropriate. It also outlines the individual budget proposals.
- 5.5 The plan contains a greater level of detail for the coming year. The detail for the following years will continue to develop as Council policy evolves and the plan will be updated annually. This edition of the plan will be considered by Policy Development and Scrutiny Panels in January 2018, having been developed on behalf of the Cabinet, and will inform the 2018/19 budget setting process.

January PDS process

- 5.6 During January 2018, the draft Operational Plan is being presented to each of the Policy Development and Scrutiny (PDS) Panels. Panels should only concentrate on the parts of the plan relevant to their own remit.
- 5.7 The Panel is asked to consider the implications of the draft Operational Plan and make recommendations to the relevant portfolio holders and Cabinet. Where the panel wishes to either increase expenditure or reduce savings targets, alternatives should be proposed.
- 5.8 The key change proposals contained within the Operational Plan have been structured by the Cabinet Portfolio areas. At the meeting, the relevant lead will highlight those aspects of the plan that are directly relevant to the panel. The table below maps the remit of this panel to the related Portfolio area(s):

Children & Young People PDS Panel remit	Cabinet Portfolio
<ul style="list-style-type: none">• Learning and inclusion• Children, young people and family support• Safeguarding children• Primary, secondary and further education• Improving environment and	Children and Young People

opportunities for disadvantaged teenagers <ul style="list-style-type: none"> • Corporate Parenting, including transition of vulnerable/looked after children to Adult care • Health, commissioning and planning (Children) 	
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Next steps

5.9 Cabinet will consider the feedback received and prepare the Operational Plan for final consideration and agreement at Cabinet and Council in February 2018.

6 RATIONALE

6.1 The Council is required to set a budget which identifies how its financial resources are to be allocated and utilised.

6.2 The attached Operational Plan sets out the context and process for the Council's operational planning and budget development.

7 OTHER OPTIONS CONSIDERED

7.1 The Operational Plan set out a package of options that reflect the Council's overarching vision and Corporate Strategy.

8 CONSULTATION

8.1 Council meetings have been held with officers and cabinet members during the development of this Operational Plan. A number of Area Forum meetings and a meeting with the Third Sector Group were also held during November and December in order to give partners, stakeholders and members of the public the opportunity to hear more about the budget challenge facing us, express views on potential impacts and local priorities and raise ideas and questions.

8.2 A short animation with information about the budget process has been developed and publicised online in order to raise awareness and communicate key messages: https://www.youtube.com/watch?v=teev4Wdzu_w

8.3 A programme of engagement with staff affected will be developed and undertaken as appropriate.

9 RISK MANAGEMENT

A risk assessment related to the issue and recommendations has been undertaken, in compliance with the Council's decision making risk management guidance.

Contact person	<i>Mike Bowden, Strategic Director People</i>
Background papers	<i>List here any background papers not included with this report, and where/how they are available for inspection.</i>

Please contact the report author if you need to access this report in an alternative format

Bath and North East Somerset Council Operational Plan

2018-2019

INTRODUCTION

This plan forms an important part of Bath and North East Somerset Council's strategic planning and budget framework.

It translates the Council's overarching Corporate Strategy and vision for the future into a more detailed operational plan, setting out the key activities and projects that the Council plans to deliver to achieve this. The Operational Plan builds upon the previously published plans of the Council.

It has a two year focus, aligned with the budget planning process, although it will reference the Council's longer term (years 3 – 5) direction of travel.

In previous years, we have structured our plans through the Council's three Directorates. However, we have been working on a cross-Council transformation programme to help manage our funding gap and transform the way in which we operate recognising the unprecedented pressures we face. Our plan for this year reflects this and brings together our plans into a single Operational Plan for 2018-2019.

The plan contains a greater level of detail for the coming year. The detail for the following years will continue to develop as Council policy evolves and the plan will be updated annually. This edition of the plan will be considered by Policy Development and Scrutiny Panels in January 2018, having been developed on behalf of the Cabinet, and will inform the 2018/19 budget setting process.

Part 1 – Corporate Overview
- Changing together
- The changing role of the council
- Financial context
- Pressures and challenges
- What have we already done to help?
- What we plan to do now
Part 2 – Operational Plan
- Council overview
- Key change proposals
Part 3 – Delivery of the Plan
- Corporate risk management
- Performance management
Appendix One - Revenue Budget Savings and Income Generation Proposals
Appendix Two - Capital Programme – New/Emerging Items

PART ONE – CORPORATE OVERVIEW

The Corporate Strategy 2016-2020 is the overarching strategic plan which sets out the Council's direction of travel. It outlines four key areas of focus which drive the work of the Council:



A full copy of this plan can be found online here:

http://www.bathnes.gov.uk/sites/default/files/bnes_corporate_strategy_2016-2020.pdf

The Council has been working hard on delivering this Strategy. Despite this, the landscape for public services has continued to change and, like every other council in the country, we are facing unprecedented challenges that leave us no choice but to examine our role and change the way we do things. This is due to increased demand, particularly in social care, at a time when funding is reducing.

The section below sets out the changing context in which we need to consider our Corporate Strategy over the coming years. It outlines our ongoing work to develop as an organisation so that we can meet challenges and continue to delivery our priorities and services.

Changing Together

Our funding gap to 2020 is currently £58 million (£9 million more than last years projection), requiring us to find an extra £16m of savings by 2020 to close the gap. Given the savings we have already made in recent years, finding further efficiencies will require some difficult decisions.

In addition, it's predicted that if we don't take action now to manage demand into the future, the gap between the money we have to spend and the services we need to pay for, will continue to rise to £76 million by 2023 - leading to even tougher choices.

We have established a Changing Together programme to look carefully at the Council's role in a fast-changing world – and how we can deliver the savings required while continuing to protect our most vulnerable residents. The programme also provides a framework for working with staff and our communities to establish what services should take priority (and what we can do less off), and how communities can help to manage demand.

The changing role of the Council

To keep pace with increased demand, rising costs and reduced funding, we have no option but to change the way we do things.

It's clear to us that we can no longer be a universal provider of all services and that we'll need to become a smaller organisation – prioritising what services we deliver, delivering fewer services, working more closely with others, and commissioning others to deliver more services on our behalf (we already commission organisations such as Curo to run social housing and Virgin Care to deliver adult social services).

Despite this, we will continue to deliver high-quality statutory services, e.g. library services, social care and air quality management, and put the needs of our most vulnerable adults, children and families first.

In addition, we will continue to invest in important local priorities such as waste collection and cleansing, transport improvements, leisure centres and economic growth – ensuring Bath and North East Somerset remains a great place to live and work.

Financial context

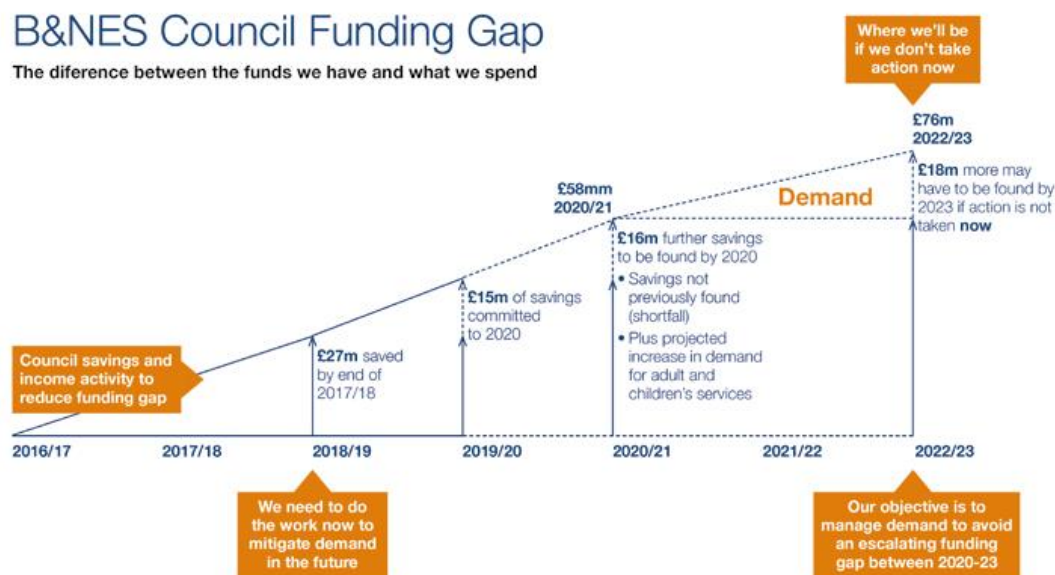
As part of the drive to tackle the national debt, all Councils are receiving progressively less grant funding from central Government each year.

By 2020, Revenue Support Grants of £21 million per annum will have dropped to zero, with the intention that local authorities replace these grants with income from business rates, specific grants, the New Homes Bonus and increased commercial activity. This is in addition to running services more efficiently and embracing new technology to save money.

So far, we have risen to the challenge, and we are judged to be a good local authority. For example, through efficiencies and new income streams, we have saved £77 million since 2010 including £27m between 2016 and 2018. On top of this, £15 million of savings are in the pipeline to 2020. All this has been done with minimal impact on frontline services.

B&NES Council Funding Gap

The difference between the funds we have and what we spend



Unfortunately, additional external pressures and challenges (outlined below) means that demand continues to outstrip available funding, leading to a growing funding gap.

Last year, the difference between our projected funds and what we were required to spend was £49 million to 2020. This has now grown to £58 million, which means an additional £16 million of savings (on top of the £27m already made, and the £15m in the pipeline) now needs to be found by 2020.

Importantly, if we don't find ways to manage growing demand in the future, our funding gap is set to rise to £76 million by 2023.

Our challenge for change

1. We need to find new ways of working and prioritise the services we deliver in order to make the necessary savings while protecting our most vulnerable.
2. We must find better ways to work with residents, partners, voluntary organisations and parishes to help manage demand into the future, particularly for social care.
3. We need to become self-funding through increased commercial activity, winning more Government grants, and by growing and investing in our local economy (more homes, offices and jobs).

For more detailed information on the Council's Financial Strategy, please read the Medium Term Financial Strategy 2018/19-2022/23 which can be found online here:

<https://democracy.bathnes.gov.uk/documents/s48394/E3003z%20MTFSfinal.pdf>

PRESSURES AND CHALLENGES

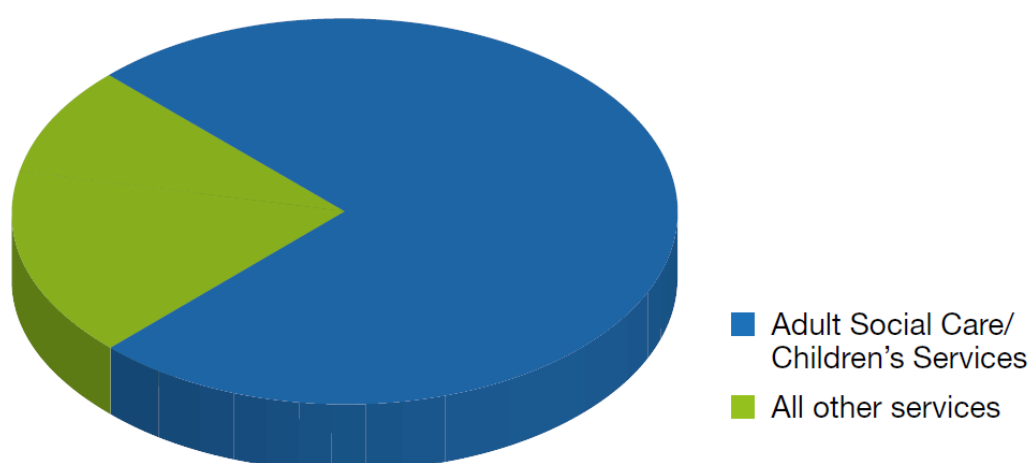
A fast-changing social and economic landscape means that we are seeing increased demand for services and growing expectations of the Council at a time when there's less money and fewer resources to help. We are not alone – all Councils in the country are facing similar pressures, particularly if they deliver social care.

Rising cost and demand for social care

Social care provided by Councils is a broad term that covers everything from children's social workers and fostering through to services for disabled adults and the care provided to people in their old age. We have invested in and improved the efficiency and effectiveness of social care services for adults and young people. In future, we will continue to prioritise caring for our most vulnerable residents.

However, it's important to understand the impact of rising costs and growing demand in this area. Social care services already account for almost 75 pence out of every pound we spend. By next year (2018/19) we forecast that this will rise to 80 pence in every pound (net).

Prioritising these services means that all of our other services need to be funded from what's left - requiring some really tough decisions on where our money is best spent.



Why is the cost of care rising?

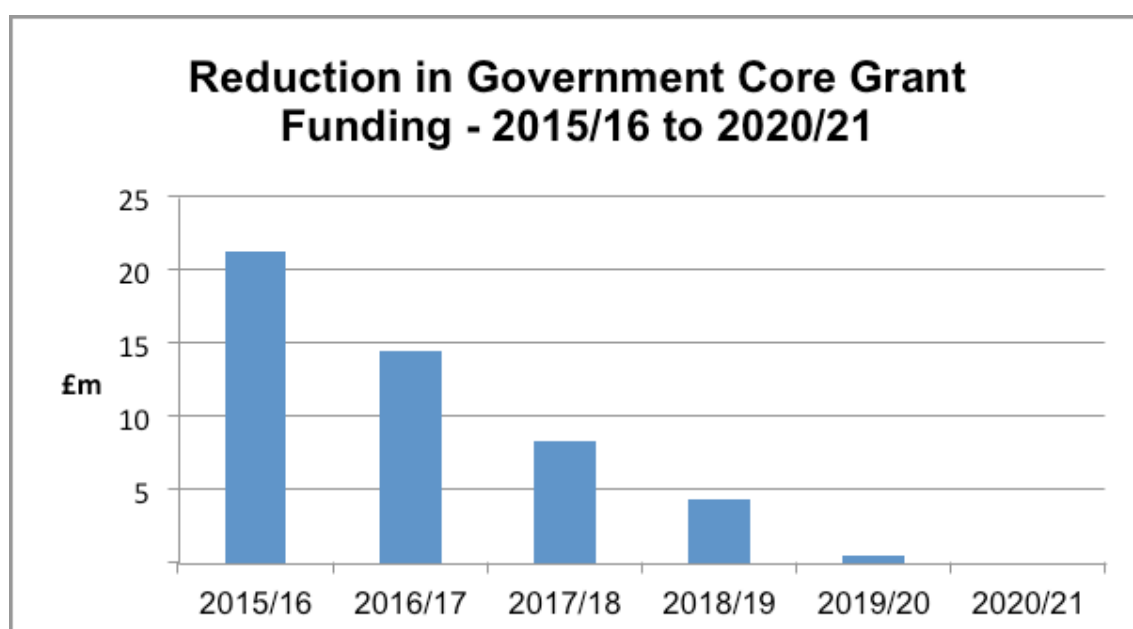
- More people are living longer with complex conditions, which is costly
- More children and young people are living with complex care and educational needs – an individual care package can cost up to £250,000
- Recent care home closures have pushed up local costs
- There are 14% more children in our care than last year
- We are paying a fair price for care to secure good quality sustainable services
- The national living wage is rising faster than inflation, which has a big impact on highly staffed services such as social care
- We have more responsibility for children with special educational needs and disabilities (SEND)
- The number of SEND statements rose from 692 to 1062 between 2014-2017

- Our most vulnerable families are becoming more vulnerable, and inequality within the area is rising
- More families are struggling with low income and requiring additional support with care or accommodation

Reduced funding and increased reliance on business rates

The steady reduction and loss of central Government's Revenue Support Grant from 2020 (previously contributing over £20 million per year to help fund services) means the Council is under increasing pressure to become self-funding by bringing in investments, raising money through commercial activity, and securing funds through the New Homes Bonus and increased business rates.

However, success in the future relies upon a healthy local and national economy, which we can't always control. It means a growing role for the Council investing in and securing a resilient local economy with new homes, offices and jobs. It also means we need to maximise Government funding via successful bids for specific projects and schemes.



Inflation and national living wage

We are conscious that any rise in inflation and the national living wage will push up everyone's costs. Because we spend millions each year, even a small percentage rise in line with inflation would impact significantly on our budget – effectively wiping out some of the efficiencies and savings we have already made.

Rising maintenance costs

It's not only the costs of care that's rising. We are facing higher costs for disposing of landfill and maintaining our roads. To help, we have invested in new waste collection across the area that encourages people to recycle more. This is because every lorry load of waste costs us £1000, and every lorry load of recycled waste earns us £100.

Air quality improvements

Air quality still exceeds acceptable levels in some parts of Bath, and we have a statutory duty to improve this situation by securing funding and putting in place the necessary measures. The long-term benefit is an improvement in the health and wellbeing of residents, relieving pressures in health and social care.

Loss of economies of scale to support children with SEND

Schools are funded separately via a dedicated grant given to the Council to administer. As more schools convert to academies, the grant is progressively reduced. However, our responsibility towards children and parents has not reduced, and we remain responsible for supporting the growing number of children registered with special educational needs and disabilities, despite losing many economies of scale.

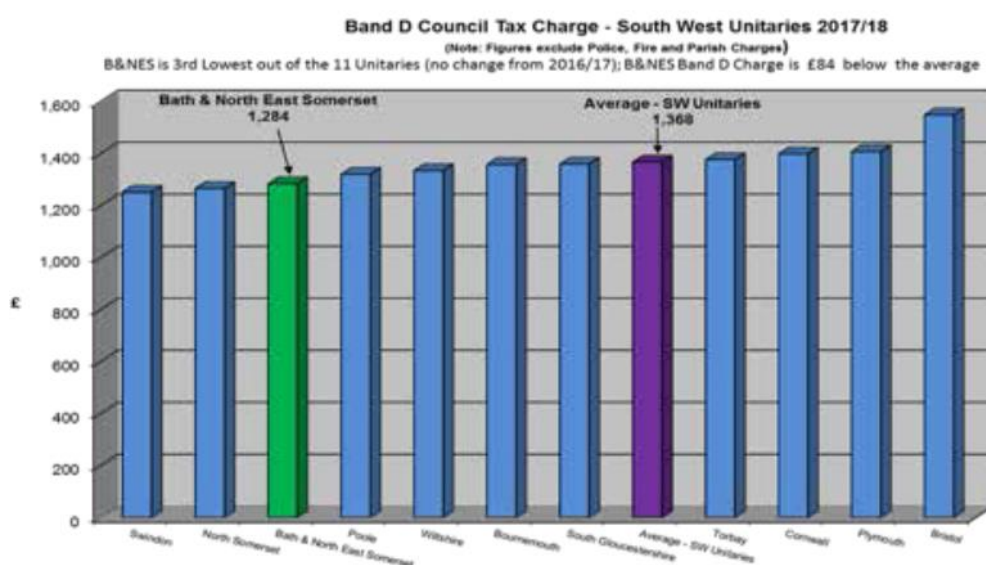
WHAT HAVE WE ALREADY DONE TO HELP?

In 2015 we started a rigorous review of spending aimed at cutting waste and increasing efficiency. We've also been growing our income opportunities by investing in property, housing and the economy and capitalising on Bath's heritage and tourism assets - activities that will become even more important in the coming years.

We have already saved £27 million (to 2018)

Since 2016 we have saved £27 million primarily through re-designing services, social care efficiencies, reducing our estate, and improving our technology and capital financing arrangements.

This work has had minimal impact on front line services, and we continue to be regarded as a good authority by independent inspectors. We have also kept Council Tax as one of the lowest in the South West.



£15m of additional savings are in the pipeline

In addition to the £27 million already saved to 2018, we have committed further savings of £15 million to 2020. This includes:

- Moving to 'Digital by Choice' Customer Services (£2.8m)
- Further reviewing management arrangements (£600 K)
- Increasing income from our commercial estate (950K)
- Further public transport efficiencies (£1.1m)
- Restructuring our Youth Connect Services (£500K)
- Managing increasing demand for Adult Care through new commissioning arrangements (£2m)
- Completing our Modern Libraries Programme (£800K)

We are investing in our economy and infrastructure

Key development projects such as Bath Quays and the regeneration of the Somer Valley Enterprise Zone' are bringing new offices and homes to the area, generating extra income from Council Tax and Business Rates, and providing more opportunities and jobs for local people. In addition, the New Home Bonus (a grant paid by central government to reflect and incentivise housing growth) has brought in £2m that we can spend on frontline services that really matter to people.

'Invest to save' opportunities

Some projects require us to borrow and invest significant funds in the short term so that they're sustainable, relevant and affordable into the future. The money saved (and income generated) over the longer term means that these investment projects make financial sense.

- We have combined our Library and One Stop Shop in Keynsham and have plans to combine these services in both Bath and Midsomer Norton. Along with investment in our community libraries, this work will save £800,000 a year from 2020 and ensure the survival of our libraries.
- New leisure facilities for Bath and Keynsham are an investment in health that will help to reduce care costs in the future. The additional income from the improved facilities will eventually cover the costs.
- New waste services are designed to encourage more recycling, reduce landfill waste and contain our costs as landfill taxes rise. While a lorry load of regular waste costs us £1,000, we earn £100 for every load of recyclable waste. 75% of people's household waste is recyclable.

Good track record winning grants

We have a good track record of winning bids for Government grants that attract investment into the area and raise money which help to fund projects that people care about.

Recent examples include:

- Up to £30m to support the Bath Quays and Somer Valley Enterprise Zone – helping to create up to 2,500 local jobs at Bath Quays and c.400 jobs in the Somer Valley
- £1.1m a year Disabled Facilities Grants
- £3.5m to support affordable homes
- £7m of highway and transport improvement, including £2m to resurface Keynsham Bypass
- A share in a £200m scheme to bring superfast Broadband to Bath and North East Somerset
- Being chosen to pilot a scheme aimed at supporting new industries, creating jobs and stimulating investment in the local economy
- £18.3m for new and expanded primary school provision.

Secured Investment from WECA

Our decision to support an elected regional Mayor for the West of England and become part of the West of England Combined Authority (WECA) with South Gloucestershire and Bristol Council means that we are benefiting from a share of £1 billion investment in adult skills development and transport infrastructure, including major roads and rail networks, as well as cycling and walking routes.

WECA benefits

- A share of £3.9m to help improve the skills of up to 3,000 adults
- £75,000 to progress the Safer Routes to Schools Scheme
- £400K towards improvements to the A39/B3116 'Two Headed Man' junction
- £40K towards improving cycle networks, including employer grants to encourage cycling to work
- Investment to support the University of Bath to establish a new Institute for Advanced Automotive Propulsion Systems
- Funds to develop the schemes at Freezing Hill and Hicksgate

We have become more self sufficient

We are capitalising on Bath's heritage assets and tourist attractions, as well as raising significant income from our commercial property and services.

Finding more ways to raise income from these activities will become increasingly important in the coming years. These are just some examples:

- ADL Development – our property development arm buys unused council property, refurbishes it and puts it back on the market. Its sale or rental income is then ploughed back into Council services. ADL will make considerable financial contributions towards the Council budget in future years
- Income from our commercial estate. In 2017/18 it is anticipated that we would generate an extra £2.19m more than 2016/17.*
- Heritage services – our museums and galleries generate significant funds for the Council. The Roman Baths is the second most profitable museum in the country, in 2017/18 it is anticipated that this would deliver an extra £1.52m more than 2016/17.*
- Film office – we run a location-hire service that charges reasonable fees to film in and around the city.

**These figures are based on estimates in the budget monitor as at October 2017.*

We are still delivering and improving good services

Despite recent efficiencies and the pressures we face, we are still providing:

- Outstanding fostering and adoption services
- Good Child Protection services - Ofsted 2017
- Some of the best schools in the South West
- 4 Green Flag parks and open spaces
- Exceptional award-winning tourist attractions
- Silver standard for our homelessness services
- Transport infrastructure improvements
- One of the lowest Council Tax in the South West.

Some recent achievements

- Our rehabilitation services have helped 9 out of every 10 older people leaving hospital to still be at home three months later.
- 193 new affordable homes have been built in 2016/17 (Affordable homes comprise homes to both rent and for low cost home ownership)
- 65% of people are happy with the way the Council runs things (Voicebox Survey)
- The percentage of 16-19 year olds 'not in education, employment or training' has dropped to 3% compared to 3.8% in 2015/16.
- 86% of families on the Connecting Families programme or with Children's Centres had a positive Employment or Training outcome in 2016/17.
- 95% of local families get their preferred primary school places.
- Over £750k has been allocated in 2017/18 for improving school classrooms.
- Opened two new primary schools as part of the academies free school programme as well secured a further two through development agreements.
- A proportion of a £255m national fund from the Government to help improve air quality will be allocated to the Council.
- A £92,000 Community Empowerment Fund will support local communities and parishes as they take on a greater role in the provision of local services.

WHAT WE PLAN TO DO NOW

Despite all of this work, the funding gap continues to grow.

If we are to live within our means, a further £31 million of savings must be delivered by 2020. It's not going to be easy, because by 2020, 80 pence in every £1 we spend will go on delivering adult and children's services and this remains a priority for the Council.

What's clear is that we will need to become a smaller organisation. We can no longer be a universal provider of all services. We'll need to commission more services with others, and work closer with our communities and parishes to provide appropriate services and help manage demand.

We'll work closely with our staff and communities to prioritise what services we continue to deliver, what we can do less of and what we can stop doing altogether. We'll also restructure the organisation, make staff savings and find more organisational efficiencies where possible – listening to and engaging with staff throughout.

There is also important work to be done in pressing the Government for change - presenting solutions that would help to ease the challenges that we face.

The Changing Together programme will manage the collective response and the process of creating a smaller, more agile and resilient organisation that's better placed to deal with increasing demographic pressures, service demands and reduced central funding.

Our proposals

These proposals will evolve as we engage with staff and communities on ideas and priorities over the next 12 months.

Restructuring

We are developing proposals around:

- Reducing staff by 300 FTE (out of 2,000 FTE)
- Revising/reducing management structures in an effort to reduce this number
- Further reductions to office accommodation
- Integrating and streamlining back-office functions
- Harnessing better use of technology and online functions

Prioritising services

We will explore and seek opinion on:

- What we can do less of, or not at all
- Services that could be delivered more efficiently by other agencies on our behalf
- Services that could be delivered directly by the market
- How the community can play an increasing part in delivering services
- Whether services could be re-designed to be cheaper/more efficient
- Creative ways to raise more income through commercial activity
- Maximising available grants and funding e.g. WECA funding, Government grants

The detailed savings proposals are outlined at Appendix One. If all the savings plans are approved they will deliver £26.2m of the £31m required with the remaining savings target to be identified as part of the 2019/20 budget process.

A new approach for capital bids was proposed within the Medium Term Financial Strategy to ensure that the Council's highest priorities were met as well as minimising the overall impact on the budget. New and emerging capital bids are attached at Appendix Two. Emerging bids for WECA funding and other Government funding such the Housing Infrastructure Fund (HIF) will be added to the capital programme if the bid is successful and the funding is confirmed.

Pressing Government for change

We are asking the Government directly – and through the LGA - to recognise the challenges we face and the solutions that might help. We have identified 20 key areas where a shift in approach or legislation could help us address pressures or mitigate additional future costs. We have highlighted four areas that we think are of particular concern to local people.

- Council funding for student households

Students are exempt from paying Council Tax but Councils are no longer compensated for this loss of income. As students in B&NES account for almost a quarter of all residents, this compensation would be worth over £3m in additional Council Tax income.

We are also unable to charge Business Rates on student accommodation, which is often run by profitable businesses. No direct funds are therefore available to cover the costs of Council services used by the increasing student population. The universities themselves are large successful businesses that pay relatively little business rates in comparison to their size, scale and the Council services they consume. While we welcome universities, we would like to ensure they make a fair contribution towards the city.

- Ability to introduce a Local Tourism Levy

Visitors are important to our economy, but they also impact upon Council resources and services with around 5.8 million visitors every year. If a Local Tourism Levy was introduced, it would help. For example, a £1 nightly surcharge per room would not affect tourism, but would bring in around £2.4m each year to be reinvested into the local area to help maintain over 5000 listed assets and support the public realm, arts and culture.

- Special Education Needs and Disabilities (SEND)

While we welcome the SEND reforms, we now face a significant increase in workload and support costs as a result. The Council will be asking the Government to transfer additional money to fund this important area.

- Removal of non-domestic rate exemption for listed buildings

This would not require a significant change in law and would enable us to bill for rates on empty, listed properties. We are currently missing out on £2.42m per year due to this exemption. This is income that could be used to provide services.

Working with communities to manage demand

Increasing demand for services – particularly social care but also in other areas – is placing unprecedented pressure the Council.

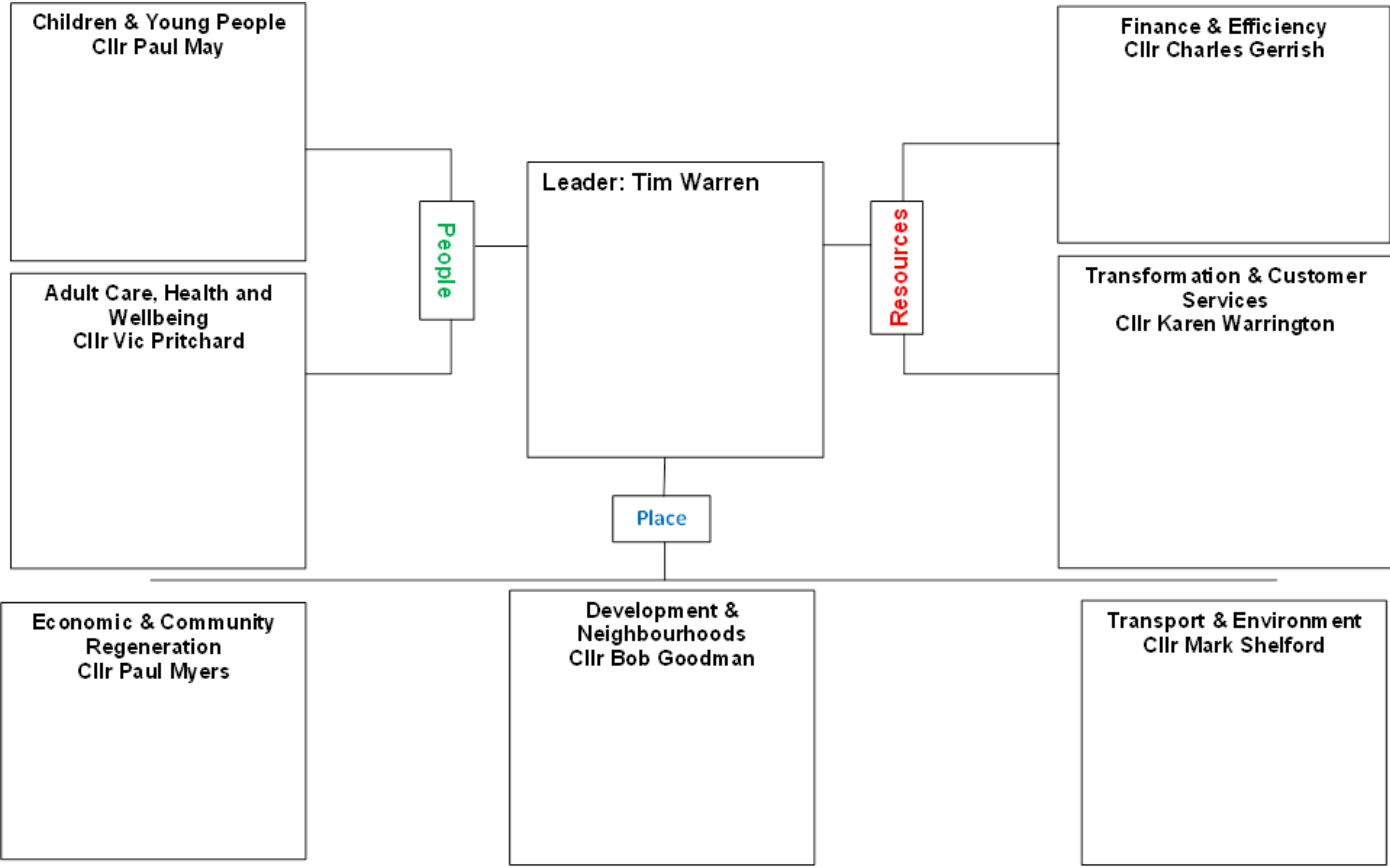
We think there are four areas where individuals and communities can help to manage demand in the future and make our money go further.

- Working Together
Increased collaboration between the Council and local communities, parish councils, partners and voluntary organisations will become increasingly important.
- Staying well
Looking after your health by exercising and eating well increases your chances of staying well for longer – reducing the pressure on care services in the future. Together with our health partners we are delivering a lot of programmes to help.
- Helping out
Doing your bit in your community is a great way to help reduce demand and can bring personal benefit too. Examples are: recycling more, becoming a snow warden, volunteer driving, helping in day centres, litter picking and helping elderly neighbours and friends.
- Doing more online
Doing more online and helping others to do more online will help us to save money and run more efficiently. You can register online to do things like pay your Council Tax and report issues.

PART TWO – OPERATIONAL PLAN

Council overview

The Council’s Cabinet comprises the Leader and 7 Cabinet Members who each have a portfolio of responsibilities:



Key Change Proposals

Summarised below are the key changes that the Council is proposing, structured by the Cabinet Portfolio areas. The plan is focused primarily over the next two years. However, it contains a greater level of detail for the coming year and will be updated annually as Council policy evolves.

The plan doesn't intend to capture every activity that the Council carries out but focuses on the key changes over the coming years and highlights key projects that will help us to achieve our vision for the future.

