





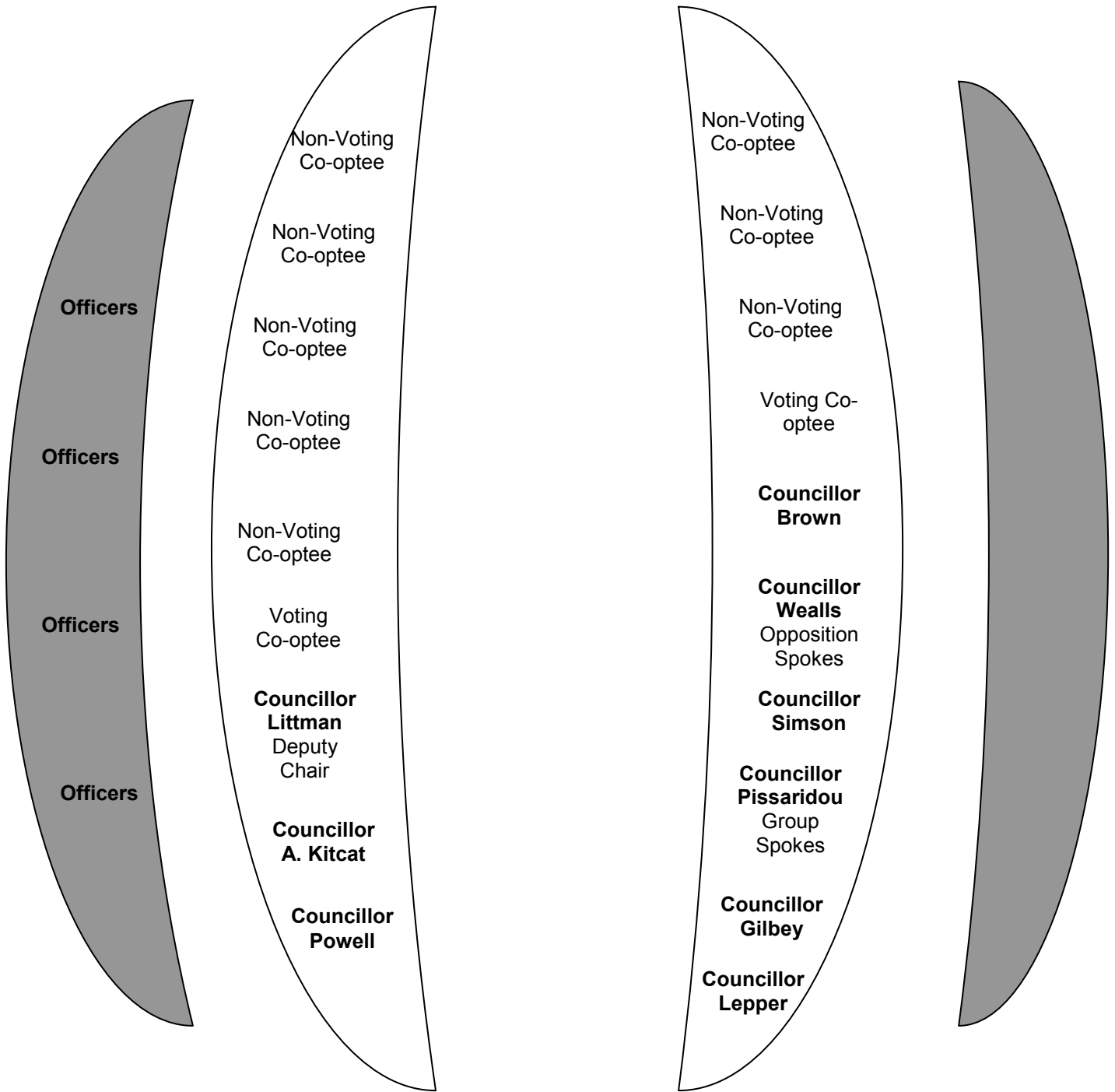
Brighton & Hove
City Council

Children & Young People Committee

Title:	Children & Young People Committee
Date:	9 March 2015
Time:	4.00pm
Venue	Council Chamber, Hove Town Hall
Members:	Councillors: Shanks (Chair), Littman (Deputy Chair), Wealls (Opposition Spokesperson), Pissaridou (Group Spokesperson), Brown, Gilbey, A Kitcat, Lepper, Powell and Simson
	Voting Co-opted Members: Amanda Mortensen, Marie Ryan, Martin Jones and Ann Holt
	Non-Voting Co-opted Members: Eleanor Davies (Parent Forum), Ben Glazebrook (Community Voluntary Sector Forum), Geraldine Hoban (Clinical Commissioning Group), Andrew Jeffrey (Parent Forum) and Sue Sjuve (Sussex Community NHS Trust) and Youth Council
Contact:	Lisa Johnson Senior Democratic Services Officer 01273 291228 lisa.johnson@brighton-hove.gov.uk
	The Town Hall has facilities for wheelchair users, including lifts and toilets
	An Induction loop operates to enhance sound for anyone wearing a hearing aid or using a transmitter and infra red hearing aids are available for use during the meeting. If you require any further information or assistance, please contact the receptionist on arrival.
	FIRE / EMERGENCY EVACUATION PROCEDURE If the fire alarm sounds continuously, or if you are instructed to do so, you must leave the building by the nearest available exit. You will be directed to the nearest exit by council staff. It is vital that you follow their instructions:
	<ul style="list-style-type: none"> You should proceed calmly; do not run and do not use the lifts; Do not stop to collect personal belongings; Once you are outside, please do not wait immediately next to the building, but move some distance away and await further instructions; and Do not re-enter the building until told that it is safe to do so.

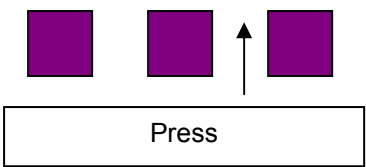
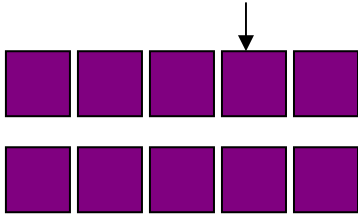
Democratic Services: Children & Young People Committee

AD of Children's Services	ED of Children's Services	Councillor Shanks Chair	Legal Officer	Democratic Services Officer
---------------------------	---------------------------	-----------------------------------	---------------	-----------------------------



Presenting Officer & Public Speaker	Presenting Officer & Public Speaker
-------------------------------------	-------------------------------------

Public Seating



AGENDA

74 PROCEDURAL BUSINESS

(a) **Declaration of Substitutes:** Where Councillors are unable to attend a meeting, a substitute Member from the same Political Group may attend, speak and vote in their place for that meeting.

(b) **Declarations of Interest:**

- (a) Disclosable pecuniary interests not registered on the register of interests;
- (b) Any other interests required to be registered under the local code;
- (c) Any other general interest as a result of which a decision on the matter might reasonably be regarded as affecting you or a partner more than a majority of other people or businesses in the ward/s affected by the decision.

In each case, you need to declare

- (i) the item on the agenda the interest relates to;
- (ii) the nature of the interest; and
- (iii) whether it is a disclosable pecuniary interest or some other interest.

If unsure, Members should seek advice from the committee lawyer or administrator preferably before the meeting.

(c) **Exclusion of Press and Public:** To consider whether, in view of the nature of the business to be transacted, or the nature of the proceedings, the press and public should be excluded from the meeting when any of the following items are under consideration.

NOTE: Any item appearing in Part Two of the Agenda states in its heading the category under which the information disclosed in the report is exempt from disclosure and therefore not available to the public.

A list and description of the exempt categories is available for public inspection at Brighton and Hove Town Halls.

75 MINUTES

1 - 20

- (a) To consider the Minutes of the Children & Young People Committee meeting held on 12 January 2015 (copy attached).
- (b) To consider the Minutes of the Joint Children & Young People and Health & Wellbeing Board meeting held on 3 February

CHILDREN & YOUNG PEOPLE COMMITTEE

2015 (copy attached)

Contact Officer: Lisa Johnson

Tel: 01273 291065

76 CHAIR'S COMMUNICATIONS

77 CALL OVER

- (a) Items (80 – 87) will be read out at the meeting and Members invited to reserve the items for consideration.
- (b) Those items not reserved will be taken as having been received and the reports' recommendations agreed.

78 PUBLIC INVOLVEMENT

To consider the following matters raised by members of the public:

- (a) **Petitions:** to receive any petitions presented to the full council or at the meeting itself;
- (b) **Written Questions:** to receive any questions submitted by the due date of 12 noon on the 2 March 2015;
- (c) **Deputations:** to receive any deputations submitted by the due date of 12 noon on the 2 March 2015.

79 MEMBER INVOLVEMENT

To consider the following matters raised by Councillors:

- (a) **Petitions:** to receive any petitions submitted to the full Council or at the meeting itself;
- (b) **Written Questions:** to consider any written questions;
- (c) **Letters:** to consider any letters;
- (d) **Notices of Motion:** to consider any Notices of Motion referred from Council or submitted directly to the Committee.

GENERAL MATTERS

The items listed below are to be voted on by the 10 Councillors on the Committee

80 CHILDREN'S SERVICES PARTNERSHIP FORUM

21 - 48

Report of the Executive Director of Children's Services (copy attached)

Contact Officer: Carolyn Bristow
Ward(s) Affected: All

Tel: 01273 293736

EDUCATIONAL MATTERS

CHILDREN & YOUNG PEOPLE COMMITTEE

The items listed below are to be voted on by the 10 Councillors and 4 Voting Co-Optees on the Committee

81 SCHOOL OFSTED PRESENTATION

This is a Standing Item and provides an opportunity for officers to update the Committee on Ofsted reports received since the last meeting of the Committee, and on other relevant issues. This will take the form of an oral update

Contact Officer: Jo Lyons Tel: 01273 293514
Ward(s) Affected: All

82 SCHOOL ADMISSION ARRANGEMENTS 2016/17 49 - 86

Report of the Executive Director of Children's Services (copy attached)

Contact Officer: Michael Nix Tel: 01273 290732
Ward Affected: All Wards

83 THE PUPIL PREMIUM IN BRIGHTON & HOVE SCHOOLS 87 - 158

Report of the Executive Director of Children's Services (copy attached)

Ward Affected: All Wards

84 EDUCATION CAPITAL RESOURCES AND CAPITAL INVESTMENT PROGRAMME 2015/16 159 - 170

Report of the Executive Director of Children's Services (copy attached)

Contact Officer: Michael Nix Tel: 29-0732
Ward Affected: All Wards

85 PROPOSED AMALGAMATION OF DAVIGDOR INFANT AND SOMERHILL JUNIOR SCHOOLS FROM SEPTEMBER 2015: OUTCOMES OF CONSULTATION, CHILDREN & YOUNG PEOPLE COMMITTEE: 09/03/15

Ward Affected: Goldsmid

86 CHILDCARE SUFFICIENCY IN BRIGHTON & HOVE 171 - 218

Report of the Executive Director of Children's Services (copy attached)

Contact Officer: Vicky Jenkins Tel: 29-6110
Ward Affected: All Wards

87 BRIGHTON & HOVE CHILDREN'S SERVICES PARTICIPATION & ENGAGEMENT STRATEGY 2015 - 2018 219 - 236

CHILDREN & YOUNG PEOPLE COMMITTEE

Report of the Executive Director of Children's Services (copy attached)

Contact Officer: Steve Barton
Ward Affected: All Wards

Tel: 29-6105

88 ITEMS REFERRED FOR COUNCIL

To consider items to be submitted to the 26 March 2015 Council meeting for information.

In accordance with Procedure Rule 24.3a, the Committee may determine that any item is to be included in its report to Council. In addition, any Group may specify one further item to be included by notifying the Chief Executive no later than 10am on the eighth working day before the Council meeting at which the report is to be made, or if the Committee meeting take place after this deadline, immediately at the conclusion of the Committee meeting

PART TWO

89 PART TWO MINUTES

237 - 238

To consider the part two minutes of the meeting held on 12 January 2015.

Contact Officer: Lisa Johnson

Tel: 01273 291065

90 PART TWO PROCEEDINGS

The City Council actively welcomes members of the public and the press to attend its meetings and holds as many of its meetings as possible in public. Provision is also made on the agendas for public questions to committees and details of how questions can be raised can be found on the website and/or on agendas for the meetings.

The closing date for receipt of public questions and deputations for the next meeting is 12 noon on the fifth working day before the meeting.

Agendas and minutes are published on the council's website www.brighton-hove.gov.uk. Agendas are available to view five working days prior to the meeting date.

Meeting papers can be provided, on request, in large print, in Braille, on audio tape or on disc, or translated into any other language as requested.

WEBCASTING NOTICE

This meeting may be filmed for live or subsequent broadcast via the Council's website. At the start of the meeting the Chairman will confirm if all or part of the meeting is being filmed.

CHILDREN & YOUNG PEOPLE COMMITTEE

You should be aware that the Council is a Data Controller under the Data Protection Act 1988. Data collected during this web cast will be retained in accordance with the Council's published policy (Guidance for Employees' on the BHCC website).

Therefore by entering the meeting room and using the seats around the meeting tables you are deemed to be consenting to being filmed and to the possible use of those images and sound recordings for the purpose of web casting and/or Member training. If members of the public do not wish to have their image captured they should sit in the public gallery area.

If you have any queries regarding this, please contact the Head of Democratic Services or the designated Democratic Services Officer listed on the agenda.

For further details and general enquiries about this meeting contact Lisa Johnson, (01273 291228, email lisa.johnson@brighton-hove.gov.uk) or email democratic.services@brighton-hove.gov.uk.

Date of Publication - Friday, 27 February 2015

BRIGHTON & HOVE CITY COUNCIL
CHILDREN & YOUNG PEOPLE COMMITTEE

4.00pm 12 JANUARY 2015

COUNCIL CHAMBER, HOVE TOWN HALL

PART ONE MINUTES

Present

Councillors: Councillor Shanks (Chair) Councillor Littman (Deputy Chair), Wealls (Opposition Spokesperson), Pissaridou (Group Spokesperson), Brown, Gilbey, Lepper, Powell, Simson and Wakefield

Voting Co-Optees: Martin Jones and Amanda Mortensen

Non-Voting Co-Optees: Ben Glazebrook, Riziki Millanzi and Ruben Brett

PART ONE

59 PROCEDURAL BUSINESS

59(a) Declaration of Substitutes

59.1 Councillor Wakefield declared she was substituting for Councillor A Kitcat

59(b) Declarations of interest

59.2 Councillor Lepper declared a personal but not prejudicial interest in Item 65, as her husband was a Board member for the Carers Centre Brighton & Hove.

59 (c) Exclusion of Press and Public

59.3 In accordance with section 100A of the Local Government Act 1972 (“the Act”), the Committee considered whether the press and public should be excluded from the meeting during an item of business on the grounds that it was likely, in view of the business to be transacted or the nature of proceedings, that if members of the press and public were present during that item, there would be disclosure to them of confidential information (as defined in section 100A(3) of the Act) or exempt information (as defined in section 100(I) of the Act).

59.4 **RESOLVED-** That the press and public be excluded from the meeting during consideration of Item 73 on the agenda.

60 MINUTES

- 60.1 **RESOLVED:** That the Chair be authorised to sign the Minutes of the meeting held on 17 November 2014 as a correct record.

61 CHAIR'S COMMUNICATIONS

- 61.1 The Chair advised the Committee of the following:

The Chair was pleased to announce that the Social and Education Services Team in Legal & Democratic Services had received the 2014 Children's Services and Education award at the National Local Government Legal Awards held on the 29 November 2014. The Chair congratulated Natasha Watson and her team on the award.

Consultation was currently taking place on the possible amalgamation of Davigdor Infant and Somerhill Junior School. The consultation will end on 27 February 2015.

62 CALL OVER

- 62.1 It was agreed that all items be called.

63 PUBLIC INVOLVEMENT**63a Petitions**

(1) Hollingdean Sure Start Weekend Opening

- 63.1 The Committee received the above petition which had been presented at the Council meeting held on 11 December 2014. The petition had been presented by Ms Tracy Hill and was signed by 410 residents. The petition requested that the Hollingdean Sure Start Centre should be opened at weekends as a community hub.

- 63.2 The Chair gave the following response:

The council is committed to finding ways to open public buildings for community use, especially at weekends and in the evenings.

Council officers across the Children's Service, the Community and Equalities Team and Property Services have been meeting with members of the community to explore how to open the Hollingdean Children's Centre to unrestricted public use at weekends when the council would be unable to provide any staff. This has taken some time, and I understand the frustration expressed in the petition. That does not mean that we haven't already taken steps to prepare the building for weekend opening - for example a special roller blind has been installed to secure the reception desk and office area.

Following a recent meeting I am confident we now have shared understanding of the issues that need to be resolved and there is a firm commitment by everyone involved that the building will be open at weekends by spring or early summer.

I am hopeful that arrangements in Hollingdean will provide a model for opening other, similar buildings in the future.

63b Written Questions

63.3 There were none.

63c Deputations

63.4 There were none.

64 MEMBER INVOLVEMENT

64a Petitions

64.1 There were none.

64b Written Questions

64.2 There were none.

64c Letters

64.3 There were none.

64d Notices of Motion

(1) Increasing the Availability of Apprenticeships in Brighton & Hove's Schools

64.4 The Committee noted the Notice of Motion which had been agreed at the Council meeting held on 11 December 2014. The Chair advised that a report on this matter would come to the Children & Young People meeting due to be held on 9 March 2015.

65 YOUNG CARERS IN BRIGHTON & HOVE

65.1 The Committee received a presentation from Cheryl Pierce (Senior Support Worker) and Gem Scrambler (Joint Commissioner for Carers) of the Young Carers Project. The presentation provided an update on the work of the Young Carers Project and Young Carers needs in the City.

65.2 The Chair asked how many young carers the project supported in the city and was advised it was around 150. Martin Jones asked how long it took to identify a person as being a young carer and was told it was usually around two to four years.

- 65.3 Councillor Lepper noted that there had been a 20% increase in referrals to the project and asked what Children's Services could do to help support the service. The Executive Director of Children's Services said that at the moment the project was commissioned by Adult Services but consideration could be given to reviewing the matter with the possibility of including Children's Services. He said that a report would come to the Committee later in the year.
- 65.4 Councillor Simson asked how the project was funded and was advised that it came from a number of sources including the Local Authority, Comic Relief, Carers Trust and Children in Need. However, the funding had only been agreed until 2017. Councillor Simson suggested that the report referred to by the Executive Director of Children's Services should also include information about future funding.
- 65.5 Councillor Brown suggested that there may be children in the city not yet identified as being a carer and asked how that could be addressed. The Senior Support Worker said that staff went to all schools, usually for PSHE lessons, and explained to the children what being a young carer was. This sometimes resulted in children identifying themselves to teachers and it increased awareness of the role of young carers for both teachers and other pupils.
- 65.6 Councillor Pissaridou asked if social workers were involved in supporting the young carers, and was advised that the primary work of the project was to signpost issues and where necessary refer cases to social workers or counsellors.
- 65.7 Amanda Mortensen asked whether there were statistics on the educational attainment of children who were young carers. The Senior Support Worker said that it was lower, but didn't have the actual figures at the meeting.
- 65.8 The Committee thanked Cheryl Pierce and Gem Scrambler for the presentation.

66 SCHOOL OFSTED UPDATE

- 66.1 The Head of Standards and Achievement Education and Inclusion gave a presentation providing an update on Ofsted inspections carried out during the 2014 Autumn term. A copy of the presentation was circulated at the meeting.
- 66.2 Councillor Brown noted that St Peter's Community Primary School had dropped two grades since its last inspection, and asked what the reasons were. The Head of Standards and Achievement Education and Inclusion said that the school had moved from an infant to primary school, and the inspectors felt that Years 3 and 4 were not being sufficiently challenged. The Authority was working with the Head Teacher to address those issues. Councillor Pissaridou asked when the school was likely to be inspected again, and was advised that the date wasn't known but it would be within the next two years.
- 66.3 The presentation advised that 82% of primary pupils and 80% of secondary pupils attended a school judged to be 'Good or Outstanding', and Martin Jones suggested that it would be useful to separate those categories.

66.4 **RESOLVED:** That the Committee noted the report.

67 RELATIONSHIPS AND SEX EDUCATION GUIDANCE FOR EDUCATIONAL SETTINGS

67.1 The Committee considered the report of the Executive Director for Children's Services regarding the final draft of the 'Brighton & Hove Relationships and Sex Education Guidance for Educational Settings Guidance (2015)'. The report was introduced by Partnership Adviser: Health and Wellbeing, Standards and Achievement Team.

67.2 The Chair noted that the guidance was for 'educational settings', and asked if it was intended to only be used by schools. The Partnership Adviser: Health and Wellbeing, Standards and Achievement Team advised that it was primarily aimed at schools.

