

Inequality in BANES

Within BANES there are vast inequalities between different communities.

Health: there is a difference of 8 years in life expectancy, on average, between men in Twerton and Lansdown.

Education: Bath has the worst gap in the country between the percentage of young people who go to university from its richest compared to its poorest areas. 12% in Twerton, 100% in Lansdown, Widcombe and Bathwick (Higher Education Funding Council for England).

No other constituency has a bigger gap, making Bath the most unequal of 573 constituencies in England and Wales in terms of school leavers going on to higher education.

Only last month, December 2017, the government published a really good paper “**Unlocking Talent, Fulfilling Potential**”, with the overarching ambition, “No community left behind.”

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/667690/Social_Mobility_Action_Plan_-_for_printing.pdf

“Putting real emphasis on the range of places where resources and additional targeting are needed the most, to tackle the most entrenched disadvantage.”

If social mobility is truly important in BANES, then every effort should be taken to reduce inequalities and this should directly influence decisions on school funding and decisions on when and how changes to school funding are implemented, **whenever** the Council has the power to do so.

Per Pupil Funding (ref Appendix 2)

The truth is that all schools need more funding. (There has been a real terms cut in school funding when compared to figures from 2015 – but that discussion is not for now).

Per-pupil funding is only one way of comparing funding between schools. It is not, necessarily, a fair measure as it does not take into account the size of the school and the core costs.

All schools have “core costs”, regardless of their size. Schools require a Headteacher, Deputy Headteacher, Caretaker, SENCO, School Business Manager or Secretary. Whether it is a small school or a large school, these are one-off costs that come from the school’s funding. In a large school, these core costs represent a smaller proportion of the overall budget. But in smaller schools, these costs are much more significant.

A much “fairer” comparison of per-pupil funding, would be to remove the “core costs” and work out the per-pupil funding from the income that was left over.

Schools in areas of High Deprivation

In communities where there is high deprivation, schools incur greater costs to meet the needs of children and their families.

Twerton has low levels of economic prosperity and the highest index of multiple deprivations in the Local Authority. 37% of children are living in poverty. In many families, parents work long hours in low paid jobs.

Extensive research shows that what happens for a child between 0 and 3, in the home, is hugely significant on children's outcomes in life. National and international evidence suggests that in areas of **high poverty** children are more likely to start school with very low levels of Personal, Social, Emotional, Physical, Communication and Language development. Our own school's experience is that many children enter school 12-18 months behind a typical level of development.

Ambition 1: Close the 'word gap' in the early years (from Unlocking Potential, Fulfilling Potential)

'Word gap' – These gaps are particularly pronounced in early language and literacy. By the age of three, more disadvantaged children are – on average – already almost a full year and a half behind their more affluent peers in their early language development. And around two fifths of disadvantaged five-year-olds are not meeting the expected literacy standard for their age.

A significant predictor of a child's early outcomes is the education level of their parents. Parents with less education are no less committed, caring, or concerned about their children's prospects. But they can be less likely to have the right information and tools to support their children's development. Three-year-olds from more disadvantaged families are 37 percentage points less likely to be read to every day than their most advantaged peers. And there is evidence from the Social Mobility Commission to suggest the gap in developmental time investment by parents has actually grown significantly since the 1970s.

For children living in poverty and who have experienced early adversity or early trauma, the role of school is vital in meeting their emotional needs and overcoming barriers so they can feel safe and make accelerated progress. This almost always involves working with families to support parents in their key role.

For my school this means additional resource, **over and above the typical school:**

- employing a SENCO 4 days a week, to identify children's needs early on and target the right provision, through multi-agency working; (most schools do not need this much SENCO time – extra £30K);
- supporting children with additional needs whilst waiting for High Needs Funding to be awarded, or "topping-up" funding (£40K);
- providing additional Early Years TAs to work alongside vulnerable children to accelerate their language and communication development;

- a Thrive Practitioner who works with children (often in pairs), to address the emotional and social wellbeing of children to help them to regulate their behaviour more effectively;
- employing a Parent Support Advisor to work with families experiencing difficulties;
- subsidising our Pre-School and 2 Year Old Nursery – up to £60K a year, to enable children to be better prepared for starting school;
- providing a range of interventions (research based) to develop resilience, attention & listening and language development;
- **This additional provision accounts for much of the £2K per pupil funding (above the sector average).**

This year, my school is facing an in-year deficit of £25K. Next year we will need to make cuts.

Sue Adams, Headteacher at Roundhill Primary will provide further evidence of how additional funding is spent/invested.