LEADER				
Title	Summary	Lead Division	Timescales	Year
Review of polling districts and polling places	The Local Government Boundary Commission for England is completing a review of the electoral wards. Subject to parliamentary scrutiny, the new electoral arrangements will come into force at the local elections in 2019. These changes mean the council has to carry out a review of its polling districts under section 18C of the Representation of the People Act 1983.	Legal and Democratic Services	<ul style="list-style-type: none"> • Scope of review agreed – April 2018 • Consultation – Summer 2018 • New model agreed – Winter 2018 	2018/19
Local elections for Council and Parish Council	Preparation for local elections in May 2019.	Legal and Democratic Services	<ul style="list-style-type: none"> • Preparation started December 2017 	2018/20
West of England Combined Authority	Continuing negotiations with WECA on West of England issues.	Legal and Democratic Services	<ul style="list-style-type: none"> • On-going 	

TRANSFORMATION AND CUSTOMER SERVICES				
Title	Summary	Lead Division	Timescales	Year
Consolidation of performance and intelligence functions	Review and restructure of those conducting performance management, analysis, research and data reporting activity across all Council services.	Strategy and Performance	<ul style="list-style-type: none"> • Scope agreed – April 2018 • Proposals agreed – Summer 2018 • New model delivered – April 2019 	2019/20
Consolidation of marketing and communication functions	Review and restructure of those conducting marketing and communications activity across all Council services.	Strategy and Performance	<ul style="list-style-type: none"> • Scope agreed – April 2018 • Proposals agreed – Summer 2018 • New model delivered – April 2019 	2019/20
Modern Libraries Review	Integration of library and customer advice services together with community led approach to local branch libraries. The review is being phased to enable proper consultation, local engagement and decision making at each stage.	Customer Services	<ul style="list-style-type: none"> • Design and engagement work Bath central library – now until Summer 2018 • Midsomer Norton library and OSS complete - Summer 2018 • Engagement with local communities now and throughout 2018 • Radstock healthy living centre Summer 2019 • Integrated and improved OSS and library facility at Bath Podium 2019 • Other community-led solutions according phased over 2018 and early 2019 	2018/19

TRANSPORT AND ENVIRONMENT

Title	Summary	Lead Division	Timescales	Year
Transport strategies	Development of delivery plans to achieve the Councils strategic transport policies and procurement of new Highways Maintenance contract.	Highways and Traffic	<ul style="list-style-type: none"> Produce key documents for Getting around Bath, Somer Valley and Keynsham. Consult prior to implementation. Prepare draft highways contract and issue tender document 	2018/19
Highways and Transport Capital Programme	Completion of delivery of the 2018/19 Highways and Transport Capital programme.	Highways and Traffic	<ul style="list-style-type: none"> Develop a plan of schemes to include WECA projects - 2018 Monitor, drive and project manage timely delivery - 2018 ongoing 	2018/19
Alleviation of congestion to the East of Bath	Development of a set of mitigations to achieve equivalent benefits to a P&R to the east of Bath	Highways and Traffic	<ul style="list-style-type: none"> Development of full business case to submit to WECA for funding - 2018 	2018/19
Parking Strategy	Adoption of a Parking Strategy which takes into account strategic aims.	Transport and Parking Services	<ul style="list-style-type: none"> Complete public consultation on Strategy and adopt - Spring 2018 Review parking charges and develop a range of options for Member consideration - Spring 2018 Implement the new parking charges following statutory processes - June 2018 	2018/19
'Getting from A- B', Strategic Review for Transport	Continued delivery of the 'Getting from A- B' Strategic Review for Transport. Savings achieved, new ways of working embedded within services and new relationship with suppliers established.	Transport and Parking Services	<ul style="list-style-type: none"> Savings target of £1.938m over a 4 year period – March 2020 	2018/19 ongoing
Air Quality (AQ)	Development of a national AQ Plan for Bath. Delivery of a feasibility study and business case outlining measures to achieve compliance with the national air quality objective for nitrogen dioxide. Linked to the Bath Air Quality Action Plan and potential introduction of two new Air Quality Management Areas (AQMA's)	Public Protection & Health Improvement	<ul style="list-style-type: none"> Strategic Outline Business Case – Spring 2018 Final Implementation Plan - end Dec 2018 Declare the AQMAs Spring 2018 and action plans - November 2018 	2018/19

CHILDREN AND YOUNG PEOPLE

Title	Summary	Lead Division	Timescales	Year
Children's Social Care and SEND Improvement	Implement a programme of improvements to children's social care and SEND services in response to Ofsted inspection and other drivers including demand pressures, working in collaboration with key partners, to ensure we deliver good or better services while mitigating financial pressure on the Council.	Children, Young People & Families	<ul style="list-style-type: none"> Ongoing action plans 	2018/19 – 2019/20
Youth Connect redesign	Redesign of Youth Connect services – aiming to achieve this through enabling local community groups to develop the additional capacity in key areas that will offer supplementary services for young people and exploring the potential to develop a staff mutual.	Children, Young People & Families	<ul style="list-style-type: none"> Proposals to be confirmed Q1 2018/19 and implemented at the end of Q2. 	2018/19
Remodelling of Education services	Remodelling the Local Authority role in education services to reflect the changing legislative and educational landscape, with a growing majority of pupils taught in academy schools – ensuring that remaining statutory functions are covered as efficiently as possible.	Education Transformation	<ul style="list-style-type: none"> Detailed proposals to be confirmed in early 2018 for phased implementation 	2018/19 – 2019/20
Service redesign and efficiencies	To implement a range of efficiency measures and management savings across service areas in line with budget pressures while ensuring statutory duties are fulfilled (including implementing changes from the Children and Social Work Act 2017) and demand pressures mitigated wherever possible.	All	<ul style="list-style-type: none"> Various 	2018/19 – 2019/20

ADULT CARE, HEALTH AND WELLBEING

Title	Summary	Lead Division	Timescales	Year
Optimisation of 'Your Care Your Way' Prime Provider arrangement	Work with Virgin Care to lead system-wide transformation and improvements to ensure that services are as integrated, effective and efficient as possible to meet the needs and priorities of our community	Integrated Health & Care Commissioning	<ul style="list-style-type: none"> Ongoing delivery plans in place 	2018/19 – 2019/20
Further develop integrated health and care arrangements between the Council and Clinical Commissioning Group	Further development to enhance our existing integrated working arrangements with the CCG in order to maximise our joint impact on the health and wellbeing of the local population, whilst benefiting from organisational efficiencies.	Integrated Health & Care Commissioning	<ul style="list-style-type: none"> Next phase of development work by April 2018 	2018/19
Adult care transformation - tackling purchased care costs for all client groups	To 'contain' growth pressures within the adult social care service through ongoing redesign and transformation of services to maximise independence, prevent escalating care needs and promote re-ablement after an episode of care, including through the use of assistive technology and more efficient purchasing arrangements and making best use of the Better Care Fund as appropriate.	Integrated Health & Care Commissioning	<ul style="list-style-type: none"> Ongoing delivery plans in place 	2018/19 – 2019/20
Public Health prioritisation	To identify further efficiencies and opportunities for prioritisation of resources in the context of reducing government grant funding, whilst maintaining as much preventative, health improvement and health protection work as possible to contribute to positive health and wellbeing outcomes for the population and to help to mitigate pressures on care services.	Public Health	<ul style="list-style-type: none"> Ongoing prioritisation process, seeking opportunistic savings as contracts expire, etc 	2018/19 – 2019/20
Service redesign and efficiencies	To implement a range of efficiency measures and management savings across service areas in line with budget pressures but ensuring that our Care Act and other statutory duties are fulfilled and demand pressures mitigated wherever possible.	All	<ul style="list-style-type: none"> Various 	2018/19 – 2019/20

ECONOMIC AND COMMUNITY REGENERATION

Title	Summary	Lead Division	Timescales	Year
Employment	Work to ensure creation of local jobs with associated employment space increase. Linked to plans for increased housing and transport infrastructure and associated Council strategies.	Community Regeneration	<ul style="list-style-type: none"> • Review of the Core Strategy / Placemaking Plan - Draft Spring 2018 • Adoption of West of England Joint Spatial Plan - Autumn 2018 • Coordinated business engagement service and employment hub – Spring 2018 • Bath Public Realm and River Programme implementation – 2018 ongoing • Somer Valley Enterprise Zone Commercial Delivery Plan – early 2019 • Bath Enterprise Zone implementation – 2018 ongoing • Delivery of Core Strategy and Placemaking commitments – 2018 ongoing 	2018/19 - 2019/20
Homelessness	Continuation of an effective homelessness prevention service, thus ensuring low numbers of households in temporary accommodation and rough sleeping.	Housing Services	<ul style="list-style-type: none"> • Ongoing. Number of households in temporary accommodation – 27 households maximum each quarter. 	2018/19
Heritage Services Business Plan	Deliver the Heritage Services Business Plan 2018-2022.	Heritage Services	<ul style="list-style-type: none"> • Achieve financial targets in line with Strategic review - 2018 	2018/19 ongoing

DEVELOPMENT AND NEIGHBOURHOODS

Title	Summary	Lead Division	Timescales	Year
Develop, deliver and monitor waste strategy	Improvement in % Household waste reused, recycled, energy recovered. Redesign of the waste collection service to increase recycling and promote services through extensive waste awareness campaigning.	Neighbourhood & Environmental Services	<ul style="list-style-type: none"> 80% household waste reuse, recycling and recovery rate – 2018 ongoing 	2018/19
Planning Application Performance	Development Management continue to meet targets for determination of major and minor applications.	Development Management	<ul style="list-style-type: none"> Major planning applications delivered within agreed timescales, 13 weeks or otherwise agreed and 60% target Minor planning applications delivered within agreed timescales, 8 weeks or otherwise agreed and 70% target 	2018/19
Building Control performance	Building Control continue to achieve positive customer feedback and application turnaround times.	Building Control	<ul style="list-style-type: none"> 90% of application decisions made within 3 weeks. 95% customer satisfaction maintained 	2018/19
Housing and employment space	Policy and Environment focus on housing completions, affordable housing completions, employment spaces gains & losses, & Community Infrastructure Levy income.	Policy & Environment	<ul style="list-style-type: none"> Effective delivery of affordable homes. Deliver 465 new affordable homes Preparation of new Local Plan to establish new homes, employment space and other development targets – options by June 2018 West of England Joint Spatial Plan adoption – 2018 	2018/19 - 2019/20
Leisure Contract and Leisure Contract capital works	Work with a leisure provider for effective leisure provision. Contract monitored bi- monthly and reviewed annually and capital works programme agreed.	Public Protection & Health Improvement	<ul style="list-style-type: none"> Works programme for Bath - by end July 2018 Works programme for Keynsham – base build to be delivered by April 2019, fit out finalised Dec 2019. 	2019/20
Review of the Parks Service	Operational review to identify efficiencies, cost savings, additional income generation potential and proposals to inform 2018/19 budget setting.	Neighbourhood Environmental Services	<ul style="list-style-type: none"> Increase events and wedding income in 2017/18, with further increase in 2018/19 Business case for a review of the Parks will come forward during 2018/19. 	2018/19 - 2019/20

FINANCE AND EFFICIENCY

Title	Summary	Lead Division	Timescales	Year
Corporate Travel Plan	Implementation of a further robust package of corporate travel plan measures (including smart working, pool cars and behaviour change) to reduce cross-council mileage costs.	Strategy and Performance	<ul style="list-style-type: none"> Energy Savings Trust Review – January 2018 Roll-out of Mypermit – February 2018 Review impact of pool car contract – June 2018 	2018/19
Schools support services and trading services review	Services for schools including payroll, ICT, finance, cleaning and catering has been reviewed in the light of schools becoming academies and others often choosing to buy their support elsewhere. Schools will be supported to procure value for money services and the Council will reduce or withdraw its provider role accordingly.	Various in Resources	<ul style="list-style-type: none"> Now until Autumn 2018 	2018/19
Commercial Estate Income	Investment in property acquisitions to continue to diversify the commercial estate and generate income in excess of financing costs. A prudent gearing threshold will be set as part of an investment strategy.	Property & Project Delivery	<ul style="list-style-type: none"> Throughout 2018 and possibly 2019 	2018/19
Corporate Estate office accommodation	Office accommodation will be further reduced in line with reductions in staff establishment with flexible working continuing to provide efficient use of space.	Property & Project Delivery	<ul style="list-style-type: none"> Phased as staffing levels reduce 	2018/19 - 2019/20
Management arrangements and staffing	Management will be further streamlined and staff reductions equivalent to approximately 300 FTE posts to achieve necessary savings. Critical functions and services for vulnerable people will be protected.	All services	<ul style="list-style-type: none"> Phased as part of a Council wide programme 	2018/19 - 2019/20
Shared services	Opportunities for shared services will be developed including potentially with neighbouring Councils, CCG and WoE. This will in part be driven by service resilience and value for money requirements, health integration aspirations and WoE regeneration opportunities.	Selected services across the Council	<ul style="list-style-type: none"> Phased approach 	2019/20
Digital by Choice	Digital services will be developed to enable the Council to deliver quality services 24/7 with less staff, whilst ensuring	All services	<ul style="list-style-type: none"> Phased approach 	2018/19 - 2019/20

	choice about how to access services is available for those that need it.			
Property Company (ADL) housing developments	New housing will be provided through the Council's property company to satisfy local housing need and generate commercial returns. Also links to the One Public Estate agenda and small housing sites.	Property & Project Delivery	<ul style="list-style-type: none"> Riverside Keynsham – development underway – 96 apartments Others developments phased 	2018/19 - 2019/20

PART THREE – DELIVERY OF THE PLAN

Corporate Risk Management

Delivering against the Council's key priorities with a smaller budget is challenging and not without risk. Increased demand, rising costs and reduced funding means we have to carefully prioritise so that key risks are managed or mitigated. The benefits gained in managing risk are positive and should deliver better quality strategic, operational and financial management, statutory compliance and improved service delivery.

However we need to do this within a smaller organisation and our actions need to be proportionate. As a consequence we are refreshing our risk management strategy to ensure that we continue to focus key management actions in the right areas to enable delivery of key priorities.

Our aim is to continue manage risks at three different levels –

- Corporate/Strategic – Impacts are Cross Council or of very high significance
- Operational/Divisional – Impacts are localised on delivery of functional or team objectives
- Major Projects – Impacts are significant against delivery of key Council priorities

		LIKELIHOOD			
		Unlikely	Possible	Likely	Almost Certain
IMPACT	Critical				
	High				
	Medium				
	Low				

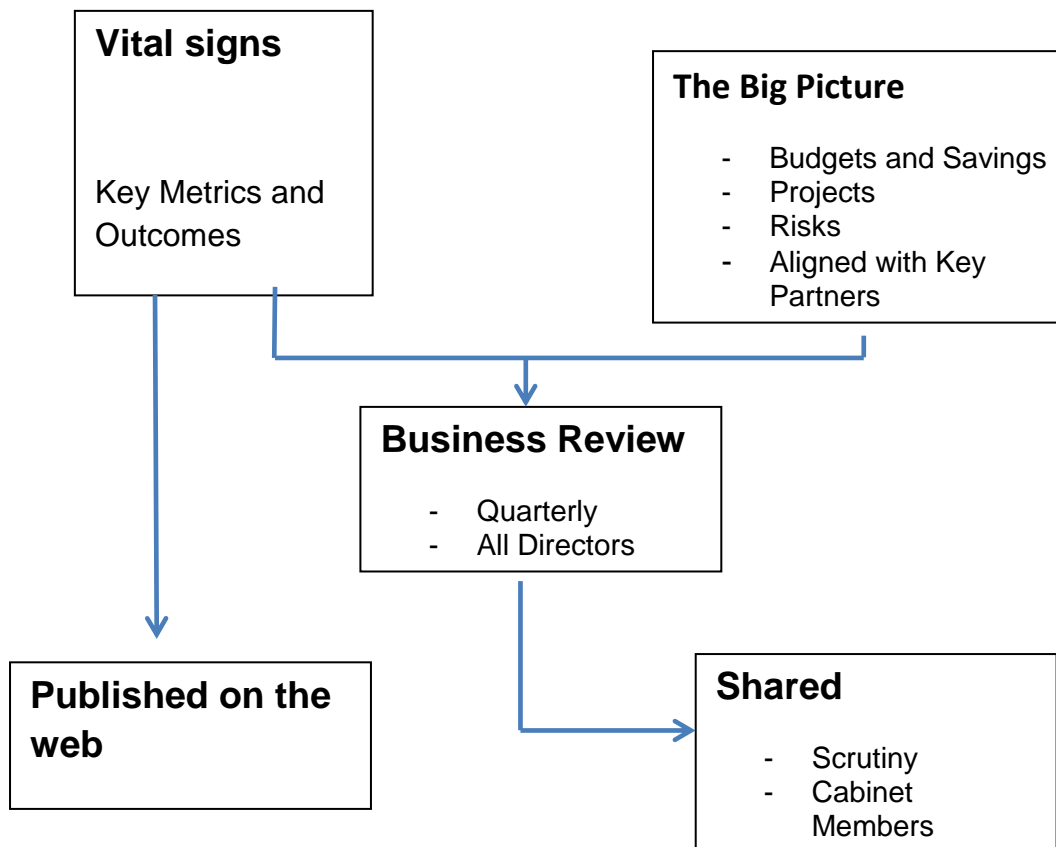
An overarching principle of our new strategy is to develop our risk management processes and procedures alongside existing and newly developing corporate arrangements. This should have the clear advantage of achieving and demonstrating an embedded risk management process, and reduces the need for additional reporting.

The budget report will set out in more detail the specific risk issues arising from the 2018/19 budget as part of the statement of robustness. Our aim therefore is to integrate – as far as possible – the processes and reporting mechanisms of the three key building blocks of Corporate Governance, Performance, Risk and Financial Management.

Performance management

The new performance framework is based on a small number of high-level 'vital signs'. This ensures that we keep sight of critical matters during the upcoming changes, with operational and delivery matters discussed through quarterly, narrative-based business review meetings.

This process is summarised in the below diagram:



APPENDICES

Appendix 1	Revenue Budget Savings & Income Generation Proposals
Appendix 2	Capital Programme – New/Emerging Items

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Appendix 1 - Budget Savings & Income Generation Proposals 2018/19 to 2019/20

Savings Title	How to be achieved	18/19 Saving £000	19/20 Saving £000	2 year Savings Total	Risk to delivery of saving (H/M/L)	Impacts on staff - (incl no of posts deleted)	Impacts on property / assets etc	Impacts to service delivery
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Note: The items shaded light grey are existing savings and income generation proposals from the 2017/18 - 2019/20 budget, these have been reviewed for the 2018/19 - 2019/20 budget report.

Portfolio: Economic & Community Regeneration

Efficiency Savings								
Commissioning of Destination Management	Supporting Bath Tourism Plus to become self sustaining. This will be achieved by reducing the contract sum over the next 2 years and by working with BTP to ensure they become self sustaining.	150	350	500	M/H	0	None	Improved co-ordination of visitor economy activities for resident and visitors.
Housing	Service efficiency and additional grant income to off-set revenue costs	53	7	60	L	0	None	None
Reduction in grants	Reduction in contribution to the World Heritage Enhancement Fund	5	5	10	L	0	None	None

Sub Total - Efficiency Savings

208	362	570
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Income Generating Opportunities								
Film Office Option	Increase in income generated from management of filming in B&NES and sales of stock video / drone footage to film makers and additional efficiencies	20	30	50	L	0	None	Expanding the service offer to other partners in order to generate greater income, will improve further the overall perception of the service.
Heritage Services business plan	Continued progression of business plan in line with recent performance.	1600	500	2100	M	0	None	To be managed through Heritage business plan.

Sub Total - Income Generating Opportunities

1,620	530	2,150
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Appendix 1 - Budget Savings & Income Generation Proposals 2018/19 to 2019/20

Savings Title	How to be achieved	18/19 Saving £000	19/20 Saving £000	2 year Savings Total	Risk to delivery of saving (H/M/L)	Impacts on staff - (incl no of posts deleted)	Impacts on property / assets etc	Impacts to service delivery
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Service Redesign								
Arts Development	Phase out Art grants from the Council moving to a strategic support role.	78	0	78	L	2	None	The Council will close its arts grants programme and move to an enabling role via other services.
Devolution to town & parish councils	A number of local authorities have devolved services and assets to town and parish councils. This has delivered savings through reducing duplication and leveraging-in additional resources such as volunteer time and the local skills and knowledge of town and parish councils. Bath and North East Somerset will consider a devolution framework will be agreed with town and parish councils in our area.	25	0	25	M	0	Potential for asset transfer to town and parish councils	The aim is to improve efficiency and effectiveness of delivery through redesigning local services with town and parish councils. Through its review of the Parish Charter, the Council has worked closely with town and parish councils in the past year to develop joint principles of devolution to underpin this. In addition, the Community Empowerment Fund has provided pump-priming investment for parish and town councils to develop new ways of working.

Sub Total - Service Redesign

103	0	103
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Economic & Community Regeneration Total

1,931	892	2,823
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Portfolio: Transport & Environment

Efficiency Savings								
Street Lighting LED replacement	A replacement programme of existing lights with more efficient ones	5	0	5	L	0	Conversion of units to efficient LEDs & introduction of dimming technology.	Energy savings through more efficient lighting and more reliable lanterns. Achieved as an invest to save project

Appendix 1 - Budget Savings & Income Generation Proposals 2018/19 to 2019/20

Savings Title	How to be achieved	18/19 Saving £000	19/20 Saving £000	2 year Savings Total	Risk to delivery of saving (H/M/L)	Impacts on staff - (incl no of posts deleted)	Impacts on property / assets etc	Impacts to service delivery
Depot Review	Rationalise depots to reduce costs and enable capital improvements to remaining sites.	38	0	38	L/M	Changes to working locations	Reduction in number of sites and improvement of remaining assets.	None
Transport Planning	Reduce reliance on consultants	0	50	50	L	None	None	More efficient delivery of service
Accessibility & Cycling	Structure review	0	10	10	M/H	1	None	This saving would involve reducing the level of work provided and only meeting minimum requirements.
Parking & Transport	Rationalise payment machines & implement cashless payment solutions	23	0	23	L	None	None	Some customers may prefer to pay using coins.
Immediately Addressable Spend	Reductions in overheads e.g. training	16	0	16	L	None	None	None

Sub Total - Efficiency Savings	82	60	142
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Income Generating Opportunities								
Transport & Parking Services review	A Parking Strategy Review will outline different parking charge options and rebase income targets. This review will be concluded this financial year	707	0	707	H	0	None	This additional income reflects existing performance and targets, which may increase if there are further proposals arising from the parking review.

Sub Total - Income Generating Opportunities	707	0	707
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Appendix 1 - Budget Savings & Income Generation Proposals 2018/19 to 2019/20

Savings Title	How to be achieved	18/19 Saving £000	19/20 Saving £000	2 year Savings Total	Risk to delivery of saving (H/M/L)	Impacts on staff - (incl no of posts deleted)	Impacts on property / assets etc	Impacts to service delivery
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Service Redesign								
Transport - moving people from A to B	Through a cross Directorate Working Group looking at the opportunities to improve customer options whilst also being cost effective	525	568	1093	M	0	Infrastructure improvements to facilitate delivery changes.	Service delivery is being changed and structure reviewed to enable more interaction with the customer e.g. moving to more personalised budgets in relation to SEN transport options.
Network Management	Redesign consultations	0	30	30	M	0	None	

Sub Total - Service Redesign

525	598	1,123
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Transport & Environment Total

1,314	658	1,972
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Portfolio: Development & Neighbourhoods

Efficiency Savings								
Service review within Development Management	Staff Restructure	18	0	18	L	1.2	None	
GIS	Software cost reduction	13	0	13	L	None	None	
Waste and Parks	Service Review of Parks	205	0	205	M	Pending outcome of review	Pending outcome of review	Pending outcome of review
Policy & Environment	Reduction in funding to Bristol Regional Environmental Records Centre	3	0	3	L	None	None	
Policy & Environment	Reduce funding to Avon Catchment	0	3	3	L	None	None	
Reschedule Policy work programme	Reschedule work programme in LDS	10	0	10	M	None	None	

Sub Total - Efficiency Savings

249	3	252
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Appendix 1 - Budget Savings & Income Generation Proposals 2018/19 to 2019/20

Savings Title	How to be achieved	18/19 Saving £000	19/20 Saving £000	2 year Savings Total	Risk to delivery of saving (H/M/L)	Impacts on staff - (incl no of posts deleted)	Impacts on property / assets etc	Impacts to service delivery
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Income Generating Opportunities								
Bereavement Service	Increase charges and promote memorial sales	80	0	80	L	0	None	
Neighbourhood Planning applications from Parish Councils	Enabling further grant over 2 years by implementing with Parishes higher number of Neighbourhood Planning applications.	0	-50	-50	L	0	None	Increased quality and support to Neighbourhood Plans would further enhance the relationships with communities and parishes.
Building Control	Increase in fees 2%	8	0	8	L	None	None	
Land charges	Increase in fees 2%	6	0	6	L	None	None	
Development Management	Increase pre-app fees by 10%	5	0	5	L	None	None	
Development Management	Increase Development Team fees 10%	11	0	11	M	None	None	

Sub Total - Income Generating Opportunities

110	-50	60
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Service Redesign								
Refuse Collection	Reduction in garden waste service in winter months	35	35	70	M	None	None	Reduction in the garden waste service in winter months is proposed as this waste is greatly reduced during this period therefore the impact will be minimal
Waste Strategy	Greater reliance on online material with a reduction in hard copies	0	20	20	L	None	None	Impacts should be low as residents are used to the new service and require less support/enforcement
Cleansing	Cease funding Parish sweeping schemes.	0	80	80	L	None	None	

Appendix 1 - Budget Savings & Income Generation Proposals 2018/19 to 2019/20

Savings Title	How to be achieved	18/19 Saving £000	19/20 Saving £000	2 year Savings Total	Risk to delivery of saving (H/M/L)	Impacts on staff - (incl no of posts deleted)	Impacts on property / assets etc	Impacts to service delivery
Public Protection & Health Improvement	Remove Graduate Intern post	12	0	12	L	None	None	

Sub Total - Service Redesign

47	135	182
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Development & Neighbourhoods Total

406	88	494
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Portfolio: Adult Care, Health & Wellbeing

Efficiency Savings

Community Support Services	Reduce cost of Community Support services through: Re-defining requirements - new specification with focus on maximising independence and reduce longer-term dependency on funded care. Utilise Prime Provider/DPS arrangement to achieve contracting efficiencies.	75	25	100	M	0	None	Improved outcomes for service users as they are able to access services that are focused on maximising their independence and not building unnecessary dependency.
Day Care	Reduce the cost of day care services through: redefining requirements - new specification with focus on maximising independence and reducing longer-term dependency on funded care and moving away from more traditional model of day care for people with an LD that have been day-centre based, standard activities. Also, revise approach to transport provision to reflect this new approach.	75	0	75	M	0	May impact the long term future use of two Council-owned day-centres	Improved outcomes for service users as they are able to access services that are focused on maximising their independence and not building unnecessary dependency. Potential change in access arrangements for some people with an LD in relation to the changes in the service model with a shift away from the current, traditional day-centre model.
Provider Relationship	Strengthen the focus of providers on maximising independence by focusing on individual's strengths, interests, abilities and networks improving outcomes and reducing longer term dependency. Support with a gain share model with community services providers to incentivise them to deliver outcomes and reduce package costs.	125	0	125	M	0	None	Improved outcomes for service users able to access services focused on maximising independence. Greater visibility of the available options for service users and carers, giving them greater choice and control. Services can be co-ordinated around the needs and wishes of the individual.

Appendix 1 - Budget Savings & Income Generation Proposals 2018/19 to 2019/20

Savings Title	How to be achieved	18/19 Saving £000	19/20 Saving £000	2 year Savings Total	Risk to delivery of saving (H/M/L)	Impacts on staff - (incl no of posts deleted)	Impacts on property / assets etc	Impacts to service delivery
Residential and nursing re-commission	Reduce the cost of care home placements through: a) Refinement of eligibility criteria and active promotion of community based alternatives that focus on maximising independence; b) Ensuring consistency and equity in care home fees by implementing a new commissioning and contracting model informed by Fair Price of Care exercise undertaken in 2016/17; & c) Design and implementation of a brokerage service.	75	25	100	M	0	None	The assessed level of need is aligned with the cost of meeting that need avoiding "over-prescription" and increased dependency. Improved consistency and equity between service user groups. Improved cost control supported by efficient payment processes achieves better value for money.
Assistive Technology	Increase the use of assistive technology to reduce overall package costs and reduce demand longer term for residential care a) Package cost reduction of existing service users b) Demand management - reduce future demand for more expensive care through early identification of service users who will benefit from assistive technology c) Income generation - charge service users without eligibility for Council provided care	50	0	50	M	0	None	Improved outcomes for service users able to access services focused on maximising independence. Greater visibility of the available options for service users and carers, giving them greater choice and control. Services can be co-ordinated around the needs and wishes of individuals. Some service users may be charged for their service, if not eligible for Council care.
Re-ablement	Maximise impact of reablement service promoting independence, avoiding unnecessary admission to residential and nursing care/hospital and supporting timely discharge from hospital. Streamline pathways into reablement to improve access, reduce waiting times and prevent a delay in individuals receiving a service. Improve service user outcomes and reduce dependency on long term packages of care.	125	0	125	M	0	None	Service users are supported to maximise their independence and packages do not build unnecessary dependency on funded services resulting in improved outcomes. The assessed level of need is aligned with the cost of meeting that need avoiding "over-prescription" and increased dependency. Improved access to reablement service and avoidance of delays. Some service users receiving reablement for longer than 6 weeks whilst waiting for an ongoing package of care may be charged for their care.

Appendix 1 - Budget Savings & Income Generation Proposals 2018/19 to 2019/20

Savings Title	How to be achieved	18/19 Saving £000	19/20 Saving £000	2 year Savings Total	Risk to delivery of saving (H/M/L)	Impacts on staff - (incl no of posts deleted)	Impacts on property / assets etc	Impacts to service delivery
Front Door Review	Redesign social care access as part of an integrated 'front door' to place greater emphasis on: a) providing information, advice and guidance; b) enabling people to access alternative preventative and self-care focused services including those provided by voluntary sector organisations; and c) ensuring that individuals who do need statutory social care services are able to access them without delay.	188	0	188	M	0	None	Service users are supported to maximise their independence and packages do not build unnecessary dependency on funded services resulting in improved outcomes. The assessed level of need is aligned with the cost of meeting that need avoiding "over-prescription" and increased dependency. Improved access to statutory health and care services and avoidance of delays in individuals receiving a service. Greater visibility of the available options for service users and carers, giving them greater choice and control. Service users are enabled to help themselves.
Incremental Package Costs	Analysis of package data indicates that in 2015/16 there were a significant number of incremental package increases. A proportion of these increases will have been appropriate to respond to an increase in need. However, existing controls and governance can be strengthened to reduce the volume, value and duration of incremental increases.	50	0	50	M	0	None	<ul style="list-style-type: none"> • Reduced prevalence of incremental package increases, realising a cashable benefit • Improved outcomes for service users by ensuring they receive the right level of care at the right time and dependency is not built unnecessarily • Wider strategic objectives are supported by actively promoting and encouraging alternative ways to meet an identified need that does not necessarily rely on funded social care support, for example, assistive technology • Decision makers are held to account which can result in a greater level of ownership for operational decisions to contribute to wider practice changes • Greater visibility of incremental increases will inform practice change and market development work, by better understanding local drivers for package increases and being better equipped to respond to the reasons for those.

Appendix 1 - Budget Savings & Income Generation Proposals 2018/19 to 2019/20

Savings Title	How to be achieved	18/19 Saving £000	19/20 Saving £000	2 year Savings Total	Risk to delivery of saving (H/M/L)	Impacts on staff - (incl no of posts deleted)	Impacts on property / assets etc	Impacts to service delivery
Support Planning and Brokerage	Transform the approach and delivery structure of support planning and brokerage. This will involve implementing an asset based approach and separating the assessment from support planning and brokerage functions to improve operational efficiency, provide the framework for more innovative support plans and increase consistency to realise cashable and non-cashable benefits.	50	0	50	M	0	None	Service users are supported to maximise their independence and packages do not build unnecessary dependency on funded services resulting in improved outcomes. The assessed level of need is aligned with the cost of meeting that need avoiding "over-prescription" and increased dependency. Improved access to statutory health and care services and avoidance of delays in individuals receiving a service. Greater visibility of the available options for service users and carers, giving them greater choice and control. Service users are enabled to help themselves.
Review/restructure of Disabled Care Team (Adults & Children's)	The Children's Disability team is currently an in-house team whilst the Adults' team is externalised. An opportunity exists to merge the function through service restructuring.	50	0	50	H	Not known at this stage	None	There is the potential for further join up of adult and children's services provision to deliver benefits in relation of an all-age service and improvement of transition arrangements. This does need to be considered in the context of current mixed delivery models, plans for further integration, and the appointment of Virgin Care as the Prime Provider of community health and social care services. In the first instance, the model of C&YP provision is being reviewed.
Home Care Compliance	Develop the approach to home care commissioning to strengthen the focus on outcomes and maximising independence. Redesign the commissioning and contracting model to achieve efficiency, stimulate the market and incentivise providers to maximise independence. Streamline business processes to gain efficiencies from payment processes and cost controls.	50	0	50	M	0	None	Service users are supported to maximise their independence and packages do not build unnecessary dependency on funded services resulting in improved outcomes. The assessed level of need is aligned with the cost of meeting that need avoiding "over-prescription" and increased dependency. Improved cost control supported by efficient payment processes achieves better value for money.

Appendix 1 - Budget Savings & Income Generation Proposals 2018/19 to 2019/20

Savings Title	How to be achieved	18/19 Saving £000	19/20 Saving £000	2 year Savings Total	Risk to delivery of saving (H/M/L)	Impacts on staff - (incl no of posts deleted)	Impacts on property / assets etc	Impacts to service delivery
Public Health further savings	Savings in 17/18 will be made against health improvement programmes including from the DPH award (non-pay), NHS health checks and other lifestyle programmes not included in the Your Care, Your Way envelope. Savings in 18/19 will involve reduction in support to CCG health protection, internal intelligence posts, training budgets and possibly other changes to budgets for staff or commissioned services based on the Your Care, Your Way process.	50	0	50	L	0	None	This will have a small impact on a range of preventive services carried out in schools and in the community but no service will be lost entirely and direct client-facing services will be maintained and efficiency maximised through service remodelling in the Your Care, Your Way process

Appendix 1 - Budget Savings & Income Generation Proposals 2018/19 to 2019/20

Savings Title	How to be achieved	18/19 Saving £000	19/20 Saving £000	2 year Savings Total	Risk to delivery of saving (H/M/L)	Impacts on staff - (incl no of posts deleted)	Impacts on property / assets etc	Impacts to service delivery
Purchased Care –Across Client Groups	<p>Accelerate existing transformation - Expedite existing savings plans and service transformation activities to realise benefits quickly through:-</p> <p>Process efficiencies including</p> <ul style="list-style-type: none"> • Review all social care packages to determine whether there is additional potential to reduce costs; • Review income collection processes and approach to increase income collection rate and reduce bad debts • Strengthen the monitoring and approval process of changes in package costs <p>Review service delivery approach including:</p> <ul style="list-style-type: none"> • Exploring the possibility of in-house care provision in response to challenging market conditions. • Review in and out of area placements – reduce the restrictions on where individuals receive their care package, • Care in the community v care in residential and nursing settings 	920	1271	2191	H	0	None	<p>Some initiatives are expected to improve service user experience and access to services whilst also achieving savings. For example, testing the "three conversations" approach to assessing need and support planning, which is being implemented by some other local authorities and is aimed at helping people lead independent lives.</p> <p>There may, in some instances, be a reduction in the range/type of services offered and the level of choice given to individuals, including the type of service put in place to meet their assessed/eligible need.</p>
MCA/ DOLS	Review the assessment activity undertaken by the team; use 'like' assessments within year to reduce spend on Section 12 Drs. Reduce the use of external best interest assessors through prioritisation of assessments	60	0	60	M	0	0	Delays to some assessments, which may impact on service users, families and for other stakeholders who will hold a level of risk

Appendix 1 - Budget Savings & Income Generation Proposals 2018/19 to 2019/20

Savings Title	How to be achieved	18/19 Saving £000	19/20 Saving £000	2 year Savings Total	Risk to delivery of saving (H/M/L)	Impacts on staff - (incl no of posts deleted)	Impacts on property / assets etc	Impacts to service delivery
Community Equipment	Assessment threshold - Increase the threshold for assessments prior to the release of equipment. Improved utilisation - Review the contract and existing processes. Increase utilisation of equipment where it reduces the need for more expensive forms of care and improve efficiency from better stock management and recycling	43	0	43	H	0	The community equipment review will include an options appraisal of the current store in a Council owned building in Radstock	The review, whilst delivering efficiencies, will also aim to improve the service currently offered, to include full 7 day working to support hospital discharge, and streamlining of the current ordering and authorisation process.
Food Policy	Remove the food policy role	0	40	40	L	1	None	Loss of key source of food policy and strategy work
Public Health Analyst	Post currently shared with another service, suggestion is to remove the 0.5 FTE from public health with data analysis and admin work being provided on a priority only basis.	17	0	17	L	0.5	None	Impact on overall capacity of team and will require prioritisation of work
Director of Public Health Award	Reduce Council contribution to DPH Award scheme and further explore options for recharging schools or redesigning the service	0	15	15	L	0	None	May result in less capacity to support schools and/or fewer schools participating in this health initiative.
Immediately Addressable Spend	25% of immediately addressable spend	7		7	L	0	None	Reduced partnership working if travel is restricted. Loss of funding for professional subscriptions may impact recruitment and retention. The proposals will require careful budget management and over-sight to ensure that spend is carefully targeted and monitored.
Sub Total - Efficiency Savings		2,010	1,376	3,386				

Appendix 1 - Budget Savings & Income Generation Proposals 2018/19 to 2019/20

Savings Title	How to be achieved	18/19 Saving £000	19/20 Saving £000	2 year Savings Total	Risk to delivery of saving (H/M/L)	Impacts on staff - (incl no of posts deleted)	Impacts on property / assets etc	Impacts to service delivery
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Growth Avoidance

Adult Social Care Demographic Growth - Older People over 65	Fair Price of Care and modelling of alternative fee structures for care home placements has informed development of new commissioning and contracting approaches. However, this is in the context of increasing pressures arising from demographic change. Also in the context of market conditions, which are a significant constraint when negotiating and agreeing new contractual arrangements and fee structures and ensuring that the Council's statutory obligations are met. Very close links with the mobilisation, transition and transformation of community services (your care, your way), the establishment of the Prime Provider/Dynamic Purchasing System arrangements and the agreement of risk and gain share.	333	333	666	H	0	None	A strengthened focus on maximising independence by focusing on individuals' strengths, interests, abilities and networks is designed to improve outcomes for service users and reduce longer term dependency. Potential reduced access to their preferred care setting for some service users and carers as the Council balances the views, preferences and wishes of the individual with ensuring that the assessed level of need is aligned with the cost of meeting that need, avoiding "over prescription" and building increased dependency.
Adult Social Care Demographic Growth - Mental Health over 65		190	190	380	H	0	None	
Adult Social Care Demographic Growth - Learning Disabilities		348	348	696	H	0	None	
Adult Social Care Demographic Growth - Mental Health Adults of Working Age		75	75	150	H	0	None	
Adult Social Care Demographic Growth - People with Physical Disabilities		46	46	92	H	0	None	
Sub Total - Growth Avoidance		992	992	1,984				

Service Redesign

Public Health grant reduction	Redesign and reduction in Public Health work to absorb reduction in Grant funding,	235	222	457	M	0	None	This would have to be delivered through further prioritisation of which local preventative initiatives and campaigns can be supported; stopping the test purchasing and intelligence gathering on illegal tobacco sales; reductions in office costs and reductions in contracted spend for health checks and other commissioned services
Sub Total - Service Redesign		235	222	457				

Adult Care, Health & Wellbeing Total

3,237	2,590	5,827
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Appendix 1 - Budget Savings & Income Generation Proposals 2018/19 to 2019/20

Savings Title	How to be achieved	18/19 Saving £000	19/20 Saving £000	2 year Savings Total	Risk to delivery of saving (H/M/L)	Impacts on staff - (incl no of posts deleted)	Impacts on property / assets etc	Impacts to service delivery
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Portfolio: Children & Young People

Efficiency Savings									
Page 60	Increase the level of “In-house” Foster-Placements	Increase level of in-house foster placements through a combination of enabling in house carers to take more complex cases and/or increasing volumes of in house carers through increased recruitment	50	0	50	M	0	None	Initial review of new recruitment approaches (particularly through improving and increasing our social media presence) have resulted in an overall increase in expressions of interest in fostering and those which progress to assessment of carers. An increased number of in-house foster-placements may require additional capacity within the team to support the foster carers, but should still enable a net saving as shown
	Children's safeguarding court proceedings	Reducing the numbers of those coming to court and then into care through preventative measures and changing the use of experts during the process e.g. a) reduction in cost of barristers a mediation approach to early prevention b) Early help preventative measures c) Review social worker use	100	0	100	H	0	None	The numbers of cases that have required the Local Authority to initiate Court proceedings in relation to young children has risen over the past two years, reflecting a national trend. Any changes to the decision making process will need to be made with consideration to evidence of an incremental and increased demand for legal intervention, but securing professional input in a more cost-effective way and increasing preventative measures can only have a positive impact.
	Skills and Employment Funding Model	Reduction in level of funding from People & Communities to Place for Skills & Employment team, which will become self-funding through its work with employers. Consolidation of ad hoc internal savings used to fund this team, by deleting a post within People & Communities.	60	0	60	L	1	None	Minimal impact anticipated, providing focus on care leavers and other vulnerable young people is not lost as a result of new funding model
	Preventative Commissioning	Explore opportunities for further integration of commissioned services, creating more joined up approaches and creating some back-office efficiencies	12	0	12	M	0	None	Improved outcomes for families, by integrating services that are coordinated around their needs and preventing escalation into specialist social care services.