67.3 Councillor Wealls suggested that it would be useful for officers to hold a seminar for School Governors to talk through the guidance. The Partnership Adviser: Health and Wellbeing, Standards and Achievement Team said they would consider that. Councillor Wealls noted that section 10.11 of the guidance referred to a 'lad culture' at universities and asked if that was really the case. He was advised that that was a quote from research, but there was still an area of sexism which needed to be noted and challenged where necessary. The chair suggested it might be preferable to modify the wording in that part of the guidance.

67.4 Councillor Littman referred to Section 10, and noted that the section on 'Pleasure' was listed at number 14, and suggested that as this area was so important it should be listed earlier. He was advised that the order of the topics had been done alphabetically, but consideration would be given to re-ordering the list.

67.5 Ben Glazebrook understood that how the curriculum on relationships and sex education was delivered varied between schools; some schools had mixed year groups which could impact on students being able to fully discuss the issues being raised. He was advised that best practice was suggested but it was down to schools how they dealt with the matter.

67.6 The Committee thanked officers for the report.

67.7 RESOLVED:

- (1) That the Committee approved the final draft (with minor amendments) of Brighton & Hove Relationships and Sex Education Guidance for Educational Settings Guidance (2015).
- (2) That the Committee continued to support the continued improvement of relationships and sex education within a planned programme of PSHE Education.

68 STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION (SACRE) ANNUAL REPORT

- 68.1 The Committee considered the report of the Executive Director for Children's Services, which provided an outline of the work of Standing Advisory Council for Religious Education (SACRE) over the past year. The report was introduced by the Head of Standards and Achievements.
- 68.2 The Chair asked if there were any gaps in the membership, and was advised there were and those groups were being contacted.
- 68.3 Riziki Millanzi noted that there were three schools which didn't have any exam entries which was concerning as Religious Education (RE) was important. The Head of Standards and Achievements said that SACRE would be contacting those schools. Councillor Powell agreed that it was important to speak to the schools, and establish why students didn't appear to be able to take RE at GCSE. Riziki Millanzi said that she had attended Brighton Aldridge Community Academy and because of her exam options she had not been able to also take RE.
- 68.4 Councillor Wealls noted that there was a disparity between the figures provided in paragraph 3.5 of the report and paragraph 3.5 of the SACRE Annual Report, and was advised that the final report would clarify the figures. There was a difference in the way schools reported their results and some data was still to be received. The Chair confirmed the final figures would be checked to ensure they were accurate.
- 68.5 RESOLVED:** That the Committee noted the report.

69 ANNUAL STANDARDS REPORT

- 69.1 The Committee considered the report of the Executive Director for Children's Services, which provided an analysis of the End of Key Stage results for children and young people in the city. The report was introduced by the Head of Standards and Achievements, who was accompanied by the Ms P Sargent (Head Teacher Patcham High School), and by Ms J Taylor (Head Teacher Hove Junior School).
- 69.2 Ms Taylor advised the Committee of a partnership of twelve schools in Hove. The group met twice a term to share good practise on teaching and policies across the schools. The partnership worked well and had proved to be rewarding for all schools. Ms Sargent advised the Committee of another partnership called Challenge Partners, which was a national network of local partnerships built on the teaching school model which challenge schools to improve. The city had its own hub, which seven of the ten secondary schools had joined. Membership enabled schools to have a visit from a group, which would be led by an HMI or Ofsted Inspector. The visit would normally take place over a number of days, and a report would then be provided with recommendations of what a formal Ofsted report may cover. There were a number of benefits to being part of the group; it was a good way to receive feedback and was good for professional development as staff would visit other schools, which enabled good practice to be shared.

- 69.3 Councillor Wealls noted that children who were eligible for Free School Meals tended to have a lower educational attainment, and asked if being involved in the Challenge Partners had helped address that. Ms Sargent said that attainment for those children was improving but was it a long term issue. The Assistant Director, Education and Inclusion said that a report on Pupil Premium, which provided additional funding to schools to help raise the attainment of disadvantaged pupils would be coming to the next meeting of the Committee in March 2015.
- 69.4 Councillor Wakefield noted the report referred to a number of groups of children such as SEN, LAC, BME, but did not refer to GRT (Gypsy Romany and Traveller) children and asked if that could be included in future reports.
- 69.5 RESOLVED:** That the Committee noted the report.

70 CHILDREN'S SERVICES FEES AND CHARGES 2015/16

- 70.1 The Committee considered the report of the Executive Director for Children's Services, which provided a review of Children's Services fees and charges. The report was introduced by Assistant Director Children's Services (Education and Inclusion) and the Head of Surestart Service. The Committee were advised that all the recommendations in the report were subject to agreement of the forthcoming budget which would be decided in February 2015.
- 70.2 Councillor Simson asked how the rates for the Council run nurseries compared to private or voluntary sector nurseries. The Head of Surestart Service said that some were more expensive and some were cheaper, but it was difficult to have a direct comparison as some had different rates for different age groups, and some charged for nappies or meals etc.
- 70.3 Councillor Wealls referred to paragraph 3.3.3 of the report which stated that the proposal was to increase fees by 2%, and questioned whether that figure was correct as it appeared that the increase was actually 6%. The Head of Surestart Services said that the proposal was to increase the standard rate by 2%, and on top of that to charge for the cost of meals so the overall increase did appear to be higher.
- 70.4 Councillor Pissaridou asked if there would be any exemptions for nursery school charges, and was advised that all three and four year olds were entitled to free nursery school for 15 hours per week. Two year olds, whose parents/carers were in receipt of certain benefits, low income etc, would be entitled to the same amount of free childcare.
- 70.5 Councillor Wealls referred to the Music and Arts service and the proposal to increase fees and reduction in the level of subsidy, and noted that the budget strategy for 2015/16 proposed that the service lose £68k of its Council funding. The Chair said that as the budget had not yet been agreed, there had been no decision on the possible cuts to the Music and Arts service, and therefore suggested that Recommendation 2.4 could not be agreed at this time. The solicitor said that as the budget had not yet been agreed the Committee, at this time, could recommend the changes to the fees and subsidy. When the budget was set the Committee would need then need to agree any changes.

70.6 Councillor Wealls formally proposed 'That Recommendation 2.4 in the report be removed'. The proposal was seconded by Councillor Simson. The Committee agreed to remove Recommendation 2.4.

70.7 The Committee considered the remaining recommendations and they were agreed. Councillors Pissaridou, Gilbey and Lepper abstained from the vote.

70.8 RESOLVED:

- (1) That the position on fees charged for nurseries as detailed in Section 3.3 of the report be agreed;
- (2) That the position on fees charged for Childcare Workforce Development as detailed in Section 3.4 of the report be agreed;
- (3) That the position re Children's Centres as detailed in Section 3.5 of the report be agreed to not introduce charging for some Children Centre activities;
- (4) That the position on the charges for school meals as detailed in Section 3.7 of the report be noted.
- (5) That the position on fees charged by Portslade Sports Centre as detailed in Section 3.8 and Appendix 2 of the report be noted.

71 ITEMS REFERRED FOR COUNCIL

71.1 It was agreed that there were no items to be referred to Council.

72 PART TWO MINUTES – EXEMPT CATEGORY 3

72.1 **RESOLVED:** That the information contained in Item 73 remain exempt from disclosure to the press and public.

73 SERVICES TO SCHOOLS

73.1 The Recommendations in the report were agreed.

The meeting concluded at 6.55pm

Signed

Chair

Dated this

day of

DRAFT

BRIGHTON & HOVE CITY COUNCIL

JOINT CHILDREN & YOUNG PEOPLE AND HEALTH & WELLBEING BOARD

4.00pm 3 FEBRUARY 2015

COUNCIL CHAMBER, HOVE TOWN HALL

MINUTES

Present: Health and Wellbeing Board: Councillor J Kitcat (Chair), Councillors K Norman, Jarrett, Morgan and G Theobald, Dr Christa Beesley, Dr Jonny Coxon, Geraldine Hoban, Dr George Mack, Mia Brown, Denise D'Souza, Pinaki Ghoshal, Frances McCabe, and Tom Scanlon.

Present: Children & Young People Committee: Councillor Shanks, Councillor Littman, Councillors Wealls, Brown, Gilbey, A Kitcat, Robins, Powell and Simson, Ann Holt, Martin Jones, Amanda Mortensen, Marie Ryan, Eleanor Davies, Ben Glazebrook, Amy-Louise Tilley and Riziki Millanzi.

PART ONE

1 APPOINTMENT OF A CHAIR

1.1 **RESOLVED** – that Councillor Jason Kitcat be appointed as Chair of the Joint meeting.

2 DECLARATIONS OF SUBSTITUTES AND INTERESTS AND EXCLUSIONS

2.1 Councillor Robins declared that he was substituting for Councillor Pissaridou. Mia Brown declared that she was substituting for Graham Bartlett. There were no declarations of interest.

2.2 In accordance with section 100A(4) of the Local Government Act 1972, it was considered whether the press and public should be excluded from the meeting during the consideration of any items contained in the agenda, having regard to the nature of the business to be transacted and the nature of the proceedings and the likelihood as to whether, if members of the press and public were present, there would be disclosure to them of confidential or exempt information as defined in section 100I (1) of the said Act.

2.3 **Resolved** - That the press and public be not excluded from the meeting.

3 CHAIR'S COMMUNICATIONS

- 3.1 The Chair reported that the meeting was being webcast. All Health and Wellbeing Board meetings would be webcast in future.
- 3.2 The Chair was pleased to report that Tudor House, a residential home for young people with severe learning disabilities had received an outstanding Ofsted report.
- 3.3 The legal adviser to the meeting explained the voting arrangements for the Joint Children & Young People Committee & Health and Wellbeing Board. When the joint meeting was ready to make a decision, the vote for the Children & Young People Committee would be chaired by Councillor Shanks as lead member of that Committee. The Voting members of the Committee could vote on all the recommendations except Recommendation 2.1.3 which was for the Council members only. This was about early years provision. The decision for the Health and Wellbeing Board would be chaired by Councillor J Kitcat, as Chair of the Board.

4 PUBLIC INVOLVEMENT

- 4.1 There was none.

**5 REVIEW OF SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)
INCLUDING BEHAVIOURAL EMOTIONAL AND SOCIAL DIFFICULTIES (BESD)**

- 5.1 The Joint meeting considered a report of the Executive Director, Children's Services which sought approval for the recommendations arising from the review of special educational needs and disability in the Children's Services Directorate of the council. The report included recommendations from the concurrent review of behaviour, emotional and social difficulties (BESD). The report was presented by the Assistant Director of Children's Services.
- 5.2 The Assistant Director of Children's Services set out the principles of the review (paragraph 3.8 of the report). The aim was to have an outcome focused provision centred on children and their families. Children should have access to inclusive activities and there should be better transition into adulthood. There had been wide ranging consultation and the conclusions had tried to reach a broad consensus.
- 5.3 Pinaki Ghoshal stressed that there had been a very thorough and important review. There were recommendations proposing more integration and a more personal offer to young people. The report related to the report on the Health and Wellbeing Board meeting agenda (immediately following this meeting) titled 'A Good, Happy & Healthy Life' A Strategy for Adults with Learning Disabilities in Brighton & Hove. This was not the end of the process and following decisions taken at this meeting, both the Health & Wellbeing Board and the Children and Young People Committee would receive future reports with specific items for decision. This was an important first phase.

- 5.4 Councillor Shanks thanked the Assistant Director of Children's Services and other people involved in the review. She felt the review was a heartfelt cry for the integration of services and a very good start.
- 5.5 Councillor Wealls thanked the Assistant Director and her colleagues for the huge amount of good work. He stressed that it was important to keep the political parties on board with regard to difficult and controversial decisions. Councillor Wealls made the following comments and raised the following questions. A) It was not always clear what was meant by commissioning throughout the report. The need to re-commission in-house services was not mentioned in the report. B) There was little mention of ICT in the report. C) With regard to the funding formula for schools for SEN – funding for non-statemented SEN pupils did not necessarily flow properly. There was a need to look at this funding pressure. D) The recommendations section of Section 5 – Learning and Achievement - (page 70 of the agenda) spoke about outcomes. GSCE was not an appropriate measure for SEN. How would SEN pupils be measured? E) With regard to short breaks and direct payments – What was the transition time period? What happened to families who did not have that resource? F) Page 57 of the agenda spoke about 'Further investment from schools in this area (On site BESD provision) is needed to ensure all young people can access in-school support.....' Councillor Wealls expressed concern about school budgets. G) Cuckmere House had an outstanding Ofsted. The report did not explain why. What did the data reveal? H) There was a need to consider the lack of provision for children with High Functioning Autistic Spectrum Disorders. I) With regard to transition into further education, Sussex University was working on a summer school for year 12 & 13 children with Autistic Spectrum Disorders. The Committee/Board might wish to support this.
- 5.6 The Assistant Director of Children's Services replied as follows. With regard to SEN and the pressures of funding – The funding formula had been altered to take account of schools with high levels of children with SEN. Schools would be receiving more funding. However it was hard to do this for non statemented children. Officers were willing to talk informally to schools about support. In terms of direct payments, there was a strong desire to give parents more power. Most of the provision offered was of a very high quality but often high cost and poorly co-ordinated. Direct payments should help parents moderate some of these costs. Parents did not have time to 'best market' and would need support. There needed to be a gradual transition in a phased programme.
- 5.7 Councillor Gilbey referred to the table on page 7 of the agenda. A) She asked why more money was spent on short breaks (respite) for 'looked after' disabled children than for disabled children? B) The transition age had now been raised to 25. What happened to young adults who were now in their early 20s and reached transition age at 18/19? Would they receive retrospective support? C) Why did the conclusions refer to parents but not to carers? D) Councillor Gilbey suggested talking to Brighton University. They had an SEN department and would be interested in talking about similar support.

- 5.8 The Assistant Director of Children's Services replied as follows. A) With regard to short breaks, 'looked after' included children who received a lot of respite not just children in care. B) Over 19s who felt the need for a plan would receive support. C) She agreed that carers should be specifically mentioned. The reference to parents had meant carers as well.
- 5.9 Amy-Louise Tilley, Youth Council thanked Councillor Shanks for explaining the data in the report. She supported the recommendations.
- 5.10 Riziki Millanzi, Youth Council referred to the problem of bullying. The Assistant Director of Children's Services replied that officers were aware that SEN young people were more subject to bullying. This problem would be dealt with.
- 5.11 Ben Glazebrook referred to paragraph 4.1.4 in the report (page 9) with regard to CVS commissioning. He asked about the time period for the re-commissioning of contracts and whether new services would be offered to the whole market. The Assistant Director of Children's Services explained that contracts were being reviewed along with what commissioning would be required in the future. There would be new opportunities in the future, with all kinds of different models.
- 5.12 Frances McCabe asked how the proposals related to cost, and what services would end up looking like in terms of change and provision. The Assistant Director of Children's Services explained that there were substantial ways to make savings, especially in terms of management costs. Officers were looking to pool budgets.
- 5.13 Ms McCabe referred to the pace of change and asked for assurances that the new way of providing services was fully in place. The Assistant Director of Children's Services explained that it was difficult to give exact timescales. She was conscience of a potential impact on families and would consult very closely.
- 5.14 Councillor Brown questioned if moving from a high cost service was achievable given the failure to implement previous report recommendations. Meanwhile, the problems of transition had not been resolved and had been known about for a number of years.
- 5.15 Rizaki Millanzi, Youth Council asked how disabled members of the Youth Council would be kept informed. The Assistant Director replied that there would be an easy read version of the report.
- 5.16 Councillor Littman considered the report to be excellent. He stressed that services needed to be designed around the needs of young people and their families. Procedures should be put in place to ensure that once service provision was changed there was no slipping back. The Assistant Director agreed that there should be no slipping back. Joint commissioning processes would be put into place.
- 5.17 Martin Jones commented that a huge amount of work had gone into the report. It was good to see some parents' needs worked out in greater services. It was not just about education but about what was being undertaken across the city. It was

important to see an integrated whole service, for example, how a child has respite, if a child has transport to school etc. These matters would impact on outcomes. Throughout the report there had been reference to the 'realities of the budget'. Mr Jones stressed that this was talking about capacity rather than finances. The idea was that management costs would be reduced leading to savings. Looking after children up to the age of 25 would increase the need for capacity. The percentage of children with SEND was likely to increase. That meant higher capacity. Unless these matters were addressed by efficiency savings there would be a need for more money. Meanwhile, this was an equality issue for the city. There was very little in the report about the Equality Act or the need for the Council to increase equality. Mr Jones referred to page 65 of the report which stated '...parents want to be confident that all parents get the support they need, not just the most articulate, those who shout loudest or those who are 'in the know'. Mr Jones felt that there was no evidence of this. Many parents believed that their children needed intervention and Mr Jones felt that the statement should not remain in the report. It spoke of a fight for intervention and therefore a lack of capacity rather than parents taking from the system when they shouldn't. The Assistant Director of Children's Services explained that the quotation was a frequent comment. An open and transparent set of criteria had been published. Everything in the report was about equalities and an equalities impact assessment would be published.

- 5.18 Councillor Jarrett stressed the need to make use of resources. Support staff had a wide range of abilities and experience. Meanwhile more help and support was needed in the home for parents and carers. Councillor Jarrett thought the increase in the transition age to 25 was an excellent idea. The few extra years could help an SEN Child achieve similar attainments to other children. Councillor Jarrett stressed the importance of vocational achievements, not just educational achievements such as GCSEs. The Assistant Director of Children's Services agreed with the comment about support staff. Support received in the home was central to the review.
- 5.19 Councillor Powell quoted paragraph 4.1.17. 'The range of identification of SEN across the city's schools is from 4.5% to 75%, raising some issues for further exploration at individual school and school cluster levels.' It was important to identify SEN to ensure transition was effective across the city. The offer of foundation courses was a big piece of work. She asked how this would be tackled. The Assistant Director of Children's Services concurred with the comment about transition. It was very important to get courses right. Currently young people had to repeat courses as there was no vocational pathway. There was a commitment to ensure better opportunities for young people in the future.
- 5.20 Amanda Mortensen stressed the importance of communicating with parents. What would reduced services look like for parents with regard to communication and support services? The Assistant Director of Children's Services agreed that communicating to parents was a high priority. Schools and families were equal and all training should be offered to parents as well as professionals with immediate implementation.

5.21 Councillor Norman commented that council resources were declining as demand was growing. It was not possible to continue without change. There was a need to ensure that outcomes were achieved in the future within the limits of resources.

5.22 Councillor Shanks asked the voting members of the Children and Young People Committee to vote on each of the recommendations detailed in paragraphs 2.1 to 2.1.10 on pages 2 and 3 of the agenda. (Recommendation 2.1.3 was for council members only).

5.23 RESOLVED:

The Children and Young People Committee agreed the following:

- (1) That the review of the services for children with special educational needs and disabilities (SEND) and behavioural, emotional and social difficulties (BESD) is noted;
- (2) That the recommendations to be considered by the Health and Wellbeing Board (the Board) in relation to the review are noted;
- (3) That in the future development of services for children with special educational needs and disabilities, and behavioural, emotional and social difficulties there shall be a commitment to integrated and inclusive service delivery across education, health and care/ disability services, with families at the heart of the service offer;
- (4) That proposals to integrate provision for children with disabilities in the Early Years by creating inclusive specialist nursery provision within one or more existing mainstream nurseries, with relevant health and care services be developed for further consideration by the Board and the Committee;
- (5) That proposals to integrate provision for children with disabilities and complex, severe and profound special educational needs of school or college age, by extending the remit of specialist and mainstream provision to include greater opportunities for inclusion, extended day/respite and potentially residential facilities with relevant health and care services co-located on site, be developed for further consideration by the Board and the Committee;
- (6) That proposals to integrate existing educational, health (including mental health) and care provision, for children and young people with behavioural, emotional and social difficulties, so as to provide extended day and potentially residential facilities, with a strong focus on further education and vocational routes, be developed for further consideration by the Board and the Committee;
- (7) That schools and colleges with lower than expected outcomes for children with SEND and wider achievement gaps receive challenge and support visits from expert advisers commissioned by the LA, with a view to raising standards and promoting vocational and further education opportunities for young people with SEND and

BESD and especially in secondary and post 16 provision;

- (8) That the SEN education and learning support services in the city (Educational Psychology Service, Pre-school SEN Service, Behaviour and Inclusive Learning Team, Literacy Support Service, Speech and Language Service, Autistic Spectrum Condition Support Service, Sensory Needs Service) are co-located and combine to form one 'communication and support service' with unified professional leadership and management;
- (9) That there is agreement to the co-location of relevant health professionals and particularly speech therapists and occupational therapists with the combined communication and support service, to enrich the integrated support on offer;
- (10) That the combined new communication and support service shall promote partnership working between families and schools by offering support to both as routine, enabling planning across home and school, and involving parents as well as school staff in training, support, advice and guidance; and
- (11) That a refreshed cohesive and well-publicised workforce development offer for mainstream and special schools and associated professionals across all relevant services is developed by the new communication and support service, and that this programme is open to parents as well as professional staff, and where appropriate is co-produced with parents and young people.