Financial Turbulence (5.26)

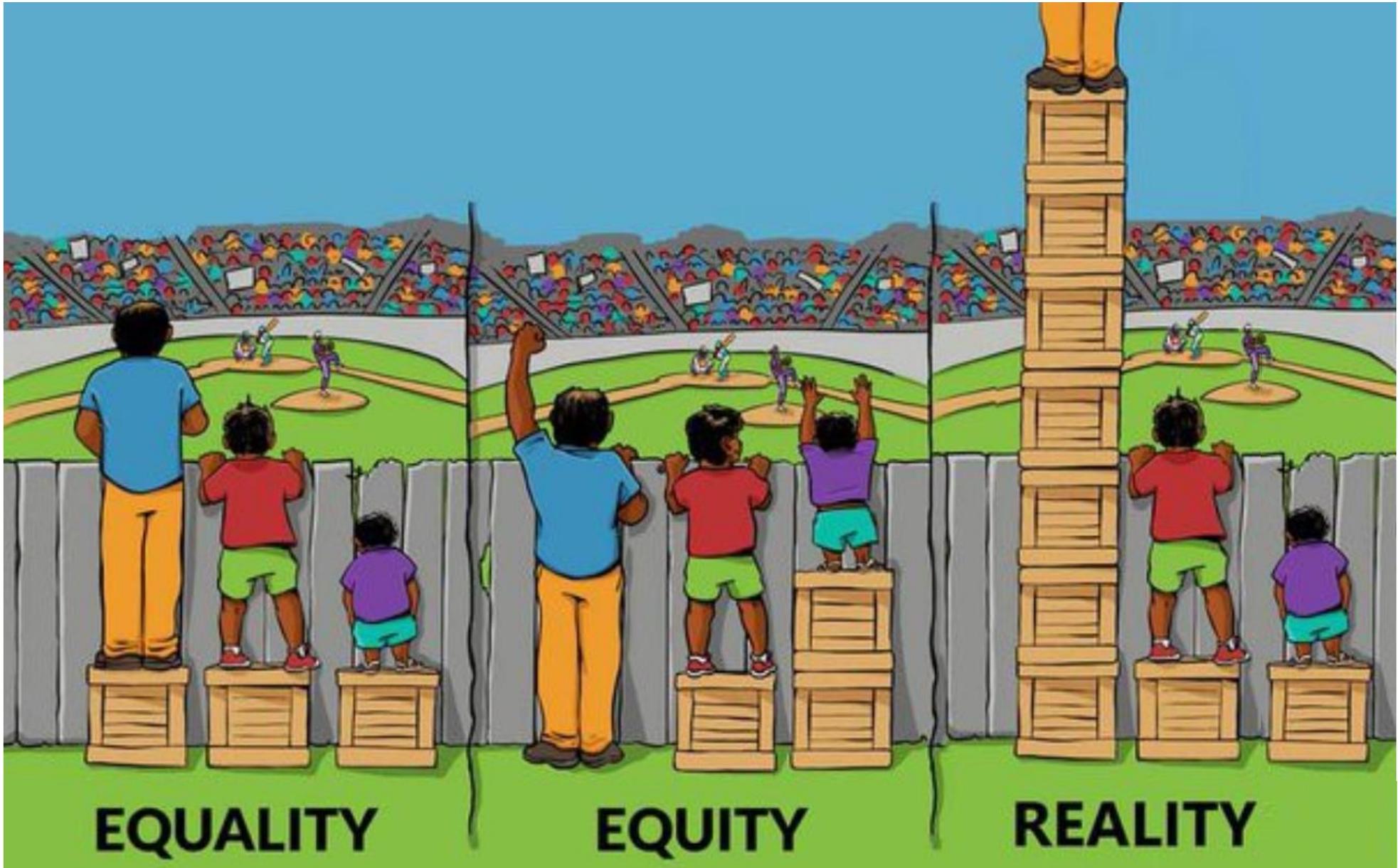
All school leaders fully appreciate that the “Hard” National Funding Formula will be implemented in April 2020. So, any additional funding that schools receive in 2018 or 2019, will not cause a problem to financial planning for 2020.

It would provide a rare opportunity for schools to invest in infrastructure that would have a lasting legacy for vulnerable children for many years to come.

Eg.

- provide additional room for intervention groups to work and extra meeting space;
- update the library with new books;
- invest in learning resources across the curriculum (Phonics, Maths, Reading Books, ICT, musical instruments);
- replace children’s furniture that is over 40 years old;
- install new play equipment in a playground to promote active play and accelerate children’s physical development;
- replace teacher laptops that are over 5 years old;
- a programme of CPD to enhance the Quality of Teaching;
- renew learning resources and furniture in the pre-school nursery.

Equality & Equity



Ultimately, the decision comes down to this question,

“Should 47 primary schools receive an increase in funding of 2.6% (average), rather than 3.3% for 2018-19, so that 12 schools, including those serving the most deprived communities, can benefit from an increase of 5.4% for one year before their funding drops back down?”

No community left behind, *including Roundhill, Whiteway and Twerton.*

Putting real emphasis on the places where resources and additional targeting are needed the most, to tackle the most entrenched disadvantage, including those Wards that are in the 10% most deprived in the whole country.