Appendix 1 - Budget Savings & Income Generation Proposals 2018/19 to 2019/20

Savings Title	How to be achieved	18/19 Saving £000	19/20 Saving £000	2 year Savings Total	Risk to delivery of saving (H/M/L)	Impacts on staff - (incl no of posts deleted)	Impacts on property / assets etc	Impacts to service delivery
SIAS /School Improvement & Achievement	Requirement for service will significantly reduce as Academisation increases. Also option to absorb admin roles within a corporate team / shared service.	0	50	50	M	1	None	Capacity reduced to minimum statutory duty of monitoring school standards from Academic year 2019/20 (assumes few if any maintained schools will remain). Explore opportunities to share residual services with another Authority
Administration	Potential removal of 3 FTE admin posts.	90	0	90	L	3	None	The Service will work hard to minimise any impacts on front line capacity. The introduction of Business support "Pods" (as proposed by the Business Support Review) will seek to spread admin support to teams in a more flexible way and allow staff to move between teams according to demand.
Service management consolidation (Preventative and Inclusion services)	Removal of 3 FTE roles by combining responsibilities with other management posts or reducing to statutory minimum service.	76	77	153	M	3	None	The loss of these posts will mean that the tasks currently undertaken by the managers would need to be reduced and/or passed to other colleagues. The additional tasks and priorities would need to be managed alongside existing service demands. This is made possible by other changes in service delivery such as cessation of traded Parent Support Advisers, redesign of youth Connect and remodelling of children's Centre Services, already underway.
Capital and Organisation	With the reduction in workload associated with the growth in academies, reduce the team which manages the allocation of resources to capital priorities - maintaining a minimum statutory function linking to sufficiency of school places.	0	40	40	L	1	None	Limited impact as responsibility for capital maintenance and delivery of some capital expansion schemes will transfer to academies
Education psychology services	Increase income from trading marginal capacity to fully recover costs and support service resilience	33	0	33	M	0	None	The need to generate additional income will require the team to work differently, and may require some re-structuring of priorities to ensure staff can promote and market their services to schools and obtain new contracts to work in new schools.

Appendix 1 - Budget Savings & Income Generation Proposals 2018/19 to 2019/20

Savings Title	How to be achieved	18/19 Saving £000	19/20 Saving £000	2 year Savings Total	Risk to delivery of saving (H/M/L)	Impacts on staff - (incl no of posts deleted)	Impacts on property / assets etc	Impacts to service delivery
Short Breaks for Disabled Children	Expenditure relates to commissioned services that provide access to short breaks for children and their families with eligible social care needs. The services were last procured in 2013 and are now due for re-provision. This presents an opportunity to market test and re-negotiate contracts and rates without a substantial impact on service levels.	0	18	18	H	0	None	There may be an increase in waiting times for short breaks. Short break provision is a vital service that aims to support families to be able to care for their disabled children at home in the community. The provision provides respite for the parents and carers of children and young people with disabilities/SEND, and a short-break for the young person. Short break provision helps prevent family breakdown and enables children and young people to remain at home. Provision will continue to be closely monitored to ensure that the realisation of the saving does not adversely impact on the quality and safety of the service or on outcomes for vulnerable children and families.
Early Years	Consolidation of business support roles, including admin, data monitoring, EHCP & Ofsted reports.	16	0	16	M	0.4	None	This proposal will require the team to reduce the scope of its current work to only cover statutory requirements.
Immediately Addressable Spend	25% of immediately addressable spend	43	0	43	L	0	None	Some services may be less accessible if travel is restricted. Loss of funding for professional subscriptions may impact recruitment and retention. The proposals will require careful budget management and over-sight to ensure that spend is carefully targeted and monitored.
Sub Total - Efficiency Savings		480	185	665				

Service Redesign								
Children's Centres buildings management	Reduce cost of Children's Centres through 'asset transfer' of centres or finding a way to ensure services are delivered by others through existing buildings	75	0	75	M	0	Potential asset transfer	The current service will continue to run. The transfer of some Children's Centre buildings to community ownership could benefit local organisations through more effective use of the buildings as well as reduce unnecessary overheads for the Council. Already well advanced in exploring this option for the 'spoke' centres (not hubs).

Appendix 1 - Budget Savings & Income Generation Proposals 2018/19 to 2019/20

Savings Title	How to be achieved	18/19 Saving £000	19/20 Saving £000	2 year Savings Total	Risk to delivery of saving (H/M/L)	Impacts on staff - (incl no of posts deleted)	Impacts on property / assets etc	Impacts to service delivery
Review savings available from Youth Connect Service	Options are being reviewed to enable alternative delivery arrangements for services creating potential partnerships with local communities thus enabling local community groups to develop the additional capacity in key areas that will offer supplementary services for young people	200	300	500	H	7-10	Potential asset transfer	This proposal seeks to maintain the Council's commitment to delivering its statutory requirements, whilst also encouraging and enabling local community groups to develop the additional capacity in key areas that will offer supplementary services for young people. Any reduction in the size and remit of the Council-run service may impact on service delivery and our early help offer. The aim of the review will be to minimise any negative impact on outcomes for young people.
Children's Services Collaboration with other LA	Combine smaller services with other local authorities to achieve efficiencies e.g. YOT, educational functions, admissions, school psychologists, school improvement service etc. a) Combining small services b) Removal of non-essential services	25	0	25	M	1	None	Minimal impact expected as this is about combining delivery with another LA. This could assist in making these smaller services more robust as well as providing efficiencies.
Early Years nursery provision	To review all of the existing Council owned and run nurseries and explore the option of assisting other organisations to take on the running and management of nurseries to ensure there are sufficient places available.	50	0	50	M	Some fixed term posts already terminated	None	There is now provision of sufficient alternative nursery places in some areas. The private sector has been able to absorb the movement of children to independent nursery providers from Council-run nurseries in some locations. The Council will explore the option of assisting other organisations to take on the running and management of nurseries to ensure that sufficient places remain available across communities
Remodel Education Support & School Services	Scale down offer to meet remaining statutory requirements only, transferring responsibility to schools where appropriate.	250	0	250	M	Up to 5	None	This re-modelling follows national policy initiatives which have resulted in academisation of schools and the transfer of functions to schools, academies the Regional Schools Commissioner; Teaching Schools, Trust Boards of Multi Academy Trusts (MAT).Proposed to scale back existing teams to minimum consistent with statutory duties linked to expected number of maintained schools

Appendix 1 - Budget Savings & Income Generation Proposals 2018/19 to 2019/20

Savings Title	How to be achieved	18/19 Saving £000	19/20 Saving £000	2 year Savings Total	Risk to delivery of saving (H/M/L)	Impacts on staff - (incl no of posts deleted)	Impacts on property / assets etc	Impacts to service delivery
Early Years Foundation Stage Team	Increase target for traded income to support ongoing service delivery and provide statutory minimum for early years. Reduce staffing hours.	74	0	74	L	0.8	None	May be some reduction in capacity to provide support to the Early Years sector.
Music Service	Explore options to combine back office support for the services across other local authorities (conversations already underway) and/or ensure charges to schools and parents enable full cost recovery to remove Council subsidy	0	40	40	H	0	None	The Music Service, through its grant from Arts Council, is responsible for providing support to low income families. Need to ensure that this is not jeopardised by any changes in service delivery or charging.
Education Welfare Services	Statutory service supporting children not attending school. Reduce service delivery and provide statutory minimum by focusing on prosecutions only.	40	0	40	M	1	None	This proposal will require the team to reduce the scope of its current work to only cover statutory requirements.
People & Communities Communications	Reduce staffing to a minimum level to meet statutory requirement to provide information around SEN provision.	40	0	40	M	1	None	Reduced quality of information for public in relation to early help offer
Safeguarding outcomes	Reduction of agency costs for staff delivering the CSE work by taking on more fixed term contract staff to continue to meet demand.	7	0	7	M	0	None	The proposals will require careful budget management and over-sight to ensure that spend is carefully targeted and monitored and key skills retained or developed.

Sub Total - Service Redesign

761	340	1,101
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Total Children & Young People

1,241	525	1,766
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Appendix 1 - Budget Savings & Income Generation Proposals 2018/19 to 2019/20

Savings Title	How to be achieved	18/19 Saving £000	19/20 Saving £000	2 year Savings Total	Risk to delivery of saving (H/M/L)	Impacts on staff - (incl no of posts deleted)	Impacts on property / assets etc	Impacts to service delivery
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Portfolio: Transformation & Customer Services

Efficiency Savings								
Consolidation of Marketing and Communication function	Deliver efficiencies through consolidation of people and spend carrying out Marketing and Communications activities and roles across the Council.	75	60	135	M	TBC	None	
Review Purchase to Pay process	Undertake a review of purchase to pay process to ensure efficient payment of suppliers for approved spend ensuring invoices are processed efficiently	19	0	19	H	0	None	May impact supplies if suppliers have not received official Council orders for goods and services.
Consolidation of Performance / intelligence function	Deliver efficiencies through consolidation of people carrying out performance / intelligence activities and roles across the Council. Previous Council work has indicated possibility to save £250k on a base of £1.5m across the Council	0	250	250	M	5-10	None	Reduced capacity but more cross Council approach.
Corporate Travel Plan	The Council currently spends c.£600k on corporate travel. There is an option to reduce this by up to 25% through taking a more radical approach backed up with strong leadership. Initiatives including the rollout of the corporate travel plan Assumed 25% saving against £600k corporate spend – would come from across the Council rather than S&P budget.	100	50	150	M	0	This will make better and more efficient use of Council assets	The proposal aims to improve efficiency of service delivery through delivery of smarter ways of working
Registrations	Increase number of registered venues for weddings/ ceremonies. Cross-selling and upselling of event packages. Estimated 10% increase in income.	0	9	9	L	0	None	This does require additional work but should be managed within existing resources

Appendix 1 - Budget Savings & Income Generation Proposals 2018/19 to 2019/20

Savings Title	How to be achieved	18/19 Saving £000	19/20 Saving £000	2 year Savings Total	Risk to delivery of saving (H/M/L)	Impacts on staff - (incl no of posts deleted)	Impacts on property / assets etc	Impacts to service delivery
3 month delay in recruiting to vacant posts	Through proposed changes to the recruitment process savings will be realised through the holding of vacancies for 3 months.	250	0	250	M	TBC	None	Exemptions will need to be considered to help manage service impact for roles fulfilling statutory duties.
Sub Total - Efficiency Savings		444	369	813				

Income Generating Opportunities								
Communications Hub & CCTV Income Generation	Approach the external market to use the spare capacity in our 24/7 Operation, including CCTV monitoring, Radio monitoring, Lone Worker Support, and Alarm Monitoring.	50	50	100	H	0	None	Community benefits from increased security for those that use the service.
Energy services for B&NES	Local Energy Services in the form of a local tariff, energy supply and efficiency investments on Council buildings and investment in community led energy schemes	10	75	85	H	0	Renewable energy installations on some Council assets	Efficiencies but also positive impacts for the B&NES community especially those suffering fuel poverty
Sub Total - Income Generating Opportunities		60	125	185				

Appendix 1 - Budget Savings & Income Generation Proposals 2018/19 to 2019/20

Savings Title	How to be achieved	18/19 Saving £000	19/20 Saving £000	2 year Savings Total	Risk to delivery of saving (H/M/L)	Impacts on staff - (incl no of posts deleted)	Impacts on property / assets etc	Impacts to service delivery
Service Redesign								
Modern Libraries and Customer Services review Page 67	<p>Develop the Keynsham model for joint one stop shop and library service in Bath and Midsomer Norton</p> <p>Consult with local communities for alternative delivery of library services to reduce our staffing & resources commitment across the area.</p> <p>Savings achieved through staff reduction across the whole of customer services; efficiencies. Income from sale of assets and lettable space</p>	0	700	700	M	25	<p>This proposal will help rationalise the Councils property assets.</p> <p>Access to 3 million items across Libraries West will be maintained with the browsing experience being enhanced through innovative use of digital technology</p> <p>In Rural areas the impacts will dependent upon local community solutions and have potential to enable longer opening hours and more vibrant community hubs and shared facilities.</p>	<p>This programme is now well underway and has been reported in detail. The proposals for Bath are now at the design stage (for the Podium) and community engagement is taking place until mid 2018 to enable this. Midsomer Norton at delivery stage. Community Libraries at engagement stage. Keynsham already completed. The approach includes integrating services in 3 main population centres and combining one stop shops with library services, with also an increased focus on the new digital agenda; helping people to access resources and gain appropriate skills; with a focus on children and families and developing skills for the economy</p>
Staffing reduction in Strategy & Performance	As a result of further consolidation of policy functions the numbers of posts in the service will be further reduced.	135	60	195	M	3-4	None	Previously agreed staff reductions from a corporate approach to functions delivered by this service.
Welfare and Investigations	Grants support to troubled families- rebase grant (£270k) by 30% to reflect current spend.	80	0	80	L	0	None	This is to reflect current spending and will continue to be monitored to avoid impacts
Group Service Development	Restructure the team potential net reduction in 1 fte	80	0	80	M	1	None	Unknown but should be minimal although there may be a loss of specialised skills

Appendix 1 - Budget Savings & Income Generation Proposals 2018/19 to 2019/20

Savings Title	How to be achieved	18/19 Saving £000	19/20 Saving £000	2 year Savings Total	Risk to delivery of saving (H/M/L)	Impacts on staff - (incl no of posts deleted)	Impacts on property / assets etc	Impacts to service delivery
Community Safety and Engagement	Budget line reductions in this area to include Council funding for the Student Community Partnership, Prevent training, match funding initiatives, Workers Challenge Groups and undertaking Domestic Homicide Reviews. Support will continue in different ways, including using mainstream budgets, delivering efficiencies and using partner contributions as appropriate.	28	4	32	L	0	None	

Sub Total - Service Redesign3237641,087

Transformation & Customer Services Total8271,2582,085

Portfolio: Finance & Efficiency

Efficiency Savings								
IT Services – Core Efficiency Programme	Cost reduction and efficiency based on further centralising IT functions, consolidating the number of applications, sharing larger applications, a more flexible but lower cost infrastructure.	100	0	100	L	0	None	Capacity will be restricted especially for additional service requests
Finance – Income and Debt Transactional Services	To consolidate the approach to income collection and debt recovery services across the Council.	50	10	60	M	0	None	Further alignment of practices and recovery between departments
Corporate estate	Further consolidation of corporate estate including the few small stand alone offices that remain	50	0	50	M	0	Releasing corporate assets to add to the commercial estate or disposal	

Appendix 1 - Budget Savings & Income Generation Proposals 2018/19 to 2019/20

Savings Title	How to be achieved	18/19 Saving £000	19/20 Saving £000	2 year Savings Total	Risk to delivery of saving (H/M/L)	Impacts on staff - (incl no of posts deleted)	Impacts on property / assets etc	Impacts to service delivery
Apprenticeship Levy	A New National Apprentice Scheme came into effect in 2016-17 with a levy to be paid by employers to meet recognised training cost.	25	0	25	M	0	None	Opportunity to enhance skills development across the workforce and obtain government credits through this programme.
Property Management	Closer working with the recently appointed Private Sector retail advisor to reduce voids and increase rental growth through active management of the commercial estate.	100	300	400	H	0	Greater efficiency within the Commercial Estate	
Project Delivery	<p>Uplift percentage capital charge from 30 to 40% for projects – in line with policy.</p> <p>Review commercial charging rates for Academies – benchmark against other providers and identify if price point can be increased in line with competitors.</p> <p>Note: vast majority of £100k to be delivered through capital charging.</p>	100	0	100	L	0	None	Technical adjustment only but constrained by accountancy practice rules.
IT Supply chain efficiencies and technology changes	Reducing spend through re-procurement and / or by changing some of the technologies we are using	201	112	313	L	0	None	Ongoing efficiency programme following insourcing of IT service and centralisation of IT spend

Appendix 1 - Budget Savings & Income Generation Proposals 2018/19 to 2019/20

Savings Title	How to be achieved	18/19 Saving £000	19/20 Saving £000	2 year Savings Total	Risk to delivery of saving (H/M/L)	Impacts on staff - (incl no of posts deleted)	Impacts on property / assets etc	Impacts to service delivery
Immediately Addressable Spend	25% of immediately addressable spend	25	0	25	L	0	None	Refers to sundry expenditure codes for consumables. These budgets have previously been reduced hence the small available saving. Procurement monitor and challenge all orders above £10K.
Management arrangements and staffing	Management and departmental structures will be reviewed and streamlined with staff reductions equivalent to approximately 300 FTE posts to achieve necessary savings.	5,770	2,240	8,010	H	The likely impact is to reduce staffing by up to 300 FTEs	Release of office space	Critical functions and services for vulnerable people will be protected. This will be linked to the Council's transformation programme, investment in digital, smarter working and the development of partnership arrangements and integration with the CCG, WECA, and some additional shared services with neighbouring Councils. A Council-wide programme will enable these savings with phased implementation starting with senior management structures and quickly beyond this to individual services. The aim will also be to improve cross Council working and to protect morale and performance as far as possible.
Sub Total - Efficiency Savings		6,421	2,662	9,083				

Income Generating Opportunities

Property development company	<ul style="list-style-type: none"> To generate Revenue Income for the Council To hold, manage and operate market housing for private short-term lettings. To sell market housing for investment Provision of other market housing related activity Deliver and manage other commercial and property developments. To deliver long term capital appreciation 	150	200	350	M	0	Release of Council land and assets for development opportunities	This Council owned company ADL is now redeveloping the former Riverside offices in Keynsham and creating a pipeline of other development sites. Dividends are expected in addition to these projected returns from 2019/20.
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Appendix 1 - Budget Savings & Income Generation Proposals 2018/19 to 2019/20

Savings Title	How to be achieved	18/19 Saving £000	19/20 Saving £000	2 year Savings Total	Risk to delivery of saving (H/M/L)	Impacts on staff - (incl no of posts deleted)	Impacts on property / assets etc	Impacts to service delivery
Commercial Estate	Active commercial property investment approach targeted at acquisitions in line with the Council's commercial estate strategy - which has been refreshed to include properties beyond B&NES boundaries and mainly in the WoE devolution area - and non retail investments	925	25	950	H	0 (use of external partner)	Increase in the Councils commercial holdings	An annual investment strategy will be developed to support the approach in line with emerging government guidance. Improved diversification of types of property holdings of the estate will be a benefit. This is the continuation of a new approach already proving successful and enables key services such as social care to be protected from the income generated.
City Deal Tier 3 Income	Recognition of projected Tier 3 income stream achieved from Business Rate growth in the Enterprise Area as part of the City Deal agreement.	80	60	140	L	0	None	This is extra revenue income derived from City Deal and linked to projected business rates growth - it is protected by the Devolution Deal.
Office Accommodation	As staffing levels reduce due to current financial pressures, rent out vacated office accommodation esp. Lewis House.	0	600	600	H	Staff will possibly need to relocate. No staffing reductions as a direct impact of this project	Bringing current corporate office accommodation into commercial use	Enables corporate estate to continue to be used as now with 3:2 desk ratios and (flexible) smarter working but also new income from space that becomes surplus.
Thermae Spa profit share	To reflect projected future increases in the Spa Profit Share agreement	100		100	L	0	None	Simplified profit share arrangement to be established beneficial to both parties and designed to encourage better returns and investment.
Parish Councils to contribute to By-Elections	Parish Councils will be asked to contribute to the cost of running their by-elections - 50% for the first by-election and then 100% for future ones with discretion to waive the charge in specified circumstances.	10		10	M	0	None	More effective use of resources. The number of Parish Council by-elections and their cost has been increasing over several years.
Sub Total - Income Generating Opportunities		1,265	885	2,150				

Appendix 1 - Budget Savings & Income Generation Proposals 2018/19 to 2019/20

Savings Title	How to be achieved	18/19 Saving £000	19/20 Saving £000	2 year Savings Total	Risk to delivery of saving (H/M/L)	Impacts on staff - (incl no of posts deleted)	Impacts on property / assets etc	Impacts to service delivery
Service Redesign								
Establishment of Internal Audit Trading Company	As part of the natural evolution of the Audit West Partnership with North Somerset Council to establish the organisation as a local authority controlled trading (ltd) company. Also possibly extend the partnership.	20	20	40	M	0	None	Possible TUPE implications - transfer of staff into B&NES owned company. Business plan at draft stage and new ways of working being established with partners inc. Devon and North Somerset
Parish Grants - Local Council Tax Support Scheme	Phased withdrawal / reduction in the Local Council Tax Support grant the Council currently makes to Parish & Town Councils and the Charter Trustees.	41	41	82	L	0	None	Parishes will need to allow for the impact on their budgets, precepts and associated Council Tax increase. This phased change is already in progress having previously been notified.
Finance - Changes to Service Provision	This will require more automation of reporting and a higher level of self-serve by Managers to be successful. There will also be a review of activities that can cease such as non-statutory returns	0	100	100	M	2.5	None	Will require some standard reports and training to be successful
Financial Systems & Development	(Agresso) – greater reliance on third party provider to respond to queries within the financial system. Alternative option to consolidate this function with other local authorities Assumed could reduce headcount by 1 FTE.	28	0	28	L	1	None	This has already been enabled
Sub Total - Service Redesign		89	161	250				

Refinancing								
Minimum Revenue Provision	A change in the Council's Minimum Revenue Provision (MRP) policy to move to a straight line basis over a period up to 50 years or the equivalent asset life.	-140	-160	-300	L	0	None	None
Sub Total - Refinancing		-140	-160	-300				

Finance & Efficiency Total

7,635	3,548	11,183
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Appendix 1 - Budget Savings & Income Generation Proposals 2018/19 to 2019/20

Savings Title	How to be achieved	18/19 Saving £000	19/20 Saving £000	2 year Savings Total	Risk to delivery of saving (H/M/L)	Impacts on staff - (incl no of posts deleted)	Impacts on property / assets etc	Impacts to service delivery
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Portfolio: Leader

Service Redesign								
Legal Service review of external legal spend and use of business partnering	Review use of external legal advice corporately and use of business partnering	0	50	50	H	0	None	Improved value for money
Sub Total - Service Redesign		0	50	50				

Page 7 of 7
Leader Total
OVERALL SAVINGS

0	50	50
16,591	9,609	26,200

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This schedule does not include the Councils existing fully approved and provisional capital schemes as agreed as part of the 2017/18 budget. The full programme will be part of the Council's 2018/19 budget report. The Highways amounts are included in the comments for information.

DONNA CATEGORIES	(Multiple Items)	Cost			Funding			
Portfolio / Service	Project Name	2018/19	2019/20 Onwards	Total 5 Year Cost	Borrowing / Capital Receipts	Grants / External Funding	Approval Sought	Comments
		£'000	£'000	£'000	£'000	£'000		
Transport & Environment								
Highways & Transportation	A4 Keynsham By-pass / DfT Challenge Fund	2,000	-	2,000	-	2,000	Full Approval, with Delegation on Block Scheme Changes	Grant Funded Programme Addition to Highways Works
	Highways Maintenance Block - Additional Funding	1,440	653	2,093	808	1,285	Full Approval, with Delegation on Block Scheme Changes	To Enable Additional Highways Maintenance Works, funded by Additional DfT Grant Allocation Confirmed through WECA and Corporate Borrowing. Brings the total programme item to a value of £4.474 for 2018/19, in addition to separately listed items for highways works including £2m for A4 Keynsham By-pass and £272k for Potholes.
	Highways Schemes in North East Somerset	180	-	180	-	180	Provisional Approval	CIL Funded Programme Addition
	Pothole Funding	272	-	272	-	272	Full Approval, with Delegation on Block Scheme Changes	Government Grant Funding from DfT to specifically address Potholes.
	Strategic Transportation Programme	500	8,715	9,215	9,215	-	Provisional Approval	Facilitating Wider Strategic Transportation Works, Including with Neighbouring Authorities
	Terrace Walk	100	-	100	100	-	Provisional Approval	Feasibility to Address Health & Safety Imperative on Vault Structures
	Transport Improvement Programme - Additional Funding	1,459	2,610	4,069	-	4,069	Full Approval, with Delegation on Block Scheme Changes	Grant, S106 & CIL aligned for Transport Improvement Works. This is in addition to existing programme of £1.163m, bringing the total including the separately listed item for Transport Improvement Programme - Early Delivery to £2.982m for 18/19.
	Transport Improvement Programme - Early Delivery	360	-	360	360	-	Full Approval, with Delegation on Block Scheme Changes	To Enable Early Delivery on Transport Improvement. This is in addition to existing programme of £1.163m, bringing the total including the separately listed item for Transport Improvement Programme - Additional Funding to £2.982m for 18/19.
	York Street Vaults P2	950	-	950	950	-	Provisional Approval	To Address Health & Safety Imperative
Highways & Transportation Total		7,261	11,978	19,239	11,433	7,806		
Park & Ride	Lansdown P&R Extension	-	120	120	120	-	Provisional Approval	To Enable Revenue Savings / Incomes
	P&R Alligator Teeth	25	50	75	75	-	Provisional Approval	Programme for End of Life Replacements
Park & Ride Total		25	170	195	195	-		
Parking	Manvers St Car Park Security	20	-	20	20	-	Provisional Approval	To Address Health & Safety Imperative
	Parking Vehicles	25	137	162	162	-	Provisional Approval	Programme for End of Life Replacements
	Pay & Display Replacement	100	200	300	300	-	Provisional Approval	Programme for End of Life Replacements
Parking Total		145	337	482	482	-		
Transport & Environment Total		7,431	12,485	19,916	12,110	7,806		

Portfolio / Service	Project Name	Cost			Funding		Approval Sought	Comments
		2018/19	2019/20	Total 5	Borrowing	Grants /		
		£'000	Onwards £'000	Year Cost £'000	/ Capital Receipts £'000	External Funding £'000		
Development & Neighbourhoods								
Planning & Development	Bathscape	58	2,151	2,209	-	2,209	Provisional Approval	Grant Funded Programme to reconnect people and communities with Bath's landscape
Planning & Development Total		58	2,151	2,209	-	2,209		
Bereavements	Cherry Grove Garden (Haycombe)	125	-	125	125	-	Provisional Approval	Expansion of Internment Garden Space.
	Neighbourhoods CCTV	44	-	44	44	-	Provisional Approval	Programme for End of Life Replacements
Bereavements Total		169	-	169	169	-		
Leisure	Leisure: Keynsham Refurb - Additional Funding	-	250	250	-	250	Provisional Approval	CIL Funded Increase to Existing Scheme
Leisure Total		-	250	250	-	250		
Neighbourhoods	Neighbourhoods Vehicle Replacements	983	2,007	2,990	2,990	-	Provisional Approval	Programme for End of Life Replacements only where necessary and will be the subject of a detailed business case
Neighbourhoods Total		983	2,007	2,990	2,990	-		
Parks	Automated Gates	17	9	26	26	-	Provisional Approval	To Enable Revenue Savings / Incomes
	Midsomer Norton Town Park	125	125	250	-	250	Provisional Approval	S106 Funded Programme Addition
	Midsomer Norton Town Park - Phase 2	50	-	50	-	50	Provisional Approval	CIL Funded Programme Addition
	Parks & Bereavement Infrastructure	144	-	144	144	-	Provisional Approval	Programme for End of Life Replacements
	Parks Equipment Replacements	41	171	212	212	-	Provisional Approval	Programme for End of Life Replacements
	Parks s106 Projects	138	284	422	-	422	Provisional Approval	S106 Funded Increase to Existing Programme
	Play Equipment	(42)	167	125	125	-	Provisional Approval	Programme for End of Life Replacements
	River Avon Park	332	400	732	-	732	Provisional Approval	s106 Parks Works
	RVP Nursery Improvements	38	-	38	38	-	Provisional Approval	Initial Works to Include Business Case Development
	Whitchurch parks (CIL)	50	-	50	-	50	Provisional Approval	CIL Funded Programme Addition
Parks Total		893	1,156	2,049	545	1,504		
Public Protection	Air Quality Monitors	17	37	54	54	-	Provisional Approval	To Address Health & Safety Imperative
Public Protection Total		17	37	54	54	-		
Waste	Litter Bins	50	25	75	75	-	Provisional Approval	Increase to Existing Programme Item
	Relocation of Bath Recycling Centre Facility	200	350	550	-	550	Provisional Approval	CIL Funded Increase to Existing Scheme
Waste Total		250	375	625	75	550		
Development & Neighbourhoods Total		2,370	5,976	8,346	3,833	4,513		

		Cost			Funding			
Portfolio / Service	Project Name	2018/19	2019/20 Onwards	Total 5 Year Cost	Borrowing / Capital Receipts	Grants / External Funding	Approval Sought	Comments
		£'000	£'000	£'000	£'000	£'000		
Economic & Community Regeneration								
Heritage	Energy Reclaim	100	-	100	100	-	Provisional Approval	Linked to Heritage Business Plan
	Museums Acquisitions	5	-	5	-	5	Provisional Approval	Linked to Heritage Business Plan
	Refurb of RB Shop	-	150	150	150	-	Provisional Approval	Linked to Heritage Business Plan
	Roman Baths Development	150	850	1,000	1,000	-	Provisional Approval	Linked to Heritage Business Plan
	Victoria Art Gallery Air-Con	50	-	50	50	-	Provisional Approval	Linked to Heritage Business Plan
	West Baths Environment	-	200	200	200	-	Provisional Approval	Linked to Heritage Business Plan
Heritage Total		305	1,200	1,505	1,500	5		
Housing	Affordable Housing - Additional Funding	-	917	917	-	917	Provisional Approval with Delegation to Fully Approve.	Increase to Existing Programme Item
	Disabled Facilities Grant - Additional Funding	50	1,300	1,350	-	1,350	Full Approval	Statutory Provision, uplift to existing programme value of £1.1m p.a. to bring in line with anticipated funding levels
Housing Total		50	2,217	2,267	-	2,267		
Regeneration	5G Technologies	67	-	67	-	67	Provisional Approval	Pilot Scheme for Next Generation Mobile Data. Business Case & Funding Bid Required.
	Borrowing Enabling for BWR Phase 2 Bid	150	450	600	600	-	Provisional Approval	Corporate Borrowing Match for Bid Submitted, Awaiting Feedback
Page 77	Borrowing Enabling for HIF Keynsham & Whitchurch Infrastructure Bid	100	-	100	100	-	Provisional Approval	Corporate Borrowing Match for Bid Submitted, Awaiting Feedback
	Borrowing Enabling for Somer Valley Enterprise Zone: Site Access Bid	200	-	200	200	-	Provisional Approval	Corporate Borrowing Match for Bid Submitted, Awaiting Feedback
	City Centre Streetscape	300	-	300	250	50	Provisional Approval	3rd Party & CIL Funded Programme Addition
	Keynsham High Street	100	-	100	-	100	Provisional Approval	CIL Funded Programme Addition
	Midsomer Norton Public Realm	200	-	200	120	80	Provisional Approval	CIL Funded Programme Addition
	Union Street Public Realm	100	-	100	-	100	Provisional Approval	CIL Funded Programme Addition
	York Street & Swallow Street Public Realm	325	264	589	489	100	Provisional Approval	Linked to Heritage Business Plan
	Regeneration Total		1,542	714	2,256	1,759	497	
Various	Whitchurch public realm (CIL)	50	-	50	-	50	Provisional Approval	CIL Funded Programme Addition
Various Total		50	-	50	-	50		
Economy & Culture	Digital BNES - CDS Expansion	2,000	-	2,000	-	2,000	Provisional Approval	Business Case & Funding Bid Required
	Digital BNES - LFFN	2,500	-	2,500	-	2,500	Provisional Approval	Business Case & Funding Bid Required for IT infrastructure & fibre voucher scheme.
	Digital BNES - OPCR	3,576	-	3,576	-	3,576	Provisional Approval	Business Case & Funding Bid Required on Open Programmable City Region
Economy & Culture Total		8,076	-	8,076	-	8,076		
Economic & Community Regeneration Total		10,023	4,131	14,154	3,259	10,895		

Portfolio / Service	Project Name	Cost			Funding		Approval Sought	Comments
		2018/19	2019/20	Total 5	Borrowing	Grants /		
		£'000	Onwards £'000	Year Cost £'000	/ Capital Receipts £'000	External Funding £'000		
Children & Young People								
Schools	Alternative Education - Refurb & Equipment	170	-	170	-	170	Provisional Approval	To Address Health & Safety Imperative
	Basic Need - Additional Funding	5,188	2,148	7,336	-	7,336	Provisional Approval	Grant for Delivery of Additional School Places
	Basic Need Feasibility Works	150	-	150	-	150	Full Approval	Grant for Delivery of Additional School Places
	Healthy Pupils Capital Fund	75	-	75	-	75	Full Approval	Grant for Improvement of Schools Facilities.
	Peasedown St John School	200	-	200	-	200	Provisional Approval	CIL Funded Increase to Existing Scheme
	Schools Capital Maintenance 18-19	500	-	500	-	500	Full Approval	Grant for School Buildings Maintenance
	St Nicholas School	290	-	290	-	290	Provisional Approval	CIL Funded Increase to Existing Scheme
Schools Total		6,573	2,148	8,721	-	8,721		
SEND	SEND Provision - Additional Funding	577	-	577	-	577	Provisional Approval	Increase to Existing Programme Item for School Places
SEND Total		577	-	577	-	577		
Children & Young People Total		7,150	2,148	9,298	-	9,298		
Finance & Efficiency								
Property	Capital Planned Maintenance - Addition to Existing Programme	-	4,200	4,200	4,200	-	Provisional Approval	Works to Corporate Estate
Page 78	City Centre Security	300	-	300	300	-	Provisional Approval	Increase to Existing Programme Item
	Commercial Estate Acquisitions	47,508	-	47,508	47,508	-	Provisional Approval	To Enable Revenue Savings / Incomes
	Commercial Estate Investment Fund	300	1,200	1,500	1,500	-	Provisional Approval	Increase to Existing Programme Item
	Council Property Company Developments - ADL Loan Finance	4,700	8,500	13,200	13,200	-	Provisional Approval	Increase to Existing Programme Item
	Disposals	300	1,200	1,500	1,500	-	Provisional Approval	Increase to Existing Programme Item
	Lewis House Refurb	500	1,000	1,500	1,500	-	Provisional Approval	To Enable Revenue Savings / Incomes
Property Total		53,608	16,100	69,708	69,708	-		
IT	IT Asset Refresh	(109)	582	473	473	-	Provisional Approval	Programme for End of Life Replacements
IT Total		(109)	582	473	473	-		
Project Delivery	Measurement Surveying	75	-	75	75	-	Provisional Approval	To Enable Capital Efficiencies
	Project Inception Fund	200	800	1,000	1,000	-	Provisional Approval	To Enable Capital Efficiencies through Evaluation Improvement at Inception
Project Delivery Total		275	800	1,075	1,075	-		
Finance & Efficiency Total		53,774	17,482	71,256	71,256	-		

		Cost			Funding			
Portfolio / Service	Project Name	2018/19	2019/20 Onwards	Total 5 Year Cost	Borrowing / Capital Receipts	Grants / External Funding	Approval Sought	Comments
		£'000	£'000	£'000	£'000	£'000		
Transformation & Customer Services								
Strategy & Performance	Bath Area Forum – CIL Funded Schemes	523	-	523	-	523	Provisional Approval	Equivalent to the Parish Element of Local Schemes, Addition to Existing Programme
Strategy & Performance Total		523	-	523	-	523		
Transformation & Customer Services Total		523	-	523	-	523		
Other								
Other	Corporate Capital Contingency Addition	50	-	50	50	-	Provisional Approval	Increase to Existing Programme Item
Other Total		50	-	50	50	-		
Other Total		50	-	50	50	-		
Grand Total		81,321	42,222	123,543	90,508	33,035		

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		Cost			Funding			
Portfolio / Service	Project Name	2018/19	2019/20 Onwards	Total 5 Year Cost	Borrowing / Capital Receipts	Grants / External Funding	Approval Sought	Comments
		£'000	£'000	£'000	£'000	£'000		
Economic & Community Regeneration								
Housing	HIF Foxhill Equity Loan Scheme	2,000	4,000	6,000	-	6,000	N/a - awaiting grant confirmation	Bid Submitted, Awaiting Feedback
Housing Total		2,000	4,000	6,000	-	6,000		
Regeneration	BWR Phase 2	500	13,000	13,500	1,000	12,500	N/a - awaiting grant confirmation	Bid Submitted for housing enabling infrastructure, Awaiting Feedback
	HIF Keynsham & Whitchurch Infrastructure	4,000	56,000	60,000	-	60,000	N/a - awaiting grant confirmation	Bid Submitted, Awaiting Feedback
	Somer Valley Business Centre	-	5,200	5,200	-	5,200	N/a - awaiting grant confirmation	Bid Submitted, Awaiting Feedback
	Somer Valley Enterprise Zone: Site Access	-	1,300	1,300	-	1,300	N/a - awaiting grant confirmation	Feasibility Funding Confirmed for 17/18, Further Bid to Follow.
Regeneration Total		4,500	75,500	80,000	1,000	79,000		
Economic & Community Regeneration Total		6,500	79,500	86,000	1,000	85,000		
Transport & Environment								
Highways & Transportation	A37 to Somer Valley Enterprise Zone	-	2,520	2,520	-	2,520	N/a - awaiting grant confirmation	Site Access Feasibility Funding Confirmed for 17/18, Further Bid to Follow.
	Belluton Junction Improvements	-	500	500	-	500	N/a - awaiting grant confirmation	Bid to Follow Pending Confirmation of Key Route Network.
	Freezing Hill	690	810	1,500	-	1,500	N/a - awaiting grant confirmation	Feasibility Funding Confirmed for 17/18, Further Bid to Follow.
	Hicks Gate Roundabout Improvement	2,350	2,350	4,700	-	4,700	N/a - awaiting grant confirmation	Feasibility Funding Confirmed for 17/18, Further Bid to Follow.
Highways & Transportation Total		3,040	6,180	9,220	-	9,220		
Transport & Environment Total		3,040	6,180	9,220	-	9,220		
Grand Total		9,540	85,680	95,220	1,000	94,220		

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Bath & North East Somerset Council		
MEETING/ DECISION MAKER:	Children & Young People Policy Development & Scrutiny Panel	
MEETING DATE:	30 January 2018	EXECUTIVE FORWARD PLAN REFERENCE:
TITLE:	The Future role of the Local Authority with schools	
WARD:	All	
AN OPEN PUBLIC ITEM		
List of attachments to this report: Appendix 1: Structure of the School Standards Board Appendix 2: Terms of Reference for the School Standards Board Appendix 3: List of existing academies schools and planned conversions projections for September 2018		

1 THE ISSUE

- 1.1** The education landscape in Bath and North East Somerset (B&NES) is changing rapidly; it had become more diverse with an increasing number of maintained schools joining Multi Academy Trusts (MATs). Once schools become academies they are under the jurisdiction of the South West Regional Schools Commissioner. Education legislation over the last six years has diminished the local authority's statutory duties for local schools and gave schools greater freedoms and autonomy from local control. There are currently forty two of the eighty schools in B&NES already academies and a further ten are due to join a MAT by the 1st April 2018. These changes require the local authority to establish a new relationship with local schools, so that it is able to play an active role in securing the best possible education provision and outcomes for the children and young people of B&NES.