5.24 The Chair asked members of the Health & Wellbeing Board if they agreed to the recommendations set out in paragraphs 2.2 to 2.2.11 on pages 3 and 4 of the agenda.

5.25 RESOLVED:

The Health and Wellbeing Board agreed the following:

- (1) That the Board notes the review of the services for children with special educational needs and disabilities (SEND) and behavioural, emotional and social difficulties (BESD), and agrees the response to the autism report contained therein.
- (2) That the Board notes the recommendations to be considered by the Children and Young People Committee (the Committee) in relation to the review.
- (3) That the joint strategy for children's health and wellbeing services currently being developed by the LA and the CCG for consideration by the Board in 2015 will incorporate the provision of services for children with SEND and BESD, and transition services through to 25 years, informed by the review.
- (4) That in the future development of services for children with special educational needs and disabilities and behavioural, emotional and social difficulties there shall

be a commitment to integrated and inclusive service delivery across education, health and care/ disability services, with families at the heart of the service offer.

- (5) That proposals to integrate provision for children with disabilities and complex, severe and profound special educational needs of school or college age, by extending the remit of specialist and mainstream provision to include greater opportunities for inclusion, extended day/respite and potentially residential facilities, with relevant health and care services co-located on site, be developed for further consideration by the Board and the Committee.
- (6) That proposals to integrate existing educational, health (including mental health) and care provision, for children and young people with behavioural, emotional and social difficulties, so as to provide extended day and potentially residential facilities with a strong focus on further education and vocational routes, be developed for further consideration by the Board and the Committee.
- (7) That an extended specialist family support service be developed from within existing services so that professionals will work alongside families to tackle in situ the challenges linked to significant special needs and associated challenging behaviour.
- (8) That the Director of Children's Services is delegated to publish a clear and transparent set of criteria for determining the basis on which families of disabled children receive respite and short break services, and other disability and care support, and that these criteria are fairly and consistently applied by means of a representative panel.
- (9) That the direct payment budget for families of children with disabilities is increased to include the budget for most respite and short break services provided by the council and the community and voluntary sector, such that real choice is extended and services can market themselves directly to eligible families.
- (10) That a joint agency policy on direct payments to families across education, disability, care and health services in both Children's and Adult Services is published, so that families and young adults can make more holistic choices about provision in all areas of their lives.
- (11) That the Children's Services Directorate of the City Council will work in partnership with the CCG to support the forthcoming Joint Strategic Needs Assessment in the area of emotional and mental health, and the forthcoming review by the CCG of emotional and mental health services for children and young people, including young adults, across the city.
- (12) That the Children's Services Directorate of the City Council will seek to address the serious concerns being raised by schools and families about resources for promoting

emotional and mental health by strengthening the support via the Early Help Hub and from the council's community CAMHS team to further develop skills and expertise amongst school staff via training, support and guidance.

The meeting concluded at 5.12pm

Signed

Chair

Dated this

day of

Subject:	Children's Services Partnership Forum		
Date of Meeting:	09 March 2015		
Report of:	Pinaki Ghoshal – Executive Director of Children's Services		
Contact Officer:	Name:	Carolyn Bristow	Tel: 29-3736
	Email:	Carolyn.bristow@brighton-hove.gov.uk	
Ward(s) affected:	All		

FOR GENERAL RELEASE**1. PURPOSE OF REPORT AND POLICY CONTEXT**

- 1.1 The purpose of this report is to update the Committee on the function and work of the Children's Services Partnership Forum.
- 1.2 Brighton & Hove: The Connected City, our sustainable community strategy, sets Children & Young People as a strategic priority for the city. This sets out the vision that all have the absolute best start in life and enjoy a stable, healthy childhood, a good education, fun new experiences and the confidence, ability and opportunity to obtain meaningful employment
- 1.3 This is further reflected in the Council's Corporate Plan where we set out our ambition to provide high quality education, keeping children & young people safe, helping them access social and cultural opportunities and being a good corporate parent by created the best opportunities for children in care.
- 1.4 This work is further clarified in the Children's Services Directorate Plan 2014-2017, which has an annual update detailing the range of actions undertaken over the last year to support our city vision.
- 1.5 The City Council is to publish its Participation and Engagement Strategy this spring. The use of this approach with the City's children and young people is fundamental to achieving this vision.

2. RECOMMENDATIONS:

- 2.1 That the Committee note and support the ongoing work of the Partnership Forum.

3. CONTEXT/ BACKGROUND INFORMATION

- 3.1 Following the refresh of the city's Sustainable Community Strategy, it was decided to create a new overarching partnership forum to focus on all elements of children's services across the city.
- 3.2 The partnership forum has been designed to be discursive rather than decision orientated. It does not hold any budget or resource, rather it connects organisations and services together to consider how we can collectively deliver real results for children, young people and their families.
- 3.3 It creates a space where people that work in all areas of services to children and young people can come together and start talking about how their work could be better designed and delivered to meet need in the city.

- 3.4 A membership list was drawn together from existing partnership arrangements and includes the city council, health providers, Police, probation, schools and colleagues, Community and voluntary sector organisations and parent representatives.
- 3.5 The inaugural meeting was held in June 2014, was well attended and very positively received. A report detailing that event is given as Appendix 1.
- 3.6 Attendees at the June event gave many suggestions on what future partnership forum meetings could explore in more detail. Many asked for more time on Emotional Wellbeing and Mental Health. This was the theme of our subsequent meeting in December 2014, a detailed report given as Appendix 2.
- 3.7 Suggestions were also shared on how the voice of children and young people could be heard through the forum itself. It was decided that Brighton & Hove Youth Council would be approached and a session was held in February 2014. The young people heard about the work of the forum and fed back that they would like to be involved more fully in future sessions. They also had the opportunity to discuss and input their own ideas on the topics discussed at the wider meeting.
- 3.8 The partnership forum has committed to meet bi-annually and work through a series of suggested topics.
- 3.9 Members are clear that it is their responsibility to reflect on messages heard at events and take forward the thinking and further conversations back in their 'home' organisations or to continue discussions with partners.

4. ANALYSIS & CONSIDERATION OF ANY ALTERNATIVE OPTIONS

- 4.1 In light of our vision for children and young people in the city and our commitment to providing space for their voice to be heard through all we do, we need a mechanisation for bringing professionals and young people together. They can then hear about recent developments, talk through issues, start to formulate solutions and contribute to strategic thinking across the city.
- 4.2 This partnership forum provides the opportunity for that activity and is working well.

5. COMMUNITY ENGAGEMENT & CONSULTATION

- 5.1 In the creation of the Partnership Forum partners were consulted on their views via Brighton & Hove Connected, our strategic partnership.
- 5.2 There is now an established mechanism within the partnership forum for consulting and engaging with children & young people in the city.
- 5.3 Membership of the partnership forum is always subject to review to allow for a wide and representative membership.
- 5.4 Feedback is collected at each event to ensure the partnership forum remains useful and effective.

6. CONCLUSION

- 6.1 In conclusion, the two partnership forum events held so far have been well received and all parties want to build on this, see the work continue and develop over the coming years.

7. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

- 7.1 There are no direct financial implications arising from this report. The cost of Partnership Forum meetings can be met from within existing resources.

Finance Officer Consulted: Louise Hoten

Date: 06/02/15

Legal Implications:

- 7.2 *The function and work of the Children's Services Partnership Forum should assist the city in fulfilling statutory duties to promote the well being of children pursuant to the Children Act 1989 and 2004.*

Lawyer Consulted: Natasha Watson

Date: 27/02/15

Equalities Implications:

- 7.3 The Partnership Forum seeks to better understand experiences of our vulnerable children & young people, including those of protected characteristics, and to provide solutions to issues raised. Any work that city organisations or groups take forward as a result of conversations at the partnership forum would be subject to the usual policies and practices around equalities, including the public sector equality duty for due regard and the need for equalities impact assessments.

Sustainability Implications:

- 7.4 Through an effective partnership forum we can reduce potential duplication in service delivery and promote health and happiness in the city.

Any Other Significant Implications:

- 7.5 None

SUPPORTING DOCUMENTATION

Appendices:

1. Report from June 14 Children's Services Partnership Forum
2. Draft Report from December 2014 Children's Services Partnership Forum



Children's Services Partnership Forum

Report following the first meeting on 12th June 2014

Following the refresh of the city's Sustainable Community Strategy, Brighton & Hove: The Connected City, it was decided to create a new overarching partnership forum to focus on all elements of children's services across the city.

This new partnership is not a new governance structure and holds no direct budget accountability. It's a discursive group whose purpose is to allow the key stakeholders opportunities to network, problem solve and to jointly provide strategic leadership on our outcomes for children, young people and their families by working to a shared vision. It will connect organisations and services together to deliver real differences within the city.

This new forum will operate within the context of existing partnership arrangements. The forum can take a role in challenging those partnerships and recommending new arrangements when needed.

The inaugural meeting was held on 12th June 2014, agenda given below. It was well attended with officers attending from various departments within the city council, LSCB, health partner, Sussex Police, representatives from the business community and many community and voluntary sector leads.

The agenda included:

- Welcome from Tony Mernagh, Chair of Brighton & Hove Connected
- Keynote Speakers:
 - Pinaki Ghoshal, Executive Director of Children's Services, Brighton & Hove City Council
 - Graham Bartlett, Chair, Local Safeguarding Children's Board
 - Xavier Nalletamby, Chairman, Brighton and Hove Clinical Commissioning Group/Kathy Felton, Commissioning Manager, Brighton and Hove Clinical Commissioning Group
 - Lynn Thackway from City College was due to attend but unable to on the day
- Table discussions on partnership approaches, key messages given below.

Facilitated table discussions

Attendees were asked to sit at one of five themed tables and participate in facilitated conversations around challenges and then solutions, in the context of our current partnership arrangements for that theme. A wide range of comments and suggestions were made, a summary of which is given below with fuller notes given in appendix 1. Attendees could then move to a different themed table and continue the conversation there.

Being Healthy

Domestic violence and neglect were highlighted as two of the biggest barriers to a healthy life. There were also worries expressed about the rise in mental health issues amongst our children and young people. Schools were becoming increasingly aware of these issues at a younger age now – issues have appeared more in primary phase. There were concerns about a lack of coordinated support, particularly between age phases – the quality and availability can vary a lot. Solutions included better education for parents and carers around nutrition, exploring more links between benefits of music and mental health and looking at creative ways to better promote and use our range of outdoor spaces.

Keeping Safe

It was acknowledged that keeping safe can mean different things to different people, there may be a particular difference in opinion on this between adults and children. This is why professionals need clear thresholds and definitions to work to. One key to unlocking this problem is good data understanding and sharing across agencies. There is evidence of some great peer to peer work happening in our schools and non-school services could tap in to that more. The experience of children within the care system is inevitably different to those outside and the importance of the role of a trusted (and consistent) keyworker was acknowledged in terms of supporting them.

Social / Personal Relationships – getting on well

The groups spent time establishing what this meant. It was felt this topic included volunteering and participation, tackling anti-social behaviour and cross generational relationships amongst other things. It was felt there was some good signposting work within the city – letting children, young people and their families know what social opportunities there were but this could be improved on. Could there be a dedicated website around our local offer for all young people – listing all clubs, sports groups, outdoor spaces etc. Attendees wanted to set an ambition of zero tolerance of bullying. There were also ambitions about making the city's cultural offer fully inclusive so all children and young people could participate.

Schools as part of their community

Some felt that local school offers were currently working in silos with a focus around the individual schools rather than community clusters. Could funding be pooled more

in community areas? It was acknowledged that schools are under a lot of pressure both in terms of 'holding' a lot of our troubled children but also the expectations around attainment and bridging inequality gaps. It was felt that the formation of the Multi-Agency Safeguarding Hub (MASH) and the Early Help Hub would support a better flow of information about children that need support, particularly from schools to other agencies. Schools can feel overwhelmed by the range of support available to them – anything that can be done to streamline pathways in to services is helpful. Attendees wanted to hear more celebrations about the good work that schools are already doing in their communities – this can then be built on. It was agreed that more schools should be invited to this forum.

Skills for work

Apprenticeships were discussed and it was acknowledged that the prevalence of SME business in Brighton & Hove created a challenge in finding suitable places plus the number of opportunities was reduced due to lack of large employers. Universities and colleges need to be better at understanding the labour market and providing the right courses and career guidance accordingly. Schools are still driven by academic results so could there be more creative thinking around alternative provision. There were opportunities provided by the rise in participation age and we need to capitalise on these. There were concerns about vulnerable groups such SEN children and young people where options like apprenticeships might not be entirely suitable. It was felt a lot of solutions could be found by greater partnership working.

Key emerging themes

It was clear from the discussions that there were some common themes or areas of concern coming through the varied discussions. The main themes are listed below. The partnership forum can take this work forward in a variety of ways, including

- Focussed discussions / activities at future meetings
- Facilitated workshops at other times
- Encouraging networking and officers working together on shared work areas
- Encouraging existing partnerships to take forward specific areas of work
- Escalating ongoing concerns to relevant management teams

Key themes and areas of concern currently within the city's children's services

Adolescents – the cost and poor outcomes for our vulnerable groups

Mental Health and Emotional Wellbeing

Children's Partnership's review – more detail is needed to share with the forum on this

Joined up services – how to do this better with less

Links with adult services – both for transition for young people 18+ but also the need to support how parents, families and carers are supported due to the impact on their children.

A child friendly city – exploring what this means and how we set our ambitions

Date sharing – are we sharing enough and acting legally?

Domestic violence and neglect – both major areas of concern for our children and young people with a significant impact on outcomes

The voice of children & young people – how can we ensure this is consistent and genuine
Safeguarding – how to further promote, alongside the LSCB, the understanding that this is everyone's responsibility

This is not an exclusive list of the themes coming out of discussions but provides a more focussed list of areas for further exploration.

It is important to note that these are emerging themes that need exploring in the context of our challenges, the main one being increasing need set against decreasing budgets.

Members of the forum should take opportunities to share and take forward concerns raised and ideas created back within their 'home' organisations regardless of whether a future partnership forum meeting discusses that particular topic or not.

Existing partnerships relating to children and young people and their families

It became apparent from the conversations that more information was needed around the range of partnerships already in existence before an informed assessment of gaps or potential overlap could be completed.

Forum members wanted more information on who sat on the various partnerships and what their remits were. This data will be compiled and shared.

Event feedback

The event was successful, being well attended with good feedback received. Participants found it a good use of time, helpful networking event and many great ideas were recorded.

It was hoped that future meetings could feature increased diversity on the panel including by gender and sector representation, eg would like to have heard from a Head teacher.

It was also commented that future meetings must be an equally good use of participants time and set the agenda appropriately to ensure the energy is maintained.

It was hoped that more adult services representatives could attend future events.

Brighton & Hove Connected (Previously known as LSP) and the agreed next steps

The new forum and its success was discussed at the June Brighton & Hove Connected meeting. Ideas were shared on the next steps. It was agreed that

- The new forum would continue to have no set chair but use a diverse panel to lead the sessions
- Pinaki Ghoshal as the Director of Children's Services will remain the key link back to Brighton & Hove Connected
- The forum would conduct a small yet focussed partnership review ensuring there is no duplication going forward
- Future forum meetings will be focussed on partnership working, key barriers and shared outcomes in light of increasing budget pressures.
- The partnership as a whole would meet bi-annually but members are encouraged to make links and work together more throughout the year.

Contacts

If you have any queries on this please contact:

Carolyn Bristow
Service Development Officer
Children's Services
Brighton & Hove City Council
01273 293736
Carolyn.bristow@brighton-hove.gov.uk

Simon Newell
Partnerships and External Relations Manager
Brighton & Hove Connected
01273 291128
Simon.newell@brighton-hove.gov.uk

Appendix 1: Full notes from the table top discussions

Being Healthy

- Domestic violence is one of the biggest issues / barriers with concerns over impact on children including mental health
- Neglect being another large issue to tackle
- There is under participation of girls in sport generally
- Children are becoming less active – more time spent on IT
- There is a negative link with mental health / obesity
- There is a challenge of knowing what services are available to support children when they are discharged from hospital
- Increasing rates of children with self-harm with questions on how to spot and intervene earlier for both girls and boys. We need a good pathway for this work.
- Recognising more of youth workers and developing a pathway at an earlier stage
- Link with children into justice system
- Lack of support across ages – can be a lack of clear pathways
- Children being diagnosed with ADHD as a result of the impact of domestic violence
- Schools more aware of issues, at least from year 6
- Rising population in schools and changing population – eg BME – are services realigned appropriately?
- Pressure on young people – peer pressure, exams, how to make it manageable?
- Is there a systemic culture of bullying – GPs giving sick notes for children – parents being bullied by the benefit system? Children under pressure because parents are themselves.
- Recognise additional barriers in deprived areas / families – early help should be focussed here
- Time management – work / life balance for individuals – prioritising good behaviour
- Issue of children being less active, less open spaces, importance to access the outside spaces
- Importance of parents modelling good behaviour
- Importance of joined up services – problem of services not being joined up, wasting time and resources because of lack of communication
- Some very good individuals but not joined up systems. Due to demands and accountability – importance of supervision.
- DV – issue of women's guilt as they become aware of impact on children. Will get messages reinforced by Health Visitors / GPs who don't understand whole situation. Need to be able to work on own needs plus children's. Peer support valuable – can be less judgemental.
- Support for children living with DV – can be in early years setting. Rise do some of this. Family groups – parents and children groups. Nurturing environment in pre-school and therapeutic types of play and buddy systems

- Schools eg circle time to support children. Children at risk need to be highlighted to school staff. Balance: system v reality
- DV – recognise impact on children / YPS – resources tend to be focussed on the mother
DV – there is some good joint work with Police / Rise
- DV – Police trial in W Sussex – flag to GP every time attend when child presented at school with suspected DV at home. School needs to be aware that change in behaviour may be due to DV. Police need 1 email → Health and 1 to schools
- Importance of professional curiosity
- Data protection - Issue of parents having access to their children's information as well as barriers between agencies
- Info not shared because not deemed to be safeguarding. Is the definition right? How is safeguarding interpreted? Should be wide as info is relevant.
- Need to be better shared understanding - protocol for sharing across agencies. Citywide agreement.
- Neglect is biggest area child abuse – mostly due to DV
- Case in Norfolk – arrested parents of obese child – again, linked to neglect. Can be seen to be a lack of enforcement in B&H on this issue. It can be hard when we (agencies) do not always have a shared definition.
- When is lack of health neglect → need to get standards agreed
- Young people centre – have to mop up demand from statutory service eg 2 years wait for counselling – too long. Having to hold cases until interventions are available. Are our mental health services in the city fit for the changing need?
- Issue – what caused need for psychotherapy – how could this be prevented?

What can we do?

- Need for better education for parents – we abdicate responsibility to parents some of whom don't know basics of nutrition
- Lack of coordination across adults and children's services – need to work closer.
- Parents getting support for mental health problems but impact on children not considered
- Music Board link with Public Health – different conversations – looking at the impact on mental health
- Need to look at joint children / adults commissioning
- Should map priorities of different partnerships
- Who is in charge? Delivery model keeps changing – don't know who to go to
- What access people have to city's offer of outdoor space and what can promote being healthy – significant inequalities across the city as a whole
- Have one website with lots of signposting – a Local Offer for Young People?

Keeping Safe

Challenges

- Keeping safe can mean different things to different people. How a CYP feels they are keeping safe can be different from our perceptions as professionals / adults. Defining what is safe is important.
- What does better communication / collaboration actually mean in practice?
- Children and young people our focus but also how parents / family are doing – role modelling and whole family wellbeing.
- Experience of Break4Change shows incidences where YP's relationships to adults and other YP have very blurred boundaries
- Police experience working with young women involved in sexual exploitation
- Challenge - The time it takes to build trust in order to surface problem and open dialogue. Solution can be to have 1 point of contact.
- SafetyNet experiencing YP in very difficult and sometimes serious situations – requires help for YP to make good decisions and stay safe
- Effective supervision for staff is key in ensuring staff are effective in their practice
- We don't always understand how the YP sits in the system (YP operate in groups – peer norms). We need to be better understand using the intelligence held collectively by a range of agencies [Links to concept of professional curiosity]
- We need enough skilled people in the right place to respond. There is a large group of YP 'in the middle'
- Concept of the 'city child' is interesting– how do you coordinate individual services to have a better overarching sense to City Wellbeing. Partnerships each hold a piece of this – but they are not connected – not enough 'flow' between them.
- How do we take the good experiences and role models where CYP are thriving and apply it to those doing less well?
- Fantastic peer-to-peer work in schools that we need to tap in to more
- The influence and world of social media within which CYP engage are sites of potential risk. We need to understand and keep up as professionals.
- CYP's sense of space is much wider than their immediate neighbourhood / locality / city.
- LAC Children's experience very different to other children. The key trusted worker with whom the CYP attaches may be in a variety of places (family, different agencies) we need to ensure all those people know what is safe and when to act
- 2 universities have a wealth of YP – could they be encouraged to support this message perhaps via secondary schools- a more relevant role model? Universities have participation teams and student ambassadors (LAC teams use them) can we extend this?
- Housing and homelessness issues impact - temporary accommodation stock can be very poor and less than safe for YP in this situation.

Ambitions

- Ask on schools in increasing – school staff not always feeling safe
 - § Important to have alternatives to school staff for CYP
- Outcomes required between school and other agencies may be different
 - § Interagency discussion to develop a multi-agency team around sexual exploitation both girls and boys. Linking to action on truancy
 - § A clear pathway with workers to highlight the key indicators around keeping safe . Bullying → Truancy → sexual exploitation etc.
 - § Ensure the participation of all agencies in the Early Help Hub and the MASH
 - § Important we help parents / families to understand what keeping safe means
- SafetyNet – child protection training, you see parents recognising the issues
- How many of these partnership boards have YP on them? Representation is there but issue is where YP have wide representation that it is meaningful and they have influence. Work is ongoing to improve this.
- Good example Blatch Mill School with elected pupil commissioners having genuine influence on school decision making we can learn more from that
- Possible to use the Break4Change video would it work on a wider scale?
- Early intervention – reducing safeguarding issues further down the line
- Clear messages to all communities in the City – what is safe (experience of smoking campaigns – children educating the parents). But education has to come from more places than schools.
- The importance of communities in addressing the issue, harnessing community networks

Using Partnerships to achieve our ambitions? Other forms of collaboration?

- There is lots of informal meetings where good work is done
- LSCB has focus on CP needs and is moving towards issues earlier on in a keeping safe pathway
- EHH and MASH should be a key tool for moving forward in this issue
- No-one really knows what all the current Boards etc do so it is difficult to have an overview
- School cluster system may need looking at – make sure there are good external non-school partners., working together is key.
- Feels too many partnerships, too varied to have any overarching engagement with
- Importance of one trusted individual for families that cuts through the service complexities and strategic complexities above
- The strategic work needs to be transparent but not so complex that it can't be understood. It needs to be able to connect to life at a community level
- Process has to be bespoke to the need – joined up strategic - local personalised delivery
- Clarity around what a child in need of help can expect to get from the 'city'.

Social / Personal relationships – getting on well

Clarified what we meant – looking at:

- Families / social capital
- Volunteering / participation
- Young carers
- Wellbeing in a child friendly city
- Anti-social behaviour
- Cross generational relationships
- Children's wellbeing → whole community wellbeing)

Challenges

- Recognising / celebrating what goes on and what goes well and building on this: clubs, teams, organisations etc: participation / volunteering
- Making these inclusive eg cost issues, access issues eg fees, subs, bus fares
- Making sure people know about these opportunities
- Variety and diversity
- Recognising that most children are doing well, do behave , do participate and volunteer
- Identify key areas of focus for use of reducing resources – know the profile of the city well
- Early help – building resilience
- Difficulty in providing services eg CAMHS in child-centric settings, which are accessible as appropriate. Limited resources do not help this challenge. Ideally services would be offered in a range of ways that meet the needs of all children.
- Bullying – may be reducing with some very good practice but still exists (evidence from SAWS survey)
- Some suggested areas of focus: children with mental health issues; children who do not readily build relationships eg young carers
- Ensuring that interventions are evidenced based: this takes time, requires strong relationships between agencies and must be given priority
- Developing emotional literacy: starting early – family support, pre school settings

Ambitions

- Zero tolerance of bullying
- Strong youth work / play services in local communities, as universal as we can make it, not just targeted: somewhere to go / someone to speak to / something to do – for young people, young children, young families
- Define or signpost CAMHS more effectively: consider exploring the wellbeing service model for adult mental health services
- Be clear about the shared strategic intention for achieving a 'child friendly city' and how our various resources can be used to do this
- Arts / Music / Cultural offer which is inclusive and which attracts and moves forward those who would not naturally see this as something for them
- Front end coherence: what does it all look like to children, young people, families

Using partnerships to move this work forward

- LA should not try to do everything! Identify key areas of focus and who can do the other things; don't try to be expert in all things – use expertise from around the city
- A local offer 'for young people / children's opportunities' drawing on existing directories
- Ensure there is a good understanding of the various community organisations and what they offer → guiding young people into local centres (more accessible) rather than bringing them into central provision
- Professionals know each other and work together well – respect rather than irritation
- Shared commissioning of youth work : ensuring that there is available in a non-institutional / non-threatening way

Schools as part of their communities

Challenges

- Pooling of funding? How can schools best spend money?
- Pressure of attainment targets on schools
- What do schools hope to be in their community?
- Can be a lack of joined up approach – each school is individual and depends on Headteacher / Senior Leadership Team
- Forums and partnerships not often connected to one another (eg Sports)
- Communication challenge – how to have greater awareness of what is going on?
- Not sure how the different partnerships can support schools as main hub in the community? Needs clarifying.
- Expectation on school as being the hub in the community from parents
- Current pressure on schools – impacts on services – attainment – pressures – difficult to reach schools
- Particularly secondary schools – people travel more widely – what does community mean?
- Child abuse (neglect) and Domestic Violence big issues where Police can find it difficult to contact school quickly enough. What and who to contact? Ensuring relevant information gets to all involved can be difficult
- How do schools feed their concerns into the system?
- Info sharing between GPs and schools – hope MASH and EHH will help this to be better
- Engagement between schools and businesses could improve – more contact and more understanding
- Could there be central points of contact in to schools?
- Can the Learning Partnership help support school clusters and ensure a multi-agency approach?
- Large numbers of services on offer to schools – difficult to sift through options, they can feel overwhelmed
- Schools purchase what they know / familiar – how do we encourage use of other services?
- Are different sectors invited to Initial teacher training – NQT events?
- How can we build on good relationships with schools and businesses and employers?

Ambitions

- Schools to be the Hub of the community – but define what that means
- All schools are good and outstanding regardless of where they are – work with a range of partners to do this
- Key engagement with families – how is Headteacher able to be visible when so busy?
- Creative approaches needed to engage families
- Parents have good clear info how to access support
- More celebration of what is happening
- Capture the enthusiasm that is there → build on what is happening already
- Voice children and young people is heard

- Targets – collected on CME (attendance / truancy at schools)
- More integration of schools with the services
- More cross phase success in communication – secondary as well as primary
- Clear who in school you need to speak to – someone responsible
- Everyone knows what data / information can be shared – everyone sees safeguarding as other responsibility
- IT systems support all the above – information sharing is easy
- Parents see school as their community
- Early help really working
- Practical, obvious and evident engagement eg as seen at Moulsecoomb
- See more parental engagement at secondary
- Better understanding both ways between schools and parents
- Outward facing and partnership focus for schools

Using partnerships?

- Recognise the diversity of our city more
- Could parents / carers be more involved in the partnerships?
- Education conference for parents?
- Better more creative use of school buildings
- BACA sports facilities – are they being used widely?
- All partnerships to have child at centre of strategies eg transport partnership
- More school representatives should be here today
- Support all headteachers on their understanding of various areas – joint training
- Partnerships to share knowledge more widely → need better systems to do this
- Training not to be in half term – such as Female Genital Mutilation forum
- Integrated approaches with schools → sharing information through Learning Partnership
- What does the voice of education look like in MASH and EH Hub?
- Vulnerability index more widely communicated
- Use school partnerships already in existence
- Explain how things work to a broader audience – starting with Council
- Hear from children / young people – schools councils → their voice in our partnerships – how to engagement them on their terms
- Communications from chairs of clusters would be helpful
- Leadership role of council
- CVS to know who to approach in schools

Skills for Work

CHALLENGES

- 1) Apprenticeships
 - a) Funding for training element previously given directly to training providers. Will now be given to businesses who will then seek out the training they require for their Apprentices.
 - i) Majority of SMEs in B&H. This will be a big disincentive for them.
 - ii) Businesses will be asked to pay towards the training for 16-18 year olds where previously it was free
 - iii) Difficult for training providers to forward plan as they won't be able to predict demand
 - iv) Will impact on LA duty to offer learning opportunities to all 16 and 17 year olds
- 2) Readiness for work
 - a) Feedback from businesses locally and nationally is that young people are lacking the key employability skills that they need to move into employment
 - b) Are employers asking too much? Don't they have a responsibility to develop at least some of these skills in young people?
 - c) Where should young people be developing these skills? School, college, volunteering, home etc?
- 3) Generations of worklessness and subsequently hopelessness in families.
- 4) We have two Universities
 - a) University students studying in the city and those choosing to remain after graduation are filling many of the low skilled jobs
 - b) Current partnerships do not have sufficient links with the Universities
 - c) Do we know our local Universities well enough?
- 5) Labour market information
 - a) Schools, colleges and perhaps even Universities are not taking enough heed of labour market information when curriculum planning and delivering Careers Guidance IAG
- 6) Too many low wage, part-time and zero hours contract jobs in the city
- 7) School systems are driven by academic results
 - a) Introduction of Progress 8 to replace previous 5 GCSEs A*-C as a measure of school and LA success
 - b) GCSE and A level reform
 - c) English baccalaureate
 - d) etc
- 8) Raising of the Participation Age (but more an opportunity)

- 9) Vulnerable groups such as young people with SEN
 - a) Lack of links with adult services for transition purposes but also where similar issues might occur – opportunity for sharing of good practice
 - b) Apprenticeships are not really an option – employers are not confident in employing a young person with physical or learning difficulties and the qualification framework is not often suitable
 - c) SMEs in particular often lack the capacity, knowledge or experience to take on a young person with SEN. E&D policies may be lacking.

AMBITION

- 1) Greater partnerships
- 2) Valid and meaningful work experience pre-16
- 3) Aspirational families with routeways out of worklessness
- 4) Young people, parents and professionals using LMI to better understand the local employment opportunities
- 5) A future proof city where we are teaching the young people the skills for tomorrow's jobs that may not even exist yet
- 6) Entrepreneurship taught as part of the curriculum
- 7) All young people value remaining in learning regardless of RPA
- 8) SMEs are supported to take on Apprentices and to forward plan (to address challenge number 1)
- 9) Our ambitions are Greater Brighton ambitions
- 10) We value the impact that culture and the arts can have on young people's resilience and emotional well-being
- 11) We work with businesses to challenge the misconceptions that all young people lack the skills for work
- 12) We see, value and promote the positives of our young people. They have skills and talents that we don't have and a confidence around modern technology that is second to none.
- 13) Commissioning meaningfully involves young people where appropriate
- 14) Large businesses in B&H working in partnership with SMEs to develop E&D policies and disability awareness
- 15) Businesses are supported to understand the needs and particular talents of young people with disabilities
- 16) We invest in the importance of volunteering



Children's Services Partnership Forum Report following the meeting in December 2014

Why have a Children's Services Partnership Forum?

Following the refresh of the city's Sustainable Community Strategy, Brighton & Hove: The Connected City, it was decided to create a new overarching partnership forum to focus on all elements of children's services across the city.

This new partnership is not a new governance structure and holds no direct budget accountability. It's a discursive group whose purpose is to allow the key stakeholders opportunities to network, problem solve and to jointly provide strategic leadership on our outcomes for children, young people and their families by working to a shared vision. It will connect organisations and services together to deliver real differences within the city.

This new forum will operate within the context of existing partnership arrangements. The forum can take a role in challenging those partnerships and recommending new arrangements when needed.

The December event

The event was held on 1st December at the Brighthelm Community Centre and was well attended with over 50 people signing in.

Tony Mernagh chaired proceedings and explained that much work had progressed in the six months since the first event in June, including the circulation of a high level data sharing agreement for the city.

Cllr Sue Shanks welcomed people to the event, spoke about the difficulties we were facing in terms of budgets and the need for collective service providers and users to work closer together in future.

Pinaki Ghoshal then introduced some of the current context for children's services across the city. This included recent developments such as establishment of an early help hub and our multi-agency safeguarding hub, work progressing on school place planning across the city, a drive to get more apprenticeships and recent budget proposals.

Guest speakers

Wook Hamilton spoke about the Right Here project that has been running for five years in Brighton & Hove. It's a young people led project promoting mental and emotional wellbeing. She also shared a video which can be viewed on YouTube here: <https://www.youtube.com/watch?v=A14hY4GHseo>

Richard Chamberlain is the Deputy Head at Blatchington Mill School and Sixth Form College and spoke about the range of pressures facing secondary aged young people in the city. He gave an interesting insight in to the range of mental health issues that are affecting young people at the moment.

Helen Gulvin is an Assistant Director within Children's Services at the council and she gave an overview of a proposed new service directly targeted at our most vulnerable young people in the city. This new service would look to better support those at risk of entering the care system in adolescence and to provide a more holistic day and night service.

Facilitated themes table discussions

The four themes were

- Mental health in schools
- Family support and emotional wellbeing
- Drugs, alcohol and mental health
- Crisis services

Here is a summary of what was heard across all four of the themed discussion groups

Some of the main points made included:

- More services need to be available outside normal office hours (eg 9-5), people need help at weekends and in evenings too!
- Good practice is too patchy across the city – all schools and services need to be good at supporting vulnerable young people
- Lots of information and support is already out there – but does everyone know where to find it? Could things be better signposted?
- The problems often sit with parents / families but end up affecting the young people eventually
- Drugs and alcohol is a big problem for the city
- People need to be aware of the pressures young people are under at exam time
- How can we deal with increasing need when there is less money to spend? How we can work better together to do this?
- Let's get things right first time
- Remember some of the things we used to do – don't always need to reinvent the wheel
- Let's deliver services around children and young people – not the other way around
- Relationships are key – having a trusted adult at the centre of the work
- The interface between services for children and young people and then adults is really significant
- Information sharing across agencies is a key concern and / or solution
- Do services users (or professionals) always know where to go for the right help?
- The role of parents / carers is really important

The event was designed to:

- Increase shared understanding of emotional wellbeing and mental health of children & young people in the city;
- Understand what is in place to support children and young people in terms of mental and emotional wellbeing and identifying what works well as well as the pressure points in the system;
- Increase understanding and opportunities to consider the importance of transition points throughout a young person's development, such as starting secondary school, entering exams, leaving school;
- Understand the role and value of universal services (e.g. schools, GPs) in terms of mental health and emotional wellbeing; and

- Inform the developing thinking about a strategy for emotional health and wellbeing for children and young people and how new pathways might be developed and services commissioned.

Feedback

30 feedback forms were completed – with the vast majority of respondents scoring highly or very highly that it was interesting, a good use of their time and relevant to their job.

It was clear that the speakers and the discussion time were valued equally with 25% of respondents citing 'All of it' as the best part of the day.

There were many useful suggestions made on potential topics for future events. These include importance of transition points (eg starting school, primary to secondary, exams or into adult services), early help and prevention, early years, child sexual exploitation, domestic violence and skills and employment.

Young People Involvement

Feedback from the first event in June suggested that we worked closer with Young People themselves, giving them an opportunity to scrutinise what is being said about their services and then to be able to input to the conversation themselves.

An event was held with some Youth Council representatives on 27th January 2015. They provided feedback on the issues discussed at the main forum event.

Some of the main points made included:

- Social media sites can be negative towards mental health, e.g. pro-anorexia websites, Ask FM and positive, e.g. Tumblr – or sometimes both
- Mental Health is felt to be a big issue in schools, especially amongst girls, but it was felt that schools do not do enough to respond to this
- Self-harm, mental health and depression are not spoken about in PSHE lessons
- People are too embarrassed to discuss mental health difficulties in schools
- Transition issues can be very critical
- Mental health issues need to be seen as serious as medical issues
- Self-harm needs to be seen as a bigger issue which needs to be taught about in school, as well as eating disorders
- There should be more specialist workers coming into schools and colleges to speak to young people about drugs and alcohol, so they know more about the negative effects of different drugs, including 'legal highs'
- A suggestion was made about developing a pool of young people in each school and college to be available to their peers, they will have inside intelligence – this might be similar to the 'buddy' scheme, to speak to their peers to help rather than judge them, as young people often won't talk to teachers or authority figures
- Two main reasons why young people drink/take drugs: 1) 'to have fun', but not aware of the damage and do it because of peer pressure 2) 'Self Abuse', affects mental wellbeing, too ashamed to admit or embarrassed/scared to admit it or sometimes crossed both, i.e. to take the 'pain' away, to feel 'free'.
- Adults need to be more aware of issues facing young people
- Schools are aware of the issue, but don't always do much about it
- Schools to better advertise where young people can go for help and support

Next steps

The Youth Council reps felt that they should be part of the wider forum meeting so future events will be organised with that in mind.

It was clear from the discussions both in December and at the inaugural meeting in June that there were some common themes or areas of concern coming through the varied discussions. Some of the main themes are listed below. The partnership forum can take this work forward in a variety of ways, including

- Focussed discussions / activities at future meetings
- Facilitated workshops at other times
- Encouraging networking and officers working together on shared work areas
- Encouraging existing partnerships to take forward specific areas of work
- Escalating ongoing concerns to relevant management teams

Suggested items for future forum meetings or communications

- Adolescents – the cost and poor outcomes for our vulnerable groups
- Joined up services – how to do this better with less
- Links with adult services – both for transition for young people 18+ but also the need to support how parents, families and carers are supported due to the impact on their children.
- A child friendly city – exploring what this means and how we set our ambitions
- Data sharing – are we sharing enough and acting legally?
- Domestic violence and neglect – both major areas of concern for our children and young people with a significant impact on outcomes
- The voice of children & young people – how can we ensure this is consistent and genuine
- Safeguarding – how to further promote, alongside the LSCB, the understanding that this is everyone's responsibility
- Children at Risk of Sexual Exploitation and Missing Children – an area of much concern and a lot of activity at the moment in the city

The Youth Council representatives also suggested the following as potential topics:

- Jobs and careers advice
- More Political education needed in schools

Members of the forum should take opportunities to share and take forward concerns raised and ideas created back within their 'home' organisations

regardless of whether a future partnership forum meeting discusses that particular topic or not.

Contacts

If you have any queries on this please contact:

Carolyn Bristow
Service Development Officer
Children's Services
Brighton & Hove City Council
01273 293736
Carolyn.bristow@brighton-hove.gov.uk

Simon Newell
Partnerships and External Relations Manager
Brighton & Hove Connected
01273 291128
Simon.newell@brighton-hove.gov.uk

Subject: Admission Arrangements for Brighton & Hove Schools 2016/17

Date of Meeting: 9 March 2015

Report of: Executive Director of Children's Services

Contact Officer: Name: Michael Nix **Tel:** 290732

Email: Michael.nix@brighton-hove.gov.uk

Ward(s) affected: All

FOR GENERAL RELEASE

1. PURPOSE OF REPORT AND POLICY CONTEXT

- 1.1 Each year local authorities must consult upon school admission arrangements and school admission numbers with community schools and voluntary aided schools, neighbouring Local Authorities and with parents living in the city. This process includes the proposed admission priorities for community schools and those proposed by the governing bodies of own admission authority schools (voluntary aided schools, free schools and Academies). This consultation takes place approximately 18 months in advance of the school year in which pupils will be admitted under the proposed arrangements. The consultation papers for the 2016/17 admission year for Brighton & Hove are attached as Appendix 1.
- 1.2 Local authorities must also set out schemes for co-ordinated admissions, including key dates in the admission process, and also the arrangements for consultation with own admission authority schools in the city and with other local authorities. They also establish the area (the "relevant area") within which the admission consultation should take place.
- 1.3 The consultation process must have been concluded by 1st March 2015, with a minimum of 8 weeks consultation time. This requirement has been fulfilled and the consultation period ended on 28 February 2015. The City Council must have reached its decisions and confirmed its admission arrangements for 2016/17 by 15th April 2015 in order to conform to the requirements of the School Admissions Code.
- 1.4 At the time of drafting the report, the consultation process had not been concluded. Any further responses will be reported to the Committee at its meeting. All recommendations should be read with this in mind.

2. RECOMMENDATIONS:

- 2.1 That the proposed school admission numbers set out in the consultation documents be adopted for the admissions year 2016/17.

- 2.2 That the admission priorities for Community Schools set out in the consultation documents be adopted for all age groups.
- 2.3 That the Council should review the final version of the Cardinal Newman Catholic School and King's School admission arrangements (as amended in light of the Diocesan response and parental and school responses) to decide whether it should comment further.
- 2.4 That the co-ordinated schemes of admission be approved.
- 2.5 That the city boundary be retained as the relevant area for consultation for school admissions.