2 RECOMMENDATION

The panel is invited to discuss and comment on the proposals that:-

- 2.1** The Local Authority Officers work with key partners – CEOs of all local MATs, Stand Alone Trusts (SATs), the Diocese of Bath & Wells, the Diocese of Clifton, Regional Schools Commissioner (RSC), Teaching Schools, Cabinet members, Further Education Colleges and universities to establish a B&NES School Standards Board, whose core purpose will be to meet the learning needs of all children and young people in B&NES. The proposed structure and terms of reference for the School Standards Board are set out in Appendix 1 and 2 of this report.
- 2.2** The local authority's future relationship with local schools focuses exclusively on (a) the contribution it can make to local school improvement through the School Standards Board described above and (b) its statutory duties for vulnerable children and their families, place planning, admissions and safeguarding.

3 RESOURCE IMPLICATIONS (FINANCE, PROPERTY, PEOPLE)

- 3.1** It is proposed that at least one senior officer is retained with the necessary skills, knowledge and experience to ensure the local authority remains a key driver for education excellence for all learners. This officer would provide an in-depth analysis of school performance data including attendance and exclusions. The analysis should include the performance of all groups of pupils across all key stages; trends in school performance; comparisons with other schools in the region and nationally. This information would enable the officer to identify, challenge and hold underperforming schools to account for the achievement of the most vulnerable children.
- 3.2** Other functions which are not part of the future role of the local authority outlined in this paper are likely to be scaled back progressively in line with proposals included in the Operational Plan, other than where they are supported by funding from schools or other external sources.

4 STATUTORY CONSIDERATIONS AND BASIS FOR PROPOSAL

- 4.1** The local authority's statutory duties as outlined in the 2010 Children, Schools and Family Act and the 2011 Education Act that have not been rescinded.

5 THE REPORT

- 5.1** Education legislation and policy over the last ten years has seen a significant diminution of the LA's statutory duties and responsibilities for local schools. The 2006 Education and Inspection Act placed a statutory duty on Local Authorities to promote high education standards; ensure fair access to educational opportunity and promoting the fulfilment of every child's educational potential. The 2011 Education Act was a wide ranging and complex piece of education legislation; amended and repealed several pieces of earlier education legislation. The Act encouraged greater school autonomy and freedoms from local control; promoted school self-improvement and extended the academy and free school

programme with a clear intention to create greater diversity in education provision. Since 2011 an increasing number of schools took up the new freedoms and converted to academies.

- 5.2** The 2011 Education Act significantly changed the role of local authority for schools and outlined its duties for place planning, admissions, alternative provision, excluded pupils and pupils not in school, supply of teachers with QTS and school governance. The local authority role was defined as *“led by Directors of Children’s Services, to focus on championing the interest of parents, and children who most need support”*. One of the most significant consequences of the Act was the considerable powers to the Secretary of State. The Act coupled with the academy conversions reduced resources to local government for school support and the growth in external education consultancy saw the emergence of a new school system.
- 5.3** The 2016 Education and Adoption Act gave the Secretary of State new intervention powers, that previously rested with the LA, over maintained schools eligible for intervention. These new intervention powers for maintained schools and schools below the floor standard would be exercised by the RSC. While the duty for intervening in maintained schools has not been removed entirely from the LA, the Secretary of State through the RSC has overriding powers on local decision regarding underperforming schools. However, grant funding to support the intervention in these schools has been removed and impacts on local government capacity to intervene and prevent failure.
- 5.4** The Education Support Grant (ESG) was introduced in 2013 to support education related services to maintained and academy schools as part of the local authority’s responsibility to intervene in underperforming schools. In 2015 the ESG was reduced by 40% and the 2016 Education & Adoption Act gave new intervention powers to the RSC for underperforming academy and maintained schools and removed the duty on local authorities to appoint School Improvement Partners who previously had responsibility for monitoring, intervention and challenge in all schools. Following this legislation the ESG was removed in its entirety in 2016 and this particularly impacted on local authorities’ capacity to deliver school improvement.
- 5.5** Following the Government’s Green Paper ‘Schools that works for everyone’ in 2016, there has been a rapid growth in local Multi Academy Trusts (MAT) and local schools converting to academies. While this paper did not become policy, no new legislation has been passed to change existing LA statutory duties. In the absence of any new legislative guidance, it is crucial that local partners with a shared responsibility for education work together to ensure all children have equal access to high quality education provision that meets the diverse needs and achieve their full potential irrespective of personal circumstances so that they become active citizens of society. The RSC no longer allows schools to become a Stand Alone Trust (SAT) and there are no immediate plans to change existing arrangements.
- 5.6** Currently over 50% of local schools are academies and 64% of children and young people are taught in academy schools as outlined below in Tables 1 & 2. Ten primary and one secondary school have had Academy Orders issued and will join a MAT by the end of April 2018 as outlined in Tables 3 & 4 below. In addition a further nine schools have informed the LA of their intentions to join a MAT before the end of this academic year. By the end of this school year 84%

schools will be academies and 80% of children and young people will be taught in academy schools. It is clear that the pace of schools converting to academy status has accelerated over the last twelve months and this has created a momentum for others to join a MAT. By September 2018 the vast majority of our schools will be outside local authority control. Once schools join a MAT, services previously provided by local authority officers and advisors are provided by the Trust and this impacts directly on the close relationships that have been built and maintained with local schools over many years.

Table 1: Percentage of pupils in maintained and academy schools September 2017

Pupils	Maintained		Academy		Total
Primary	6594	52%	6191	48%	12785
Secondary	1919	19%	8407	81%	10326
Special	0	0%	431	100%	431
Studio	0	0%	215	100%	215
Totals	8513	36%	15244	64%	23757

Table 2: Number of maintained and academy schools September 2017

Schools	Maintained		Academy		Total
12/2017					
Primary	33	56%	28	44%	61
Secondary	3	23%	10	77%	13
Special	0	0%	3	100%	3
Studio	0	0%	3	100%	3
Totals	36	46%	44	54%	80

Table 3: Percentage of pupils in maintained and academy schools 1 April 2018

Pupils	Maintained		Academy		Total
Primary	2903	23%	9882	77%	12785
Secondary	989	10%	9337	90%	10326
Special	0	0%	431	100%	431
Studio	0	0%	215	100%	215
Total	3892	16%	19865	84%	23757

Table 4: Number of maintained and academy schools 1 April 2018

Schools	Maintained		Academy		Total
Primary	14	23%	48	77%	62
Secondary	2	15%	11	85%	13
Special	0	0%	3	100%	3
Studio	0	0%	3	100%	3
Total	16	20%	65	80%	81

- 5.7** The quality of education provision as measured by Ofsted Inspections shows the vast majority of local schools are good or better; pupil outcomes as measured by tests and teacher assessments are generally in line or above the national average. However, outcomes for the most vulnerable pupils i.e. those eligible for FSM, SEND, Children in Care (CiC) and those from Black and Minority Education (BME) backgrounds do less well compared to similar pupils nationally and this must continue to be a local priority.
- 5.8** With increasingly limited resources for education related services and the growth in schools converting to academies, the local authority needs to establish a different relationship with its partners, to champion support for vulnerable children so that they achieve at least as well as their peers nationally. This can only be accomplished by working in partnership with CEOs of MATs and Headteachers of SATs, the dioceses, Teaching Schools and the RSC to pool resources, identify and agree local priorities and secure the best possible education provision for the children and young people of B&NES. To do this it is essential resources are identified, so that the LA is able to play a key role in championing the needs of the most vulnerable learners as set out in the 2011 Education Act.
- 5.9** The local authority's relationship with its schools is strong and highly effective. This relationship has been built over time through a variety of regular meetings with the Strategic Director, People and Communities and senior officers. This includes termly meetings with secondary headteachers; attendance at the Primary Education Excellence Board and chairs of governors to provide opportunities to share good practice; develop policies; share areas of concerns and updates. The Primary Education Excellence Board meets termly to identify, monitor and support schools causing concern or at risk of failing. Officers also meet regularly with representatives from the Diocese of Bath & Wells, the Diocese of Clifton and The Partnership Teaching School to review performance across the local authority and identify local primary schools priorities and encourage school to school support.
- 5.10** This new relationship with local schools should be rooted in trust and a clear moral purpose and a shared strategy to close the education gap and reduce inequalities arising from socio-economic disadvantages. To achieve this, the local authority must challenge schools, advocate on behalf of all children and hold the system to account for improvements. Through collaboration and partnership it is vital that the principle of a family of schools with a shared responsibility for all children and young people in B&NES and not just those within a MAT, individual school or phase underpins this new relationship of equals.

6 RATIONALE

- 6.1** It is important that the local authority retains a commitment and an interest in all local schools in order to ensure there is a good school for every child in B&NES. Local authorities have a mandate to act on behalf of the whole community and therefore best placed to ensure the views of all local communities are taken into account. As champion for standards for all children and promoting education excellence it is vital that it retains a meaningful relationship with all schools.

- 6.2** The local authority retains its duty to promote a good supply of strong school places and ensure fair access to all schools in the area. Therefore it is able to use its democratic mandate to stand up for the interest of parents and children; support vulnerable pupils especially Children in Care (CiC), Special Education Needs & Disabilities, low income families and those outside mainstream education. A crucial aspect of this new relationship with schools must secure full educational entitlement by preventing children missing education; narrowing the educational gaps for vulnerable groups; facilitating multi agency working and providing corporate leadership in monitoring standards across schools.
- 6.3** Research shows that children missing education; those without basic literacy and numeracy skills; CiC and excluded from school have a higher risk of engaging in risky behaviour and end up in the criminal justice system. These young people are unable to make a positive contribution to their community and the wider society. They can be a drain on ever diminishing resources and unable to compete with their peers locally and internationally.
- 6.4** The local authority has a strong and effective working relationship with all its schools irrespective of type. Communication with all schools is maintained through newsletters and regular meetings. School performance data, statutory moderation in primary schools, inspection outcomes, dissatisfied parents and local intelligence ensures there is a good knowledge of local schools without the need to visit. In addition schools carry out an annual self-assessment of their performance against locally agreed criteria and place themselves in a category, which is shared with the local authority.
- 6.5** A constructive role for the local authority could be to articulate, advocate and be fearless in tackling failing schools because, while schools may not be under the control of the local authority there is a moral responsibility to ensure all children go to a good school and achieve their potential. Alan Wood, ex-President of Directors of Children's Services sums up why the LA needs to have a relationship with schools and hold them to account *"well, they may not be our schools anymore but they are still our kids"*. In addition the LA is best placed to act as the honest broker in negotiating and influencing all the key partners to reach decisions in the best interest of learner and reduce the likelihood of fragmentation and isolation.
- 6.6** Officers have consulted with CEOs of MATs, Headteachers of SATs, all local schools and the dioceses on establishing a partnership board and it was agreed that this would provide a positive and constructive way forward. The RSC also supports the establishment of a school standards board as an effective vehicle for determining the overall school improvement strategy and promoting this with schools. The B&NES School Standards Board will replace the Primary Education Excellence Board and they agreed the structure and terms of reference at their final meeting on 10th January 2018. The first meeting of the new Board is scheduled to take place in Term 5.

7 OTHER OPTIONS CONSIDERED

- 7.1** The local authority retains no future relationship with schools once they have all converted to an academy schools. The local authority only carries out its statutory duties for vulnerable children and families, place planning, admissions

and safeguarding. Any concerns about underperforming schools are left to the RSC, in line with their intervention powers under the 2011 and 2016 Education Acts. This would not fully enable the LA to meet its statutory and wider moral duties.

- 7.2** The local authority retains current staffing levels and services regardless of changes in the schools landscape and legislation. This is not an affordable option in the current legislative and financial context.

8 CONSULTATION

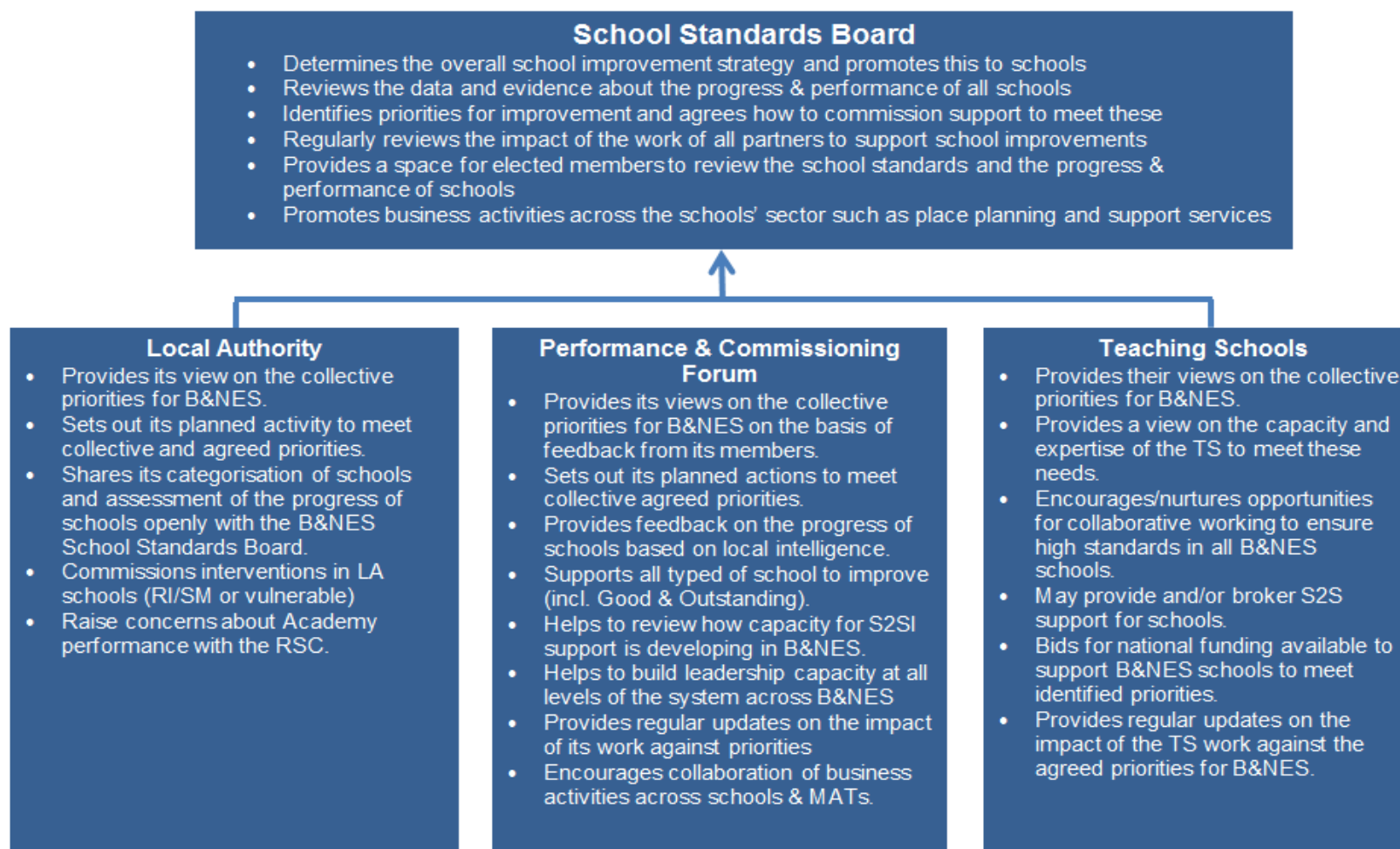
- 8.1** Headteachers, chairs of governors, CEOs of MATs, secondary headteachers, headteachers of SATs, the dioceses, the Primary Education Excellence Board were all consulted on the new B&NES School Standards Board. There is agreement from all partners to establish this board and the term of reference which will be review 6 months after the first meeting to review it fitness for purpose.

9 RISK MANAGEMENT

- 9.1** A risk assessment related to the issue and recommendations has been undertaken, in compliance with the Council's decision making risk management guidance.

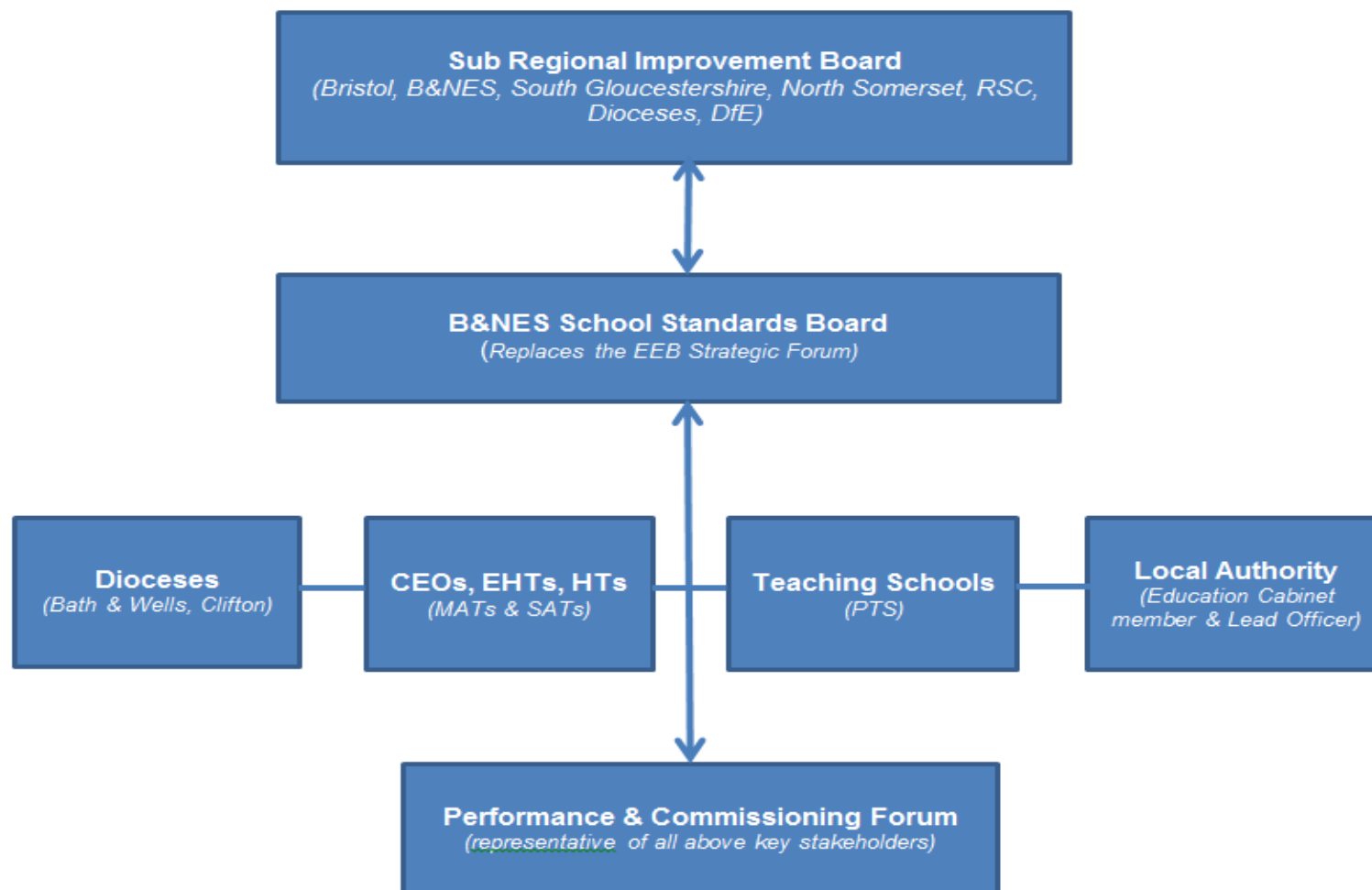
Contact person	<i>Mike Bowden, Strategic Director People and Communities</i> <i>Margaret Simmons-Bird, Head of Education Transformation</i>
Background papers	<i>The Education and Inspection Act 2006</i> <i>Children, Schools and Family Act 2010</i> <i>The Education Act 2011</i> <i>The Education and Adoption Act 2016</i> <i>All legislation is available on the DfE website</i>
Please contact the report author if you need to access this report in an alternative format	

Roles and Responsibilities of B&NES School Standards Board



I

Structure for the B&NES Local Schools Standards Board



Appendix: 2

BATH & NORTH EAST SOMERSET SCHOOL STANDARDS BOARD

TERMS OF REFERENCE

Board	SCHOOL STANDARDS BOARD
Purpose	<p>The purpose of the B&NES School Standards Board is to coordinate a collective responsibility for improving education outcomes for all children and young people within a diverse education system. It is committed to education excellence and ensuring all children and young people has an equal chance to achieve their full potential.</p> <ul style="list-style-type: none">• Open and professional engagement between local schools, academies and academy sponsors, and with the local authority other external agencies;• Promote cultures for partnerships and alliances as the building blocks of a self-improving school system;• Early support, challenge and intervention for all schools and academies to address causes of underperformance and minimize the risk of failure;• Adopt a coordinated approach to ensuring high quality outcomes for our most vulnerable children and young people;• Secure long term stability within the education sector – supporting strong, sustainable schools for the future. <p>The Board will:</p> <ul style="list-style-type: none">• determine the overall strategy for school improvement and promote this to schools;• review the performance data and other outcomes based evidence relating to the progress of schools individually and collectively;• set and agree school improvement priorities for the whole authority;• commission, broker and signpost school improvement support;• encourage and sustain robust professional challenge and support between schools/MATs;• use local intelligence to advise and guide on the future system planning• ensure that no schools are isolated• regularly evaluate the impact of support;• Provide up to date school performance information to the Sub-Regional School Improvement Board.
Success criteria	<ul style="list-style-type: none">• No schools below floor.• 100% schools and 100% children and young people are in good or outstanding schools
Accountability	<ul style="list-style-type: none">• B&NES PDS Panel• Ofsted Regional Director• RSC Sub Regional Improvement Board• Schools, through their representative forums

Membership	<p>B&NES LA Strategic Director People and Communities Head of Education Transformation Cabinet Member for Education CEOs of local MATs BET representative Teaching Schools representative RSC Office representative Diocese of Bath & Wells Diocese of Clifton Headteachers of local Stand Alone Trusts (SATs) Bath Spa University University of Bath Bath College of FE</p>
Responsibility of members	<p>Members will be nominated by their group and will contribute on behalf of their group as system leaders.</p> <p>Members are expected to attend each meeting or to send a substitute. Notification of a substitute member must be made in writing or by email to the Administrator. Substitute members will have full voting rights when taking the place of the ordinary member for whom they are designated substitute.</p> <p>If a member fails to attend two consecutive meetings, the Chair will write to the relevant group to bring it to their attention. If the situation continues, the Chair will make every effort to resolve the situation.</p> <p>All members of the B&NES School Standards Board are responsible for ensuring effective two-way communication between the Board and the group they represent.</p>
Working arrangements	<ul style="list-style-type: none"> • The Board will meet three times a year. Additional meetings may be held by mutual agreement in order to discuss specific school related issues. • A schedule of meetings will be agreed in advance on a twelve-month cycle with standing agenda items. • The Board will agree the location of meetings and should be no more than two hours duration. • The draft agenda for a meeting will be circulated electronically two weeks in advance of the meeting, any major agenda items agenda should be sent to the chair at least three weeks in advance of the meeting. • Draft minutes will be circulated within two weeks of the meeting taking place, as well as agreed actions and timescales. • The Chair is responsible for ensuring that all participants have the opportunity to contribute to the meeting. • The Board may set up time limited sub-groups and/or focus working groups as required. • The Board is responsible for preparing an annual report to be shared with all schools.

Chairing arrangements:	<p>The Chair will be the Strategic Director of People and Communities or an independent Chair</p> <p>The vice-chair will be a school representative</p> <p>The Chair will:</p> <ul style="list-style-type: none"> • act as the spokesperson for the Board • preside over Board meetings • manage Board meetings effectively, adhering to agenda and time • develop partnership work through consensus management • secure agreement and clarity over actions • maintain regular contact with the Regional Schools Commissioner, the Sub-Regional Improvement Board and the Regional Director for Ofsted
Decision making	<ul style="list-style-type: none"> • Decisions will be reached by a consensus; however, voting may take place, in which case each representative will hold one vote. Any matter requiring a vote will be determined by a simple majority of those present and voting. • Quoracy rules should not be needed as members are expected to attend, but in the event of decisions needing to be taken, a meeting will be considered quorate if there are 60% of the members present.
Business Support	<p>Support will be provided by the Head of Education Transformation PA (in the first instance)</p>

Appendix 3: Academy Conversion List

School	FO	Type	Pupil No.	Definite conversion date	Original Conversion date (known or anticipated)	Other Information
Bathampton	CO	Primary	212	1		Diocese Hub possible
Batheaston	VC	Primary	211	1		Diocese Hub possible
Bathford	VC	Primary	187	1		Diocese Hub possible
Bathwick, St Mary's	VA	Primary	224	1		Diocese Hub possible
Bishop Sutton F1	CO	Primary	145	1		Chew Valley Hub Lighthouse Trust
Cameley	VC	Primary	96	1		Chew Valley Hub Lighthouse Trust
Camerton C1	VC	Primary	29			
Castle	CO	Primary	274			
Chew Magna	CO	Primary	108	1		Chew Valley Hub Lighthouse Trust
East Harptree	VC	Primary	88	1		Chew Valley Hub Lighthouse Trust
Freshford	VC	Primary	150	1		Diocese Hub possible
Newbridge Primary	CO	Primary	445			
Paulton Infts	CO	Infant	226			
Paulton Jnr	CO	Junior	268			
Pensford	CO	Primary	74	1		Chew Valley Hub Lighthouse Trust
Shoscombe C1	VA	Primary	106			
Roundhill Primary	CO	Primary	290			
St Andrew's, Bath	VA	Primary	186	1		Diocese Hub possible
St John's, Bath	VA	Primary	317			
St Julian's, Wellow C1	VC	Primary	101			
St Keyna	CO	Primary	213			
St Mary's, Bath	VA	Primary	199			
St Mary's, Timsbury	CO	Primary	166			
St Mary's, Writhlington	VC	Primary	121			
St Michaels CofE, Twerton	VC	Junior	164	1		Diocese Hub possible
St Nicholas Primary	VC	Primary	236			
St Saviour's CofE Infts	VC	Infant	198	1		Diocese Hub possible
St Saviour's Jnr	VC	Junior	235	1		Diocese Hub possible

St Stephen's, Bath	VA	Primary	410	1	FGB decision made	Diocese Hub possible
Stanton Drew F1	CO	Primary	55	1		Chew Valley Hub Lighthouse Trust
Swainswick	VC	Primary	68			
Twerton	CO	Infant	138	1		
Ubley	VC	Primary	80	1		Chew Valley Hub Lighthouse Trust
Westfield	CO	Primary	372			
Whitchurch	CO	Primary	202			
Chew Valley	CO	Foundation	930	1		Chew Valley Hub Lighthouse Trust
St Gregory's	VA	Catholic Coll	804			
St Marks	VA	Secondary	185	0	Now unclear	not certain
ACADEMIES			8513			
The Bath Studio School	AC	Studio	69	New1.9.14		Wellsway Multi Academy Trust
The Mendip Studio School	AC	Studio	82	New1.9.15		Dragonfly Education Trust
IKB (Isambard Kingdom Brunel)	AC	Studio	64	New1.9.15		Wellsway Multi Academy Trust
St Martins Gardens	CO	Academy	213	01/09/2016		Palladian Trust (Ralph Allen)
Oldfield Park INF	CO	Academy	176	01/11/2016		Palladian Trust (Ralph Allen)
Moorlands JNR	CO	Academy	241	01/03/2017		The Partnership Trust
Moorlands INF	CO	Academy	173	01/03/2017		The Partnership Trust
Oldfield Park JNR	CO	Academy	257	01/11/2016		Palladian Trust (Ralph Allen)
Widcombe INF	CO	Academy	178	01/08/2016		Palladian Trust (Ralph Allen)
Clutton	AC	Academy	121	01/03/2015		Midsomer Norton Schools Partnership
Chandag JNR	CO	Academy	268	01/07/2017		Wellsway Multi Academy Trust
Peasedown St John	CO	Academy	503	01/04/2016		Dragonfly Education Trust
Welton	CO	Academy	183	01/07/2016		Midsomer Norton Schools Partnership
Chandag INF	CO	Academy	179	01/07/2017		Wellsway Multi Academy Trust
Midsomer Norton	CO	Academy	305	01/09/2017		Midsomer Norton Partnership
Longvernal	CO	Academy	137	01/07/2016		Midsomer Norton Schools Partnership
St Philip's CofE, Bath	VC	Academy	278	01/11/2016		Palladian Trust (Ralph Allen)

Farrington Gurney	VC	Academy	91	01/04/2017	Midsomer Norton Schools Partnership
High Littleton	AC	Academy	156	01/08/2014	Midsomer Norton Schools Partnership
St John's, Keynsham	AC	Academy	238	01/09/2015	Wellsway Multi Academy Trust
Marksbury	VC	Academy	91	01/07/2017	The Partnership Trust
Saltford	VC	Academy	403	01/09/2016	Wellsway Multi Academy Trust
Weston All Saints	VC	Academy	589	01/04/2016	Comenius Trust
Combe Down	VC	Academy	408	01/07/2016	Palladian Trust (Ralph Allen)
Widcombe JNR	VA	Academy	232	01/11/2016	Palladian Trust (Ralph Allen)
Chew Stoke	AC	Academy	184	01/09/2012	
St John's, Mid. Norton	AC	Academy	414	01/12/2013	Anne Harris Academy
Trinity	AC	Academy	173	01/06/2011	Midsomer Norton Schools Partnership
Farmborough	VC	Academy	118	01/11/2017	The Partnership Trust
Bath Community Academy	AC	Academy	250	01/09/2012	Cabot Learning Foundation
Broadlands	AC	Academy	437	01/12/2012	Academies Enterprise Trust
Hayesfield	FO	Academy	930	01/08/2011	
Norton Hill	AC	Academy	1301	01/10/2010	Midsomer Norton Schools Partnership
Ralph Allen	AC	Academy	927	01/08/2012	Palladian Trust
Somervale	AC	Academy	410	01/10/2010	Midsomer Norton Schools Partnership
Writhlington	AC	Academy	1155	01/10/2011	Dragonfly Education Trust
Wellsway	AC	Academy	1089	01/10/2011	Wellsway Multi Academy Trust
Beechen Cliff	AC	Academy	906	01/04/2011	
Oldfield	AC	Academy	1002	01/02/2011	
Aspire Academy (The Link)	AC	Academy	23	01/04/2014	Wellsway Multi Academy Trust
Fosseway	AC	Academy	203	01/09/2011	The Partnership Trust
Threeways	AC	Academy	205	01/09/2013	
			15362		

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Bath & North East Somerset Council		
MEETING	Children & Young People Policy Development & Scrutiny Panel	
MEETING DATE:	30 th January 2018	EXECUTIVE FORWARD PLAN REFERENCE:
TITLE:	Schools' Performance 2017	
WARD:	All	
AN OPEN PUBLIC ITEM		
List of attachments to this report:		
Appendix A Ofsted judgements by phase and school		
Appendix B Educational Results for all Key Stages		

1 THE ISSUE

- 1.1 The large majority of pupils in Bath and North East Somerset are taught in Good or Outstanding schools and educational outcomes in line with or above national at most key stages. In some cases attainment in B&NES is the best or amongst the best in the South West. However the achievement of disadvantaged pupils (those eligible for Free School Meals, Children in Care and those adopted from care), those with SEND and some BME groups are much lower than similar pupils nationally. As a result pupils from these groups often achieve lower qualifications and fewer sustain education, employment or training destination post 18. As budgets shrink and more schools become academies it will be necessary for the local authority to work more closely with key partners to pool expertise and resources to ensure that actions to address the low performance of vulnerable pupils are successful.

2 RECOMMENDATION

- 2.1 Councillors should take note of the overall performance of pupils in schools in Bath and North East Somerset including improvements made and also note that the performance of vulnerable groups remains low and should be a priority.
- 2.2 Officers work with the CEOs of Multi Academy Trusts, Stand Alone Trusts, Teaching Schools and dioceses to develop a strategic plan for improving outcomes for disadvantaged pupils. This plan should encompass the SEND Strategy, CiC Improvement Plan and Children and Young People's Plan so that there is a more coherent approach to narrowing the achievement gap for all vulnerable learners.
- 2.3 Review internal council data systems to provide more holistic local intelligence of barriers to improvement, significant strengths and weaknesses in the

performance of schools and groups of pupils, in order to provide the key background knowledge that will be required by the Education Standards Board and in discussions with the RSC, Ofsted, EFA, WECA, MATs, Teaching Schools, councillors and other relevant partner organisations.

3 RESOURCE IMPLICATIONS (FINANCE, PROPERTY, PEOPLE)

- 3.1 Actions to address educational underperformance will need to take into account the effect of budget reductions on the School Improvement and Achievement, Data, and Education Support services as well as a reduction in grants for school improvement. The recommendations require the prioritisation of the analysis function within the council as well as ensuring that the new educational module of Liquid Logic (EYES) can efficiently integrate a wide range of data currently held by several teams so that analysis is effective in identifying underperforming groups, prioritise schools that need support on particular issues, and identify strong practice that can be highlighted to lead improvement. The local authority will need to work in partnership with other organisations to prioritise issues and pool resources if actions are to be successful.

4 STATUTORY CONSIDERATIONS AND BASIS FOR PROPOSAL

- 4.1 There are no statutory considerations. Schools and the local authority have a duty to promote equality of opportunity.