3. CONTEXT/ BACKGROUND INFORMATION

- 3.1 The admission numbers in the consultation reflect those previously agreed for 2015/16, with the exception of King's School, whose admission number has reduced by 25 to 100 due to the delay in finding a permanent site, Patcham High School, whose admission number has increased by five to 215, and the Bilingual Primary School, whose admission number has increased by 30 to 90 due to the school's move to a larger site.
- 3.2 The proposed admission arrangements and priorities for community primary and secondary schools are set out in detail in the attached Appendix 1, the consultation document sent to schools, neighbouring local authorities and the diocesan authorities. The Brighton Aldridge Community Academy and Portslade Aldridge Community Academy will retain the same admission priorities as community secondary schools for the admissions year 2016/17, although they act as their own admission authorities. City Academy Whitehawk will likewise retain the same admission priorities as community primary schools for the admissions year 2016/17.
- 3.3 In the course of the school and governor consultation process the Council asked schools to use their newsletters and other forms of regular parental communications to inform parents of the parental consultation process via the Council website (and hard copy if required). A letter was also sent to local early years providers asking them to draw parents' attention to the consultation. The parental consultation was published on the website and was available via a link to the Council's consultation portal. This is attached as Appendix 3.
- 3.4 The co-ordinated schemes of admission for primary and secondary schools (Appendices 4 and 5) set out the admission arrangements and relevant dates for each part of the school admission exercise and the arrangements for coordination between admission authorities. The overall purpose of co-ordination is to ensure that each pupil receives one offer of a school place, so that different admission authorities are not holding open places for pupils that will not be taken up. It also ensures that the admission process takes place in a timely fashion. The in-year arrangements (Appendix 6) are not subject to set time scales, so the same document can be used from year to year, although annual consultation will still take place.
- 3.5 Periodically the local authority must determine what is known as the "relevant area for consultation". This area will include the schools and other admission authorities (such as voluntary aided schools) that should be consulted on admission arrangements. A relevant area may be either the local authority area, less or more than that, or may

include part of neighbouring local authority areas. The whole of the local authority must be included in one or more relevant areas. Some larger authorities sub-divide into smaller areas for consultation purposes. In Brighton & Hove the relevant area has been set as the city boundary. Whilst there is some cross-border movement of pupils, it has not been seen as significant enough to warrant a cross-border relevant area. The proposal in this year's consultation is to retain a relevant area coterminous with the city boundary.

4. ANALYSIS & CONSIDERATION OF ANY ALTERNATIVE OPTIONS

- 4.1 The City Council is required in law to review its school admission arrangements every year, although following the Education and Skills Act 2008 this changed to once every three years if no changes are made. The consultation is intended to identify alternative proposals for admission arrangements. Issues raised by schools and parents will be set out in the appendices to this report.

5. COMMUNITY ENGAGEMENT & CONSULTATION

- 5.1 The Council scrutinised the voluntary aided (VA) and free schools' proposed admission arrangements for 2016/17. VA schools are required to consult their religious authority (in this case the Diocesan Authority) before consulting others. The Council will review the final document published by the governing bodies before deciding whether it should comment or act further.
- 5.2 Parental responses to the consultation will be set out in Appendix 7.
- 5.3 School responses to the consultation will be set out in Appendix 7.
- 5.4 No responses to the Council's proposed arrangements for community schools had been received at the time of writing this report from neighbouring local authorities or the Church of England or Roman Catholic Diocesan authorities.

6. CONCLUSION

- 6 The City Council must conform to legislative requirements on the publication of admission arrangements which reflect the requirements of the Admissions Code. The recommendations ensure the City Council's compliance, and reflect the body of debate and consultation which has taken place around admission arrangements in Brighton & Hove this year and in previous years.

7. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

- 7.1 It is not possible to quantify in detail the financial implications of these recommendations. However, any changes to admission arrangements or patterns may impact on the numbers of pupils at individual schools and therefore individual school budget allocations which are largely driven by pupil numbers.

Finance Officer Consulted: Andy Moore

Date: 17/02/15

Legal Implications:

- 7.2 Section 88C of the School Standards and Framework Act 1998 as amended by the Education and Skills Act 2008 requires admission authorities to determine before the beginning of the school year, the admission arrangements which are to apply for that year. The determination must be preceded by consultation with a prescribed list of individuals and bodies, including governing bodies of schools within the LA, parents of children between the ages of two and eighteen, and neighbouring admission authorities. Consultation must be completed by 1st March in the year preceding the admission round, and should be for a period of no less than 8 weeks. Admission arrangements must conform to the Admissions Code which sets out acceptable and unacceptable admission arrangements and priorities. Admission Authorities must determine their admission arrangements following that consultation by 15th April.

Any person or body who considers that any admission arrangements are unlawful or not in compliance with the Admissions Code or the relevant law can make an objection to the Schools Adjudicator, although an objection about an admissions authority's decision to increase or keep the same PAN cannot be brought. .

Lawyer Consulted: Serena Kynaston

Date: 18/02/2015

Equalities Implications:

- 7.3 Planning and consultation for school admissions procedures and school places and the operation of the admission process are conducted in such a way as to avoid potentially discriminatory admissions priorities or planning processes. The city council and own admission authority schools' governing bodies must be mindful of bad practice with regard to equalities issues as described in the School Admissions Code.

Sustainability Implications:

- 7.4.1 School admission arrangements are intended so far as it is possible to provide pupils with local places where they have asked for them. The planning of school places for the City takes into account the changing population pattern and resultant demand for places. The current pattern of parental preference is reflected in different schools operating both over and under capacity. In planning for school places the Council will have regard to sustainability priorities and seek to provide local places and places which are accessible by safe walking and where possible cycling routes and public transport wherever this is possible.

Any Other Significant Implications:

- 7.5 Any change to school attendance patterns and pupil numbers will impact directly on resource allocation both revenue and capital, and on the Council's ability to meet parental expectations on school places. Pupil data and broader population data are used to identify the numbers of school places required and where they should be located. This feeds into the capital programme so that resources are allocated where they will have the most beneficial effect.
- 7.6 The allocation of school places affects all families in all parts of the city and can influence where people choose to live. Failure to obtain the desired choice of school

can create a strong sense of grievance. The process of expressing a preference and if disappointed, entering an appeal can create intense anxiety for many families in the city. Admission arrangements together with school place planning are framed in such a way as to be mindful of supporting the needs of communities.

SUPPORTING DOCUMENTATION

Appendices:

1. Admission consultation document for schools including proposed admission numbers.
2. Proposed Admission Numbers
3. Parental consultation document.
4. Coordinated scheme of admissions – secondary.
5. Coordinated scheme of admissions – primary.
6. Coordinated scheme of admissions – in year
7. Summary of school and parental responses to the consultation (to follow)

Documents in Members' Rooms

1. Consultation responses from schools and parents (to follow)

Background Documents

1. Consultation documents from schools and parents (to follow)

Admission Arrangements for Brighton & Hove Schools 2016/17

Governing Bodies of all maintained schools and Academies in the City are invited to give their views on the proposals for admission arrangements to Community Schools. The responses to this consultation will be presented to the Children and Young People Committee at a meeting in March 2015. The admission arrangements will be ratified by a meeting of the full Council. The consultation will also invite comment from parents in the City who have a child or children between the ages of 2 and 18 years of age. Parents will be directed to the consultation materials through a press release and may access the consultation through the Council website, or by accessing a hard copy. Schools are also asked to draw parents' attention to the consultation by inserting the following paragraph into their newsletters:

We would like to inform parents that Brighton & Hove City Council is currently consulting on admission arrangements for the 2016/17 admission year. The consultation proposals may be found on the Council's website www.brighton-hove.gov.uk/schooladmissions. Alternatively a hard copy can be obtained from the School Admissions team by telephoning (01273) 293653 or e-mailing schooladmissions@brighton-hove.gov.uk. All parents are invited to comment upon the proposed admission arrangements.

At the same time the admission arrangements for BACA, PACA and Voluntary Aided and Free Schools must also be consulted upon (unless the arrangements are unchanged from last year and the governing body has chosen not to consult). As in the past the Council will provide access for other schools to view own admission authority schools' policies via the schools' section of the Wave, and will make them available for public comment on the Council website or by providing hard copy. Please read the section below about own admission authority school consultation.

In line with current guidance and regulations from the Department for Education, the consultation process must conclude by 1st March 2015, and must run for a period of at least 8 weeks. This also means that Voluntary Aided Schools, Free Schools and Academies must provide their draft admission priorities for consultation before Christmas 2014 (unless they are not consulting, in which case they will need to specify this). All VA schools, Free schools and Academies will need to consult the current [School Admissions Code](#) and [Appeals Code](#) which came into force in 2012 to ensure that their draft admissions priorities comply with their requirements.

Please be aware that there will be a new School Admissions Code coming into force in December 2014 which will bring these changes forward for future years so that consultation must take place for at least six weeks between 1 October 2015 and 31 January 2016, with arrangements to be determined by 28 February 2016. Own admission authority schools must then publish their arrangements on the school's website and send a copy to the Local Authority by 15 March each year.

Admission authorities that have not changed their admission priorities only need to consult every seven years. However all admission authorities must determine their arrangements by the deadline (currently 15 April, will be 28 February from next year) each year even if they have not changed and there is no consultation.

Admission Arrangements for Community Secondary Schools, BACA and PACA

This part of consultation is about the process for the secondary schools admissions system which remains a catchment area system with random allocation being used as the tie breaker in each admission priority in the event of oversubscription.

Appendix 1

No changes are proposed to the over subscription priorities for community secondary schools, BACA and PACA which are applied in the context of an equal preference system as required by the Admissions Code. They are currently:

1. Children in the care of a local authority (looked after children), and children who were previously in the care of a local authority but have ceased to be so because they were adopted (or became subject to a residence order or special guardianship order).
2. Compelling medical or other exceptional reasons for attending the school.
3. The sibling link (providing the family home is within the catchment area for the school).
4. Those pupils living in the designated catchment area for the school.
5. Other children.

The areas of the City which switched from the Hove Park/Blatchington Mill catchment to the Portslade or Dorothy Stringer/Varndean catchment areas for 2013-14 will have the sibling link allowed for both areas until 2017-18 admissions.

The Aldridge Community Academies currently share these admission priorities and are also asked to comment upon them.

Admissions Arrangements for Community Infant, Junior and Primary Schools and City Academy Whitehawk

No changes are proposed for the admission arrangements to community infant, junior and primary schools. The over subscription priorities are applied in the context of an equal preference system as required by the Admissions Code. The over subscription priorities are:

1. Children in the care of a local authority (looked after children) and children who were previously in the care of a local authority but have ceased to be so because they were adopted (or became subject to a residence order or special guardianship order).
2. Compelling medical or other exceptional reasons for attending the school.
3. The sibling link
4. For junior schools only: children attending a linked infant school
5. Other children.

Within all these priorities, the tie break is home to school distance (measured by the shortest available route).

More detail about the current primary and secondary admission arrangements can be found in the two school admission booklets. Schools have copies of the booklets which can also be viewed on the Brighton & Hove City Council web site.

Relevant Area for Consultation

The relevant area for school admissions in the city is currently defined as the area within the city boundary. This is the area which the LA uses when consulting on admissions arrangements, and can include other admission authorities and voluntary aided schools outside the city. The area can be larger than LA boundary, or smaller through the operation of a number of different relevant areas within the LA. The use of a relevant area was a requirement of the School Standards and Framework Act 1998, and this requirement remains in force. It is currently defined as the area within the Brighton & Hove city boundaries, so all voluntary aided schools within the city are required to consult all schools within the city boundary about their proposed admission arrangements. No change is proposed to the relevant area for 2016/17.

Academies, Free and Voluntary Aided Schools Consultation

Academies, Free and Voluntary Aided schools are required to consult with all other city schools, with the LA and with parents in the City who have children between the ages of 2 and 16 about their proposed admission arrangements for 2016/17 *unless the arrangements are unchanged from last year and have been consulted upon within the last seven years*. We will continue to publish proposed arrangements on the schools' section of the Wave, but in order to allow the parental consultation we will also publish on the Council's website. Schools not wishing to use this method of consultation, but still needing to consult, must conduct their own consultation process. In any event they must consult the LA and other City schools before finalising their admission arrangements. Consultation, if taking place, must be completed by 1 March 2015, and the Governors must have settled the final version of their admission arrangements by 15 April 2015.

If schools whose admission arrangements have changed do not consult then their admission arrangements will be open to challenge by parents and by appeal panels. I cannot emphasise strongly enough that failure to consult will lead to very difficult consequences for the schools concerned. Church of England and Roman Catholic VA schools are reminded that in law they must consult their diocesan authority with their proposed admission priorities before consulting anyone else.

In order to comply with the DfE regulations VA schools, Free Schools and Academies which are changing their admission arrangements must consult for a period of 8 weeks before 1 March 2015. This means that those schools wishing to use the LA website and schools section of the Wave to meet their consultation requirements must provide an electronic copy (Word or pdf format please) by 2 January 2015 at the latest. Realistically the Christmas break means that it would be better if the documents were forwarded to the School Admissions Team by the end of the autumn term. Diocesan Authorities have already been in contact with schools about the consultation requirements. Schools which are not consulting should notify the School Admissions team by the end of the autumn term as well.

This process is the same as last year. The Code has made consultation less frequent if no changes are made as above. However if there have been any changes, or you have not consulted in the last seven years, consultation must be conducted.

Published Admission Numbers

The proposed admission numbers for each school are attached to this bulletin. Schools are asked to comment on whether they agree with the number shown. These numbers are based on the net capacity range of each school, or in some cases a higher figure. As previously, this list includes the expected admission numbers for voluntary aided schools, academies and free schools which act as their own admission authorities and set their own admission number. I should be grateful for a response from all schools as to whether they agree with the number shown on the attached list.

Co-ordinated Admission Schemes for 2016/17

The coordinated schemes are attached for comment. There is no longer a legal requirement to co-ordinate in year admissions (as of 2013/14) however Brighton & Hove City Council has drafted a scheme for doing so as it makes the process less arduous for parents. All VA schools and academies are required to take part in the operation of coordinated schemes of admission for admission at normal point of entry.

The Admission Timetable for 2016/17

The dates for applications and allocations for admission for the 2015/16 school year will be:

Appendix 1

Infant, Junior and Primary Schools: Closing date 15 January 2016
Decisions to parents/carers 18 April 2016

Secondary schools: Closing date 31 October 2015
Decisions to parents/carers 1 March 2016

These dates are set out in more detail in the co-ordinated schemes.

The Consultation Timetable

- 2 January 2015** Voluntary Aided Schools to have provided the LA with their proposed admission arrangements for 2016/17 for publication if they wish to make use of the LA school and public consultation process using the schools' section of the Wave and the Council website.
- 1 March 2015** Schools and others to have returned any response to the Community School admission arrangements for 2016/17.
- Mid March 2015** Children and Young People Committee to consider admission arrangements for Community schools, taking into account the consultation responses. The arrangements will then go to full Council to be ratified. The proposed admission arrangements for Voluntary Aided schools, Free Schools and Academies may also be discussed at this meeting and may be commented upon. Schools and other admission authorities will be notified of the Council's conclusions within 2 weeks of the meeting.
- 15 April 2015** Deadline for Voluntary Aided Schools to have finalised their proposed admission arrangements.

Documents attached

1. Reply form
2. Proposed Admission Numbers
3. Coordinated scheme – secondary
4. Coordinated scheme – primary
5. Coordinated scheme- In-year

Consultation Responses

Governing Bodies are asked to respond to this bulletin as soon as possible, using the attached response form. The closing date for responses is **28 February 2015**. Please note that this consultation bulletin and its attachments are being sent to all schools. The neighbouring Local Authorities of East and West Sussex are also being consulted in accordance with the Admissions Code requirements, and views will also be sought from the Church of England and the Roman Catholic Diocesan authorities. VA colleagues are again reminded that they must have determined their proposed admission arrangements by **15 April 2015** and sent them to the admissions team by **1 May 2015** for inclusion on the Council website consultation.

<p>Contact Name: Jo Miles Telephone: (01273) 293653 Email: schooladmissions@brighton-hove.gov.uk Address: King's House, Grand Avenue, Hove</p>	
---	--

Reply Form – Please return this form to School Admissions, 3rd Floor, King’s House, Grand Avenue, Hove, by 28 February 2015.

School Admissions Consultation - Admissions for the 2016/17 academic year

Name of School:

**Name of Respondent:
(Please print)**

Signature:

School Admission Arrangements and Over Subscription Priorities – Community Secondary Schools, Brighton Aldridge Community Academy and Portslade Aldridge Community Academy

Please set out below any comments or changes you would propose to the published arrangements.

School Admission Arrangements and Over Subscription Priorities – Community Infant, Junior and Primary Schools & City Academy Whitehawk

Please set out any comments or changes you would propose to the published arrangements.

Published Admission Number

This school agrees/disagrees* with the proposed admission number.

Comments on admission number.

Appendix 1

Own Admission Authority Schools' Admission Priorities (for completion by Own Admissions Authority schools only)

I confirm that this school will formally consult with maintained schools in the LA area (the Relevant Area), with the LA, parents and carers and with other consultation partners as required in law about the school's proposed admission arrangements for 2016/17 and will/has provide(d) draft admission arrangements for publication on the schools' section of the Wave. (Please tick the box.)

I confirm that this school is not proposing to consult as the admission arrangements are unchanged from last year and the school has consulted within the last two years.

Coordinated Schemes of Admission

Please set out any comments or changes you would propose to the coordinated schemes. Please notice the proposal to restrict waiting lists/reallocation pools at secondary level.

Appendix 2

Primary Admissions Numbers 2016/17	
Name of School	Planned Admission No. 2016-17
Aldrington CE Primary	60
Balfour Primary	120
Benfield Primary	60
Bevendean Primary	60
Bilingual Primary	90
Brackenbury Primary	60
Carden Primary	60
Carlton Hill Primary	30
City Academy Whitehawk	60
Coldean Primary	60
Coombe Road Primary	60
Cottesmore St Marys RC	60
Davigdor Infant	120
Downs Infant	120
Downs Junior	128
Elm Grove Primary	60
Fairlight Primary	60
Goldstone Primary	90
Hangleton Primary	90
Hertford Infant	60
Hertford Junior	60
Hove Junior School (Holland Road)	128
Hove Junior School (Portland Road)	128
Middle Street Primary	30
Mile Oak Primary	90
Moulsecoomb Primary	90
Our Lady of Lourdes	30
Patcham Infant	90
Patcham Junior	96
Peter Gladwin Primary	30
Queens Park Primary	60
Rudyard Kipling Primary	60
Saltdean Primary	90*
Somerhill Junior	128
St Andrews CE Primary	90*
St Bartholomew CE Primary	30
St Bernadettes RC Primary	30
St John The Baptist RC Primary	30
St Josephs RC Primary	30
St Lukes Primary	90
St Margarets CE Primary	30
St Marks CE Primary	30
St Martins CE Primary	30
St Mary Magdalen RC Primary	30
St Marys RC Primary	30
St Nicolas CE Primary	60

Appendix 2

St Pauls CE Primary	30
St Peters Community Primary	30
Stanford Infant	90
Stanford Junior	96
West Blatchington Primary	60
West Hove Infant (Portland Road)	120
West Hove Infant (Connaught Road)	120
Westdene Primary	90
Woodingdean Primary	60
Secondary Admission Numbers 2016-17	
Name of school	Planned admission no. 2016-17
BACA	180
Blatchington Mill	300
Cardinal Newman	360
Dorothy Stringer	330
Hove Park	300
King's	100
Longhill	270
Patcham High	215
PACA	180
Varndean	270

*subject to proposed expansion being agreed.

Appendix 3

SCHOOL ADMISSIONS CONSULTATION WITH PARENTS AND CARERS

Admission Arrangements for Brighton & Hove Schools 2016/17

Admission Arrangements for Secondary Schools

No changes are proposed for the admission arrangements for community Secondary schools.

The Council uses a catchment area system with random allocation being used as the tie breaker in each admission priority in the event of oversubscription. These arrangements are also used by Brighton Aldridge Community Academy (BACA) and Portslade Aldridge Community Academy (PACA). Cardinal Newman Catholic School and King's School have their own admission priorities which they are consulting on separately (please visit www.brighton-hove.gov.uk/schooladmissions for details).

The over subscription priorities are applied in the context of an equal preference system as required by the School Admissions Code. They are:

1. Children in the care of a local authority (looked after children), and children who were looked after but ceased to be so because they were adopted (or became subject to a residence order or special guardianship order).
2. Compelling medical or other exceptional reasons for attending the school.
3. A sibling link applied for those living within the designated catchment area only.
4. Those pupils living in the designated catchment area for the school(s).
5. Other children.

Within all these priorities, the tie break is random allocation.

The current catchment areas are set out in the [attached map](#). It also includes information about which post codes are in each of the catchment areas.

The areas of the City which switched from the Hove Park/Blatchington Mill catchment to the Portslade or Dorothy Stringer/Varndean catchment areas for 2013-14 will have the sibling link allowed for both areas until 2017-18 admissions.

For the purposes of this priority a sibling is defined as a child living within the same household as another.

Random allocation

Random allocation is only used as a tie break within each of the over subscription priorities. So far, in the initial allocation process, it has only been used at priority 4 (children living in catchment area) when one of the schools in a dual catchment has had more applications than places left, or at priority 5 (children living outside the catchment area) when there are places left over in a catchment which can be offered to pupils living outside. Random allocation is not used as a priority in itself, only in conjunction with the published over subscription priorities 1 - 5.