5 THE REPORT

5.1 Ofsted Inspections

The proportion of pupils in Bath and North East Somerset in Good or Outstanding schools at August 2017 is 90% compared to 88% for the South West and for England as a whole. 94% of primary pupils are in Good or Outstanding schools compared to 91% in the South West and 90% nationally. 86% of secondary pupils are in Good or Outstanding schools compared to 85% in the South West and 82% nationally. There is one Inadequate primary school and one Inadequate secondary school. Over the last five years the number of primary schools that was judged as Requiring Improvement has fallen from 17 to 3 and the number of secondary phase schools has fluctuated between 0 and 2. This is set out in Appendix A.

5.2 Early Years Foundation Stage Results

The proportion of pupils achieving a Good Level of Development (GLD) increased in 2017 and is now above national (72% compared to 71%). There has been a strong improvement in boys' performance (from 62% to 68%) and girls' performance has remained static leading to a narrowing of the gender gap so that it is now the lowest in the country at 8%. However, the proportion of children achieving the GLD is not as high as expected given children's starting points, the high take up of 2 year old provision and the high proportion of children in Good and Outstanding Early Years settings.

The Early Years team has prioritised work to address gaps in achievement both for boys, and especially for disadvantaged pupils. For example the REAL (Raising Early Attainment in Literacy) and REAM (Raising Early Attainment in Maths) projects based around the Radstock area are beginning to have an impact. The gap for disadvantaged pupils has closed slightly (from -31% to -28%) but it remains much larger than national (-28% compared to -17%). The

gap for SEN Support pupils (those with SEND but without an EHCP) was better than national (-42% compared to -44%). There are too few pupils with an EHCP to provide comparative data. Results for ethnic minority groups are in line with similar pupils nationally except that 50% of 'Black' pupils (12) achieved the GLD compared with 70% of similar pupils nationally.

Actions to close the gap for disadvantaged children in early years have had some impact on the overall results. However, the work to support children and families in pre-school settings, and the transition to, and progress in, the reception year is not strong enough to enable these pupils to catch up. New advice from Ofsted in Bold Beginning stress the importance of more formal teaching of reading, writing and mathematics in EYFS have had a significant impact in increasing the proportion of children achieving the ELGs.

5.3 Phonics Results

The proportion of children meeting the year 1 phonics threshold has stalled at 79% for the past three years and is below the national average. Phonics gives children letter-sound knowledge, a skill that is essential for them to read unfamiliar words by themselves. This is especially true for children with English as an Additional Language and those who have limited exposure to reading and books in the home.

The performance of disadvantaged pupils in phonics is particularly low at 54% having fallen from 65%, albeit for a cohort that had low results at the end of reception. The gap in performance between disadvantage pupils and other pupils nationally has worsened and is nearly double the national gap (-28% compared to -15%). Phonics attainment for SEN support pupils is also much worse than similar pupils nationally (41% compared to 47%) and the gap has worsened from the previous year (-29% to -40%).

For ethnic minority groups, 'Mixed' pupils' attainment was 74% compared to 83% nationally, 'Black' pupils' attainment was 47% compared to 83% nationally and Chinese pupils' attainment was 50% compared to 88%. 'Asian' pupils were well above similar pupils nationally (91% v 85%).

An analysis of schools data shows that phonics outcomes often tend to be low in those schools with a higher proportion of disadvantaged pupils and areas of high need, but there are also some schools with more able cohorts (based on reception outcomes) that did not score as highly as expected. Local authority officers have quickly identified three schools with a trend of low phonics outcomes to join a phonics project funded by a successful bid to the RSC Strategic School Improvement Fund led by the Nexus Teaching School Alliance in South Gloucestershire. Further work is needed to ensure all schools have a systematic and effective approach to teaching phonics.

5.4 Key Stage 1 Results

At Key Stage 1 (KS1) the proportion of pupils reaching the expected standard has risen by a similar amount to national and is the same as national for reading (76%), writing (68%) and mathematics (75%). The proportion of pupils achieving greater depth has risen by more than national in all three subjects. Reading is above national (26% compared to 25%), writing and mathematics are slightly below (15% compared to 16% and 19% compared to 21%).

At Key Stage 1 the disadvantaged pupil gap for the proportion of pupils meeting the expected standard has closed much faster than national (Reading -34% to -21%, writing -34% to -26% and maths -31% to -27%). However the gap for all three subjects remains much larger than national (Reading -21% compared to -17%, Writing -26% compared to -19% and Maths -27% compared to -18%).

With the introduction of the new national curriculum, higher standards and changed assessment procedures, national and local proportions of SEN Support pupils reaching the expected standard fell sharply (by about twice as much as for All Pupils). Results for these pupils in our schools are slightly above similar pupils nationally (Reading 39% compared to 34%, Writing 24% compared to 23% and Maths 38% compared to 35%). However the proportion of pupils with an EHCP who reach the expected standard is below similar pupils nationally (Reading 12% compared to 14%, Writing data is suppressed and Maths 8% compared to 14%), albeit for small numbers (36).

The performance of ethnic minority pupils was similar to or above those of all pupils nationally, except for 'Asian' pupils (27) whose results were lower this year in all three subjects (Reading 68% compared to 77%, Writing 54% compared to 72% and Maths 68% compared to 77%).

While standards have improved in 2017 they were well above national in 2015 under the previous assessment system. This cohort were relatively strong at the end of reception (69% achieving the GLD compared to 66% nationally) and so progress during Key Stage 1, especially for the more able pupils, is likely to be below national. The attainment gap for disadvantaged pupils and those with EHCP is still too large. Overall performance at key stage 1 was lower than it should be overall and for vulnerable pupils.

5.5 Key Stage 2 Results

At Key Stage 2 (KS2) 63% of pupils in B&NES reached the expected standard in reading, writing and mathematics combined, this is slightly above the national average of 62%. The B&NES performance is the joint highest in the South West. The proportion of pupils reaching the higher standard in all three subjects was just below the national figure (8% compared to 9%). For the expected standard, whilst girls gain a higher percentage than boys (66% compared to 61%) they achieve the same score as girls do nationally, whilst boys were 3% above boys nationally. For the higher standard boys and girls in B&NES achieve the same (8%) but girls achieve below girls nationally (8% v 10%) and boys achieve above boys nationally (8% compared to 7%).

The disadvantaged pupil gap for the achieving the expected standard has closed slightly from -31% to -29% but it remains much larger than the national gap (-20%). SEN support pupils achieved slightly above similar pupils nationally (22% compared to 21%) and pupils with Education and Health Care Plans achieved the same as similar pupils nationally (8%).

Results for ethnic minority pupils were similar to the same group nationally, except for 'Mixed' (71 pupils) and 'Black' pupils (12) whose average results were lower this year due to the low progress that they made between KS1 and KS2. 59% of 'Mixed' pupils gained the expected standard compared to 63% nationally whilst 23% of 'Black' pupils gained the expected standard compared to 61% nationally.

Progress from Key Stage 1 to Key Stage 2 improved in all three subjects from 2016 to 2017. Progress in reading is now significantly above the national average at 0.6, whilst progress in writing and maths remain significantly below the national average at -1.3 and -1.1 respectively.

The local authority commissioned the Bath and Mendip Partnership Teaching School to run both Maths and Writing projects in 2016/17-2017. Both of these projects were successful in raising standards in the schools involved and we are running them again this year with a new and smaller cohort of schools.

The progress of boys from KS1 to KS2 has improved strongly in all three subjects and is now above boys nationally in reading (0.7 compared to -0.3), although it remains below boys nationally for writing (-1.7 compared to -0.8) and maths (0.1 compared to 0.6). The progress of girls has fallen slightly in reading (0.7 to 0.5 compared to 0.3 for girls nationally), improved very slightly in writing (-0.9 to -0.8 compared to 0.8) and also worsened in mathematics (-2.0 to -2.4 compared to -0.7). Girls in B&NES make much less progress than girls nationally in both writing and mathematics.

Progress of disadvantaged pupils (349) is less negative in all three subjects than for the 2016 cohort but remains well below similar pupils nationally (Reading -2.4 to -1.2 compared to -0.7, Writing -4.4 to -2.6 compared to -0.4, Maths -3.4 to -2.8 compared to -0.6), and the gap with Other pupils nationally is more than double the national gap (Reading -2.2 compared to -1.0, Writing -1.7 compared to -0.6, Maths -2.1 compared to -0.9).

Progress of SEN Support pupils (262) is also less negative in all three subjects (Reading -2.1 to -0.5, Writing -5.2 to -3.9, Maths -3.1 to -1.7), and is above similar pupils nationally in reading (-0.5 compared to -1.2), although it remains well below national in writing (-3.9 compared to -2.2) and mathematics (-1.7 compared to -1.1). EHCP pupils make much lower progress than pupils with an EHCP plan nationally (Reading -4.9 compared to -3.7, Writing -5.4 compared to -4.3 and Maths -5.1 compared to -4.1), although this is an improvement compared to the 2016 cohort.

Progress of the 'Mixed' ethnic minority group (81) has worsened in reading (0.4 to -0.1) and mathematics (-1.9 to -2.3) but improved in writing (-3.1 to -1.7), and progress of 'Asian' pupils (28) whilst generally strong, has fallen below zero in writing (1.8 to -0.7). The progress of the small number of 'Black' pupils (13 in 2017) has improved in writing (-3.4 to -1.5) but is still very low (-1.5 compared to 0.8 for the same group nationally, and is more negative than the 2016 cohort in both reading (-1.3 to -3.7 compared to 0.1 nationally) and mathematics (-2.5 to -5.0 compared to 0.6).

Both progress and attainment at Key Stage 2 have improved overall and for most groups of pupils. However, disadvantaged pupils, those with EHCP and some ethnic minority groups still achieve much lower outcomes than similar pupils nationally.

5.6 Key Stage 4 (GCSE) Results

Progress of secondary pupils in B&NES has fallen slightly compared with 2016 to -0.06 compared with -0.02 in 2016 and -0.03 nationally. This data is affected

by Beechen Cliff's decision to continue with the iGCSE qualification for English Language and English Literature, which is not counted in the Performance Tables and other government statistics. As a result Beechen Cliff's Progress 8 score, English Progress Scores and proportion of pupils achieving a pass grade in English are extremely low and this has an effect on the overall results for the local authority, particularly for boys. The Progress 8 score for the LA without Beechen Cliff's results would have been 0.02 and if the iGCSE results had been counted the figure would have been 0.06. The first table of KS4 data in Appendix B contains the official unamended statistics (ie those that do not take account of any grade changes due to remarks) and the second table compares the official and recalculated results for B&NES with other authorities in the South West. The national data for groups of pupils will not be published before the deadline for this paper and so progress comparisons are made with the 2016 national data despite concerns about comparability of the measures.

This year was the first year of the new, more challenging GCSEs in English and Mathematics, with a new grading measure of a 9 to 1 scale. Grade 7 is equivalent to an A, 5 a 'Strong' pass and 4 to a grade C or 'Standard' pass. As a result of this change it is not possible to compare proportions achieving the EBacc or 9-4 grades in English and Maths, nor Attainment 8 or Progress 8 scores between 2016 and 2017.

Attainment of grades A*-C in English and Mathematics in 2015 and 2016 was well above the national average (70% compared to 63% in 2016). Under the new measure (grades 9 down to 4 of the new GCSE) B&NES results were 63% compared to 64% nationally. If Beechen Cliff's results are not included in the analysis the B&NES result would have been 69%, and if the iGCSE English data had been counted the B&NES result would have been 70%.

The 2017 Attainment 8 score for B&NES was 47.3 (recalculated as 47.8 and 48.5 for the results without Beechen Cliff pupils and the results including Beechen Cliff's iGCSE results respectively). The score of 47.3 is above both the South West (45.9) and national (46.1) averages.

The proportion of pupils achieving the EBacc including English and Maths grades 9-4 (standard pass) was 28.7% (31.4%, 33.4%) compared to 21.5% for the South West and 23.7% nationally. All three of the B&NES results are above all other authorities in the South West. This is also true for the proportion of pupils achieving the EBacc with a strong (9-5) pass in English and Maths which was 25% (27.4%, 29%) compared to 19.3% in the South West and 21.2% for England.

Hayesfield School had a progress score that was very high and well above the national average and both Norton Hill and St Gregory's Catholic College had progress scores that were above average. There were 4 mainstream schools that had progress scores that were below or well below average.

Boys made lower progress than boys nationally (-0.4 compared to -0.24), even if Beechen Cliff's results are excluded from the analysis, and girls made better progress than girls nationally (on average a tenth of a grade better than girls nationally for the same prior attainment).

Disadvantaged pupils' (335) progress has improved from 2016 (from -0.63 to -0.38) but remains the same as the 2016 national figure and is well below other pupils nationally (on average these pupils achieve 2/5 of a grade below what they should have achieved given their prior attainment in all of their subjects). Progress of SEN support pupils (194) in BANES has worsened compared to last year but this figure is still better than the 2016 national figure for the same group (-0.21 to -0.29 compared to -0.38). For pupils with an EHCP (79) progress has worsened (from -1.15 to -1.22) and this figure is well below similar pupils nationally in 2016 (-1.03). Progress for 'Mixed' (72) pupils has improved strongly compared to last year (-0.36 to -0.12) and the progress of 'Asian' pupils (33) was significantly above national (0.57). However, the progress of 'Black' pupils (22) was -0.53 compared to 2016 national of 0.17 and for Chinese pupils (5) the progress was -0.33 compared to 2016 national of 0.68, both of which were very low.

Key Stage 4 Attainment for all pupils in B&NES remains well above national and the South West for most indicators in the official statistics, and progress is above most authorities in the South West. However the progress of disadvantaged pupils, SEN support pupils, those with EHCP and some ethnic minority groups remains well below similar pupils nationally. These pupils are gaining lower qualifications than they are capable of taking into account their starting points, and when compared to similar pupils nationally.

5.7 Key Stage 5 (A level) Results

The average grade achieved by students at A level in schools and colleges in B&NES remains the same as national at a grade C, although the average point score has been falling slightly over the past 3 years so that it is now below national. Girls achieve slightly higher A level grades than boys do both nationally and locally, although girls in this area do not do quite as well as girls nationally. Boys' achievement has fallen for three years and is below boys nationally.

The proportion of students achieving the highest grades has fallen compared with last year and is now below national. This is mainly due to a fall in the proportion of boys achieving 3 A*-A grades. Similarly there has been a fall in the percentage of students achieving strong grades in 'facilitating' subjects, due to a large fall for boys, although this figure remains slightly above national overall. Analysis of these results for groups of pupils is not available yet.

5.8 Attendance

Primary school pupils in B&NES had the same attendance figures to pupils nationally in 2015/16 (96%) and whilst the proportion of pupils with high absence (Persistent Absence, which is more than 10% of sessions) has risen from 7% to 7.9% it is still below the national figure of 8.2%. Pupils with an EHC plan have similar absence to these pupils nationally (6.3% compared to 6.4%). However SEN Support pupils have higher absence (5.5% compared to 5.3%) and persistent absence (16.7 compared to 14%) figures than similar pupils nationally. Disadvantaged pupils have much higher absence figures (6.2% compared to 5.4%) and persistent absence figures (19.7% compared to 15.1%) than similar pupils nationally. One in five disadvantaged pupils in B&NES primary schools was persistently absent compared with about one in seven nationally.

In secondary schools in B&NES both absence (5.8% v 5.2%) and persistent absence (14% compared to 13.1%) were above national figures. Disadvantaged

pupils had higher absence (10% compared to 7.5%) and there was a much higher proportion of persistently absent pupils (31.3%, nearly 1 in 3 FSM pupils are persistently absent compared to 23.2%, less than 1 in 4 nationally). There were higher absence (8.9% compared to 7.5%) and persistent absence (24.2% compared to 22.4%) figures for SEN support pupils. For those with an EHC plan absence was higher (10.1% compared to 7.3%) as persistent absence was much higher (32.3% compared to 21.6%).

The key indicator here is persistent absence as pupils that are persistently absent miss a significant amount of their lessons and so are likely to make less progress. It is very concerning that persistent absence was above national in secondary schools in 2015/16 overall, but it is much more concerning that persistent absence for disadvantaged pupils, SEN support and EHCP pupils was higher than national figures for the same group. The data that is reported to schools and governors by the DfE (through the RAISE Online replacement, Assessing School Performance) and by Ofsted (through the Inspection Data Summary Report) no longer presents attendance figures (or exclusions figures) for groups of pupils. As a result of this schools are less likely to be challenged about high absence or persistent absence figures for groups of pupils effectively during inspection.

5.9 Exclusions

Exclusions data lags other indicators and so the data in this report is for the 2015-2016 academic year. The permanent exclusion rate in secondary schools in B&NES rose much faster than the national figure (0.06 to 0.14) but remained slightly below national (0.14 compared to 0.17). The figures for permanent exclusions in primary schools for B&NES were suppressed due to low numbers.

The fixed period exclusion rate rose in both primary schools (0.86 to 1.25) and secondary schools (5.56 to 9.42). This rise was greater than the national rise, and the rate of fixed period exclusions was above national for both phases (primary 1.25 compared to 1.21, secondary 9.42 compared to 8.46). The fixed period exclusion rate in special schools in B&NES has fallen but remains well above the national figure (41.5 to 22.2 compared to 12.53 nationally).

There were more pupils in primary schools with repeat fixed period (FP) exclusions, and the rate for this figure is now above national (0.61 compared to 0.51). In secondary schools there has been a significant rise in the number of pupils who have repeat FP exclusions (3.41 to 4.14) however, the rate remains slightly below national (4.14 compared to 4.26). In special schools there has been a fall in repeat FP exclusions but the rate remains well above national (9.02 compared to 5.05).

Figures for exclusions of different groups of pupils do not seem to be available within Statistical First Releases (SFRs).

5.10 Destinations.

Destinations data shows how effectively schools and colleges have supported young people to find employment, apprenticeship or continue education in the following year. This data is published at Post 16 and Post 18 and the latest data shows destinations in 2015/2016 for pupils at the end of the 2014/2015 academic year.

94% of pupils who completed their GCSEs in 2014/2015 were in a sustained education, employment or training (EET) the following year. This is a fall from the previous year and is the same as the national figure. There was a large fall in the figures for disadvantaged pupils from 88% to 82% (6% below the national figure.) For pupils with SEN 86% are EET compared with 88% nationally.

The post 18 destination figures are more positive with 90% EET compared with 89% nationally, and a very strong rise in the proportion of disadvantaged pupils that are EET (from 81% to 89% compared to a national figure of 86%) and also for pupils with SEN (86% to 90% compared to 90% nationally).

6 RATIONALE

- 6.1 The role of the local authority is changing as more schools become academies and budgets and government grants to support school improvement diminish. . However, the local authority retains a statutory function to champion children, young people and families, especially for vulnerable pupils, and to ensure equality of opportunity.
- 6.2 The proportion of good and outstanding EYFS settings and schools continues to be well above national. However, children and young people from disadvantaged backgrounds in Bath and North East Somerset continue to be 'systematically let down'. While there have been improvements at the end of all key stages, outcomes for disadvantaged pupils and other vulnerable pupils continue to be low. It is also of particular concern that outcomes for disadvantaged pupils in phonics have fallen and the gap has worsened for this cohort (whose GLD gap was also very high). Research shows the importance of embedding children's phonic skills in the EYFS and KS1. Achieving the expected standard in Early Learning Goals at the end of the reception year is a strong predictor of a child's future success. The DfE report *Unlocking Talent, Fulfilling Potential* highlights the need to "close the 'word gap' in early years. Good early years education is the corner stone to social mobility". In this report the additional information on attendance shows that disadvantaged pupils are missing more time in school than others, and the post 16 destinations information shows that more of than are becoming NEET (Not in Education, Employment of Training).
- 6.3 The local area has a high level SEND strategy to address a number of issues related to SEND across Health, Education and Social Care. This strategy acknowledges that attainment and progress for pupils with SEND is low, as it is for other vulnerable groups, and that needs to improve. The draft Children and Young People's plan also highlights attainment and progress of vulnerable groups as a local area priority. The analysis in this paper confirms that outcomes for SEND pupils remain low.

The most important factors that can improve the progress of pupils with SEND are the quality of teaching, the skill and effectiveness of SENCOs and aspirational leadership by headteachers for all pupils. With more schools in Multi-Academy Trusts the local authority will need to work more closely with Chief Executives of these trusts, along with other partners, to align priorities for development to meet our strategic objectives in relation to pupils with SEND and all other vulnerable pupils. In order to deliver these improvements local senior leaders, officers and councillors, are appraising options on how to best address

these issues with all education leaders in our area. From this we hope to develop a joint action plan to deliver the improvements that are needed.

Additionally the local authority has agreed to be named along with two teaching schools, two other local authorities, and Bath Spa University in a Strategic School Improvement Fund (SSIF) bid to support schools that have lower outcomes for pupils with SEND and for disadvantaged pupils. The results of the bids have not yet been announced but may result in support in some B&NES schools which were identified on the basis of the 2016 results. It is important that the local authority is able to actively participate in the data analysis and planning of such bids in the future to ensure that they are focussed on the key issues for B&NES and identify the appropriate schools. It is also important that the local authority maintains a strong dialogue with teaching schools and other partners that can support school leaders, SENCOs and teachers in improving practice in relation to pupils with SEND.

- 6.4 There is a significant overlap between the disadvantaged and SEND groups. For the 2017 KS2 cohort 37% of the disadvantaged pupils also had special educational needs, and 40% of the SEND cohort was disadvantaged. For the 2017 KS4 cohort 25% of the disadvantaged pupils had SEND and 32% of the SEND pupils were disadvantaged. The pupils that are members of both groups tend to have even lower progress and actions to address inequality for either group need to be part of an integrated and coordinated overall approach.
- 6.5 Persistent absence and lower attendance affect these two groups disproportionately and work to address low attendance needs to have a particular focus on these groups. Although this information is stored in the central database it is not currently possible to provide reports that analyse attendance and persistent absence for these groups, and the central database is currently being replaced by one from a new supplier. We are also unable to quickly provide reports that analyse exclusions so that we can provide more current information overall and for groups of pupils. It should be a requirement that the new database enables accurate reporting of attendance for groups of pupils, and can also link this information with other information such as exclusions, attainment and progress.
- 6.6 Ethnic minority pupils have been grouped into broad categories because the numbers in each ethnic groups is very small and it is not possible to make any meaningful comparisons. For example, Black African, Black Caribbean and Black Other pupils are grouped together as 'Black' pupils. The 'White' group is predominantly composed of white British pupils but will also include a very small number of White European children (2). Outcomes for small groups of pupils can be affected strongly by the result of one or two pupils and this leads to different groups being identified as performing better or worse than average. For example Chinese pupils have generally done well except for in the year 1 phonics test and for the 5 in the KS4 cohort and there is not a consistent pattern of performance for most of the broad ethnic groups.

However, the 'Black' and 'Mixed' ethnic minority groups have had low outcomes across most key stages. At KS2 in 2016 the 14 'Black' pupils had very low attainment (29% attained the Expected Standard in Reading, writing and Maths) and this was lower still at 23% for the 13 pupils in the 2017 cohort due to the low progress made. This cohort attended 9 different schools, 7 of these pupils (a disproportionate number) have SEND, 7 are disadvantaged and 4 belong to both

categories. If we were able to improve the progress of disadvantaged pupils and those with SEND it would have a significant effect on the progress of these pupils. The 2017 KS4 'Black' cohort of 22 attended 10 schools and whilst there was only one pupil with SEND, 50% of the pupils were disadvantaged (compared with 17% overall). Of the other groups with low KS4 progress, 39% of the 'Mixed' group were disadvantaged and 20% of the Chinese group, whilst only 11% of the 'Asian' group were disadvantaged. Therefore it is clear that disadvantage and SEND are the most significant factors affecting the performance of pupils within B&NES and actions to address these two issues should be prioritised.

- 6.7 The local authority has taken a range of actions to improve outcomes for disadvantaged pupils including; commissioning pupil premium reviews in schools where outcomes are low, raising the profile of the issue with headteachers and chairs of governors through a presentation from senior HMI, organising meeting for primary school headteachers and governors with the headteacher of an outstanding school that is a national pupil premium award winner, challenging individual headteachers of maintained schools through core visits. This has been partially effective in that the gap has been closing faster than national at the end of all key stages but considerably more work is needed to close the gap at least in line with the national gap. There is potential for the new School Standards Board partners to work more collaboratively and pool resources to improve outcomes for disadvantaged groups.

7 OTHER OPTIONS CONSIDERED

- 7.1 None.

8 CONSULTATION

- 8.1 No consultation is necessary at this time.

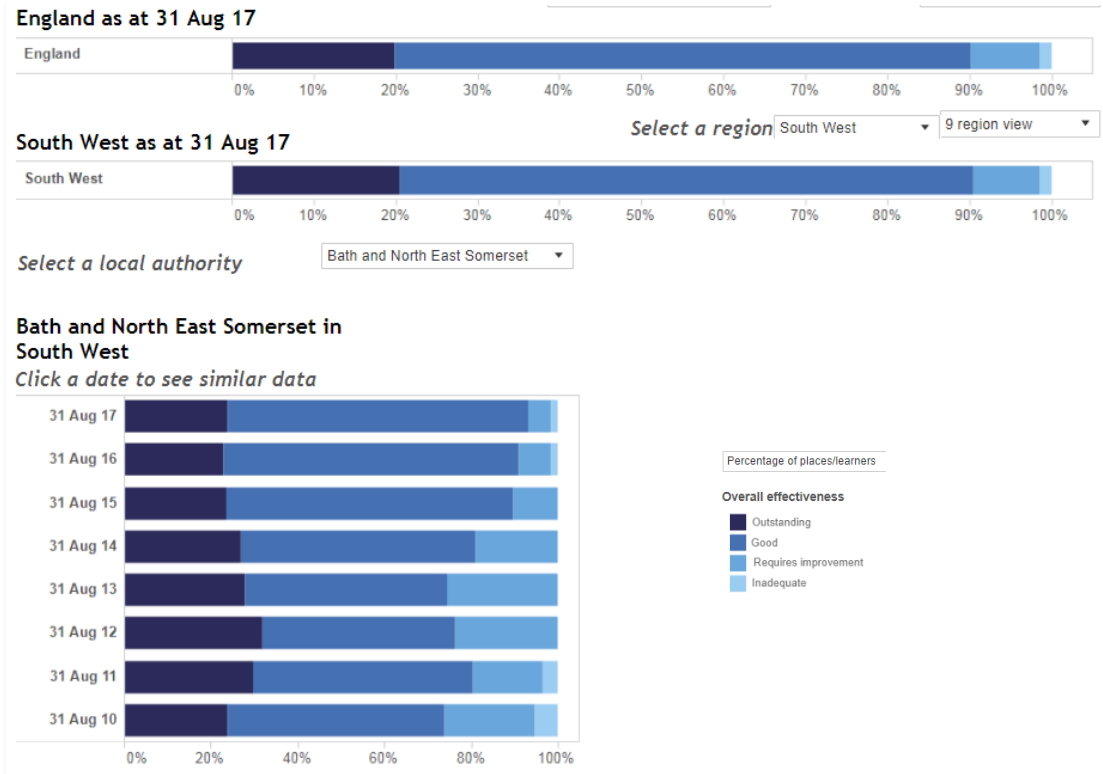
9 RISK MANAGEMENT

- 9.1 A risk assessment related to the issue and recommendations has been undertaken, in compliance with the Council's decision making risk management guidance.

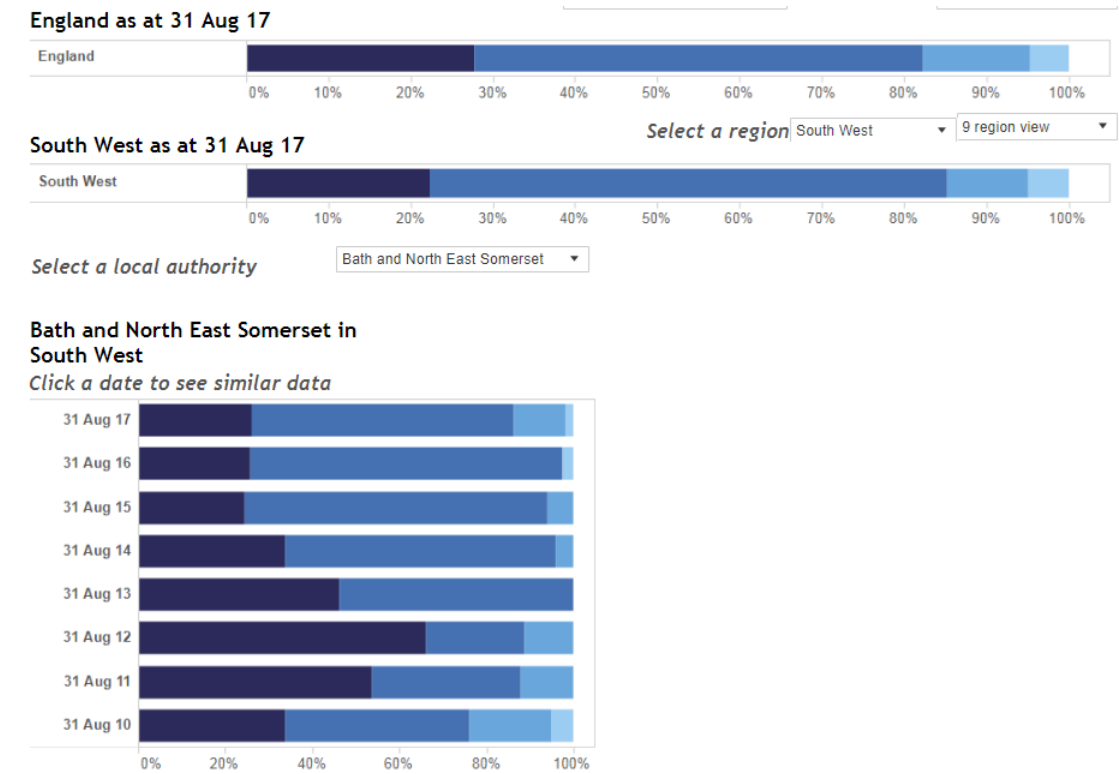
Contact person	<i>Margaret Simmons-Bird: 01225 394240</i> <i>Tom Morrison: 01225 394430</i>
Background papers	<i>None (appendices attached).</i>
Please contact the report author if you need to access this report in an alternative format	

Appendix 1 Ofsted Inspection Outcomes

Primary Schools



SECONDARY SCHOOLS



INSPECTION JUDGEMENTS BY PHASE AND SCHOOL

Date	School	Grade
09/01/2007	Widcombe Infant	Outstanding
28/01/2009	Bathwick St Mary C of E Primary	Outstanding
08/02/2010	Bathampton Primary	Outstanding
09/06/2010	Weston All Saints C of E Primary	Outstanding
17/05/2012	St Julian's C of E Primary	Outstanding
04/07/2012	Bishop Sutton Primary	Outstanding
04/07/2012	Stanton Drew Primary	Outstanding
13/12/2012	Marksbury C of E Primary	Outstanding
16/01/2013	Farmborough C of E Primary	Outstanding
30/04/2013	St John's C of E Primary Keynsham	Outstanding
23/01/2014	High Littleton C of E Primary	Outstanding
21/10/2014	Widcombe C of E Junior	Outstanding
29/01/2015	Paulton Junior	Outstanding
06/05/2015	Bathford C of E Primary	Outstanding

03/10/2012	Oldfield Park Junior	Good
17/10/2012	Chandag Junior	Good
28/11/2012	St Saviours Infant	Good
05/12/2012	Peasedown St John	Good
07/02/2013	Midsomer Norton Primary	Good
14/05/2013	Saltford C of E Primary	Good
09/07/2013	Camerton Church School	Good
18/09/2013	Batheaston C of E Primary	Good
19/09/2013	Combe Down C of E Primary	Good
26/09/2013	Chew Magna Primary	Good
22/01/2014	Clutton Primary	Good
04/02/2014	St Andrew's C of E Primary	Good
05/02/2014	St John's Catholic Primary	Good
11/02/2014	St Mary's C of E Primary Radstock	Good
14/10/2014	Moorlands Infant	Good
09/10/2014	Chandag Infant	Good
16/10/2014	Chew Stoke C of E Primary	Good
25/11/2014	Newbridge Primary	Good
08/01/2015	St Michael's C of E Junior	Good
03/02/2015	St Mary's Catholic Primary Bath	Good
05/03/2015	Moorlands Junior	Good
11/03/2015	St Stephen's C of E Primary	Good
22/04/2015	Westfield Primary	Good
29/04/2015	Twerton Infant	Good
24/06/2015	St Nicholas' C of E Primary	Good
08/07/2015	Oldfield Park Infant	Good
22/10/2015	Longvernal Primary	Good
06/10/2015	Welton Primary	Good
23/02/2016	Swainswick C of E Primary	Good
01/03/2016	St Philip's C of E Primary	Good
15/03/2016	St Keyna	Good
11/05/2016	Farrington Gurney C of E Primary	Good
16/06/2016	Paulton Infant	Good
14/09/2016	St John's C of E Primary MSN	Good
22/02/2017	East Harptree C of E Primary	Good
10/01/2017	Whitchurch Primary	Good

22/03/2017	Pensford Primary	Good
20/06/2017	St Saviours C of E Junior	Good
29/06/2017	Cameley C of E Primary	Good
12/09/2017	Ubley C of E Primary	Good
19/09/2017	Shoscombe C of E Primary	Good
07/11/2017	Freshford C of E Primary	Good

26/02/2014	St Martins Garden Primary	RI
25/04/2017	Castle Primary	RI
08/11/2017	St Mary's C of E Primary Timsbury	RI

14/06/2017	Trinity Church School	Inadequate
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17/04/2013	Southdown Junior now Roundhill	RI
30/06/2009	Southdown Infant now Roundhill	Outstanding

Not yet inspected	Roundhill	
Not yet inspected	Abbot Alphege	
Not yet inspected	Somerdale Educate Together	

SECONDARY SCHOOLS

16/07/2013	St Gregory's Catholic College	Outstanding
19/03/2014	Beechen Cliff	Outstanding
12/09/2012	Oldfield School	Outstanding

12/02/2014	Wellsway	Good
26/02/2014	Ralph Allen School	Good
07/05/2015	Chew Valley School	Good
13/05/2015	St Mark's C of E School	Good
29/11/2016	Somervale	Good
17/06/2014	Broadlands	Good
08/03/2017	Hayesfield	Good
28/06/2017	Norton Hill School	Good

08/10/2014	Bath Community Academy	RI
17/01/2017	Writhlington School	RI

STUDIO SCHOOLS

26/04/2017	The Bath Studio School	RI
Not yet inspected	The IKB Studio School NYO	
Not yet inspected	The Mendip Studio School	

SPECIAL SCHOOLS and ALTERNATIVE PROVISION

11/06/2015	Three Ways	Outstanding
08/11/2017	Fosse Way	Outstanding
22/03/2017	Aspire Academy (The Link)	Good
NA (not a school)	Aspire Alternative Provision	
Not yet inspected	Include Catch 22 Alternative Provision	

Appendix 2 Educational Results for all Key Stages

Throughout these tables the 'Diff' figures show the difference between the data for B&NES and national, whilst the gap figures compare results for disadvantaged pupils with Other pupils nationally.

Early Years Foundation Stage Results.

Foundation Stage Profile - Good Level of Development		2015		2016		2017	
		Cohort	GLD	Cohort	GLD	Cohort	GLD
All pupils	BANES	1912	70	1944	69	1939	72
	National	654,848	66	669,052	69	669,864	71
	Diff	n/a	4	n/a	0	n/a	1
Boys	BANES	977	62	1019	62	980	68
	National	335,637	59	342,947	62	343,037	64
	Diff	n/a	3	n/a	0	n/a	4
Girls	BANES	935	77	925	77	959	76
	National	319,211	74	326,105	77	326,827	78
	Diff	n/a	3	n/a	0	n/a	-2
Disadvantaged*	BANES	193	54	178	41	215	47
	National	97,156	51	93,538	54	91,641	56
	Diff	n/a	3	n/a	-13	n/a	-9
All Other pupils	BANES	1719	71	1766	72	1724	75
	National	557,692	69	575,514	72	578,223	73
	Diff	n/a	2	n/a	0	n/a	2
Disadvantaged* and All Other pupils gap	BANES	n/a	-17	n/a	-31	n/a	-28
	National	n/a	-18	n/a	-18	n/a	-17
SEN support	BANES	121	21	143	22	132	29
	National	51,495	24	51,891	26	50,862	27
	Diff	n/a	-3	n/a	-4	n/a	2
EHCP	BANES	32	x	30	x	47	x
	National	8958	4	8669	4	9273	4
	Diff	n/a	x	n/a	x	n/a	x
Ethnicity - White	BANES	1656	71	1674	69	1695	73
	National	453,573	67	469,032	70	490,390	72
	Diff	n/a	4	n/a	-1	n/a	1
Ethnicity - Mixed	BANES	88	66	91	67	105	73
	National	35,987	68	37,862	71	41,401	73
	Diff	n/a	-2	n/a	-4	n/a	0
Ethnicity - Asian	BANES	30	47	35	74	32	66
	National	59,337	64	61,999	68	70,380	69
	Diff	n/a	-17	n/a	6	n/a	-3
Ethnicity - Black	BANES	18	67	16	56	12	50
	National	30,993	65	30,676	68	33,328	70
	Diff	n/a	2	n/a	-12	n/a	-20
Ethnicity - Chinese	BANES	11	64	5	x	7	x
	National	2893	67	2,928	69	3,334	74
	Diff	n/a	-3	n/a	x	n/a	x

*Pupils known to be eligible for free school meals

x Data suppressed due to small numbers

Year 1 Phonics Results.

% of year 1 pupils meeting the required standard in Phonics		2015		2016		2017	
		Cohort	Result	Cohort	Result	Cohort	Result
All pupils	BANES	1833	79	1890	79	1926	79
	National	638,415	77	652,250	81	664,964	81
	Diff	n/a	2	n/a	-2	n/a	-2
Boys	BANES	945	77	962	76	1013	77
	National	326,570	73	334,243	77	340,859	78
	Diff	n/a	4	n/a	-1	n/a	-1
Girls	BANES	888	81	928	82	913	82
	National	311,845	81	318,007	84	324,105	85
	Diff	n/a	0	n/a	-2	n/a	-3
Disadvantaged*	BANES	195	58	165	65		54
	National	107,611	65	93,885	69		68
	Diff	n/a	-7	n/a	-4	n/a	-14
All Other pupils	BANES	1638	82	1725	80		82
	National	530,804	79	558,365	83		83
	Diff	n/a	3	n/a	-3	n/a	-1
Disadvantaged* and Other Pupils gap	BANES	n/a	-24	n/a	-15	n/a	-28
	National	n/a	-14	n/a	-14	n/a	-15
SEN support	BANES	204	48	180	52		41
	National	78,842	42	71,562	46		47
	Diff	n/a	6	n/a	6	n/a	-6
EHCP	BANES	46	20	56	14		17
	National	10,971	18	11,381	18		18
	Diff	n/a	2	n/a	-4	n/a	-1
Ethnicity - White	BANES	1672	79	1708	79		80
	National	475,287	76	486,225	80		81
	Diff	n/a	3	n/a	-1	n/a	-1
Ethnicity - Mixed	BANES	77	81	98	80		74
	National	37,398	79	39,662	82		83
	Diff	n/a	2	n/a	-2	n/a	-9
Ethnicity - Asian	BANES	29	86	31	77		91
	National	67,088	80	67,049	84		85
	Diff	n/a	6	n/a	-7	n/a	6
Ethnicity - Black	BANES	10	x	15	80		47
	National	35,033	79	35,227	82		83
	Diff	n/a	x	n/a	-2	n/a	-36
Ethnicity - Chinese	BANES	5	100	13	77		50
	National	2980	83	3155	88		88
	Diff	n/a	17	n/a	-11	n/a	-38

*2015 and 2016 - Pupils known to be eligible for free school meals and all other pupils

2017 - Pupils known to be eligible and claiming free school meals and All other pupils

x Data suppressed due to small numbers

Key Stage 1 Results.

% achieving the Expected Standard		Reading			Writing			Maths		
		2015 (L2+)	2016	2017	2015 (L2+)	2016	2017	2015 (L2+)	2016	2017
All pupils	BANES	93	74	76	90	64	68	95	73	75
	National	90	74	76	88	66	68	93	73	75
	Diff	3	0	0	2	-2	0	2	0	0
Boys	BANES	91	70	73	86	58	61	94	73	75
	National	88	70	71	83	59	62	91	72	74
	Diff	3	0	2	3	-1	-1	3	1	1
Girls	BANES	96	78	80	95	71	76	96	73	76
	National	93	78	80	92	73	75	94	74	76
	Diff	3	0	0	3	-2	1	2	-1	0
Disadvantaged*	BANES	81	43	57	77	33	44	87	45	51
	National	82	60	61	77	50	52	86	58	60
	Diff	-1	-17	-4	0	-17	-8	1	-13	-9
All Other pupils	BANES	95	77	78	92	67	70	96	76	78
	National	92	77	78	90	68	71	94	75	78
	Diff	3	0	0	2	-1	-1	2	1	0
Disadvantaged* and All Other pupils gap	BANES	-14	-34	-21	-15	-34	-26	-9	-31	-27
	National	-10	-17	-17	-13	-18	-19	-8	-17	-18
SEN support	BANES	77	37	39	61	21	24	84	36	38
	National	64	32	34	55	22	23	73	33	35
	Diff	13	5	5	6	-1	1	11	3	3
EHCP	BANES	27	12	12	22	7	x	31	14	8
	National	27	14	14	21	9	9	29	14	14
	Diff	0	-2	-2	1	-2	x	2	0	-6
Ethnicity - White	BANES	93	74	77	90	64	69	96	73	75
	National	91	74	76	88	65	68	93	73	75
	Diff	2	0	1	2	-1	1	3	0	0
Ethnicity - Mixed	BANES	94	71	81	94	61	68	92	74	81
	National	91	76	78	88	68	70	93	74	76
	Diff	3	-5	3	6	-7	-2	-1	0	5
Ethnicity - Asian	BANES	x	72	68	x	72	54	x	79	68
	National	91	76	77	89	69	72	93	75	77
	Diff	x	-4	-9	x	3	-18	x	4	-9
Ethnicity - Black	BANES	x	70	75	x	60	75	x	60	75
	National	91	76	77	88	69	71	92	71	73
	Diff	x	-6	-2	x	-9	4	x	-11	2
Ethnicity - Chinese	BANES	100	63	x	100	63	x	100	100	x
	National	92	80	84	91	77	82	96	88	91
	Diff	8	-17	x	9	-14	x	4	12	x

*2015 and 2016 - Pupils known to be eligible for free school meals

2017 - Pupils known to be eligible and claiming free school meals

x Data suppressed due to small numbers

% achieving greater depth		Reading			Writing			Maths		
		2015 (L3+)	2016	2017	2015 (L3+)	2016	2017	2015 (L3+)	2016	2017
All pupils	BANES	39	21	26	20	9	15	29	15	19
	National	32	24	25	18	13	16	26	18	21
	Diff	7	-3	1	2	-4	-1	3	-3	-2
Boys	BANES	33	18	23	15	5	10	32	17	21
	National	27	20	22	13	10	11	28	19	22
	Diff	6	-2	1	2	-5	-1	4	-2	-1
Girls	BANES	44	25	30	26	14	19	26	12	17
	National	37	27	29	23	17	20	24	16	19
	Diff	7	-2	1	3	-3	-1	2	-4	-2

1. Greater Depth results are not broken down by any other pupil characteristics in the government statistics
2. Pupil numbers are not available in the Government data (Statistical First Release - SFR). The table below is taken from another data source but should be largely consistent,

**2017 KS1 Cohort - this data
was taken from Keyphas**

All Pupils	1,888
Boys	957
Girls	931
Disadvantaged	267
All other pupils	1,621
SEN support	217
EHCP	36
Ethnicity - White	1,708
Ethnicity - Mixed	100
Ethnicity - Asian	27
Ethnicity - Black	12
Ethnicity - Chinese	10

Key Stage 2 Results.

% achieving the Expected Standard		Reading			Writing			Maths			RWM			
		2015 (L4+)	2016	2017	2015 (L4+)	2016	2017	2015 (L4+)	2016	2017	2015 (L4+)	2016	2017	
													Cohort	Result
All pupils	BANES	92	71	78	88	71	81	89	68	75	83	54	1742	63
	National	90	66	72	87	74	80	87	70	75	80	54	594,346	62
	Diff	2	5	6	1	-3	1	2	-2	0	3	0	n/a	1
Boys	BANES	91	67	76	85	63	79	90	67	77	81	51	893	61
	National	88	63	69	83	68	76	87	70	75	78	50	303,415	58
	Diff	3	4	7	2	-5	3	3	-3	2	3	1	n/a	3
Girls	BANES	93	75	80	92	79	81	88	69	74	85	58	849	66
	National	92	70	76	91	81	83	87	70	76	83	58	290,931	66
	Diff	1	5	4	1	-2	-2	1	-1	-2	2	0	n/a	0
Disadvantaged*	BANES	83	50		76	47		77	46		67	30	350	40
	National	83	53		79	64		80	58		70	39	189,278	48
	Diff	0	-3		-3	-17		-3	-12		-3	-9	n/a	-8
All Other pupils	BANES	94	77		92	77		92	74		87	61	1392	69
	National	83	73		91	79		91	76		85	61	405,068	68
	Diff	11	4		1	-2		1	-2		2	0	n/a	1
Disadvantaged* and Other pupils gap	BANES	-11	-27		-16	-30		-15	-28		-20	-31	n/a	-29
	National	0	-20		-12	-15		-11	-18		-15	-22	n/a	-20
SEN support	BANES	74	39		60	27		65	31		44	14	261	22
	National	69	32		58	32		64	36		43	16	86,219	21
	Diff	5	7		2	-5		1	-5		1	-2	n/a	1
EHCP	BANES	25	10		16	6		23	7		13	4	62	8
	National	30	14		21	13		26	15		16	7	17,768	8
	Diff	-5	-4		-5	-7		-3	-8		-3	-3	n/a	0
Ethnicity - White	BANES	92	71		88	71		89	68		83	54	1601	64
	National	90	67		87	74		87	69		80	54	444,938	61
	Diff	2	4		1	-3		2	-1		3	0	n/a	3
Ethnicity - Mixed	BANES	94	76		87	71		90	74		81	60	81	59
	National	91	69		89	76		87	71		81	56	32,822	63
	Diff	3	7		-2	-5		3	3		0	4	n/a	-4
Ethnicity - Asian	BANES	x	74		100	85		100	78		x	67	28	75
	National	89	64		89	78		89	75		82	56	64,199	64
	Diff	x	10		11	7		11	3		x	11	n/a	11
Ethnicity - Black	BANES	100	57		100	50		100	43		100	29	13	23
	National	89	63		87	76		86	69		79	51	35,225	61
	Diff	11	-6		13	-26		14	-26		21	-22	n/a	-38
Ethnicity - Chinese	BANES	x	x		x	x		x	x		x	x	3	x
	National	92	76		93	85		96	92		89	72	2252	78
	Diff	x	x		x	x		x	x		x	x	n/a	x

For 2015, disadvantaged pupils include pupils known to be eligible for FSM in any spring, autumn, summer, alternative provision or pupil referral unit census from year 1 to year 6 (i.e. not including nursery or reception) or are looked after children for at least one day or are adopted from care.

For 2016, disadvantaged pupils include those eligible for FSM in the last 6 years or are looked after children for at least one day or are adopted from care. Please see the Characteristics Methodology document for more details

For 2017, disadvantaged pupils include those eligible for FSM in the last 6 years or are looked after children for at least one day or are adopted from care. Please see the methodology document for more details

x Data suppressed due to small numbers

% achieving the Higher Standard		Reading			Writing			Maths			RWM			
		2015 (L5+)	2016	2017	2015 (L5+)	2016	2017	2015 (L5+)	2016	2017	2015 (L5+)	2016	2017	
													Cohort	Result
All pupils	BANES	92	27	33	37	12	16	43	16	22	25	5	1742	8
	National	90	19	25	36	15	18	42	17	23	24	5	594,346	9
	Diff	2	8	8	1	-3	-2	1	-1	-1	1	0	n/a	-1
Boys	BANES	91	22	31	29	7	13	51	20	26	24	4	893	8
	National	88	16	22	29	11	13	46	18	25	22	5	303,415	7
	Diff	3	6	9	0	-4	0	5	2	1	2	-1	n/a	1
Girls	BANES	93	32	36	45	18	19	36	13	17	27	6	849	8
	National	92	22	28	44	19	23	38	15	21	27	6	290,931	10
	Diff	1	10	8	1	-1	-4	-2	-2	-4	0	0	n/a	-2

Progress KS1 to KS2		Reading		Writing		Maths	
		2016	2017	2016	2017	2016	2017
All pupils	BANES	0.1	0.6	-2.1	-1.3	-1.3	-1.1
	National	0.0	0.0	0.0	0.0	0.0	0.0
	Diff	0.1	0.6	-2.1	-1.3	-1.3	-1.1
Boys	BANES	-0.5	0.7	-3.3	-1.7	-0.8	0.1
	National	-0.3	-0.3	-0.8	-0.8	0.6	0.6
	Diff	-0.2	1.0	-2.5	-0.9	-1.4	-0.5
Girls	BANES	0.7	0.5	-0.9	-0.8	-2.0	-2.4
	National	0.4	0.3	0.8	0.8	-0.6	-0.7
	Diff	0.3	0.2	-1.7	-1.6	-1.4	-1.7
Disadvantaged*	BANES	-2.4	-1.2	-4.4	-2.6	-3.4	-2.8
	National	-0.7	-0.7	-0.3	-0.4	-0.5	-0.6
	Diff	-1.7	-0.5	-4.1	-2.2	-2.9	-2.2
All Other pupils	BANES	0.8	1.0	-1.5	-0.9	-0.8	-0.7
	National	0.3	0.3	0.1	0.2	0.2	0.3
	Diff	0.5	0.7	-1.6	-1.1	-1.0	-1.0
Disadvantaged* and Other Pupils Gap	BANES	-3.2	-2.2	-2.9	-1.7	-2.6	-2.1
	National	-1.0	-1.0	-0.4	-0.6	-0.7	-0.9
SEN support	BANES	-2.1	-0.5	-5.2	-3.9	-3.1	-1.7
	National	-1.3	-1.2	-2.4	-2.2	-1.1	-1.1
	Diff	-0.8	0.7	-2.8	-1.7	-2.0	-0.6
EHCP	BANES	-4.6	-4.9	-7.8	-5.4	-6.9	-5.1
	National	-3.1	-3.7	-4.0	-4.3	-3.5	-4.1
	Diff	-1.5	-1.2	-3.8	-1.1	-3.4	-1.0
Ethnicity - White	BANES	0.1	0.6	-2.1	-1.3	-1.4	-1.1
	National	0.0	0.0	-0.3	-0.3	-0.3	-0.4
	Diff	0.1	0.6	-1.8	-1.0	-1.1	-0.7
Ethnicity - Mixed	BANES	0.4	-0.1	-3.1	-1.7	-1.9	-2.3
	National	0.4	0.4	0.3	0.2	0.0	0.0
	Diff	0.0	-0.5	-3.4	-1.9	-1.9	-2.3
Ethnicity - Asian	BANES	4.4	3.2	1.8	-0.7	2.8	2.1
	National	-0.1	-0.2	1.1	1.0	1.7	1.9
	Diff	4.5	3.4	0.7	-1.7	1.1	0.2
Ethnicity - Black	BANES	-1.3	-3.7	-3.4	-1.5	-2.5	-5.0
	National	0.1	0.1	1.2	0.8	0.6	0.6
	Diff	-1.4	-3.8	-4.6	-2.3	-3.1	-5.6
Ethnicity - Chinese	BANES	0.0	2.1	1.5	3.0	1.1	6.3
	National	1.4	1.5	1.8	1.9	4.5	4.6
	Diff	-1.4	0.6	-0.3	1.1	-3.4	1.7

NB These figures are taken from a different source than the SFR. The number of children included in the progress calculations will be less than the numbers in the attainment data as some pupils may not have KS1 information and so can't be included in the progress scores.

2017 KS2 Cohort	
All Pupils	1,745
Boys	895
Girls	850
Disadvantaged	349
All other pupils	1,396
SEN support	262
EHCP	22
Ethnicity - White	1,601
Ethnicity - Mixed	81
Ethnicity - Asian	28
Ethnicity - Black	13
Ethnicity - Chinese	3

Key Stage 4 Results.

		English & Maths			EBacc			Attainment 8		Progress 8			
KS4 Attainment and Progress		E & M A*-C %		9 to 4 Pass	% achieved		9 to 4 Pass	Average score per pupil		2016		2017	
		2015	2016	2017	2015	2016	2017	2016	2017	Average progress 8 score			
All pupils	BANES	66	70	63	33	33	29	52.0	47.3	-0.02	-0.07	0.03	-0.06
	National	60	63	64	24	25	24	50.1	46.0	-0.03	-0.03	-0.03	-0.03
	Diff	6	6	-1	9	9	5	1.9	1.3	0.01			-0.03
Boys	BANES	62	67	52	26	31	16	50.6	43.2	-0.09	-0.15	-0.02	-0.40
	National	56	59	60	20	20	19	47.8	43.4	-0.17	-0.17	-0.16	-0.24
	Diff	7	8	-8	6	11	-2	2.8		0.08			-0.16
Girls	BANES	69	72	74	41	36	41	53.3	51.5	0.05	-0.02	0.11	0.27
	National	64	67	67	29	30	29	52.4	48.7	0.11	0.11	0.12	0.18
	Diff	5	5	6	11	6	12	0.9		-0.06			0.09
Disadvantaged*	BANES	40	43		15	13		40.0	35.8	-0.63	-0.74	-0.52	-0.38
	National	40	43		11	12		41.2		-0.38	-0.38	-0.37	
	Diff	1	0		4	1		-1.2		-0.25			
All Other pupils	BANES	71	76		38	38		54.7	49.6	0.12	0.07	0.18	0.00
	National	67	71		29	30		53.5		0.10	0.10	0.11	
	Diff	4	5		8	8		1.2		0.02			
Disadvantaged* and Other Pupils Gap	BANES	-31	-33		-23	-25		-14.7	-13.8	-0.75			-0.38
	National	-28	-28		-18	-18		-12.3		-0.48			
SEN support	BANES	25	x		x	x		38.6	35.1	-0.21	-0.37	-0.05	-0.29
	National	26	29		6	6		36.2		-0.38	-0.39	-0.37	
	Diff	-1	x		x	x		2.4		0.17			
EHCP	BANES	10	x		x	x		17.0	12.4	-1.15	-1.40	-0.90	-1.22
	National	10	11		2	2		17.0		-1.03	-1.04	-1.01	
	Diff	0	x		x	x		0.0		-0.12			
Ethnicity - White	BANES	66	70		34	34		52.1	47.5	-0.01	-0.06	0.04	-0.06
	National	59	63		24	24		49.8		-0.09	-0.09	-0.08	
	Diff	6	7		10	10		2.3		0.08			
Ethnicity - Mixed	BANES	60	65		27	28		48.0	44.4	-0.36	-0.61	-0.10	-0.12
	National	60	63		27	27		50.6		-0.04	-0.06	-0.03	
	Diff	-1	2		1	2		-2.6		-0.32			
Ethnicity - Asian	BANES	65	x		41	25		52.0	56.2	0.30	-0.15	0.76	0.57
	National	64	68		30	32		52.9		0.31	0.30	0.32	
	Diff	1	x		11	-7		-0.9		-0.01			
Ethnicity - Black	BANES	65	50		25	13		46.4	36.9	-0.08	-0.60	0.44	-0.53
	National	55	60		22	23		48.9		0.17	0.16	0.19	
	Diff	11	-10		3	-11		-2.5		-0.25			
Ethnicity - Chinese	BANES	x	x		x	x		x	55.8	1.08	0.15	2.01	-0.33
	National	79	84		50	53		63.0		0.68	0.63	0.73	
	Diff	x	x		x	x		x		0.40			

NB English & Maths %, EBacc, Attainment 8 and Progress 8 figures for the local authority are all affected by Beechen Cliff's decision to continue with the iGCSE qualification for English Language and English Literature, which is not counted in the Performance Tables and other government statistics. This particularly affects the data for Boys but will also influence the results for other groups.

Key Stage 4 Results for South West Local Authorities with recalculated B&NES data

LA	No.	Att 8	En&Ma 9-5	En&Ma 9-4	Ebacc 9-5	EBacc 9-4	Progress 8
England	526,328	46.1	42.4	63.5	21.2	23.7	0.00
South West	50,488	45.9	41.6	63.4	19.3	21.5	-0.13
B&NES	2,004	47.3	41.4	62.9	25.0	28.7	-0.06
B&NES without Beechen Cliff pupils	1,833	47.8	45.3	68.7	27.4	31.4	0.02
B&NES with Beechen Cliff Eng iGCSE counted	2,004	48.5	47.0	70.0	29.0	33.4	0.04
Bournemouth	1,610	47.9	47.6	67.6	22.2	24.0	-0.02
Bristol, City of	3,245	43.8	40.5	58.6	16.7	18.2	-0.22
Cornwall	5,147	45.4	37.7	60.0	15.7	17.4	-0.03
Devon	6,759	46.0	41.7	64.2	19.2	21.5	-0.12
Dorset	3,993	45.0	39.3	62.9	20.6	23.5	-0.14
Gloucestershire	6,167	48.2	45.8	67.5	23.6	26.0	-0.10
Isles of Scilly	19	45.0	68.4	84.2	x	x	-0.55
North Somerset	2,090	45.8	43.5	67.3	20.4	22.4	-0.14
Plymouth	2,521	44.2	37.8	58.4	20.2	22.8	-0.30
Poole	1,346	51.3	53.6	72.4	x	x	0.20
Somerset	4,845	45.5	39.6	62.9	15.6	17.9	-0.11
South Gloucestershire	2,587	43.5	39.2	61.7	18.1	20.0	-0.31
Swindon	2,053	42.5	35.2	58.9	13.1	15.1	-0.26
Torbay	1,358	47.9	48.7	64.8	18.2	18.9	-0.06
Wiltshire	4,744	46.4	42.9	64.3	20.1	22.0	-0.11

Key Stage 5 Results.

KS5 State Funded Schools and Colleges		Number of students*			Average Point Score (APS) per entry			APS per entry as a grade		
		2015	2016	2017	2015	2016	2017	2015	2016	2017
All Pupils	BANES	887	1042	1138	214.3	30.9	30.1	C	C	C
	National	231209	286399	288497	211.9	30.4	30.9	C	C	C
	Diff				2.4	0.5	-0.8			
Boys	BANES	402	470	546	210.5	30.0	28.5	C	C	C
	National	101060	129049	130548	208.3	29.2	29.8	C	C	C
	Diff				2.2	0.8	-1.3			
Girls	BANES	485	572	592	217.3	31.6	31.4	C+	C	C
	National	130149	157350	157949	214.7	31.5	31.7	C	C	C+
	Diff				2.6	0.2	-0.3			

KS5 State Funded Schools only		Percentage of students achieving 3 A*-A grades or better at A level			Percentage of students achieving grades AAB or better at A level, of which at least two are in facilitating subjects		
		2015	2016	2017	2015	2016	2017
All Pupils	BANES	n/a	11.3	10.3	12.4	16.7	14.1
	National	n/a	10.5	10.7	11.8	13.9	13.9
	Diff		0.8	-0.4	0.6	2.8	0.2
Boys	BANES	n/a	14.5	11.1	11.9	21.8	13.7
	National	n/a	11.5	12.1	13.1	16	16.3
	Diff		3	-1	-1.2	5.8	-2.6
Girls	BANES	n/a	9	9.5	12.8	13.1	14.4
	National	n/a	9.7	9.6	10.7	12.3	12.1
	Diff		-0.7	-0.1	2.1	0.8	2.3

Destinations – Post 16

Post 16 Destinations of pupils who finished KS4 the previous year (%)		Number of pupils		Overall sustained education or employment /training destination %	
		2014-15	2015-16	2014-15	2015-16
All Pupils	BANES	2060	1985	96	94
	National	548,280	543290	94	94
	Diff	n/a	n/a	2	0
Boys	BANES	1000	970	96	93
	National	277,375	274990	93	93
	Diff	n/a	n/a	3	0
Girls	BANES	1060	1015	95	94
	National	270,905	268300	94	94
	Diff	n/a	n/a	1	0
Disadvantaged	BANES	310	355	88	82
	National	144,575	145185	88	88
	Diff	n/a	n/a	0	-6
All Other Pupils	BANES	1750	1630	97	96
	National	403,700	398105	96	96
	Diff	n/a	n/a	1	0
Disadvantaged* and Other pupils gap	BANES	n/a	n/a	-9	-14
	National	n/a	n/a	-8	-8
SEN	BANES	270	210	89	86
	National	99,015	79,285	88	88
	Diff	n/a	n/a	1	-2
Non SEN	BANES	1795	1775	97	95
	National	449,265	464,005	95	95
	Diff	n/a	n/a	2	0

Destinations – Post 18

Post 18 Destinations of pupils who finished KS5 the previous year		Number of pupils		Overall education or employment destination %	
		2014-15	2015-16	2014-15	2015-16
All Pupils	BANES	1,260	1,345	89	90
	National	362,930	366,145	88	89
	Diff	n/a	n/a	1	1
Boys	BANES	570	615	87	89
	National	169,565	170,685	86	87
	Diff	n/a	n/a	1	2
Girls	BANES	690	735	89	91
	National	193,365	195,460	90	91
	Diff	n/a	n/a	-1	0
Disadvantaged	BANES	110	90	81	89
	National	55,200	66,160	84	86
	Diff	n/a	n/a	-3	3
All Other Pupils	BANES	1155	1255	89	90
	National	307,730	299,985	89	90
	Diff	n/a	n/a	0	0
Disadvantaged* and All Other pupils gap	BANES				
	National				
SEN	BANES	145	140	86	90
	National	42,565	41,975	85	86
	Diff	n/a	n/a	1	4
Non SEN	BANES	1120	1210	89	91
	National	320,365	324,165	88	90
	Diff	n/a	n/a	1	1

Attendance

State-funded Primary schools		Number of enrolments (1)		Percentage of enrolments by their overall absence rates		Percentage of pupil enrolments that are persistent absentees (2)		
		2014-15	2015-16	2014-15	2015-16	2014-15 (15 %)	2014-15 (10%)	2015-16 (10%)
All Pupils	BANES	10,987	11,230	3.9	4.0	1.8	7.0	7.9
	National	3,734,735	3,818,440	4.0	4.0	2.1		8.2
	Diff	n/a	n/a	-0.1	0.0	-0.3		-0.3
Boys	BANES	5,629	5,696	3.9	4.0	1.8	7.0	7.2
	National	1,904,095	1,946,420	4.1	4.1	2.3		8.5
	Diff	n/a	n/a	-0.2	-0.1	-0.5		-1.3
Girls	BANES	5,358	5,534	3.9	4.0	1.8	6.9	8.5
	National	1,830,640	1,872,020	4.0	4.0	2.0		8.0
	Diff	n/a	n/a	-0.1	0.0	-0.2		0.5
FSM 6	BANES	2,055	1,992	6.3	6.2	6.1	16.1	19.7
	National	644,675	1,028,540	5.8	5.4	5.6		15.1
	Diff	n/a	n/a	0.5	0.8	0.5		4.6
FSM6 - not eligible	BANES	8,840	9,165	3.6	3.5	1.3	4.7	5.1
	National	3,060,920	2,756,675	3.6	3.5	1.4		5.4
	Diff	n/a	n/a	0.0	0.0	-0.1		-0.3
FSM6 - not classified	BANES	92	73	21.0	9.6	0.0	18.5	28.8
	National	n/a	33,225	n/a	9.1	n/a		29.8
	Diff	n/a	n/a	n/a	0.5	n/a		-1.0
EHCP	BANES	217	245	5.8	6.3	6.9	18.4	18.0
	National	55,295	54,185	6.3	6.4	7.4		18.7
	Diff	n/a	n/a	-0.5	-0.1	-0.5		-0.7
SEN Support	BANES	1,728	1,518	5.3	5.5	4.4	13.6	16.7
	National	562,285	499,275	5.2	5.3	4.4		14.0
	Diff	n/a	n/a	0.1	0.2	0.0		2.7
Non SEN	BANES	9,006	9,423	3.6	3.7	1.2	5.2	6.0
	National	3,088,450	3,237,125	3.8	3.8	1.6		6.9
	Diff	n/a	n/a	-0.2	-0.1	-0.4		-0.9
SEN - not classified	BANES	36	44	21.0	17.9	0	61.1	40.9
	National	n/a	27,855	n/a	17.2	n/a		40.6
	Diff	n/a	n/a	n/a	0.7	n/a		0.3

(1) Number of enrolments in each academic year. Includes pupils on the school roll for at least one session who are aged between 5 and 15, excluding boarders. Some pupils may be counted more than once (if they moved schools during the academic year or are registered in more than one school).

(2) The definition of persistent absence has changed from the 2015/16 academic year. Pupil enrolments missing 10 percent or more of their own possible sessions (due to authorised or unauthorised absence) are classified as persistent absentees. Prior to this the measurement was pupils missing 15 percent or more of their own possible sessions (due to authorised or unauthorised absence)

NB Does not include pupils in special schools

State-funded Secondary schools		Number of enrolments (1)		Percentage of enrolments by their overall absence rates		Percentage of pupil enrolments that are persistent absentees (2)		
		2014-15	2015-16	2014-15	2015-16	2014-15 15 %	2014-15 10%	2015-16 10%
All Pupils	BANES	10,260	10,586	5.6	5.8	5.8	13.7	14.0
	National	2,822,655	2,834,785	5.3	5.2	5.4		13.1
	Diff	n/a	n/a	0.3	0.6	0.4		0.9
Boys	BANES	5,629	5,253	5.3	5.5	5.2	13.4	12.9
	National	1,904,095	1,436,440	5.2	5.1	5.2		12.8
	Diff	n/a	n/a	0.1	0.4	0.0		0.1
Girls	BANES	5,209	5,333	5.8	6.0	6.4	14.0	15.1
	National	1,830,640	1,398,345	5.4	5.3	5.7		13.4
	Diff	n/a	n/a	0.4	0.7	0.7		1.7
FSM 6	BANES	1,888	1,926	10.7	10.0	18.3	30.7	31.3
	National	644,675	411,060	8.5	7.5	13.2		23.2
	Diff	n/a	n/a	2.2	2.5	5.1		8.1
FSM6 - not eligible	BANES	8,308	8,565	5.1	4.8	4.6	9.6	9.8
	National	3,060,920	1,990,060	4.7	4.2	4.0		8.5
	Diff	n/a	n/a	0.4	0.6	0.6		1.3
FSM6 - not classified	BANES	64	95	23.2	22.4	0.0	46.9	41.1
	National	n/a	24,460	n/a	15.8	n/a		44.2
	Diff	n/a	n/a	n/a	6.6	n/a		-3.1
EHCP	BANES	164	164	11.2	10.1	20.7	32.9	32.3
	National	55,295	52,515	7.3	7.3	10.9		21.6
	Diff	n/a	n/a	3.9	2.8	9.8		10.7
SEN Support	BANES	1,202	1,034	8.1	8.9	10.3	22.2	24.2
	National	562,285	343,575	7.5	7.5	10.9		22.4
	Diff	n/a	n/a	0.6	1.4	-0.6		1.8
Non SEN	BANES	8,855	9,331	5.1	5.3	4.9	12.0	12.5
	National	3,088,450	2,423,640	4.9	4.8	4.3		11.3
	Diff	n/a	n/a	0.2	0.5	0.6		1.2
SEN - not classified	BANES	39	57	23.0	23.0	0	59.0	33.3
	National	n/a	15,050	n/a	22.9	n/a		50.6
	Diff	n/a	n/a	n/a	0.1	n/a		-17.3

NB Does not include pupils in special schools

Exclusions

State-funded Primary schools	Number of permanent exclusions		Permanent exclusion rate		Number of fixed period exclusions		Fixed period exclusion rate		Number of pupil enrolments with one or more fixed period exclusion		One or more fixed period exclusion rate	
	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16
BANES	x	x	x	x	111	165	0.86	1.25	45	81	0.35	0.61
National	920	1145	0.02	0.02	49650	55740	1.1	1.21	23630	25765	0.52	0.56
Diff	x	x	x	x			-0.24	0.04			-0.17	0.05

State-funded Secondary schools	Number of permanent exclusions		Permanent exclusion rate		Number of fixed period exclusions		Fixed period exclusion rate		Number of pupil enrolments with one or more fixed period exclusion		One or more fixed period exclusion rate	
	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16
BANES	7	18	0.06	0.14	682	1180	5.56	9.42	418	518	3.41	4.14
National	4790	5445	0.15	0.17	239240	270135	7.51	8.46	124990	135925	3.92	4.26
Diff			-0.09	-0.03			-1.95	0.96			-0.51	-0.12

Special Schools	Number of permanent exclusions		Permanent exclusion rate		Number of fixed period exclusions		Fixed period exclusion rate		Number of pupil enrolments with one or more fixed period exclusion		One or more fixed period exclusion rate	
	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16
BANES	x	0	x	0.00	169	91	41.52	22.2	47	37	11.55	9.02
National	90	90	0.09	0.08	14080	13485	13.54	12.53	5440	5440	5.23	5.05
Diff			x	-0.08			27.98	9.67			6.32	3.97

All state-funded schools	Number of permanent exclusions		Permanent exclusion rate		Number of fixed period exclusions		Fixed period exclusion rate		Number of pupil enrolments with one or more fixed period exclusion		One or more fixed period exclusion rate	
	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16
BANES	10	19	0.04	0.07	960	1436	3.77	5.49	510	636	2.00	2.43
National	5800	6685	0.07	0.08	302980	339360	3.88	4.29	154060	167125	1.98	2.11
Diff			-0.03	-0.01			-0.11	1.20			0.02	0.32

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Bath & North East Somerset Council		
MEETING	Children & Young People Policy Development & Scrutiny Panel	
DATE:	30 th January 2018	EXECUTIVE FORWARD PLAN REFERENCE:
TITLE:	Virtual School: Key successes, challenges and future planning to support our Children in Care and Post Care children	
WARD:	All	
AN OPEN PUBLIC ITEM		
List of attachments to this report:		
Appendix 1: Virtual School Annual Report 2016-2017		
Appendix 2: Virtual School Improvement Plan 2017-2018		
Appendix 3: Pupil Premium Policy and Moderation guidance 2017-2018		

1 THE ISSUE

- 1.1** The report is an update on the work of the Virtual School to support our Children in Care and the challenge of fulfilling the new statutory duties for local authorities arising of the Children and Social Care Act 2017, to be issued March 2018. It highlights key achievements, areas for development and challenges as shared at the Corporate Parenting Panel in December 2017. The Annual Report, School Improvement Plan and Pupil Premium Policy are attached as Appendices and provide more detailed information.

2 RECOMMENDATION

- 2.1** To note how the Virtual School are responding to the current challenge, including recommendations from the Children's Services OFSTED Inspection.
- 2.2** The Headteacher of the Virtual School brings another report to the panel outlining the increased burdens arising from the Children and Social Care Act 2017 once the statutory guidance is published at the end of March 2018.

3 RESOURCE IMPLICATIONS (FINANCE, PROPERTY, PEOPLE)

3.1 The new Children and Social Care act 2017 places further duties on the Virtual School and this may require additional funding because there is currently no government grant funding to meet these new responsibilities.

4 STATUTORY CONSIDERATIONS AND BASIS FOR PROPOSAL

4.1 The statutory guidance, "Promoting the education of looked after and post looked after children 2018," will be finalised in March 2018, following the Children and Social Care Act, 2017. The draft version stipulates that, "Headteachers of Virtual Schools have a key role to ensure looked after children have the maximum opportunity to reach their full educational potential, an important part of why this role was made statutory." The current 2014 statutory guidance already stipulates that local authorities must ensure that, "Headteachers of the Virtual School are in place and that they have the resources, time, training and support they need to discharge the duty effectively".

5 THE REPORT

5.1 The Virtual School

The Virtual School has been rebranded as the, "Prepare 4 Success (P4S) Virtual School," and an identifier designed after a competition for primary age Children in Care. The name not only distinguishes B&NES Virtual School but constantly reminds all stakeholders of the importance in supporting this vulnerable group of Children in Care so that they have successful and rewarding futures.

5.2 Local and national policy changes that impact on Children in Care

This has, and continues to be, a period of significant change and challenge, both within the authority and nationally. Positive movement includes OFSTED's focus on advocating for Children in Care to support closing the attainment gap and its recognition of the increased difficulties for these children due to the impact of previous trauma before and possibly during going into care. Additional challenge comes firstly in the form of a new, more demanding and content heavy National Curriculum, Primary SAT tests and GCSEs which disadvantages Children in Care who often experience large amounts of absence before care and therefore gaps in learning. They often have a number of care and/or school moves which increases the difficulties in catching up. Many Children in Care also have complex EHCPs, which can result in longer time in securing the provision that meets their specific needs. Increased academisation, greater school autonomy alongside more demanding curriculum and exams has also led to a rise in exclusions of Children in Care. These challenges requires the local authority, as Corporate Parent to be more robust in holding schools to account for the achievement of children in care so that they become active citizens of society.

5.2 Cohort information

The number of looked after children continues to increase nationally; it has increased steadily over the last nine years but with a more rapid increase in 2017. This authority has had the most significant increase in the South West, with an increase of 4 children in care per 10,000 children under 18 years old in the last 2 years. This compares with no rise in the South West and 2 per 10,000 children under 18 years old in the South West. There are slightly more males than females and there continues to be a largely white British majority, both locally and nationally. The arrival of unaccompanied asylum seekers in B&NES, bringing the total number of children in care to 14 in education but they are more likely to be educated out of authority. Half the children in care are educated outside this authority and are in schools as far as Liverpool, Wales, Essex and Truro. Around a third of the children in care have special educational needs. The Virtual School now works with over 90 educational providers across the UK, an increase of more than 10 from the year before, with 85% of these being judged, "Good" or "Outstanding" by OFSTED.

DfE Performance Information on eligible Children in Care is provided at the end of March each year. A child must have been in consistent care for a year from the April before to be part of this data. The data provided by the DfE is inconsistent from one year to another, with attendance and performance data produced for 2016 and no exclusion data provided since 2015.