For a full description of how the over subscription priorities operate, please use this link to the [Admissions Booklet for 2015/16](#).

The council welcomes your comments on any aspects of the secondary school admission arrangements, suggestions as to how they might be improved and your views on how they have operated to date.

Admissions Arrangements for Community Infant, Junior and Primary Schools

No changes are proposed for the admission arrangements to Community Infant, Junior and Primary schools. The over subscription priorities are applied in the context of an equal preference system as required by the Admissions Code. They are:

1. Children in the care of a local authority (looked after children), and children who were looked after but ceased to be so because they were adopted (or became subject to a residence order or special guardianship order).
2. Compelling medical or other exceptional reasons for attending the school.
3. The sibling link.
4. For junior schools only: children attending a linked infant school
5. Home to school distance (measured by the shortest available route).

Within all these priorities, the tie break is home to school distance (measured by the shortest available route).

More detail about the primary admission arrangements can be found in the [school admissions booklet](#). Schools have copies of the booklet which can also be viewed on the Brighton & Hove City Council web site. Your views about the primary school admission arrangements are invited.

Relevant Area for Consultation

The statement of a 'relevant area' for school admissions is a requirement of the School Standards and Framework Act 1998. The relevant area is the area which the Local Authority (LA) uses when consulting on admissions arrangements, and may include other admission authorities and voluntary aided schools outside the city. The area may be larger than the LA boundary, or smaller through the operation of a number of different relevant areas within the LA.

For Brighton & Hove, the 'relevant area' is currently defined as the area within the Brighton & Hove city boundaries, so all voluntary aided schools, free schools and Academies within the city are required to consult all schools within the city boundary about their proposed admission arrangements. No change is proposed to the relevant area for 2016/17.

Own Admission Authority Schools Consultation

Schools whose governors are responsible for their own admission arrangements (Free Schools, Academies and Voluntary Aided Schools) are required to consult with all other city schools, with the LA and with parents in the city who have children

between the ages of 2 and 18 about their proposed admission arrangements for 2016/17 *unless the arrangements are unchanged from last year*. These proposed arrangements will be on the Council's website or available from the schools. Consultation, if taking place, must be completed by 1st March 2015 and the Governors must have settled the final version of their admission arrangements by 15 April 2015. Parents may wish to send their comments on own admission authority schools' proposed admission arrangements direct to the school or can send them to the Council which will pass them on to the individual school governing bodies. Those governing bodies are responsible for deciding admission arrangements for their own school.

Published Admission Numbers

The proposed admission numbers for each school are attached to this document. You are invited to comment on whether you agree with the number shown. These numbers are based on the net capacity range of each school, or in some cases a higher figure. The net capacity is a nationally required means of measuring how many pupils a school can take. As previously, this list includes the expected admission numbers for own admission authority schools who set their own admission number.

Co-ordinated Admission Schemes for 2016/17

The coordinated schemes are attached for comment. They set out the arrangements, including dates, for the coordination of secondary and primary admissions and in-year applications. The purpose of this coordination is to ensure that all parents and carers receive one offer of a school place for their child within published timescales. The scheme applies to all maintained (ie state) schools in Brighton & Hove, including Academies, Free Schools and Voluntary Aided schools.

The Admission Timetable for 2016/17

The dates for applications and allocations for admission for the 2016/17 school year will be:

Infant, Junior and Primary Schools:	Closing date	15 January 2016
	Decisions to parents/carers	18 April 2016
Secondary schools:	Closing date	31 October 2015
	Decisions to parents/carers	1 March 2016

These dates are set out in more detail in the co-ordinated schemes.

Final admission arrangements and right of objection

Once the Council, Academies and Voluntary Aided schools have determined their admission arrangements following this consultation, the Council will publish a document on its website by 1 May 2015 confirming those arrangements. Once the arrangements have been published, parents and carers will have a right of formal objection to the Schools Adjudicator. Details of that objection process will be given in the document on the council's website.

Appendix 4

BRIGHTON & HOVE CITY COUNCIL

Scheme for co-ordinated admissions to secondary schools – Admissions Year 2016/17 (Admissions to year 7 in September 2016)

Introduction

The main purpose of the co-ordinated scheme is to ensure that every parent of a child living in Brighton & Hove who has completed a school preference form receives one offer of a secondary school place at the conclusion of the normal admission round for pupils transferring from primary to secondary school. The scheme is designed to foster clear communications on school admissions between the City Council, community schools, Academies (for the purposes of this document Free Schools are included as Academies), Cardinal Newman School, which as a voluntary aided secondary school acts as its own admission authority, and neighbouring Local Authorities (LAs) and admission authorities. It fulfils the requirements of the School Admissions (Admission Arrangements and Co ordination of Admission Arrangements (England)) Regulations 2012 and more detailed arrangements set out in the School Admissions Code 2014.

The scheme does not affect the rights of the different admission authorities mentioned to set their own admission priorities, and consider applications on the basis of those priorities. It is intended to set out a process and time scale for the exchange of pupil information between the parties to the scheme, resulting in the offer of a single school place. This should represent a preference listed by the parent/carer that it is possible to meet following the application of the admission priorities by this LA or by other admission authorities. Where it is not possible to allocate a place at any of the preferred schools for a child living in Brighton & Hove, a place will be offered at the nearest school to their home address within the city boundaries with a place available. This will not preclude parents from seeking an alternative place elsewhere if they are unhappy with the offer, nor will it prevent them from lodging an appeal with the admission authority for their preferred school.

All residents of Brighton & Hove should apply using the City Council's common application form (online or paper) even if they are seeking a place at a maintained school in the area of another Council.

The time scales set out in the scheme work towards the prescribed date (1st March or the first working day following 1st March where it falls at a weekend) on which secondary school place decisions must be notified to parents/carers. It will also be broadly in line with the time scales used by neighbouring LAs.

Key dates

- | | |
|---|----------------------|
| • Online application facility available | 1 September 2015 |
| • Distribution of admission leaflets | by 12 September 2015 |
| • Distribution of admission booklets | on demand |

- Closing date for applications 31 October 2015
- Preference data exchanged with Cardinal Newman School, King's School and neighbouring LAs 16-20 November 2015
- Cardinal Newman & King's School provide LA with provisional ranking order of applicants. 18 December 2015
- Neighbouring LAs asked for provisional list of offers to B&H residents, B&H provides Provisional list to those LAs. 18 December 2015
- Consider qualifying late applications. 22 January 2016
- Finalise allocations and exchange offer details with Cardinal Newman, King's school and neighbouring LAs Between 25 January- 5 Feb 2016
- Notification e-mails sent to parents, decisions posted to applicants using paper forms 1 March 2016
- Deadline date for acceptance of places and appeals to be heard in the main round. 15 April 2016

Process and detailed time scale

1. The school admissions leaflet published by the City Council will be distributed to parents at the beginning of September 2015. This LA will have identified those pupils entering Year 6 in city maintained schools (the transfer cohort) from primary school records. Neighbouring LAs will be asked to provide records of Brighton & Hove children attending schools in their areas so that admission leaflets can be sent to their parents/carers. Brighton & Hove will in return provide information to other LAs about their residents attending Brighton & Hove schools.
2. Parents/carers will be invited to list 3 preferences for a school place ranked in order of priority. These may be at a City Community School, an Academy, a Free School or a voluntary aided secondary school (Cardinal Newman), or any maintained school outside the City of Brighton & Hove. Those resident in the City must use the Brighton & Hove school admission preference form to indicate their preferred schools, either the paper or online form. No other form of application will be valid. The LA allocates places on the basis of equal preference, and each preference listed will be prioritised in accordance with the published admission priorities for community and own admission authority secondary schools in the City. If it is possible to offer more than one place on the basis of those priorities, the one ranked higher on the preference form will be offered.
3. Parents and carers are strongly advised to apply online through the facility available on the Brighton & Hove City Council website. This will provide them with a response which confirms their preference listing and acts as proof of application. Alternatively the paper form should be completed and returned to the child's primary or junior school in the City, or to the Admissions Team at King's House **by Saturday 31 October 2015**. Applicants for Cardinal Newman and/or King's School will need to return their supporting information directly to the school as well as submitting an online application or paper form to the Council. If supporting information is

returned to the Local Authority, the documents will be shared with the school. This closing date has been set in order to conform with the law and to the admission timetables of neighbouring LAs and assist coordination of applications. As it will fall during half term schools will need to advise parents applying on paper and/or completing a paper SIF of arrangements for returning forms during half term (King's House will be open during half term between 9am and 5pm Monday-Friday).

4. Where as part of its admission priorities a voluntary aided school, free school or academy within the City or beyond requires additional supporting information, such as a Governors' form, or proof of denominational commitment, that form or proof should be completed and returned by the same closing date. This is to ensure that target dates for the exchange of pupil information between authorities and the notification date for parents/carers can be met. Provided the LA common application form has been completed and returned, that additional information may be given direct to the school, or handed in with the preference form. Parents/carers will be advised through the admissions booklet of Brighton & Hove or neighbouring LAs, or through school published parent information, of any such additional information requirements for own admission authority schools.
5. If using an application form rather than online application parents and carers whose children attend maintained primary schools in the City are strongly advised to return the form via the school. Parents who prefer to post the form should understand that proof of posting is not proof of receipt, and they will not have confirmation of receipt in the same way as those applying online or returning the form to their child's school. All maintained junior and primary schools in the city will return secondary preference forms they receive to the LA in batches as they are received, with the final batch as soon as possible after the closing date. Schools should maintain a list to record the date on which each form was received, the school preferences, and if required will provide proof of receipt to the parent/carer. This ensures that on time applications and late applications are clearly recorded as such. It also provides assurance for parents should the school or the LA subsequently mislay the form.

No later than 20 November 2015.

- ∇ LA will identify the number of preferences (first, second or subsequent) received for each school.
- ∇ Cardinal Newman School and King's School will be provided with details of any parental preference (via form or online applications) where it gives the school as a preference (first, second or subsequent) received by the LA. It will apply its oversubscription criteria to prioritise all preferences. Where pupils have a Statement of Special Educational Needs and must be offered a place as first priority this will be indicated. (Statemented pupils must be given priority for school of preference in accordance with the SEN and Admissions Codes of Practice.)
- ∇ West and East Sussex and other LA's as necessary will be forwarded the details of preferences (forms and Online applications) expressed

for their schools by Brighton & Hove parents/carers (first, second and subsequent). Where the pupil has a Statement of Special Educational Needs this will be indicated.

- ∇ West and East Sussex will be asked to provide a list of pupils living in those areas who have expressed a preference for a Brighton & Hove school (first, second or subsequent), indicating those who have a Statement of Special Educational Needs.

No later than 18 December 2015

- ∇ Cardinal Newman School and King's School will provide the LA with a list showing children in priority order for places at the school. The list will show which admission criterion was applied to each child and the point at which the final place would be offered. The school will advise the LA of such additional information as is necessary to inform parents of the reason for its decision when allocation letters and emails are sent on 1 March 2016.
- ∇ Brighton & Hove will apply its admission priorities to all preferences received for community schools, and where the children are resident in other LAs, will inform that LA.

Between 25 January and 5 February 2016

- ∇ Brighton & Hove will establish whether more than one offer could be made on the basis of the application of its own admission priorities and those of voluntary aided schools, free schools/Academies and other LAs. It will determine in each case which is the highest parental ranking.
- ∇ Final lists of school allocations will be prepared.
- ∇ Emails and letters to parents/carers will be prepared.
- ∇ Consideration will be given to late applications received before the allocation date, as set out in Appendix A below.
- ∇ Neighbouring LAs will be sent final details of children living in their area offered a place at a Brighton & Hove school, and for whom they will need to send allocation letters.

1 March 2016

Online applicants will receive their decisions by e-mail. Letters will be sent to parents/carers who have not applied online or who have specifically requested this. The LA email or letter to parents will contain the following:

- ∇ If they have not been allocated a school of preference, the reason why not.
- ∇ How places at all Brighton & Hove schools were allocated.
- ∇ Where it is an own admission authority school, the fact that the offer is made on behalf of the governing body of the school.
- ∇ Where it is a school maintained by another LA, the fact that the offer is made on behalf of that LA.
- ∇ The right of appeal to an independent panel, and how to arrange an appeal for a community school, a voluntary aided school, and in the case of schools in other LA's, who to contact.

15 April 2016

Parents and carers should accept offers of places by this date in order to allow schools and the LA ample planning time for the new intake. This does not affect their right to appeal if the place they are accepting is not their highest preference. Parents should also have exercised their right to appeal by this date if they want to be assured of having their appeal heard in the main round of appeals.

Proof of address

The LA may require parents/carers to provide proof of address if they apply for a place at a community school. Own admission authority schools may also request proof of address from their applicants.

Appendix A – Changes of address and late applications

New arrivals in the city

Parents/carers moving into the City in the course of the admission process who are making an application on the basis of their new address must provide evidence of either a tenancy agreement of six months or more or an exchange of contracts if they are purchasing a property. Applicants should return their preference form by the closing date if possible, especially if their move took place before the closing date, forwarding proof of the move at the earliest opportunity. If they provide the form and the evidence of the move by 22 January 2016 their application will be included in the main admissions round.

Late applications received before the allocation date.

- I. With the exception of families moving into the area and cases as described at V below, forms received after the closing date will not be considered by the LA until school allocations have been made for those received by the closing date. Any received for Cardinal Newman School and/or King's School will be forwarded to the school, which will decide whether or not to include the application in the main admission round.
- II. Any preference forms for community schools received in respect of children in public care will be included in the main admission round as valid first preferences at any time up to the allocation date on **5 February 2016**. Where such applications are received after that date, the LA will, if attendance at that school is seen as a necessity for the welfare of the child, seek to offer places at the school of first preference, if necessary negotiating with that school to admit beyond the published admission number in order to do so. If, however, it is acceptable to offer a place at a lower ranked school without going over numbers, the LA will discuss that possibility with the social worker for the child. Applications for Cardinal Newman School, King's School or schools in other LA areas for children in public care will be considered

- in line with the admission arrangements for those schools and the requirements of the Admissions Code.
- III. Applications received after the closing date but before the allocation date on 5 February 2016 will be sent a letter allocating a school place on 1 March 2016 or as soon as possible after that date if the volume of late applications is high. Applications received after the allocation date will be sent an allocation letter as soon as possible after 1 March 2016.
 - IV. Parents/carers living in the City who change a preference as a result of a change of address within the city, and who return the new form and evidence of the address change will have that change considered in the main round of allocations if it is received by **22 January 2016**. They will have to provide evidence of the address change. Those preference forms received after that date will be considered as late applications.
 - V. Other late applications where there is good reason for the delay will be considered in the main round of allocations if received by **22 January 2016** where independent evidence is given by a third party (usually a professional source such a doctor or social worker) to support the reason for the delay.

Late applications received after the allocation date

- I. Where an application is received after the allocation date, from a parent/carer living in the City, they must use the Brighton & Hove online application service or paper preference form. If the preference(s) is for a community school, the LA will allocate a place if the school remains under subscribed. If the school(s) is fully subscribed, a place will be allocated at the nearest school to the home address that has a vacancy. Brighton & Hove will seek to make a decision as soon as possible after receiving the application. Where a preference is given for a free school, an Academy, Cardinal Newman School or a school in a neighbouring LA, the form will be passed to that admission authority for a decision. They will be asked to reach a decision within fourteen days of receiving the form. Brighton & Hove will endeavour to send a decision to the parent /carer as soon as possible once it has either reached a decision, or been informed of a decision by the other admission authority.
- II. If a change of preference or preference order is received following the decision letter on 1 March 2016 and the home address has not changed (and there has been no other relevant change of circumstances), that changed preference will not be considered until after 30 June 2016. This allows reasonable time for the consideration of late first applications and the operation of the reallocation pool where places have been offered and refused.
- III. All applications received after the beginning of the autumn term will be regarded as outside the admission round. Nonetheless, Brighton & Hove will act as the point of contact for all preferences for parents/carers living in the City, and will liaise with Cardinal Newman School, King's School, BACA, PACA and other LAs over applications for admission to schools other than Brighton & Hove Community Schools. The Brighton & Hove online or paper form should be used in

all cases by City residents and returned to the Brighton & Hove Admissions Team. The same arrangements will apply to applications for admission to schools for year groups other than the normal admission group in Year 7. Where the LA, Cardinal Newman School, King's School, BACA, PACA or another admission authority is not able to offer a place in accordance with a parental preference, the LA will offer a place at the nearest school to the home address of the applicant with a vacancy in the appropriate year group. This may be an Academy or a VA school. Admissions to Years 12 and 13 in those schools that make such provision will be regarded as transfer admissions rather than admission at a normal point of entry. (The majority of such pupils will have attended the school from Year 7, or transferred to the school in Key Stage 3 or 4.) Should any other schools adopt Academy status, this paragraph will also apply to them.

Re-allocation Pool

- I. Brighton & Hove will operate a re-allocation pool system for its community schools, BACA and PACA. (Cardinal Newman School and King's School will operate their own waiting list/reallocation arrangements.) The ranking within this system will be based on the Brighton & Hove admission criteria. All children will be automatically placed in the re-allocation pool for the community school for which they have expressed the highest preference. Parents/carers will be asked to indicate if they also wish to be placed in the re-allocation pool for a different preferred school when the allocation emails and letters are sent on 1 March 2016. Places will be offered to children from the pool as soon as a place becomes available at an over subscribed school and the admission priorities have been applied. This LA will notify other LAs as appropriate if it offers a place from the pool at a Brighton & Hove school to a pupil living outside the City. The pool will operate until the end of the Autumn Term.
- II. Other admission authorities will operate a re-allocation or waiting list system. If they are able to place a child resident in Brighton & Hove in one of their schools they are asked to notify this LA at the earliest opportunity.

School Admission Appeals

- I. Parents/carers wishing to appeal against the LA's or a voluntary aided school's decision not to offer a place at a preferred school should do so in writing or using the online appeal facility by 15 April 2016 if they want to be assured of having their appeal heard in the main appeal round.
- II. The LA will not arrange an appeal, or ask an own admission authority school to arrange an appeal for a school that was not included on the original application. It will only arrange an appeal for a school that was listed as a preference, as it will not have given a decision to the parent/carer for schools not included on the form. If a parent/carer wishes to receive a decision for a school not included in their original preference, and thus acquire a right of appeal, they must complete a further preference form. However, unless there is a change of address

or other change of circumstances leading to the change of preference this new form will not be considered until after 30 June 2016.

- III. Parents/carers will receive 10 school days notice of the date of the appeal hearing, and will receive copies of any documentation relating to the appeal 7 days in advance of the hearing.
- IV. Whilst the City Council, other LAs and the Governing Bodies of Academies and voluntary aided schools will make every effort to hear appeals within 40 school days of the deadline for submitting appeals, as suggested in the Appeals Code, they cannot guarantee this time scale. The volume of appeals to be heard and the availability of the appeal panel members, who are volunteers, will have a direct affect on the timing of the appeal hearings.
- V. Appeals for late applications and school transfers outside the normal admission round will be arranged as soon as practicable after the decision to refuse a preference has been conveyed to the parent/carer or if appropriate to the student, and in any case within 30 school days of the appeal being lodged.
- VI. Appeals will be heard for refusals to places in Years 12 and 13 on the basis that they are school transfers.

BRIGHTON & HOVE CITY COUNCIL

Scheme for co-ordinated admissions to infant, primary and junior schools – Admissions Year 2016/17 (Admissions to Reception or year 3 of Junior School in September 2016)

Introduction

The main purpose of the co-ordinated scheme is to ensure that every parent of a child living in Brighton & Hove who has completed a school preference form receives one offer of an infant, primary or junior school place. This will be on a set date following the conclusion of the normal admission round for pupils seeking admission to school. The scheme is designed to foster clear communications on school admissions between the City Council, community schools, and voluntary aided schools which act as their own admission authority.

The scheme does not affect the rights of voluntary aided schools and Academies to set their own admission priorities, and consider applications on the basis of those priorities. It is intended to set out a process and time scale for the exchange of pupil information between the parties to the scheme, resulting in the offer of a single school place. This should represent a preference listed by the parent /carer following the application of the admission priorities by the Local Authority (LA) or by own admission authority schools. Where it is not possible to allocate a place at any of the preferred schools for a child living in Brighton & Hove, a place will be offered at the nearest school to their home address within the city boundaries with a place available. This will not preclude parents from seeking an alternative place elsewhere if they are unhappy with the offer, nor will it prevent them from lodging an appeal with the admission authority for their preferred school.

All residents of Brighton & Hove should apply using the City Council's common application form (online or paper) even if they are seeking a place at a maintained school in the area of another Council.