5.3 The 2017 Outcomes for Children in Care

Local 2017 data shows that at Key Stage 1 children achieved well, particularly in reading and writing. Key Stage 2 is an area for development along with continued focus on Key Stage 4 due to a slight rise in the gap between Children in Care and non- care pupils within the authority in these school phases. However, Key Stage 4 students also achieved around 4% higher in English and maths when comparing the new Grade 4 Key against the old C pass. It is important to note that numbers counting in the eligible cohort for the data are very small. Currently there is no available data providing national or regional children in care outcomes for 2017.

5.5 Attendance

Absence for CiC was 0.7 % lower than the national figure. Persistent absence was identified in 2015 as being 2.8% higher than national Children in Care figures. However there was no validated data provided by the DfE for 2016. It is important to note that the DfE now defines persistent absence (PA) as less than 90% attendance which provides a challenge for local authorities as large numbers of Children in Care have complex EHCPs and statutory SEND consultation times have to be administered. These highly complex placements also tend to break down more often than others and finding a new provision is very difficult. There are a number of these students in the current year 10 cohort.

5.6 Exclusion rates for Children in Care in B&NES

Fixed Term Exclusions for Children in Care rose by over 6% which was the second highest in the South West in 2015. 16.67 of the Children in Care had 1 or more exclusion. The 2016 data is not received until March 2018. The rise in the percentage of fixed term exclusion was identified by OFSTED recommendation *“No children looked after have been permanently excluded from school in the past two years, but the level of fixed-term exclusions has risen and is now high, at 14%. No action plan is currently in place to reduce fixed-term exclusions”*.

5.7 Grant Funding

Central government provides grant funding in the form of Pupil Premium Plus to the Virtual School to improve educational outcomes for Children in Care. The Virtual School receives £1900 per child aged to meet their needs. Some of the funding is used to commission a range of support services to meet the specific needs of Children in Care. This includes an educational psychologist, Welfare Call to support attendance and exclusion tracking, students waiting for school provision, top up for high needs students, statutory training for schools and the Letterbox Scheme for all primary and some secondary students. In order to ensure that the most effective use of pupil premium plus for each individual, a new Pupil Premium Plus Policy has been created and shared with schools based on national research by the Education Endowment Foundation and local analysis. Personal Education Plans (PEPs) are rigorously moderated and feedback provided to schools to ensure they meet quality expectations and the needs of the child. It is important to note that every child is different and individual needs will always be discussed at PEP meetings. All decisions are made through the PEP moderation process by the Virtual School. This is set out in Appendix 3. In addition the Virtual School benefits from a contribution from the Joint Agency Panel to support the increasing number of pupils with more complex educational needs. The contribution of £35,000 for the 2017/2018 financial year had already been committed to meet specific individual needs of Children in Care by April 2017.

5.8 The School Improvement Plan 2017- 2018

(Appendix 2) focuses on 4 main areas based on the new statutory guidance arising from the Children and Social Care Act 2017, OFSTED recommendations, rigorous self -evaluation and local authority priorities for Children in Care. The key areas are: -

1. Improved outcomes for Children in Care in Key Stage 2 and 4 and increasing proportions of Children in Care aged 16-18 engaged in education, employment or training.
2. Developing teaching & learning experiences with a focus on Key Stage 2 and 4 (and Post Care children from March 2018)
3. Enhancing personal development, behaviour & welfare through collaboration with national attachment awareness organisations and increased accountability on schools to reduce Fixed Term Exclusions

4. Developing the effectiveness of leadership & management at all levels in the Virtual School and partnership teams and within schools to raise capacity.

5.9 Since April 2017, there has been a far greater emphasis on holding schools accountable in providing a quality, balanced curriculum that meets the need of each Child in Care, including early academic and pastoral intervention and ensuring policies do not discriminate against this cohort and support inclusion. A training plan to increase knowledge and understanding of the importance of education for this group of children and how to challenge schools has been created and delivered to all relevant social care and commissioning teams. Statutory training for all schools has been provided at no cost to schools to ensure there is a clear understanding and ability to act on the new statutory guidance on exclusions, (September 2017) which promotes early intervention to avoid Children in Care being excluded. The guidance identified that "The Equality Act allows schools to take positive action to deal with particular disadvantages, needs, or low participation" and the Virtual School is working in collaboration with Kate Cairns Associates and ARC on Attachment Awareness to support schools with this. Rigorous Progress Reviews have been implemented for Key Stage 2 and 4 which involve the Virtual School Headteacher completing work scrutiny in core subjects at each school, speaking to the child about their progress and support needed, analysing performance data and challenging the Senior Leadership Designated Teacher on findings to agree next steps. Any risk of Fixed Term Exclusions must be reported to the virtual school to build greater collaboration but also challenge.

6 RATIONALE

6.1 The Virtual School needs to respond to the higher numbers of Children in Care in education and the rise in number presenting with very complex needs. The local authority will also need to consider how the Virtual School addresses the additional statutory duties arising from the Children and Social Care Act 2017.

7 OTHER OPTIONS CONSIDERED

7.1 none

8 CONSULTATION

8.1 Individual Children in Care are spoken with by the virtual school and by social workers, who work in partnership with each other. The In Care Council have raised the need for more meaningful Information and Guidance for a number of years and this is part of the School Improvement Plan. Difficulties and areas for support for schools and carers are also part of planning. The Corporate Parenting Panel and Quarterly Performance Group Groups are also key.

9 RISK MANAGEMENT

A risk assessment related to the issue and recommendations has been undertaken, in compliance with the Council's decision making risk management guidance.

Contact person	<i>Victoria Duke, Headteacher of the P4S Virtual School</i> <i>Victoria_duke@bathnes.gov.uk</i>
Background papers	<i>Corporate Parent Panel Presentation</i> <i>Quarterly reports for the Performance Group</i> <i>SRF validated results-not available until end of March 2018</i>
Please contact the report author if you need to access this report in an alternative format	

(Separate Documents)

Appendix 1: Virtual School Annual Review

Appendix 2: Virtual School Improvement Plan

Appendix 3: Pupil Premium Plus Policy 2017-2018

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Prepare 4 Success Virtual School



Annual Review 2016-2017
Victoria Duke, Headteacher

Bath & North East
Somerset Council

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1. Context

1.1 The Annual Review covers the previous academic year of the Prepare 4 Success Virtual School of Bath & North East Somerset for Children in Care and the P4S School Improvement Plan for 2017-2018. This has and continues to be a period of significant change and challenge, both within the authority and nationally.

1.2 Within the authority:

Change:

- The virtual school has a new part time headteacher, Victoria Duke, following the retirement of Mike Gorman in March 2017. The team remains very small with a part time Phase Lead for Year 9 to Post 16, a Phase Lead for Early Years to Year 8 and an admin officer alongside the headteacher. The Virtual School is now called Prepare4Success (P4S), with an identifier or logo designed by a primary child in care.

Challenge:

- Despite growing numbers of children in care in education between nursery and Post 16 provision and additional responsibilities from the Children and Social Care Act for the statutory virtual schools in England, the P4S Bath & North Somerset Virtual School remains the smallest in terms of ratio in the South West and without any means of funding to increase capacity. New ways of working are constantly being investigated or piloted due to this.
- The OFSTED inspection took place at the end of April and commented that:

“Proactive and purposeful partnership work by the virtual school ensures that children looked after progress and achieve well educationally, with effective support in place for every child. However, too many children have recently experienced fixed-term exclusions.

The virtual school works closely and very effectively with schools in and out of the area to ensure that children looked after have a good-quality education, are kept safe from bullying, and that interventions and support strategies are in place so that each child can achieve well. Just over 90% of children are placed in schools which are judged good or better. The virtual school has achieved steadily improved outcomes for children looked after in successive years.

No children looked after have been permanently excluded from school in the past two years, but the level of fixed-term exclusions has risen and is now high, at 14%. No action plan is currently in place to reduce fixed-term exclusions.
(Recommendation)

Schools complete detailed personal education plans (PEPs) for children twice a year. The large majority of these plans are highly individualised, very well-informed

by the teachers' and the child's views, and focused on specific needs. However, a minority of PEPs do not include precise targets. Schools use the pupil premium effectively to provide practical support and development opportunities for children. Measurable improvements in educational and personal outcomes for children are evident.

The attainment and progress of most children who have been looked after for more than 12 months are good, and are broadly the same for children who attend schools either in or out of the area. In 2015–16, children's attainment at GCSE level was high. The proportion achieving five GCSEs at A to C including English and mathematics was slightly over double that of children looked after nationally, and well over twice the national rate for English and mathematics at grade C or above. This high level of attainment provides B&NES children with improved opportunities for entry to further education of their choice. Nevertheless, a declining proportion of 16- to 18-year-olds in the academic year so far is engaged in education, employment or training (Recommendation)"*

1.3 Within Education and new publications from OFSTED, the DfE and the Children's Commissioner:

Challenge:

- Reformed and significantly more demanding GCSEs were sat this year in maths and English. Each year more subjects will be "reformed", meaning that for many children in care, with significant gaps in learning or a number of moves to different schools, achieving their potential becomes more difficult
- The new national curriculum and more demanding SATs continued within the Primary Phase. A recent ruling from Ofqual's into the reading test in 2016 found:

"On the balance of evidence presented, it seems plausible that the combined impact from multiple ostensibly negligible challenges – stemming from both question and text factors – may have rendered the 2016 reading test unduly hard to access for at least some pupils."

- OFSTED launched their plan for 2017-2022, with a continued focus on advocating for Children in Care and disadvantaged students to support closing the attainment gap.
- The 2016 DfE publication, "Unknown children, destined for disadvantage," highlights how the gap in progress, development and achievement can be significant (19months in speech and language) before statutory school age is even reached. It includes the research which indicates that:

"The first five years of a child's life are crucial in establishing the way that they think, learn and behave, particularly between birth and the age of three. To be behind after

only 1,000 days of life predisposes some children to a long and difficult struggle throughout the rest of their formal education.”

- The OFSTED 2016 social care annual report also acknowledges the increased difficulties for children in care due to the impact of previous trauma before and possibly during going into care.

“For those with and without special educational needs, their past experiences often have an ongoing impact on their ability to focus on the business of learning. For many children, achieving emotional steadiness is an essential first step before they can learn. Education is not separate, therefore, from work to improve children’s emotional well-being.

Given their experiences prior to becoming looked after, it may take children looked after longer to complete their studies and achieve the GCSE benchmark.”

- However the report also reiterates the recent research showing that settled care, individual focus in school and continued oversight and challenge by headteachers of the virtual schools, can lead to more progress in English and maths than those on the edge of care and “in need”, especially if children go into care at an earlier age.

One area that can cause further disruption to children in care is a lack of stability. The 2017 publication, “A rapid review of sources of evidence on the views, experiences and perceptions of children in care and care leavers” and the linked “Stability Index from the Childrens Commissioner highlights this with:

“There is a growing recognition that stability (or the lack thereof) is at the heart of the challenge faced by children in care. Children often come into care with a history of difficult and/or fractured relationships, often related to trauma, neglect and abuse. Thereafter, they often experience further disruption, with multiple placements, school moves and changes of key social worker. The new, exploratory “stability index” published by the Children’s Commissioner shows that 71 per cent of all children in care experienced at least one of these changes during a 12 month period.

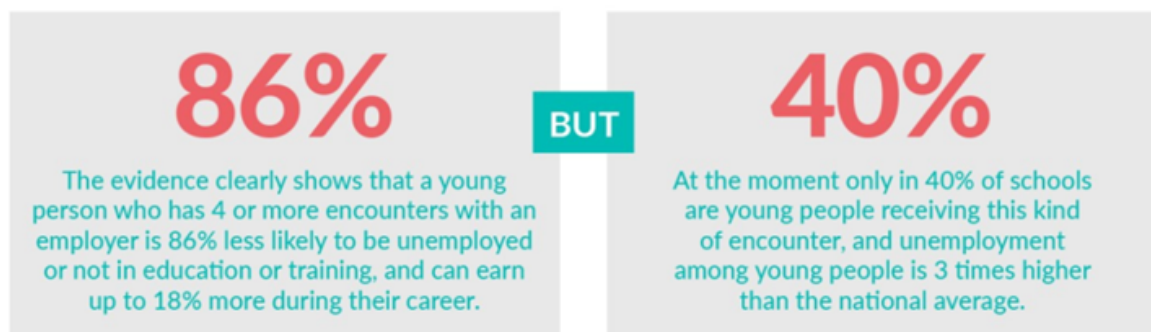
Despite recent improvement, the instability of placements, a high turnover of social workers and a requirement to move schools remain the experience for many children in care. Children in care tell me that being stable and being able to build consistent relationships with carers, friends and teachers is what makes the biggest difference to their lives. That’s why we have developed a Stability Index this year which will become an annual measurement of stability for children in the care of each local authority.”

1.4 Within Careers and Enterprise:

Challenge:

- The OFSTED 2016 social care annual report highlights that there is a gap of 35% between care leavers aged 19-21 being in education, employment and training and those who have not been in care. It highlights the high cost of the situation as well as emphasising that being NEET is not an “inevitable by-product” of being in care. It also comments that only 5% of care leavers aged 19 were in higher education in 2013-4, compared with 33% of all 19 year olds.
- Alongside this, OFSTED have surveyed schools and found that despite employers stating that young people face significant barriers to employment without experiencing activities such as work experience, most schools were no longer able to take the lead in providing work experience or in allowing curriculum time to complete this.
- Careers and Enterprise published the report “What works”, in response to this and the research found that 4 encounters with the world of work from Year 7 to 11, had a significant impact on the likelihood of being in education, employment or training

Encounters with the world of work make a difference



1.5 Within new laws and new statutory guidance, due to be finalised in March 2018, where additional duties must now be led by the Virtual Schools in England:

Challenge:

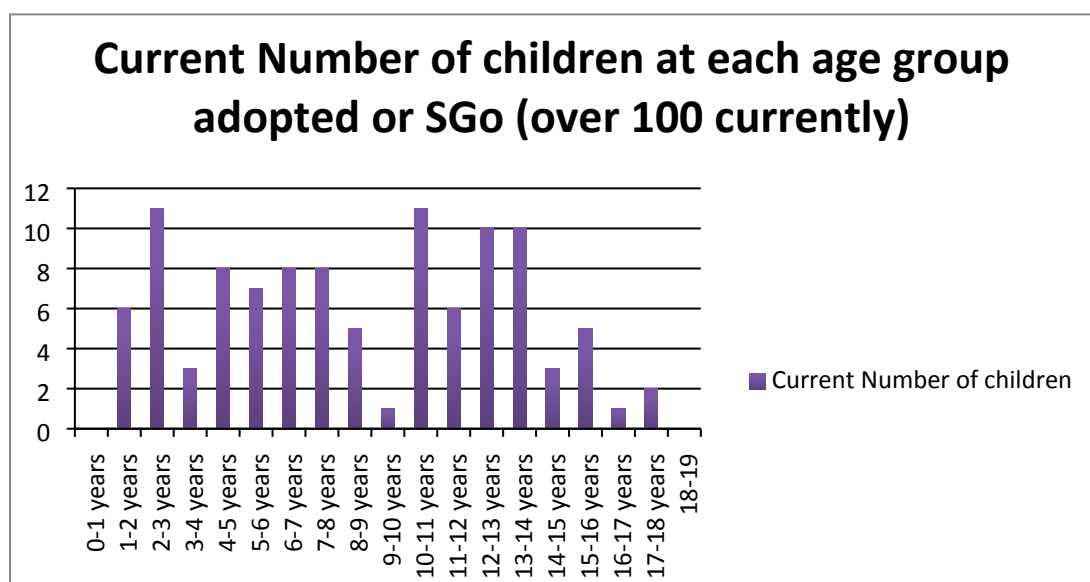
New duty 1:

The Children and Social Work Act from April 2017 states that local authorities, i.e. the virtual school, will now be required to promote the educational attainment of children who have been adopted or placed in other long-term arrangements. There are also additional duties for school.

The headteacher of the P4S Virtual School now has an additional new key role which is to ensure previously looked-after children (Adopted, Special Guardianship

Orders, Care Arrangement Orders), have the maximum opportunity to reach their full educational potential, if they are educated in BANES.

The Virtual School should also ensure they meet the training needs of those responsible for promoting the educational achievement of previously looked-after children. This may include themselves as headteachers, carers, adoptive parents, designated teachers, other school staff, social workers and IROs. The Virtual School has this duty from when the child becomes eligible for free early education at 2 and conclude when s/he has completed the compulsory years of education.



New duty 2:

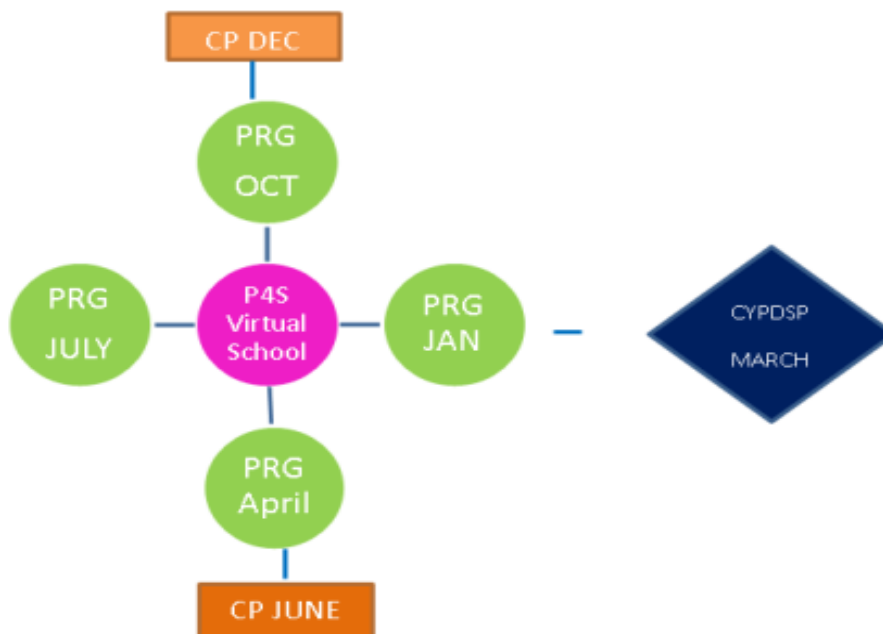
Expectations around children in care have also been strengthened as has the role of the headteacher of the virtual school in relation to this cohort.

The personal education plans are now statutory for those who are below school age and those up to age 18 and must now be reviewed 3 times a year rather than 6 monthly to lead into care plans.

However, although the statutory guidance states that local authorities must ensure “Headteachers of the Virtual School are in place and that they have the resources, time, training and support they need to discharge the duty effectively,” there is no extra funding provided to allow this to happen. Therefore BANES remains with the worst staff ratio within the virtual school within the South West and funding is not available to increase the Headteacher’s hours.

2. Reporting and accountability

2.1 The Prepare 4 Success Virtual School reports to the Corporate Parenting Management Group of the local authority and to the Policy Development and Scrutiny Panel twice a year. The P4S Performance Group (VSPG) meets quarterly and receives reports on key aspects including attainment, exclusions and progress within the School Improvement Plan. There is constant self -evaluation within the virtual school itself.



KEY

PRG: Virtual School Performance Group

CP: Corporate Parenting Members Group

CYPDSP: Children and Young People Policy Development and Scrutiny Panel

P4S quality assurance and monitoring, reporting and reviewing processes

3. Profile of children and young people in care supported by the Prepare 4 Success Virtual School

3.1 The number of children in care changes throughout the year but a snapshot in July 2017 the numbers were as follows:

Phase	2015-2016	2016-2017	Current
Number in Early Years/Foundation Stage inc nursery provision	13	15	20
Number in KS 1	5	8	9
Number in KS 2	26	32	33
Number in KS 3	36	27	26
Number in KS 4	35	33	34
Number in Years 12 +	25	55	
Total	140	170	

Numbers and rates of children in care per 10000 children under 18 years old.	2015	2016	2017
National	60	60	62 up
South West	52	53	53 level
BANES	38	42	46 up (most rapid increase)
Bristol	76	73	73 level
South Glos	30	29	31 up
Wiltshire	39	40	42 up

3.2 The number of looked after children continues to increase nationally; it has increased steadily over the last nine years but with a more rapid increase last year. This authority has had the most significant increase in the region.

There remains slightly more males than females and there continues to be a largely white British majority, both locally and nationally. New unaccompanied asylum seekers continue to be placed in BANES but tend to be educated out of authority. Half the children in care are educated outside this authority and are in schools in Liverpool, Wales, Essex and Truro, amongst others. Around a third of the students have special educational needs.

3.3 The Virtual School now works with over 90 schools and settings and this is an increase of 10 from the previous year. There continues to be very close partnership working with the social workers and Managers within the Children in Care/Moving Team, the CFAIT team and the Disabled Children's Team but there is also constant collaboration with the Family Placement Team, the SEND team, Educational Psychologist and Inclusion Team and CAMHS. In addition the P4S Virtual School also liaises with other Virtual Schools to support prioritising the education of children in care. Training and presentations are often delivered in partnership with the Education Transformation Team. Due to the new Childrens and Social Care Act,

there is now a partnership with the 6 regions within Adoption West and the Regional Adoption Agency to strategically plan and deliver new statutory provision.

4. Attendance

	Absence 2015	Auth.	Unauth.	PA	Absence 2016	Auth.	Unauth.	PA
National CiC%	4.0	3.0	1.0	9.0	3.9	2.9	1.0	9.1
BANES CiC%	4.1	3.1	0.9	11.8	3.2	2.8	0.3	No validated data

4.1 The DfE now defines persistent absence (PA) as less than 90% attendance. The main difficulties arising are due to increasing numbers of very complex students with complex EHCPs and the time needed to find very specific care placements and education provision. Consultation times for schools to respond to SEND services is statutory and can begin over again if a school feels they cannot meet needs. These highly complex placements also tend to break down more often than others and finding a new provision is very difficult. There are a number of these students in the current year 10 cohort. The other difficult area concerns some children coming into care at a late age after permanent exclusions have already happened.

5. Exclusions

	Permanently excluded 2014	At least 1 FTE 2014	Permanently excluded 2015	At least 1 FTE 2015	Permanently excluded 2016	At least 1 FTE 2016
National CiC Care %	0.12	10.25	0.14	10.42	Will be validated in March 18	Will be validated in March 18
BANES CiC %	0.00	9.72	0.00	16.67	Will be validated in March 18	Will be validated in March 18
All BANES pupils %	0.04	1.88	0.04	2.00	0.07	2.43

5.1 Within this authority, fixed term exclusions for Children in Care rose by over 6% which was the second highest in the validated performance data within the South West in 2015. However data is not received for 2016 until March 2018.

6. Achievement and Attainment

6.1 Unvalidated Outcomes 2016-2017

Early Years Foundation Stage (unvalidated)

(Figures shown for those of our Children in Care who count within performance indicators)

Indicator	England 2016	Statistical Neighbours 2016	LA 2016	England 2017	LA 2017	Children in Care 2017 (1 child)
% achieving a good level of development in the Early Years Foundation Stage Profile (EYFSP)	69.3%	71.2%	68.9%	70.7% (150 LA's)	72.3%	0%

Key Stage 1

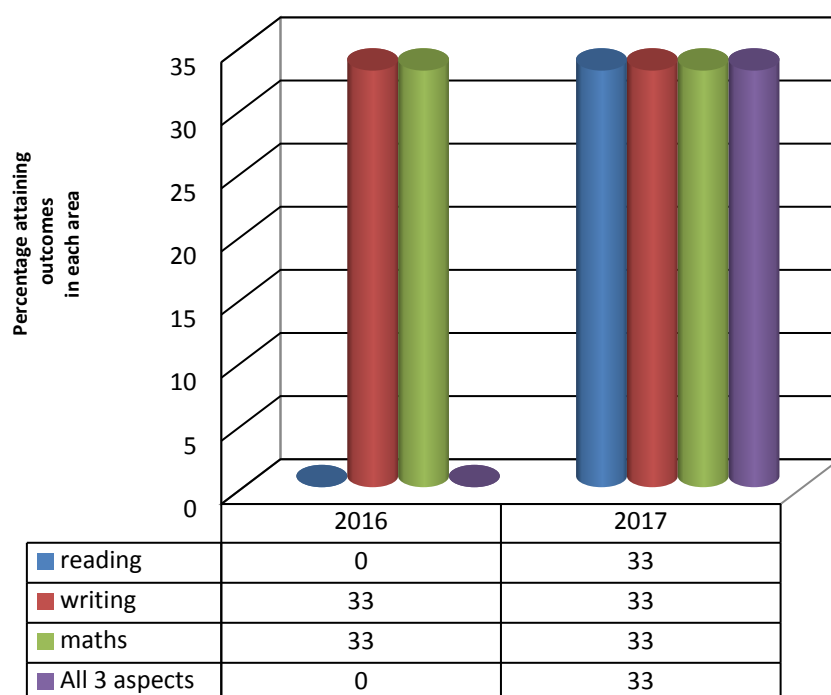
Key Stage 1 % reaching or exceeding expected standard		2015-16	2016-2017 (Unvalidated Children in Care)
<i>Number of eligible pupils</i>		2	1
<i>Number with statements/EHC plans</i>		0	1
<i>Number at special schools & unable to access National Curriculum</i>		0	0
Reading	LA CiC	50	100
	LA all pupils	74	77
	National CiC		
	National all pupils	74	76
Writing	LA CiC	100	100
	LA all pupils	65	68
	National CiC		
	National all pupils	65	68
Maths	LA CiC	100	0
	LA all pupils	73	75
	National CiC		
	National all pupils	73	75
All 3	LA CiC	50	0
	LA all pupils		
	National CiC		
	National all pupils		

There were only 2 pupils in the qualifying cohort in 2016 and 1 in 2017 so analysing trends is less meaningful. The pupil in 2017 only just missed reaching the expected standard in maths and had a scaled score of 99.

Key Stage 2

% reaching or exceeding expected standard in KS2		2015-16	2016-17
<i>Number of eligible pupils</i>		3	6
<i>Number with statements/EHC plans</i>		1	
<i>Number at special schools and unable to access National Curriculum</i>		1	1
Reading	LA CiC	0	33
	LA all pupils	71	78
	National CiC	41	
	National all pupils	66	71
Writing	LA CiC	33	33
	LA all pupils	71	76
	National CiC	46	
	National all pupils	74	76
Maths	LA CiC	33	33
	LA all pupils	68	75
	National CiC	41	
	National all pupils	70	75
Reading, Writing & Maths	LA CiC	0	33
	LA all pupils	54	63
	National CiC	25	
	National all pupils	54	61

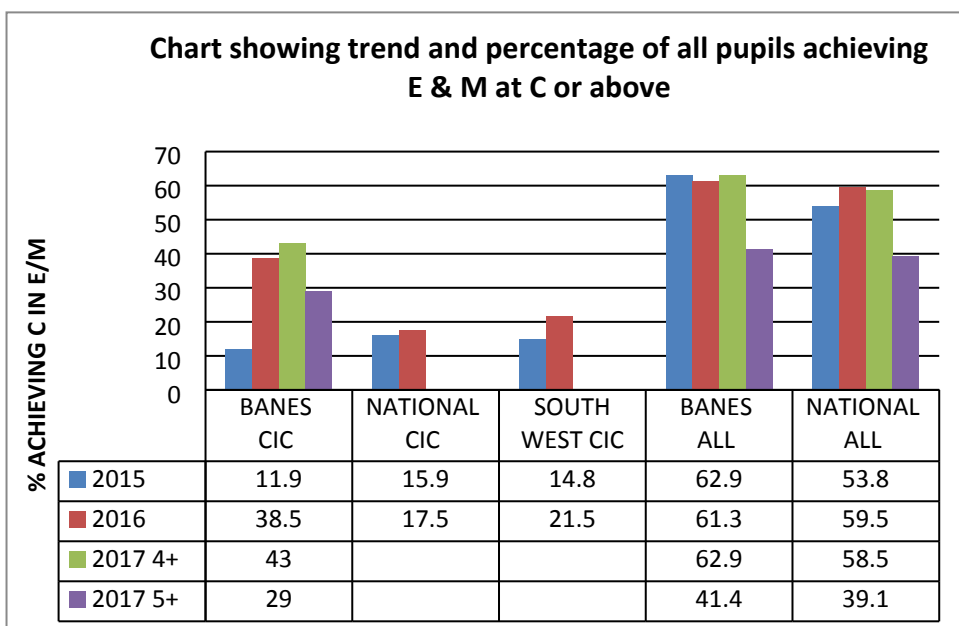
Chart showing the outcomes from KS2 of the Children in Care for whom BANES is responsible



Key Stage 2	Gap between Children in Care & all pupils (Mainstream) in BANES 2016	Gap between Children in Care & all pupils (Mainstream) in BANES (unvalidated) 2017
Gap in reading	52.3 ppts	44.7ppts
Gap in writing	8.3ppts	42.8ppts
Gap in maths	8.7ppts	42.1ppts
Gap all 3	54.3ppts	29.9ppts

Although the numbers of pupils in care for over a year has doubled in 2017 in KS2, the numbers are still very small with 3 in 2016 and 6 in 2017. 1 pupil in 2017 was educated within a special school and has an EHCP and was withdrawn from sitting SATs.

Key Stage 4



Due to the changes in education, 2017 outcomes are from the new reformed GCSEs which have new grading criteria as well as more demanding content and testing.

There were 14 students, with 1 educated in a special school and dis-applied from GCSEs, 1 on roll at a PRU and 1 educated at ALP but on roll at a mainstream school

Key Stage 4	Gap between all Children in Care & all pupils in BANES (un-validated) (14 students)	Gap between mainstream Children in Care & all pupils in BANES (un-validated) (12 students)
2016 C Grade	22.8 ppts	21.1 ppts
2017 4+ low C	19.9 ppts	22.6ppts
2017 5+ high C	12.4 ppts	15.7 ppts

6.2 OFSTED judgements in Term 6 of 2016-2017

Outstanding	22%
Good	63%
Requires Improvement	14%
Inadequate	1%

7. Finance

7.1 The Virtual School Joint Agency Panel budget

This budget was set up to support children in care where greater funding than the Pupil Premium Plus funding was needed. The criteria for this has been revisited and in future this fund will be mainly used to support transition for a larger number of children in care, as this is an area of key difficulty for this cohort.

The funding was already spent for 2016-2017 and 2017-2018 when the new headteacher started in April 2017. This has, however, allowed a greater analysis of how this funding was spent.

In 2016-2018, the funding has been allocated to 6 students for the purpose of:

- Enabling an able KS4 student to attend a high achieving alternative provision for year 10 and 11
- Preventing a permanent exclusion with alternative provision
- Therapies for 2 different Post 16 students
- Supporting a primary student to have needs met in mainstream education
- Alternative provision for a year 11 student to enable her to take some qualifications

7.2 The Virtual School General Budget

This was £10,000 but is no longer in place due to the Administrative Assistant being paid previously by the CICMOT Team, now being paid for by the virtual school from April 2017.

7.3 Pupil Premium Plus

This funding is provided by the government to help raise standards of educational achievement for looked after children. £1900 was provided per child from 4 to 16 only to the Virtual School. £400 was top sliced to commission an educational psychologist one day a week, commission Welfare Call to support attendance and exclusion tracking, meet the educational needs of students waiting for school provision, top up for high needs students, free training for schools and the Letterbox Scheme for all primary and some secondary students.

In order to ensure that the most effective use of pupil premium plus for each individual, a new policy has been created and shared with schools based on national research by the EEF and local analysis. Personal Education Plans are moderated to ensure quality and that they meet expectations and needs.

Every child is different and individual needs will always be discussed at PEP meetings. But in order to support attainment as much as possible, the following guidance is provided for Pupil Premium Plus decisions. It is recommended that SENCos and DTs collaborate where a child has funding for SEND needs in place. All decisions will be made through the PEP moderation process by the virtual school.

Expected expenditure of 75% (£1125) of the £1500 a year	Expenditure of the other 25% (£375) could be spent	Impact measures expected	Not recommended due to little evidence of impact on academic progress or not meeting statutory guidance
<p>75% should be used on specific strategies to improve English and maths. English also includes communication for children in care with SEND needs but this should not be requested where EHCP funding is provided to meet this need.</p> <p>Specialist teacher support on a 1 to 1 basis is the preferred option to accelerate progress</p> <p>Research findings on strategies and costings, using the EEF site</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit</p>	<p>Transition planning including extra days at a new school with a key member of staff.</p> <p>Strategies to support holistic progress, aspiration and self esteem</p> <p>Music tuition</p> <p>Enrichment activities</p> <p>Sports coaching</p> <p>Teacher support in other subjects</p>	<p>75%</p> <p>There should be clear data evidence of progress towards or above expected standards through standardised tests or assessments from the start date of the intervention</p> <p>25%</p> <p>There should be evidence of progress. Examples could be teacher comments on more confidence answering questions, taking on bigger roles within activities, volunteering for responsibility, certificates etc</p>	<p>Kit or equipment</p> <p>ICT hardware</p> <p>Transport</p> <p>Support already offered within school core offer</p>

Examples of spending of pupil premium plus this year include:

PP+ has been spent in providing a 1:1 support worker for a child in Reception. This adult has enabled the child to develop trust with an adult and work on her key academic skills. P4S Virtual School have also provided an Educational Psychologist report and started the process of an EHCP application based on her emotional needs. At the latest EP visit the improved progress with behaviour and engagement in learning was evident and has now a pride in her work. She is able to accept responsibility in some tasks and responds to praise.

In Key Stage 1 The funding was used to enable exceptional progress from Reception to KS1 and 'close the gap'. PP+ was spent on an effective transition support to the new school and provision of a quiet room where her emotional needs could be met. The EHCP was revised to make sure that there was 1:1 experienced adult support at all times of the day for her.

1:1 support was funded for a child in Key Stage 2 to enable him to excel in maths, rather than just reach expected standards. It also enabled his gift to be stretched outside of the classroom, Support for emotional needs was also in place to support with barriers in sustaining relationships with peers.

Funding in Key Stage 4 tends to be spent on 1 to 1 tutoring to enable greater success at GCSE.

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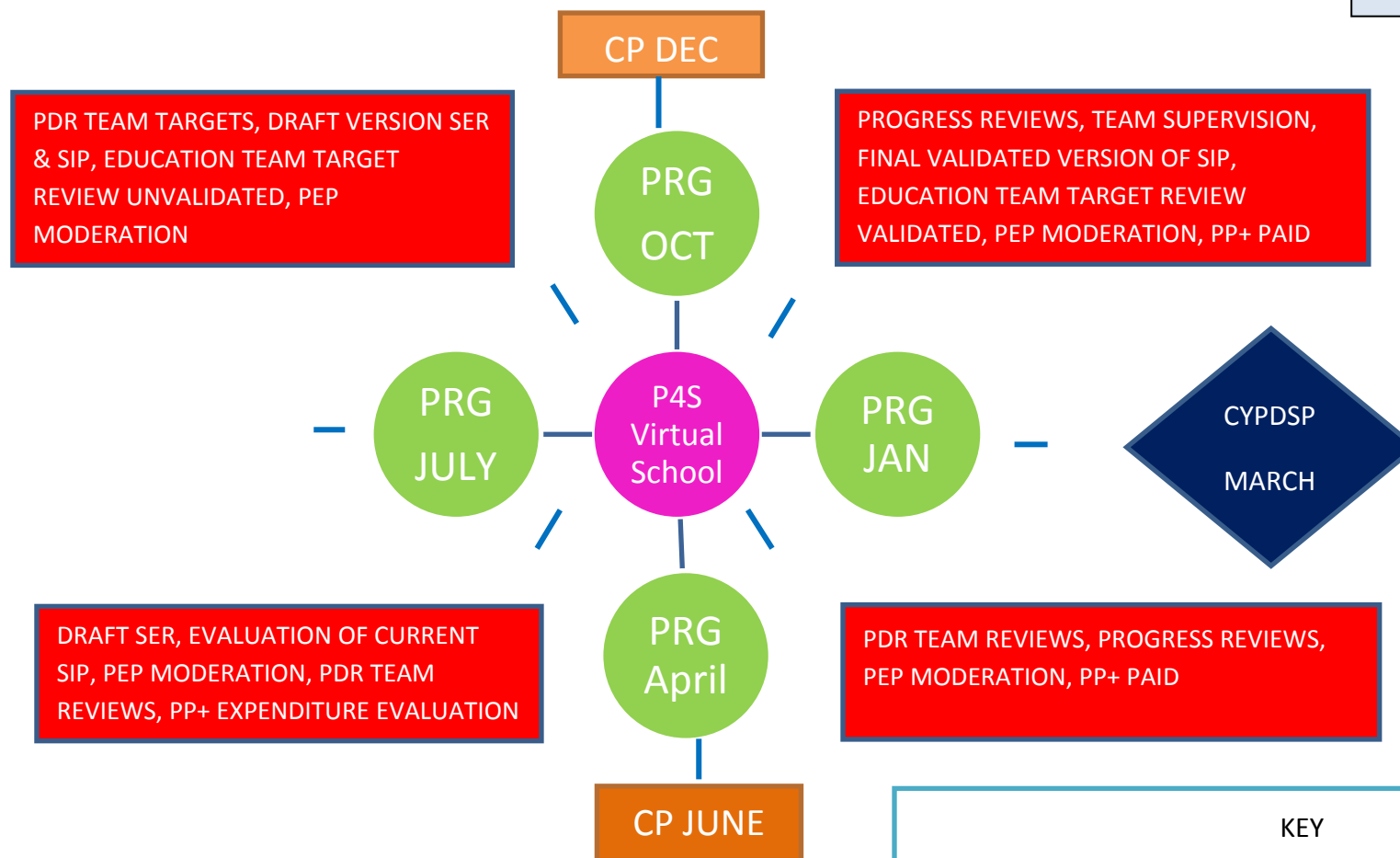
School Improvement Plan for 2017-2018

Victoria Duke, Headteacher

@P4SBANESCIC

P4S monitoring, reporting and reviewing cycle

2017-2018



KEY

PRG: Virtual School Performance Group

CP: Corporate Parenting Members Group

CYPDSP: Children and Young People Policy Development and Scrutiny Panel

P4S quality assurance and monitoring, reporting and reviewing

School Improvement Plan Summary

Priority Area 1 Improve Outcomes	a. Support the narrowing of the difference in outcomes in SATs in KS1 and 2 and English and maths GCSE at grade 4+ between those Children in Care in mainstream education and their peers
	b. Increase proportions of Children in Care who progress onto and sustain successful places on a range of higher and further education establishments Post 16 and improve the percentage of 16-18 year olds in care who are engaged in education, employment or training
Priority Area 2 Develop Teaching & Learning Experiences	a. Further support the development of high quality and aspirational teaching & learning experiences at home and school for all Children in Care in all phases & provision, with a focus on Key Stage 2 and 4
	b. Strategic planning to ensure the agreed required standard of provision and support is planned and implemented for those children who are Post LAC as specified within the statutory guidance from the April 2017 Childrens and Social Care Act
Priority Area 3 Enhance Personal Development, Behaviour & Welfare	a. Reduce fixed term exclusions
Priority Area 4 Develop Effectiveness of Leadership & Management at all levels	a. Develop plans to raise capacity of the P4S Virtual School due to the fast rising numbers of Children in Care in education (aged 2-18 focus) and the demands of the new Children and Social Care Act 2017
	b.. Strengthen financial planning processes

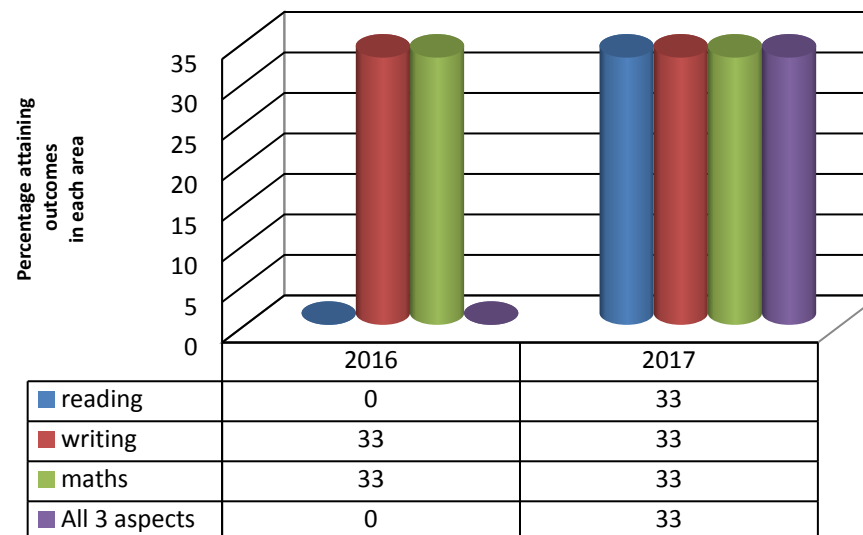
Baselines

	Gap between Children in Care & all pupils (Mainstream) in BANES 2016	Gap between Children in Care & all pupils (Mainstream) in BANES (unvalidated) 2017
Gap in reading	52.3 ppts	44.7ppts
Gap in writing	8.3ppts	42.8ppts
Gap in maths	8.7ppts	42.1ppts
Gap between attaining all 3 aspects	54.3ppts	29.9ppts

Key Stage 2

NB 2016 is validated data whilst 2017 is unvalidated. Although the numbers of pupils in care for over a year has doubled in 2017, the numbers are still very small with 3 in 2016 and 6 in 2017, meaning that trends are not very meaningful. 1 pupil in 2017 was educated within a special school and has an EHCP and was withdrawn from sitting SATs. The gap between children in care and other pupils in Mainstream is not useful due to numbers of pupils

Chart showing the outcomes from KS2 of the Children in Care for whom BANES is responsible



	Gap between Children in Care & all pupils in BANES (unvalidated)
2016 C Grade	22.8 ppts
2017 4+ (low C)	19.9 ppts
2017 5+ (high C)	12.4 ppts

Key Stage 4 Mainstream only (12 students)

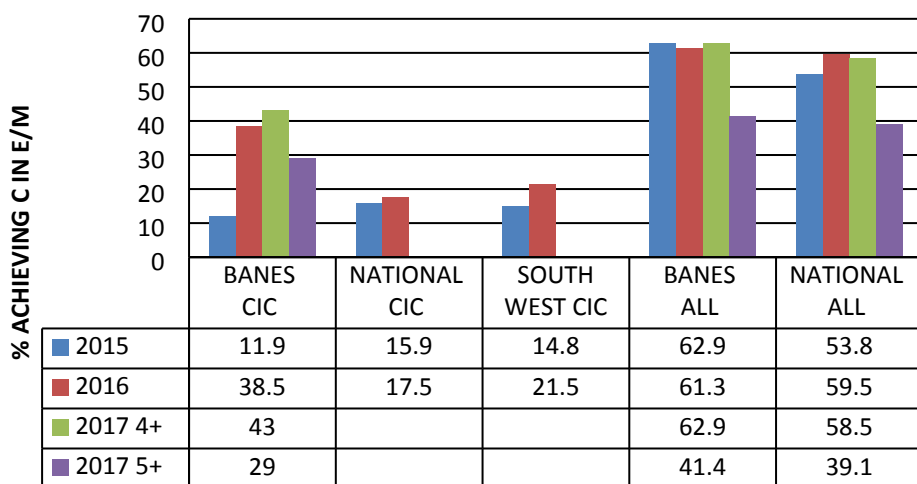
Key Stage 4

NB 2016 is validated data whilst 2017 is un-validated. Also due to the changes in education, 2017 outcomes are from the new reformed GCSEs which has new grading criteria as well as more demanding content and testing. Although the numbers of students in care for over a year are higher than in KS2, numbers are still not large for meaning trend evaluation (14 students, with 1 educated in a special school and dis-applied from GCSEs, 1 on roll at a PRU and 1 educated at ALP but on roll at a mainstream school)

Gaps between CiC Bathnes is responsible for	2016 LA	National	National Children in Care	2017 unvalidated M/S LA 4+ is 72.6 5+ is 48.7		
A*-C E & M	-21.1ppts	-14.2ppts	+22.9ppts	-22.6 -15.7 (12)		
Progress 8	-0.71	-0.69	-0.06			

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Chart showing trend and percentage of all pupils achieving E & M at C or above



6. Care Leavers

6.1 NI147 (% of care leavers in suitable accommodation)

Indicator	England	Family	Result		Result		Result	
	15/16	15/16	15/16		Q3 16/17		Q4 16/17	
NI 147 % former care leavers in suitable accommodation at age 19, 20 and 21 combined	83.0% (80.7% in 14/15, 88% in 13/14)	77.3% (77% in 15/16, 90.4% in 13/14)	91.5% (43 / 47)	G	84.9% (62 / 73) *3 records were blank	G	86.7% (85 / 98) *3 records were blank	G

6.1 and 6.2 Data and performance for Care Leavers is reported on an annual basis. The number of care-leavers deemed to be in suitable accommodation has risen slightly this year and remains on target.

The numbers of care leavers who are EET has also risen this year and is above the national figure of 49% and the statistical neighbour figure of 43.4%. It is also important to note that the care-leaver cohort is considerably bigger this year, so the achievement of ensuring that 63 of our young care leavers are in either education, employment, or training is positive, particularly as over half of the total are EET on a full-time basis.

6.2 NI148 (% of care leavers; employment, education, training)

Indicator	England	Family	Result		Result		Result	
	15/16	15/16	15/16		Q3 16/17		Q4 16/17	
NI 148 % former care leavers IN employment, education or training (EETs)	49.0% (47.7% in 14/15, 58% in 13/14)	43.4% (43.1% in 14/15, 59.6% in 13/14)	66.0% (31 / 47)	G	56.9% (41 / 73)	A	64.3% (63 / 98)	G

Richard Baldwin, Divisional Director Children, Young People and Families Division

NI148 Activity Status	Number	Percentage
F1 - Young person engaged full time in higher education (i.e. studies beyond A level)	6	6.1%
F2 - Young person engaged full time in education other than higher education	18	18.4%
F3 - Young person engaged full time in training or employment	24	24.5%
G4 - Young person not in education, employment or training because of illness or disability	7	7.1%
G5 - Young person not in education, employment or training; other circumstances	23	23.5%
G6 - Young person not in education, employment or training due to pregnancy or parenting	3	3.1%
P2 - Young person engaged part time in education other than higher education	2	2.0%
P3 - Young person engaged part time in training or employment	13	13.3%
Z1 - No record	2	2.0%
Total	98	100%

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Baseline for Fixed Term Exclusions

	Permanently excluded 2014	At least 1 FTE 2014	Permanently excluded 2015	At least 1 FTE 2015	Permanently excluded 2016	At least 1 FTE 2016
National Children in Care %	0.12	10.25	0.14	10.42		
BANES CiC %	0.00	9.72	0.00	16.67		
All BANES school age pupils %	0.04	1.88	0.04	2.00	0.07	2.43

Reduce fixed term exclusions from validated baseline of 16.67 in 2015 and reduce the gap between the national percentage (6.25ppts)

In 2015, B&NES had the second highest Fixed Term Exclusions in the South West

Priority Areas	Targets 2017-2018	Jan 18 RAG	April 18 RAG	July 18 RAG	Intended Outcomes 2017-2018
1 Improve Outcomes	a. Support the rise in outcomes and also the narrowing of the difference in outcomes in reading, writing and maths SATs in KS2 and English and maths GCSE at grade 4+ and grade 5+ between Children in Care in mainstream education and their non -care peers (Baselines p4 and 5)				Despite the disadvantage Children in Care can face with the new national curriculum, SATs and reformed GCSEs, a rise in outcomes at KS2 and KS4 with positive comparisons against national children in care results Reduction of baseline gaps from 2017 against local, national mainstream results for all pupils and also against national Children in Care outcomes
	b. Increase proportions of Children in Care who progress onto and sustain successful places on a range of higher and further education establishments Post 16 and improve the percentage of 16-18 year olds in care who are engaged in education, employment or training (OFSTED)				Baselines from previous years of children in care starting education and numbers completing courses
2 Develop Teaching & Learning Experiences	a. Further support the development of high quality and aspirational teaching & learning experiences at home and school for all Children in Care in all phases & provision, with a focus on Key Stage 2 and 4				Positive evaluation from stakeholders on support provided to improve teaching and learning Rise in outcomes Greater quality PEPs

	b. Strategic planning to ensure the agreed required standard of provision and support is planned and implemented for those children who are Post LAC as specified within the statutory guidance from the April 2017 Childrens and Social Care Act				Agreed provision across the 6 regions of Adoption West and quality support in place for schools, parents and children
3 Enhance Personal Development, Behaviour & Welfare	Challenge and support schools to reduce fixed term exclusions (Baseline p6)				Reduce numbers to move from current position of the 2 nd highest FTE for Children in Care in the South West in 2015
4 Develop Effectiveness of Leadership & Management at all levels	a. Develop plans to raise capacity of the P4S Virtual School due to the fast rising numbers of Children in Care in education (focus aged 2-18), rise in more complex and high need students, additional children in care duties and new demands of the new Children and Social Care Act 2017 in regards to adopted, care arrangement orders and SGo students, parents and schools				Higher numbers of PEP being attended Wellbeing of staff high More collaboration with schools possible Greater numbers of stakeholders gaining expertise in all areas Agreed provision across the 6 regions of Adoption West Capacity to fulfil new and additional duties of the Act.
	b. Strengthen financial planning processes				Concise Pupil Premium Plus Policy understood and applied consistently by all stakeholders, aspirational contracts with clear expectations in place for students educated out of mainstream provision, agreed criteria for discretionary JAP spending in 2018-2019, thorough evaluation of expenditure on impact in all areas

Action plans to reach each target

Priority Area 1 Improve outcomes				
Target	Responsible for plan	Monitor	Intended Outcomes	
Support the rise in outcomes and also the narrowing of the difference in outcomes in reading, writing and maths SATs in KS2 and English and maths GCSE at grade 4+ and grade 5+ between Children in Care in mainstream education and their non-care peers	Victoria	Performance Quality Group	Reduction of baseline gaps in KS2 and 4 from 2017 against local, national mainstream results for all pupils and also against national Children in Care outcomes Increase in outcomes in maths and English in KS2 and 4 despite reformed GCSEs, SATs and National Curriculum	
Actions				
Baselines and validated outcomes for 2016 evaluated for KS2 and 4			By whom and when	RAG
Introduce revised PEP forms with more specific target information on expected impact of Pupil Premium Plus on academic progress and more rigorous moderation on quality of plans			Victoria April 2017	G
Indepth analysis and evaluation of outcomes for those in the named cohort			P4S Team July 2017	G
Introduction of idea of Progress Reviews for years 5, 6 and 10, 11 by the P4S Headteacher to cover impact of PP+ funding so far, curriculum, work scrutiny, support in place, aspirational target grades and attainment/progress data from previous key stage or starting point. Discussion with Child in Care if appropriate. Review reports created in collaboration with school and shared with Headteacher, Designated Teacher, MSB and P4S Phase Leader			Victoria Duke August 2017	G
Collaboration and views of secondary and primary headteacher on Progress Review templates and visit plans			Victoria August 2017	G
Raising Achievement Plans created for Years 5, 6 and 10, 11 to ensure additional focus at Progress Reviews and PEPs on students with expected prior attainment at the previous key stage in English and maths			Victoria Sept 2017	G
All PEP meetings for key students within RAP plans in years 5, 6, 10 and 11 to be attended by P4S team to ensure impact of			2017-2018	G

provision discussed in detail	P4S Team	
Creation of Twitter account and P4S website to share best practice, build capacity and reach those outside authority, share the latest research on strategies and initiatives that work as well and provide another method of training	P4S Team Oct 2017	A
More able and talented register created for all years, starting with 5/6/10/11 to support staff with challenging schools to support pupils to reach potential rather than expected standards at each key stage	Victoria Nov 17	
P4S Student Review Days introduced 3 times a year, incorporating Raising Achievement Plans for Years 5, 6, 10 and 11, to assess progress of all students to evaluate any additional support needed	Dec 17 Victoria	
Accountability via Performance Group (4 times a year), Corporate Parents (twice a year) Scrutiny Panel (twice a year), Service Standards Group (once a year)	2017-2018 Victoria	

Priority Area 1
Improve outcomes

Priority Area 2
Develop Teaching & Learning Experiences

Target	Phase Responsible for	Monitor	Intended Outcomes
Increase proportions of Children in Care who progress onto and sustain successful places on a range of higher and further education establishments post 16	Moyra	Victoria	Capacity dependent
Further support the development of high quality and aspirational teaching & learning experiences at home and school for all Children in Care in all phases & provision with a focus on Key Stage 2 employment, education or training	Victoria	Richard Baldwin	Positive evaluation from stakeholders on support provided to improve teaching and learning Rise in outcomes Greater quality PEPs
WPFSTED			
Actions			
By whom and when	RAG	RAG	
New protocol created with Bath College to improve collaboration and communication as a key provider for BANES Children in Care	MM & VAD July 2017	G	
Deliver consistent and engaging training sessions to all Childrens Service teams, including commissioning, to ensure understanding of importance of education and statutory guidance on PEPs, Pupil Premium Plus and good or better schools.	P4S Team Sept to Oct 17	G	
Creation of Prepare for Work team (Victoria Duke (LAC), Laura Knight (all), Kate Starks (all), Bev Coles (LAC & CLS))	P4W Team July 2017	G	
Take a leading role in supporting Children in Care to remain in their current school wherever possible and support rapid PEPs revised to build in aspirational experiences as well as quality IAG and encounters	P4S Team July 2017	G	
Identification of a good or better new school which meets individual needs	MM July 2017	R	
Enable greater numbers of carers/parents to be reached, in and out of county, through resources and training delivered via a new portal website, social media, a joint education conference for all carer and adopted/SGO parents, widening the Letterbox scheme, maths and reading training sessions to support learning at home twice a year and leading sessions for those thinking of fostering or adopting on the importance of education and how to support this.	Annual Plan 2017-2018	R	
Commission of Ed. Psych for 1 morning a week to enable more specific support and more rapid EHCIP as needed	VAD with KB		
Post 16 bursary shared across all provision to enable support	MM September 2017		
First PEP attended for Year 12 and 13 in education	MM 2017		
Resource packs of the latest research, practice and findings as well as case studies delivered to all Designated Teachers in and out of county with self-evaluation guidance and case studies of best practice as well as training sessions online and face to face	MM 2017-2018	G	
Closer links established between Post 16 P4 S Lead and Engagement Officer with termly meetings to discuss all 16-18 year old Children in Care with 1 clear database showing EET information which is updated termly by Aniko and MM	MM with Aniko Sept 2017		
Closed all day with schools where there are children in care previously as well as BANES secondary schools (now 90 different schools)	2017-2018		
Creation of regular reports for years 5 to 11 to be able to better educate BANES children in care to establish local offer in	VAD October 2017		
Progress Reviews by Year 4 and Year 5 (10/11) (Victoria & Aniko) as well as PEP attendance to G to register with progress data	2017-2018	G	
Welfare Call commissioned to include collection of termly progress data in order for progress reviews to be expanded to under achieving students and PEP attendance priority to be established	LK December 2017	G	
Children in care not receiving work experience or mock interviews to be focus of this year based on research	VAD July 2018		

Priority Area 3 Enhance Personal Development, Behaviour & Welfare			
Target	Responsible for plan	Monitor	Intended Outcomes
Challenge and support schools to reduce fixed term exclusions			Reduce numbers to move from current position in 2015 as the 2 nd highest FTE for Children in Care in the South West
Actions			
By whom and when			RAG
Welfare Call commissioned for daily contact with all schools with any BANES child in care to ensure accurate recording of fixed term exclusions and reasons			G
Reducing exclusions of children in care key priority within P4S Virtual School Improvement Plan			G
Children in Care champion arranged with SEND teams to allow faster communication with schools and carers regarding EHCPs			G
Common delay causes in EHCP completion shared with stakeholders			G
Commissioning of Kate Cairns Associates to deliver 2 bespoke sessions to all Designated Teachers at statutory training focusing on attachment aware schools and the early support/provision needed to prevent fixed term exclusions			G
Closer collaboration with schools to promote earlier support as needed with the introduction of progress reviews for key cohorts-training, presentations, progress visits, 1 to 1 support			G
CAMHS funding used to plan with Kate Cairns Associates, bespoke sessions for Designated Teachers in all schools to build on prior Attachment and Trauma training to change practice and lower FTEs, focusing on early intervention			G
Cases where students have high numbers of fixed term exclusions to be discussed frequently and led by headteacher of P4S			G
Evaluation of 2016 validated exclusion data with NCER update			
Action plan to investigate leading Attachment Friendly accreditation for schools with Bristol Virtual School and KCA & Arc with key schools leading in BANES			
New Sept 2017 DfE guidance on exclusions used to create a BANES children in care behaviour escalation and exclusion flowchart along with a resource pack on best practice to support behavioural needs, This will be presented in sessions throughout year to Headteachers, DTs			

Priority Area 4 Develop Effectiveness of Leadership & Management at all levels			
Target	Responsible for plan	Monitor	Intended Outcomes
Develop plans to raise capacity of the P4S Virtual School due to the fast rising numbers of Children in Care in education (41 more in education between September 2016 and July 2017) and the demands of the new Children and Social Care Act 2017 in regards to adopted and SGo students, parents and schools			Higher numbers of PEP being attended Wellbeing of staff high More collaboration with schools possible Greater numbers of stakeholders gaining expertise in all areas Agreed provision across the 6 regions of Adoption West
Actions			
Accurate numbers of children in care aged 2-18 in education and of adopted and special guardianship children obtained		July 2017 VAD with GK	G
Audit on current numbers of schools and annual training programme needed to raise ability to lead with CiC		July 2017 VAD	G
Gather South West Virtual School staffing ratio information to compare		July 2017 VAD	G
Lead education provision needs from the new Act in collaboration with Regional Adoption Agency		July 2017 VAD	G
Creation of suggested current and future capacity plan for MSB and MB based on staffing need with training programme to raise leadership at education aspects in PEPs for all social workers		Sept 2017 VAD	G
Evidence Report of impact without full time post for headteacher produced for MSB to take to		Sept 2017	G
Permission to start social media account obtained		Sept 2017 VAD	G
Permission for portal website for P4S with training and resources for all stakeholders within the UK to raise expertise		Sept 2017 VAD	R
Discussion with MSB, MB and ICT regarding the use of Skype and Facetime on P4S ipads to increase contact with		Sept 2017	G

schools, pupils and carers to cut costs for social workers and P4S Team	P4S Team	
Creation of constantly updated website for all stakeholders	November 2017 P4S Team	R
Full time post for headteacher to hopefully be in place before December 1 st	November 2017 MSB	R
Extra funding not available due to cuts so priority areas from SIP focus	December 2017	

Priority Area 4 Develop Effectiveness of Leadership & Management at all levels

Target	Responsible for plan	Monitor	Intended Outcomes
Strengthen financial planning processes			Concise Pupil Premium Plus Policy understood and applied consistently by all stakeholders, aspirational contracts with clear expectations in place for students educated out of mainstream provision, agreed criteria for discretionary JAP spending in 2018-2019, thorough evaluation of expenditure on impact in all areas
Actions			
By whom and when			RAG
Training on BANES process and cost codes			VAD April 2017 G
Commissioning training from Commissioning & Contract Support Development Manager, School Improvement			VAD with MV June 2017 G
Evaluation of all high expenditure using JAP £35000			VAD June 2017 G
Creation of contracts for provision where need for review or implementation to build aspiration and ensure high expectations			VAD July 2017 G
Ensure funding being provided is from the correct source including from schools			VAD July 2017 G
Ensure new contracts commissioned are clear and aspirational with evaluation of impact			VAD ongoing G
Collaboration with JAP Leads to agree terms for future expenditure of 35000 (April 2018), as well as reporting frequency and format			VAD July 2017 G
Evaluation of all practice of the virtual school to evaluate impact against cost to allow any changes of practice			July P4S Team G
New Pupil Premium Plus policy created and shared with all headteachers, Designated Teachers and social			P4S team G

workers to ensure consistency and all students supported to reach potential	September 2017	
Further evaluation of all current practice of virtual school to ensure all practice as cost effective as possible and necessary and with MSB	P4S Team September 2017	G
Evaluation of all pupil premium plus expenditure and creation of case studies and guides on best practice	P4S team September 2018	G
Quarterly reviews of all budgets alongside 6 monthly impact of PP+ interventions and expenditure success against expected indicators	On going	

Key to names and terms:

P4S: Prepare 4 Success Virtual School (statutory provision for children in care in England)

PEP: personal education plan which is statutory every 6 months for each child in care

JAP: Joint agency funding group

SGo: children no longer in care but under a special guardianship order

PP+: Pupil Premium Plus funding, which Headteacher of Virtual School is responsible for strategically providing

FTE: fixed term exclusion (suspensions)

Virtual School Team

Victoria Duke, Headteacher PT

Moyra Maxon, Year 9-Post 16 Leader PT

Sarah Gunner, Early Years/Nursery to Year 8 Leader FT

Trish Rolf, Admin/Business Support AA FT

Other key personnel within plan

Bev Coles, Moving on Team

Pete Campbell, Outcomes & JAP

Laura Knight, Employability and Accessibility

Kate Starks, Employment & Skills

Appendix 3: Pupil Premium Plus Policy 2017-2018



Pupil Premium Plus Policy 2017-2018
Prepare 4 Success Virtual School
Bath & North East Somerset

**Bath & North East
Somerset Council**

Prepare 4 Success (P4S) Virtual School for Bath & N.E. Somerset Pupil Premium Plus Policy 2017-2018

From April 2014, children in the care of the local authority have been getting funding called Pupil Premium Plus, which is currently **£1900** per child from **age 4 to 15**. This is **not the same** as other Pupil Premium funding which is paid direct to schools. However the purpose of both is to raise outcomes for disadvantaged pupils in education. The Headteacher of the P4S Virtual School is responsible for the allocation of Pupil Premium Plus for children in care for whom Bath & North East Somerset is responsible, even if they live elsewhere. **Pupil Premium Plus is accessed through the PEP process and decisions on expenditure should be made only through this plan.**

Post 16 children in care do not receive this funding but can apply for the £1200 a year bursary. <https://www.gov.uk/1619-bursary-fund>.

Early Years children can access up to £300 a year from Pupil Premium Plus.

When a child comes into care, the first Personal Education Plan meeting must happen **within 20 school days** from the child coming into care. **At this meeting there will be a discussion on how Pupil Premium Plus can be used to support that individual child's progress and attainment, on top of the school's own graduated core offer for pupils and EHCP funding.** At this meeting, which is usually led by the Designated Teacher for Children in Care at the school, the social worker, school representatives, carer, parent is appropriate and child (through the pupil voice aspect of the PEP) will share information on all aspects of the child's education including gaps in learning, previous school history, attendance and punctuality and support needed emotionally and socially.

There may also be a senior teacher representative (Moyra Maxon, Sarah Gunner or Victoria Duke) from Prepare 4 Success if the child is new to care, in key year groups, has more complex difficulties, has recently been through transition or if requested for a specific reason. The best research on interventions and strategies that have the most impact are publicised by the Education Endowment Fund. PEP meetings must happen **within 6 months** of the last one but there may be more if there is a need. The Headteacher of the P4S Virtual School, Victoria Duke, may also support selected children in care and schools with a **Progress Review** which will involve a work scrutiny of core subjects, progress analysis and discussion with the Designated Teacher.

The PEP forms are moderated by P4S to ensure quality plans are created for each child and up to £750 can be claimed twice a year for extra support from Pupil Premium Plus. This will be paid to the school on 15th November 2017 and 19th February 2018 (as the funding is received with financial rather than academic cycles).

£400 is currently top sliced from this funding in order to support children with high needs, Educational Psychologist support, training, attendance support and the **Letterbox Scheme**.

Headteachers of the Virtual School are also responsible for the allocation of Pupil Premium Plus for early years children in education, which is £300 a year.

<https://www.gov.uk/government/publications/pupil-premium-conditions-of-grant-2017-to-2018/pupil-premium-conditions-of-grant-2017-to-2018>

The government also provides funding to schools for children who are no longer in care because of adoption, a special guardianship order, a child arrangements order or a residence order. The amount is £1900 a year for school age children from Reception to Year 11. **This is paid to schools.**

Prepare 4 Success Pupil Premium Plus Guidance

Every child is different and individual needs will always be discussed at PEP meetings. But in order to support attainment as much as possible, the following guidance is provided for Pupil Premium Plus decisions. It is recommended that SENCos and DTs collaborate where a child has funding for SEND needs in place. All decisions will be made through the PEP moderation process by the virtual school.

Expected expenditure of 75% (£1125) of the £1500 a year	Expenditure of the other 25% (£375) could be spent	Impact measures expected	Not recommended due to little evidence of impact on academic progress or not meeting statutory guidance
<p>75% should be used on specific strategies to improve English and maths. English also includes communication for children in care with SEND needs but this should not be requested where EHCP funding is provided to meet this need.</p> <p>Specialist teacher support on a 1 to 1 basis is the preferred option to accelerate progress</p> <p>Research findings on strategies and costings, using the EEF site</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit</p>	<p>Transition planning including extra days at a new school with a key member of staff.</p> <p>Strategies to support holistic progress, aspiration and self esteem</p> <p>Music tuition</p> <p>Enrichment activities</p> <p>Sports coaching</p> <p>Teacher support in other subjects</p>	<p>75%</p> <p>There should be clear data evidence of progress towards or above expected standards through standardised tests or assessments from the start date of the intervention</p> <p>25%</p> <p>There should be evidence of progress. Examples could be teacher comments on more confidence answering questions, taking on bigger roles within activities, volunteering for responsibility, certificates etc</p>	<p>Kit or equipment</p> <p>ICT hardware</p> <p>Transport</p> <p>Support already offered within school core offer</p>

Prepare 4 Success Virtual School of Bath & North East Somerset

PEP Moderation: Primary and Secondary School Level

PEP aspect being moderated	Outstanding	Good	Requires Improvement or below
Student Voice	Student voice section has detail and is fully acted on within the plan	Student Voice section is complete and acted upon within the plan	Student Voice Section is very brief/not fully acted on
Prior attainment outcomes at each key stage complete to ensure at least expected progress	Prior attainment from EYFS up to the previous key stage is complete	Previous key stage outcomes is accurate although may be gaps in others	Previous key stage outcomes not completed
Aspirational target grade or outcomes based on prior attainment and £1500 extra a year	Target grades/ goals are very aspirational and a clear plan to reach these is evident	Target Grades are aspirational but evidence of interventions needed not seen	Target grades are not aspirational
Evidence of attendance & punctuality support	Attendance is above 95%, no unauthorised and less than 3 lates	Attendance is 95% or above but more than 3 lates	Attendance is less than 95%, support to improve not in place. Regular lates
SENCo and DT joint working if SEND needs	Frequent collaboration in target setting and impact with both lead professionals evident	Collaboration in either target setting or impact with both lead professionals evident	DT & SENCo collaboration/ joint working not evident
Impact of previous PEP targets and expenditure	Expected or better impact with frequent review evident	Impact as expected with review at the end of the target period	Actions not completed, impact not measured or expenditure inaccurate
New PEP targets are SMART and costed with clear expected impact, with 75% going towards individual support in English and maths	75% of PP+ assigned with clear actions and impact expected for 1 to 1 specialist support to meet individual needs in maths/English	75% of PP+ assigned with clear actions & impact expected to improve progress in maths & English	Less than 75% allocated for maths/English, actions not personalised on need, no expected outcomes, no clear costings
All aspects of the DT designated parts of the PEP are completed and returned within 10 working days	PEP returned within 10 days and all aspects complete	PEP was slightly late but all sections complete	Some sections incomplete/ PEP later than 1 month
Transition and future education /training/ employment evident	Individual detailed plans for transition and/or future evident	Plans for transition in place and support with future evident	Transition not planned/ little individual support in IAG or future

Early Years PEP Moderation

	Outstanding	Good	Requires Improvement
Childs Educational Development and Needs	Clear feedback from carers/parents and professionals that give clear insight into the child's needs. EYFS Learning goals are attached from nursery / setting.	Some feedback from parents/carers and professionals that highlights some insight into a child's needs. EYFS Learning goals are attached from nursery / setting.	Little feedback from parents / carers and professionals. Very little insight into child's needs.
Developmental concern	If the child's development raises concern then there is clear evidence that the setting is implementing excellent actions and working closely in partnership with the whole team around the child.	If the child's development raises concern then there is evidence that the setting is implementing some actions and working closely in partnership with the carers.	If the child's development raises concern then there is little evidence that the setting is implementing actions.
Learning Needs	Creative, identified actions match learning needs both to support the less able and to stretch the more able.	Provision is in place to meet learning needs.	Identified provision does not meet learning needs.
Pupil Voice	Clearly recorded and 'heard' throughout the PEP as shown in actions.	Recorded in the PEP.	Pupil voice is not recorded or poorly represented.
Aspirational Target Setting	Targets are highly aspirational and achievable.	Targets are aspirational and achievable.	Targets are not aspirational.
Pupil Premium	Pupil Premium (where eligible) is evidenced and shows measurable impact on development.	Pupil Premium (where eligible) is evidenced and outcomes are improved.	Pupil Premium (where eligible) is recorded but outcomes are not evidenced.
Transition	Future transitions are clearly planned and support identified.	Future transitions are planned.	No reference to future transitions.

Post 16 PEP moderation	Outstanding	Good	Requires Improvement
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Student Voice	Student voice is recorded and there is evidence that it is fully heard and collaboratively acted upon	Student voice is recorded and is acted upon	Student voice is not fully recorded and not acted upon
Discussion of and RAG rating of last PEP's actions	Evidence of discussion of actions from last PEP is clearly recorded and actions from last PEP have been completed.	Evidence of discussion that actions from the previous PEP have been discussed and partially completed.	Evidence of discussion of actions from previous PEP but not all completed or carried forward
Aspirational target setting	Assessment target setting is highly aspirational and achievable	Assessment target setting is aspirational and achievable	Assessment target setting is neither aspirational nor achievable
Transition preparation	Student fully discussed/understands transition and appropriate Actions agreed to ensure successful transition in their education, training or employment	Student is prepared for the next transition in his/her education, training or employment but no fully supportive Action Plan in place	Student is prepared for transition but actions are not fully achieved.
Evidence of impact of attendance strategies	Attendance is above 95% and actions are in place to maintain/improve this	Attendance is in the range of 92% to 95% and actions are in place to maintain/improve this. If less than 92% robust strategies are in place to improve attendance	Attendance is below 92% and actions are not in place to confidently address this
Additional contributions	All parties have contributed appropriately and their voices are acted upon	All parties' voices recorded and their voices are acted upon	All parties' voices are not fully recorded nor acted upon
Actions from PEP	All actions from the component parts of the PEP form are embedded in the Action Plan and are SMART	Some actions from the component part of the PEP form are embedded in the Action Plan and are SMART	Some actions are not included in the Action Plan.
PEP documentation	All relevant aspects of the PEP are completed in detail	All relevant aspects of the PEP are completed	There are gaps in recording on the PEP
Comments and next steps	Outstanding <input type="checkbox"/>	Good <input type="checkbox"/>	Requires improvement <input type="checkbox"/>

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CHILDREN AND YOUNG PEOPLE POLICY DEVELOPMENT AND SCRUTINY PANEL

This Forward Plan lists all the items coming to the Panel over the next few months.

Inevitably, some of the published information may change; Government guidance recognises that the plan is a best assessment, at the time of publication, of anticipated decision making. The online Forward Plan is updated regularly and can be seen on the Council's website at:

<http://democracy.bathnes.gov.uk/mgPlansHome.aspx?bcr=1>

The Forward Plan demonstrates the Council's commitment to openness and participation in decision making. It assists the Panel in planning their input to policy formulation and development, and in reviewing the work of the Cabinet.

Should you wish to make representations, please contact the report author or Mark Durnford, Democratic Services (01225 394458). A formal agenda will be issued 5 clear working days before the meeting.

Agenda papers can be inspected on the Council's website and at the Guildhall (Bath), Hollies (Midsomer Norton), Civic Centre (Keynsham) and at Bath Central, Keynsham and Midsomer Norton public libraries.

Ref Date	Decision Maker/s	Title	Report Author Contact	Strategic Director Lead
30TH JAN 2018				
16 Jan 2018	PHED PDS	Council Operational Plan	Louise Fradd Tel: 01225 395385	Strategic Director - Place
22 Jan 2018	CTE PDS		Mike Bowden, Jane Shayler Tel: 01225 394200	Strategic Director - People
24 Jan 2018	HWSC			
30 Jan 2018	CYP PDS			
5 Feb 2018	Resources PDS		Andrew Pate Tel: 01225 477300	Strategic Director - Resources
30 Jan 2018	CYP PDS	The Local Authorities' Role in Education	Mike Bowden Tel: 01225 395610	Strategic Director - People
30 Jan 2018	CYP PDS	Schools' Performance	Tom Morrison, Margaret Simmons-Bird Tel: 01225 394430, Tel: 01225 394240	Strategic Director - People
30 Jan 2018	CYP PDS	Virtual School	Victoria Duke Tel: 01225 477537	Strategic Director - People

Ref Date	Decision Maker/s	Title	Report Author Contact	Strategic Director Lead
20TH MARCH 2018				
20 Mar 2018	CYP PDS	Children and Young People's Plan	Mike Bowden Tel: 01225 395610	Strategic Director - People
20 Mar 2018	CYP PDS	Primary and Secondary School Organisation Plan 2017 - 2021	Helen Hoynes Tel: 01225 395169	Strategic Director - People
20 Mar 2018	CYP PDS	Youth Connect	Richard Baldwin Tel: 01225 396289	Strategic Director - People
20 Mar 2018	CYP PDS	SEND Update	Richard Baldwin Tel: 01225 396289	Strategic Director - People
ITEMS YET TO BE SCHEDULED				
	CYP PDS	Bath Community Academy	Mike Bowden Tel: 01225 395610	Strategic Director - People
The Forward Plan is administered by DEMOCRATIC SERVICES : Mark Durnford 01225 394458 Democratic_Services@bathnes.gov.uk				