The time scales set out in the scheme will be broadly in line with the time scales used by neighbouring LAs. **Please be aware that VA schools' and Academies' governing bodies will need to meet between 22 February 2016 and 11 March 2016 when the ranking order needs to be returned to the Local Authority.**

Key dates

- Online application facility available 1 September 2015
- Distribution of admission booklets on request
- Closing date for applications 15 January 2016
- Preference data exchanged with Voluntary aided schools and other LAs. 12 February 2016
- Voluntary Aided schools provide Council

- with provisional ranking order of all applicants. 11 March 2016
- Data exchanged with VA schools and neighbouring authorities 11 March 2016
- Consider qualifying late applications. 11 March 2016
- Finalise allocations and provide schools with offer details. 24 March 2016
- Decisions emailed to parents/carers, Letters posted to parents who applied on paper. 18 April 2016
- Deadline for acceptance of places and appeals to be heard in the main round. 20 May 2016

Process and detailed time scale – infant, junior and primary schools

1. The school admissions booklet published by the City Council will be distributed on request to parents/carers applying for infant or primary school places. A publicity campaign will be launched in September 2015 encouraging parents to apply online. This will include a leaflet sent via the post, schools, other council services, early years settings, the press and other media to parents of those pupils seeking places in school. Schools will be asked to act as a collection point for information about pupils seeking school places.
2. Parents/carers will be invited to list 3 preferences for a school place ranked in order of priority. These may be for Community Schools or voluntary aided schools within the city. The Brighton & Hove school admission preference form must be used to indicate their preferred schools, either paper or online version. No other form will be valid. They should list the schools in order of priority (e.g. 1, 2, 3). The LA allocates places on the basis of equal preferences, and each preference listed will be prioritised on the basis of the published admission priorities for community and voluntary aided schools. If it is possible to offer more than one place on the basis of those priorities, the one ranked higher on the preference form will be offered.
3. Parents and carers are strongly advised to apply online through the facility available on the Brighton & Hove City Council website. This will provide them with a response which confirms their preference listing and acts as proof of application. Alternatively the paper form should be completed and returned to their local infant/primary school or to the Admissions Team at King's House, Grand Avenue, Hove **by 15 January 2016**.
4. Where as part of its admission priorities a voluntary aided school requires additional supporting information, such as a Governors' form, or proof of denominational commitment, that form or proof should be completed and returned by the same closing date. This is to ensure that target dates for the exchange of pupil information and the notification date for parents/carers can be met. Provided the LA preference form has been completed and returned, that additional information may be given direct to the school, or handed in with the preference form. Parents/carers will be advised through the admissions booklet for Brighton & Hove, and through

school published information, of any such additional information requirements for voluntary aided schools. Parents/carers with queries about voluntary aided school admission requirements should contact the school for further information.

5. If using an application form rather than online application parents and carers are strongly advised to send their form via a preferred school. Parents who post the form should understand that proof of posting is not proof of receipt, and they will not have confirmation in the same way as those applying online or returning the form to a school. All maintained infant and primary schools in the city will return preference forms to the LA in batches as they are received, with the final batch as soon as possible after the closing date. Schools should maintain a list to record the date on which each form was received, and if required will provide proof of receipt to the parent/carer. This ensures that on time applications and late applications are clearly recorded as such. It also provides assurance for parents should the school or the LA subsequently mislay the form.
6. **No later than 12 February 2016**
 - ∇ LA will identify the numbers of preferences (first, second and third) received for each school.
 - ∇ Voluntary aided schools, free schools and academies will be provided with details of parental preferences where their school is given as a preference (via form or online). They will apply oversubscription criteria to prioritise all preferences. Where pupils have a Statement of Special Educational Needs (naming the school) and must be offered a place as first priority this will be indicated. (Statemented pupils must be given priority for school of preference in accordance with the SEN and Admissions Code. This applies to all maintained schools, including Voluntary Aided.)
 - ∇ West and East Sussex and other LA's as necessary will be forwarded the details of preferences (forms and Online applications) expressed for their schools by Brighton & Hove parents/carers (first, second and third). Where the pupil has a Statement of Special Educational Needs this will be indicated.
 - ∇ West and East Sussex will be asked to provide a list of pupils living in those areas who have expressed a preference for a Brighton & Hove school (first, second or third), indicating those who have a Statement of Special Educational Needs.
7. **No later than 11 March 2016**
 - ∇ Voluntary aided schools, free schools and academies will provide the LA with a list showing children in priority order for places at the school. The list will show which oversubscription criterion was applied to each child, and relevant information to apply any necessary tie-break. The school will advise the LA of such additional information as is necessary to inform parents of the reason for its decision when allocation letters are sent on 18 April 2016.

- ∇ Other LAs will provide Brighton & Hove LA with a list of which Brighton & Hove pupils could be offered places in their schools. They will advise Brighton & Hove of the reason where a preference cannot be met for inclusion in the allocation letters on 18 April 2016.
- ∇ Brighton & Hove will apply its admission priorities to all preferences received for community schools, and where the children are resident in other LAs, will inform that LA.
- ∇ The LA will apply its own admission priorities for all community school preferences.

8. No later than 24 March 2016

- ∇ Brighton & Hove will establish whether more than one offer could be made on the basis of the application of its own admission priorities and those of voluntary aided schools, free schools, academies and other LAs. It will determine in each case which is the highest parental ranking.
- ∇ Final lists of school allocations will be prepared.
- ∇ Emails to parents/carers will be prepared.
- ∇ Consideration will be given to qualifying late applications received before 11 March 2016.
- ∇ Discussions will take place with other admission authorities as necessary to resolve any remaining unallocated applications.
- ∇ Neighbouring LAs will be sent final details of children living in their area offered a place at a Brighton & Hove school, and for whom they will need to send allocation letters.

9. 18 April 2016

Online applicants will receive their decisions by e-mail. Letters will be sent to parents/carers who did not apply on line. The LA email or letter to parents will contain the following:

- ∇ If they have not been allocated a school of preference, the reason why not.
- ∇ How places at the preferred schools were allocated.
- ∇ The right of appeal to an independent panel, and how to arrange an appeal for a community school or a voluntary aided school.

10. 20 May 2016

Parents and carers should accept offers of places by this date in order to allow schools and the LA ample planning time for the new intake. This does not affect their right to appeal if the place they are accepting is not their highest preference. Parents should have also exercised their right to appeal by this date if they want to be assured of having their appeal heard in the main round of appeals.

11. Proof of address

The LA may require parents/carers to provide proof of address if they are applying for a community school place.

Appendix A – Changes of address and late applications

New arrivals in the city

Parents/carers moving into the City in the course of the admission process who are making an application on the basis of their new address must provide evidence of either a tenancy agreement of six months or more or an exchange of contracts if they are purchasing a property. Applicants should return their preference forms by the closing date if possible, especially if their move took place before the closing date, forwarding proof of the move at the earliest opportunity. If they provide the form and the evidence of the move by 11 March 2016 their application will be included in the main admission round.

Late applications received before the allocation date

- I. With the exception of families moving into the area and cases as described at V below, forms received after the closing date will not be considered by the LA until allocations have been made for those received before the closing date. Any received for an own admission authority school will be forwarded to the school. The school will decide whether or not there is a good reason to include these late applications in the main admission round, but will only consider them if they are received before **11 March 2016**.
- II. Any preference forms received for community schools in respect of children in public care will be included in the main admission round as valid preference at any time up to **24 March 2016**. Where such applications are received after that date, the LA will, if attendance at that school is seen as a necessity for the welfare of the child, seek to offer places at the school ranked highest on the preference form. If, however, it is acceptable to offer a place at a lower ranked school without going over numbers, the LA will discuss that possibility with the social worker for the child. Applications to voluntary aided schools, free schools and academies received on behalf of children in public care will be considered in line with the published admission policy for each school and the requirements of the School Admission Code.
- III. Applications received after the closing date will be sent a letter allocating a school place as soon as possible after the main notification date of **18 April 2016**.
- IV. Parents/carers living in the City who change any preference as a result of a change of address, and who return the new form by **11 March 2016** will have that change considered in the main round of allocations. They will have to provide evidence of their new address and will not have their changed application accepted without that evidence.
- V. Other late applications where there is a good reason for this will be considered in the main round of allocations if received by **11 March 2016** where independent evidence is given by a third party (usually a professional source such as a doctor or social worker) to support the reason for the delay.

Applications received after the allocation date

1. Where an application is received after the allocation date, from a parent/carer living in the City, they must use a Brighton & Hove preference form. If the preference(s) is for a community school, the LA will allocate a place if the school remains under subscribed. If the school(s) is fully subscribed, a place will be allocated at the nearest school to the home address that has a vacancy. Brighton & Hove will seek to make a decision as soon as possible after receiving the form. Where a preference is given for an own admission authority school or a school in a neighbouring LA, the form will be passed to that admission authority for a decision. They will be asked to reach a decision within fourteen days of receiving the form. Brighton & Hove will endeavour to send a decision to the parent /carer either as soon as possible once it has reached a decision, or has been informed of a decision by the other admission authority.

11. If a change of preference or preference order is received following the decision letter on **18 April 2016** and the home address has not changed, that changed preference will not be considered until after **30 June 2016**. This allows reasonable time for the consideration of late first applications and the operation of the waiting list where places have been offered and refused.

111. All applications received after the beginning of the autumn term 2016 will be regarded as outside the admission round. Nonetheless, the LA will act as the point of contact for all preferences from parents/carers living in the City. The LA will liaise with own admission authority schools over applications for admission to those schools, and will inform parents of their admission decisions, if necessary allocating an alternative school place. The LA online or paper preference form should be used in all cases. The same arrangements will apply to applications for admission to schools for year groups other than the normal Reception year. (See also School Transfers below.) This ensures that the LA has a full record of pupil admissions, and supports both the schools and the LA in their responsibilities for pupil tracking and safety.

Waiting List

- I. Brighton & Hove will operate a waiting list system for its community schools. (Own admission authority schools make their own waiting list arrangements). The waiting list ranking will be based on the LA admission criteria. Rankings within each priority will be determined by home to school distance. All children will be automatically placed on the waiting list for the community school for which they have expressed a first preference, although parents will be given the option of also asking to go on the waiting list for a different preferred school place when places are allocated on **18 April 2016**. Places will be offered to children from the waiting list as soon as a place becomes available at an over subscribed school and the admission criteria have been applied. The waiting list will operate until the end of the Autumn Term.

- II. Parents/carers wishing to keep their child's name on the list for longer than the end of the Autumn Term must inform the LA. They must renew the waiting list place each term thereafter. Applicants outside of the main admission exercise will be placed on waiting lists for one term, and must ask for the child's name to remain on the waiting list each term thereafter.

School Admission Appeals

- I. Parents/carers wishing to appeal against the LA's decision not to offer a place at a preferred school should do so by **20 May 2016** if they want to be assured of having their appeal heard in the main appeal round.
- II. The LA will not arrange an appeal or ask a voluntary aided school to arrange an appeal for a school that was not included on the original application. It will only arrange an appeal for a school which was listed as a preference, as it will not have given a decision to the parent/carer for schools not included on the form. If a parent/carer wishes to receive a decision for a school not included in their original application, and thus acquire a right of appeal, they must complete a further application. However, unless there is a good reason for a change of preference this new form will not be considered until after **30 June 2016**.
- III. Parents/carers will receive 10 school days notice of the date of the appeal hearing, and will receive copies of any documentation relating to the appeal 7 days in advance of the hearing.
- IV. Appeals for on-time applications must be heard within 40 school days of the closing date for appeals to be lodged. The volume of appeals to be heard and the availability of the appeal panel members, who are volunteers, will have a direct effect on the timing of the appeal hearings.
- V. Appeals for late applications and school transfers outside the normal admission round will be arranged as soon as practicable after the decision to refuse a preference has been conveyed to the pupil and the parent/carer, and in any case within 30 school days.

BRIGHTON & HOVE CITY COUNCIL

Scheme for co-ordinated admissions In Year allocations – Admissions Year 2015/16

Introduction

The requirement for In-Year co-ordination was abolished by the School Admissions Code 2012, however there is still a requirement for the LA to retain a monitoring role in in-year allocation of school places. In view of this it is proposed to retain in-year co-ordination between maintained schools in Brighton & Hove. The co-ordination referred to in this document will be offered to schools free of charge. However, it may be possible for own admission authority schools to purchase additional services should they wish to do so.

This scheme for in-year admissions will come into force from 1 September 2015.

Procedure

1. Parents may name up to three preferences on the Brighton & Hove application form and all preferences expressed by parents will be treated equally. This means that each preference will be measured against the published oversubscription criteria only, without reference to the order stated by the parent. Only one school place will be offered, and this will be the highest possible preference expressed by the parent that can be agreed.
2. Where it is not possible to offer any of the named preferences, the applicant will be advised to remain at their current school if possible, or an alternative school place within Brighton & Hove will be offered. This will normally be the nearest school appropriate to the child's age and educational needs with a place available.
3. In order for parents to make a valid application for a maintained school place in Brighton & Hove, parents must complete a common application form provided by Brighton & Hove City Council. The Brighton & Hove application form will be available in paper form or can be accessed directly online or as a download from the Brighton & Hove City Council website.
4. Schools where the governing body is the admission authority may require additional information in order to apply their oversubscription criteria and in the case of voluntary aided church schools will provide a supplementary information form to the parent. Where the parent fails to complete the supplementary form, the governing body will rank the application according to the information given on the application form only. Where the parent completes the supplementary form but fails to complete the application form, this will not constitute a valid application.
5. Completed supplementary information forms will be returned to the individual schools, and not the School Admissions Team.

Preferences for own admission authority schools.

1. Where the parent names an own admission authority school in Brighton & Hove (ie a Voluntary Aided school, a free school or an Academy), the child's details, (i.e. name, address, date of birth and any supporting documents) will be sent to the governing body. They will rank the preferences according to their published admission criteria and confirm with the City Council, no later than **five school days** after receipt of the form, whether it would be possible to offer a place. Should any other schools become Academies before or during the 2015/16 academic year, this paragraph will also apply to them.

2 Any applications submitted by parents/carers to schools in error must be forwarded to the City Council admissions team.

3 Brighton & Hove admissions authority acting for BACA and PACA will rank admissions priorities as these Academies are at the present time retaining the same arrangements as other Brighton & Hove Community Schools.

Notifying parents of the outcome of their applications.

1. The City Council will notify parents of the outcome of their applications. This is regardless of whether the City Council is the admission authority. This will be done by email or letter as appropriate, and will advise parents to contact the allocated school to arrange a mutually convenient start date.

2. Parents are expected to confirm acceptance of the offer of a school within fourteen days after the date of the offer.

Postdated Applications and changes of address

1. Parents who apply for a school place for a date which is more than half a school term in the future will be sent a holding letter explaining that their application will not be processed until the half term before the date the place is required. Their application will be considered along with any others which are outstanding at that point.

2. Parents who are moving into, or within, Brighton & Hove, may apply at any time during the moving process. However, their application will not be processed until the City Council has received proof of the new address (e.g. evidence of exchange of contracts or a copy of a signed tenancy agreement). This allows the Council to apply the appropriate priority for admission based on the new address.

Appeals

1. Parents will be informed of their statutory right of appeal when they receive the outcome of their applications. Parents can appeal for any preference expressed but not allocated, even if it was a lower preference than the one offered.

2. Parents will be allowed 20 school days from the date of the notification letter to submit a written appeal. Appeal forms will be available from individual admission authorities. Parents are entitled to appeal at any point during the remainder to the academic year of their application.

3. Appeal forms for Brighton & Hove community primary and secondary schools will not automatically be sent with the notification letter, but will be available on request. They can also be downloaded from the Brighton & Hove website. Appeal details for voluntary aided schools and Academies will be available from the individual governing bodies.

Waiting lists

1. Waiting lists for all Brighton & Hove community **primary** schools will be held by the City Council, but schools where the governing body is the admission authority will maintain their own waiting lists and advise on the ranking of these lists in accordance with their published oversubscription criteria.

2. All community **primary** school waiting lists or re-allocation pools will be cleared at the end of each term, and any parents wanting their child to remain on waiting lists for schools will need to contact the admission authority to request this.

3. There is no requirement to maintain waiting lists after the end of the Autumn term of the year of entry (ie Reception, year 3 or year 7). This being so, Brighton & Hove City Council proposes to close re-allocation pools for **secondary** schools at Christmas of year 7. Other admission authorities may continue to maintain waiting lists.

Subject:	The Pupil Premium in Brighton & Hove Schools		
Date of Meeting:	Children and Young People's Committee		
Report of:	Executive Director (Children's Services)		
Contact Officer:	Hilary Ferries		
	Name:	(Head of Standards and Achievement)	Tel: 293738
	Email:	Hilary.ferries@brighton-hove.gov.uk	
Ward(s) affected:	All		

FOR GENERAL RELEASE**1. PURPOSE OF REPORT AND POLICY CONTEXT**

- 1.1 The report outlines the national context of the Pupil Premium (PP), the achievement of the pupils who are in receipt of PP, what school leaders are expected to do and how the Local Authority is supporting and challenging them.

2. RECOMMENDATIONS:

- 2.1 That the committee notes the report and continues its challenge in this area.

3. CONTEXT/ BACKGROUND INFORMATION

- 3.1 The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. The expectation is that this additional funding will be used to support these pupils and close the achievement gap between them and their peers. For full details of the current pupil premium type and allocation see Appendix 1. The Strategy for the city is in 'Closing the Gap in Educational Achievement for Vulnerable Groups in the City (Appendix 1.1)
- 3.2 Analysis of achievement data nationally and in Brighton & Hove shows that this group achieves less well than their peers (Appendix 2).
- 3.3 In the 2014 to 2015 financial year, schools will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years:
- £1,300 for primary-aged pupils
 - £935 for secondary-aged pupils

In the 2014 to 2015 financial year, schools also receive £1900 for each child that has previously been in care (often referred to as adopted although not always the case). Schools also receive up to £1900 for each looked after child paid through the Virtual School. There are currently 228 children who have previously been in

care. Data is not yet available on the attainment and progress of this group. There are currently 300 children in care whose attainment and progress is reported in detail in the Virtual School annual review. This report will therefore not comment on this data and will focus on those children that are on Free School Meals.

- 3.4 Schools have been given autonomy to decide how the funding is spent. The Department for Education expects headteachers to make informed decisions, drawing on evidence as well as their professional judgement, when deciding on which interventions / support programmes to spend their Pupil Premium. Schools have to publish this information on their websites. The reports for Bevendean Primary and Hove Park are in Appendices 5 and 6.
- 3.5 Headteachers and school governing bodies are held accountable for the impact of pupil premium funding in the following ways:
- performance tables, which show the performance of disadvantaged pupils compared with their peers.
 - schools are required to publish details online each year of how they are using the pupil premium and the impact it is having on pupil achievement.
 - the Ofsted inspection framework, where inspectors focus on the attainment of pupil groups, and in particular those who attract the pupil premium.
- 3.6 Early Years Pupil Premium is to be introduced in April 2015 for eligible children aged three and four taking up a free childcare place at a maintained, private, voluntary or independent setting. The funding has only recently been announced and LA officers are currently planning for the smooth implementation of the scheme. Seven local authorities have been selected to pilot the implementation and report back to the DFE ahead of the nationwide rollout in April. Nurseries, schools and child-minders will receive an additional £300 a year per eligible child (an additional 53p per eligible child per hour) and will be able to choose how best to use the funding to help narrow the gap in attainment between the most and least advantaged children. The Early Years team in Brighton & Hove will support nurseries, child-minders and schools to select effective strategies and to track the progress of the children to show the impact.

4. WHAT THE DATA TELLS US

The data shows that the gaps in the city are in every key stage and are widest at Key Stage four.

4.1 Early Years Foundation Stage

% FSM GLD	41.8
% Not FSM GLD	63.5
EYFSP FSM gap	21.7

This has closed 2 percentage points from last year.

4.2 Key Stage 1

The performance of pupils in Brighton & Hove with FSM has risen in all subjects since 2011. Last year it fell one percentage point in writing, remained the same in reading and improved 1.7% points in maths. This means the gaps have widened in reading and writing and are above the national (by one percentage point and 3.5 % points respectively) but narrowed in maths. The gaps have closed over time, but remain above national in reading (one percentage point) and writing, (three percentage points) but below the national average in maths (by 0.6 percentage points).

4.2.1 The FSM achievement gap in reading at level 2+ has closed since 2011 but in 2014 was wider than the gap in England due to the higher achievement of non FSM pupils.

KS1 Reading	2011	2012	2013	2014
B&H FSM	68.4%	69.5%	80.0%	79.9%
B&H Non FSM	88.3%	90.0%	92.0%	92.9%
B&H FSM Gap	19.9%	20.5%	12.0%	13.0%

KS1 Reading	2011	2012	2013	2014
B&H Gap	20	20	12	13
Statistical Neighbour Gap	14	13	11	11
England Gap	15	14	12	12

Since 2011 FSM achievement in reading at level 2+ has risen to be in line with England as shown in the table below.

KS1 Reading	2011	2012	2013	2014
B&H	68%	70	80	80
Statistical Neighbour average	74	76	80	81
England	73	76	79	80

Since 2011 non-FSM achievement in reading at level 2+ has also risen and is now above England and statistical neighbours as shown below.

KS1 Reading	2011	2012	2013	2014
B&H	88%	90%	92%	93%
Statistical Neighbour average	88%	89%	91%	92%
England	88%	90%	91%	92%

4.2.2.The FSM achievement gap is generally widest for writing. Since 2011 the gap has closed but in 2014 was wider than England and statistical neighbours.

KS1 Writing	2011	2012	2013	2014
B&H FSM	64.3%	59.9%	73.0%	72.1%
B&H Non FSM	84.6%	86.2%	88.5%	89.6%
B&H Gap	20.3	26.3	15.5	17.5

KS1 Writing	2011	2012	2013	2014
B&H Gap	21	26	15	17
Statistical Neighbour Gap	16	15	14	14
England Gap	18	16	15	14

KS1 Writing	2011	2012	2013	2014
B&H	64%	60%	73%	72%
Statistical Neighbours average	68%	71%	74%	75%
England	67%	70%	73%	75%

Since 2011 non-FSM achievement in writing at level 2+ has been in-line with England and the average of our statistical neighbours as shown below.

KS1 Writing	2011	2012	2013	2014
B&H	85%	86%	88%	89%
Statistical Neighbours average	84%	86%	88%	89%
England	85%	86%	88%	89%

4.2.3 In 2014 the FSM achievement gap in maths was narrower than England and statistical neighbours. FSM achievement in maths at level 2+ was above England and statistical neighbours.

KS1 Maths	2011	2012	2013	2014
B&H FSM	82.4%	79.6%	85.0%	86.7%
B&H Non FSM	93.2%	94.5%	95.0%	95.1%
B&H FSM Gap	10.8	14.9	10.0	8.4

KS1 Maths	2011	2012	2013	2014
B&H Gap	11	14	11	8
Statistical Neighbour Gap	10	9	9	9
England Gap	11	11	9	9

In 2014 the FSM achievement in maths at level 2+ in Brighton & Hove was above England and statistical neighbours as shown in the table below.

KS1 Maths	2011	2012	2013	2014
B&H	82%	80%	84%	87%
Statistical Neighbours average	81%	83%	84%	85%
England	81%	82%	84%	85%

Since 2011 non-FSM achievement in maths at level 2+ in Brighton & Hove has generally been above England and statistical neighbours.

KS1 Maths	2011	2012	2013	2014
B&H	93%	94%	95%	95%
Statistical Neighbours average	91%	92%	93%	94%
England	92%	93%	93%	94%

No data on disadvantaged pupils has been published by the Department for Education, this may be because the number of pupils identified by being eligible for FSM in the last six years will not be comparable to the key stage 2 and key stage 4 cohorts simply because pupils at the end of key stage 1 have only been in compulsory education for three years.

4.3 Key Stage 2

4.3.1 The gap between the achievement in Reading, writing and maths at level 4+ has increased by 2% points because the attainment of the free school meals children stayed at 58% whilst the non-free school meal total went up by 2% points

KS2 RWML4+	2011	2012	2013	2014
B&H FSM	43%	53%	58%	58%
B&H Non FSM	69%	79%	83%	85%
B&H Gap	26	26	25	27

4.3.2 The gap between FSM and other pupils in Brighton & Hove was wider than England and the average of our statistical neighbour local authorities as shown in the table below.

The 27 percentage point gap in Brighton & Hove was nine percentage points wider than the gap nationally this year. There is no 2011 data as English and maths at level 4+ was replaced by reading, writing and maths at level 4+ in 2012.

KS2 RWML4+	2012	2013	2014
B&H Gap	26	25	27
Statistical Neighbour Gap	23	24	21
England Gap	19	19	18

In Brighton & Hove the achievement in reading, writing and maths at level 4+ for pupils with FSM was below England and all statistical neighbours shown in the table below.

Local Authority	2012	2013	2014
Bromley	59%	63%	69%
Bournemouth	55%	57%	67%
Southend-on-Sea	53%	56%	63%
Reading	54%	52%	60%
York	52%	55%	59%
Portsmouth	45%	51%	59%
Bath and North East Somerset	55%	54%	59%
Bristol, City of	56%	57%	59%

Leeds	54%	53%	58%
Sheffield	56%	55%	58%
Brighton & Hove	53%	58%	58%
England	59%	60%	64%

This contrasts to the achievement of non-FSM pupils in Brighton & Hove, which was above England and many statistical neighbours as shown in the table below,

Local Authority	2012	2013	2014
Bromley	82%	83%	87%
Brighton & Hove	79%	83%	85%
Bath and North East Somerset	81%	82%	85%
Southend-on-Sea	76%	78%	84%
Bournemouth	75%	79%	82%
Sheffield	76%	76%	81%
York	79%	80%	81%
Bristol, City of	79%	82%	81%
Leeds	77%	79%	80%
Portsmouth	71%	75%	80%
Reading	77%	74%	79%
England	78%	79%	82%

If each subject is looked at individually, in reading the gap has decreased by 2% points with improvement in performance of both the non FSM and FSM groups. In writing the gap remained the same, with both groups improving two percentage points, but in maths it slightly increased as the attainment of the pupils entitled to FSM remained the same whilst attainment of their peers increased by one percentage point.

4.3.3 In terms of progress of pupils, the picture is more positive. The gaps have narrowed since 2011.

Results writing	2011	2012	2013	2014
B&H FSM	64%	86%	87%	87%
B&H Non FSM	76%	91%	93%	94%
B&H Gap	12	5	6	7

Percentage of pupils making two levels of progress in writing from KS1 to KS2

Results maths	2011	2012	2013	2014
B&H FSM	67%	76%	79%	81%
B&H Non FSM	81%	86%	90%	91%
B&H Gap	14	10	12	10

Percentage of pupils making two levels of progress in maths from KS1 to KS2

The gap in achievement of pupils with FSM was wider than the achievement gap for disadvantaged pupils. The disadvantaged pupil achievement gap in reading, writing and

maths at level 4+ in Brighton & Hove was seven % points wider than England, whilst the FSM achievement gap was nine % points wider than England.

KS2 RWML4+	2012	2013	2014
B&H Disadvantaged pupils	59%	62%	64%
B&H other pupils	81%	85%	88%
B&H Gap	22	23	24

KS2 RWML4+	2012	2013	2014
B&H Gap	22	23	24
Statistical Neighbour Gap	22	21	17
England Gap	19	18	17

Brighton & Hove was below England and many statistical neighbours in the achievement of disadvantaged pupils as shown in the table below.

Local Authority	2012	2013	2014
Bromley	61%	65%	73%
Bournemouth	59%	63%	72%
Southend-on-Sea	55%	59%	70%
Bath and North East Somerset	61%	62%	68%
Reading	56%	56%	65%
Leeds	59%	59%	64%
Brighton & Hove	59%	62%	64%
Portsmouth	50%	57%	64%
Bristol, City of	60%	62%	64%
Sheffield	59%	58%	63%
York	56%	56%	63%
England	61%	63%	67%

Brighton & Hove was above England and all statistical neighbours in the achievement of non-disadvantaged pupils as shown in the table below.

Local Authority	2012	2013	2014
Bromley	83%	85%	88%
Brighton & Hove	81%	85%	88%
Southend-on-Sea	79%	81%	86%
Bath and North East Somerset	82%	83%	86%
Bristol, City of	82%	84%	84%
Leeds	79%	82%	83%
Sheffield	78%	79%	83%
York	80%	82%	83%
Bournemouth	77%	81%	83%
Portsmouth	74%	77%	82%
Reading	80%	75%	81%
England	80%	81%	84%

4.4 Key Stage 4

4.4.1 The table below shows that only 22 percent of pupils with current FSM achieved five GCSE with English and Maths compared with 59% of their peers. In comparison with the national picture, the gap is ten % points wider than nationally as shown in the table below

Results	2011	2012	2013	2014
B&H FSM	25.8%	27.1%	31.1%	22.2%
B&H non FSM	57.4%	61.6%	68.2%	59.3%

Results	2011	2012	2013	2014
B&H Gap	31.6	34.5	37.1	37.1
Statistical Neighbour Gap	31.2	32.1	33.0	33.6
England Gap	27.5	26.3	26.7	27.0

4.4.2 The table below shows the percent of pupils with current FSM that achieved five GCSE A*-C with English and Maths for the statistical neighbours. It has been sorted by 2014 results, and the England result is at the end.

Local Authority	2011	2012	2013	2014
Bromley	44.1%	40.7%	48.0%	36.7%
Bournemouth	29.1%	31.1%	30.1%	34.1%
Portsmouth	20.6%	28.0%	22.2%	31.3%
Sheffield	24.1%	30.3%	30.1%	31.1%
Reading	31.9%	35.4%	35.1%	30.7%
Bath and North East Somerset	29.9%	30.5%	30.5%	29.9%
Bristol, City of	29.1%	26.6%	29.2%	28.7%
Leeds	24.7%	26.7%	30.9%	25.7%
Southend-on-Sea	33.8%	24.5%	28.2%	23.0%
Brighton & Hove	25.8%	27.1%	31.1%	22.2%
York	31.0%	36.2%	40.2%	21.4%
England	34.7%	36.5%	38.1%	33.7%

4.4.3 The table below shows the percent of pupils without current FSM that achieved five GCSE A*-C with English and Maths for the statistical neighbours. It has been sorted by 2014 results, and the England result is at the end.

Local Authority	2011	2012	2013	2014
Bromley	69.7%	71.6%	76.2%	68.0%
Southend-on-Sea	68.7%	66.7%	66.8%	67.1%
York	64.5%	65.1%	69.7%	66.1%
Reading	59.9%	66.1%	69.5%	65.9%
Bournemouth	61.8%	65.1%	68.0%	65.1%

Bath and North East Somerset	66.7%	59.6%	66.4%	64.5%
Bristol, City of	55.4%	58.1%	58.4%	62.0%
Brighton & Hove	57.4%	61.6%	68.2%	59.3%
Sheffield	53.7%	60.3%	63.0%	58.6%
Leeds	60.0%	61.3%	63.6%	56.6%
Portsmouth	50.3%	56.7%	53.0%	55.0%
England	62.2%	62.8%	64.8%	60.7%

4.4.4 The gaps for pupils currently in receipt of FSM are wider than those of the 'disadvantaged' group, which contains pupils eligible and claiming FSM in the last six years (including current FSM). This 'disadvantaged' group also contains children looked after, but does not usefully represent these pupils as they form a small subset of the group.

Results	2011	2012	2013	2014
B&H Disadvantaged	29.0%	33.2%	40.8%	31.4%
B&H Other pupils	61.3%	65.2%	71.5%	62.4%

Results	2011	2012	2013	2014
B&H Gap	32.3	32.0	30.7	31.0
Statistical Neighbour Gap	33.7	31.7	32.2	32.9
England Gap	29.0	27.4	27.0	27.5

4.4.5 The table below shows the percentages of 'disadvantaged' pupils that achieved five GCSE A*-C with English and Maths for the statistical neighbours. It has been sorted by 2014 results, and the England result is at the end.

Local Authority	2011	2012	2013	2014
Bromley	40.6%	45.8%	51.7%	42.0%
Bournemouth	32.7%	34.8%	40.2%	37.7%
Portsmouth	22.9%	33.1%	28.0%	34.2%
Bristol, City of	29.2%	32.1%	32.7%	34.0%
Bath and North East Somerset	33.4%	29.7%	31.8%	33.2%
Sheffield	26.0%	32.9%	35.3%	33.0%
Reading	31.3%	34.8%	39.9%	32.2%
Brighton & Hove	29.0%	33.2%	40.8%	31.4%
Leeds	27.9%	31.7%	35.6%	29.9%
York	31.5%	37.5%	43.3%	28.9%
Southend-on-Sea	33.0%	30.8%	30.5%	27.5%
England	36.3%	38.6%	41.1%	36.7%

4.4.6 The table below shows the percentages of 'non disadvantaged' pupils that achieved five GCSE A*-C with English and Maths for the statistical neighbours. It has been sorted by 2014 results, and the England result is at the end.

Local Authority	2011	2012	2013	2014
Southend-on-Sea	74.4%	71.5	73.7	74.1
Bromley	73.1	74.4	79.6	71.5
Reading	63.2	70.3	72.2	69.7
York	67.5	67.5	72.4	69.3
Bournemouth	65.3	68.5	70.3	69.0
Bath and North East Somerset	69.5	63.3	70.5	67.2
Bristol, City of	61.2	62.5	64.3	67.1
Sheffield	57.4	64.7	67.0	62.6
Brighton and Hove	61.3	65.2	71.5	62.4
Leeds	64.0	65.1	68.0	60.8
Portsmouth	54.9	60.3	57.7	58.4
England	65.3	66.0	68.1	64.2

4.4.7 In English 3+ levels of progress for disadvantaged pupils, Brighton & Hove in 2014 was below England and some statistical neighbours as shown in the table below. In 2013 and 2012 Brighton and Hove was above England and many statistical neighbours.

Local Authority	2012	2013	2014
Reading	48.2%	53.4	64.6
Bournemouth	50.4	60.3	64.5
Bromley	59.3	66.8	62.6
Bristol, City of	54.5	51.1	60.3
Sheffield	50.7	56.2	57.5
Brighton & Hove	56.9	59.9	56.7
Bath and North East Somerset	45.8	44.9	56.5
Portsmouth	46.5%	40.9	52.6
York	53.4	56.1	48.4
Leeds	44.6	48.7	48.3
Southend-on-Sea	42.3	41.5	45.9
England	53.8	57.0	59.1

For English 3+ levels of progress for non-disadvantaged pupils in Brighton & Hove was consistently above that of England.

Local Authority	2012	2013	2014
Reading	77.9%	80.0	84.0
Bournemouth	77.7	82.8	83.5
Southend-on-Sea	76.5	77.4	82.6
Bromley	80.4	85.2	81.3
Bristol, City of	75.5	72.3	81.2
York	74.4	80.0	80.1

Brighton & Hove	75.5	78.6	76.7
Bath and North East Somerset	70.6	75.9	76.4
Sheffield	73.8	76.9	74.8
Leeds	69.7	72.1	71.5
Portsmouth	69.3	65.8	71.2
England	72.8	75.0	76.2

4.4.8 In maths 3+ levels of progress Brighton & Hove disadvantaged pupils were consistently below England to a greater extent than other comparisons. The progress gap between disadvantaged and other pupils in Brighton & Hove was widest in maths.

Local Authority	2012	2013	2014
	%	%	%
Bromley	56.5	64.9	55.7
Bristol, City of	44.9	46.2	49.1
Bournemouth	46.3	51.9	47.7
Sheffield	46.0	47.9	45.5
Portsmouth	46.1	43.9	44.8
Bath and North East Somerset	42.0	47.9	43.7
Leeds	46.0	46.4	43.2
Southend-on-Sea	43.4	44.5	41.1
Brighton & Hove	37.8	46.8	39.2
York	58.1	53.5	38.5
Reading	48.3	54.1	38.2
England	51.5	54.0	48.5

In maths the percentage of non-disadvantaged pupils making 3+ levels of progress for in Brighton & Hove was below that of England and many of our statistical neighbours.

Local Authority	2012	2013	2014
	%	%	%
Bromley	81.7	85.3	80.4
Southend-on-Sea	78.7	82.1	79.7
Reading	81.3	81.9	77.4
Bristol, City of	70.8	72.9	75.7
Bournemouth	75.6	80.7	74.0
York	76.5	77.5	73.8
Bath and North East Somerset	72.5	76.9	72.1
Brighton & Hove	66.4	74.9	70.1
Leeds	74.7	76.9	69.9
Sheffield	72.5	74.7	69.7
Portsmouth	68.1	69.6	66.3
England	74.5	77.0	71.8

4.4.9 Progress for pupils currently having free school meals is not published for all local authorities and so there are no statistical neighbours for this measure but comparisons of Brighton & Hove to England are shown below.

English 3+ levels of progress

Results	2012	2013	2014
	%	%	%
B&H FSM	53%	52	48
B&H Other	73	76	74
England FSM	52	54	57
England Other	71	73	74

Maths 3+ levels of progress for pupils with FSM was consistently below the national

Results	2012	2013	2014
	%	%	%
B&H FSM	31%	37	30
B&H Other	62	71	66
England FSM	50	52	46
England Other	72	74	69

5. WHAT IS HAPPENING IN THE CITY TO ADDRESS THE GAPS?

This is a key priority for schools and for the city as a whole. In 2013 we published the Closing the Gap in Educational Achievement for Vulnerable Groups in the City (appendix 1) which outlines our approach. Since the publication, to achieve improved outcomes for this group, we have:

- 5.1 Seconded a deputy headteacher from one of the secondary schools to focus on this area. Using the data he worked with schools to identify good practice across the city and a number of schools delivered Summer twilight professional seminars in the summer term 2014 showcasing their work.
- 5.2 Shared best practice and research literature such as the Sutton Trust Toolkit that enables schools to see what has proved to work well.
- 5.3 Organised a successful conference for headteachers, and Governors focussing on pupil premium funding in July 2014. This included national speakers such as the Pupil Premium Champion, Sir John Dunford.
- 5.4 Encouraged each school to nominate a 'closing the gap' champion and these senior leaders meet regularly to support and challenge each other.
- 5.5 Supported secondary schools in the design of a peer review for the progress of pupils with free school meals. This is being led by a National Leader of Education from a Teaching School Alliance. (Appendix 3)

- 5.6 Planned to carry out a one day pupil premium review in primary schools. This will involve primary headteachers, a member of the Standards and Achievement Team and the headteacher of the Virtual school for children in care (appendix 4). We will start with those schools where the gaps are widest.
- 5.7 A new headteacher for the Virtual School has been appointed in Summer 2014 and now leads on a strategy and plan to narrow the gap between Children in Care/Previously in Care and all children.
- 5.8 Committed to explore a focus theme: these include:
- 5.8.1 Behaviour for learning.
 - 5.8.2 Peer Tutoring
 - 5.8.3 Effective use of data
 - 5.8.4 Lesson study
 - 5.8.5 Targeting support
 - 5.8.6 Research learning communities.
- 5.9 Continued to support and develop Every Child a Reader and Every Child Counts as they have shown to be very successful.
- 5.10 (Every Child a Reader (ECaR) is an approach to implementing and managing early literacy interventions to ensure that all children who need additional support with learning to read and write are given what they need. At its heart is Reading Recovery, an intensive daily, one-to-one intervention for the lowest achieving literacy learners after one year in school. A highly skilled Reading Recovery teacher works with the lowest attaining children individually and supports the whole school in mapping, providing and monitoring a range of other literacy interventions for all children who need support, with the aim of every child being a reader and writer

Every Child Counts aims to raise achievement in school mathematics at three levels, through:

1 – Intensive, Numbers Count™ intervention support given by a specialist teacher to children who have the greatest difficulties in mathematics, to enable them to make accelerated progress and catch up with their peers.

2 – Lighter touch 1stClass@Number™, intervention support given by a trained teaching assistant to children who have moderate difficulties in mathematics, to enable them to make accelerated progress and catch up with their peers It is delivered by a teaching assistant to a group of up to 4 children outside the classroom, in addition to daily class mathematics lessons.

3 – Wider support by the specialist Numbers Count teacher for the teaching and learning of mathematics across the whole school age range

6. ANALYSIS & CONSIDERATION OF ANY ALTERNATIVE OPTIONS

- 6.1 Schools have the autonomy to decide how best to spend the pupil premium to make the most difference to outcomes for disadvantaged pupils. They are held to account for the outcomes of these students.

6.2 Every school has to publish the use of pupil premium funding on their website. Two examples appear in Appendix 5 and Appendix 6

7. COMMUNITY ENGAGEMENT & CONSULTATION

7.1 All schools were consulted in the writing of the Closing the Gap Strategy. Each school informs and discusses this area with their community.

8. CONCLUSION

8.1 This is a priority area for the city. We want to make sure that every child is able to succeed and have a choice about their future. The pupil premium offers schools the opportunity to meet the needs of a vulnerable group of young people.

9. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

The funding for Pupil Premium in Brighton & Hove Schools has grown from £2.4m in 2011/12 to around £7.8m in 2014/15. There are no direct financial implications for schools arising from this report. Schools should be aiming to spend their budget on increasing the attainment of all pupils and in particular to use their Pupil Premium funding to close the attainment gap for those in vulnerable groups. The authority will continue to support and challenge them to do so.

Finance Officer Consulted: Andy Moore

Date: 22/01/2015

Legal Implications:

The Pupil Premium is discrete funding given to state funded schools and other educational settings in England, including special and alternative provision, to support disadvantaged and vulnerable pupils from Reception to Year 11. There are no statutory restrictions on the way in which this funding should be used by schools. There are no specific legal implications arising from the contents of this report.

Lawyer Consulted: Serena Kynaston

Date: 26/01/2014

7.1

SUPPORTING DOCUMENTATION

Appendices:

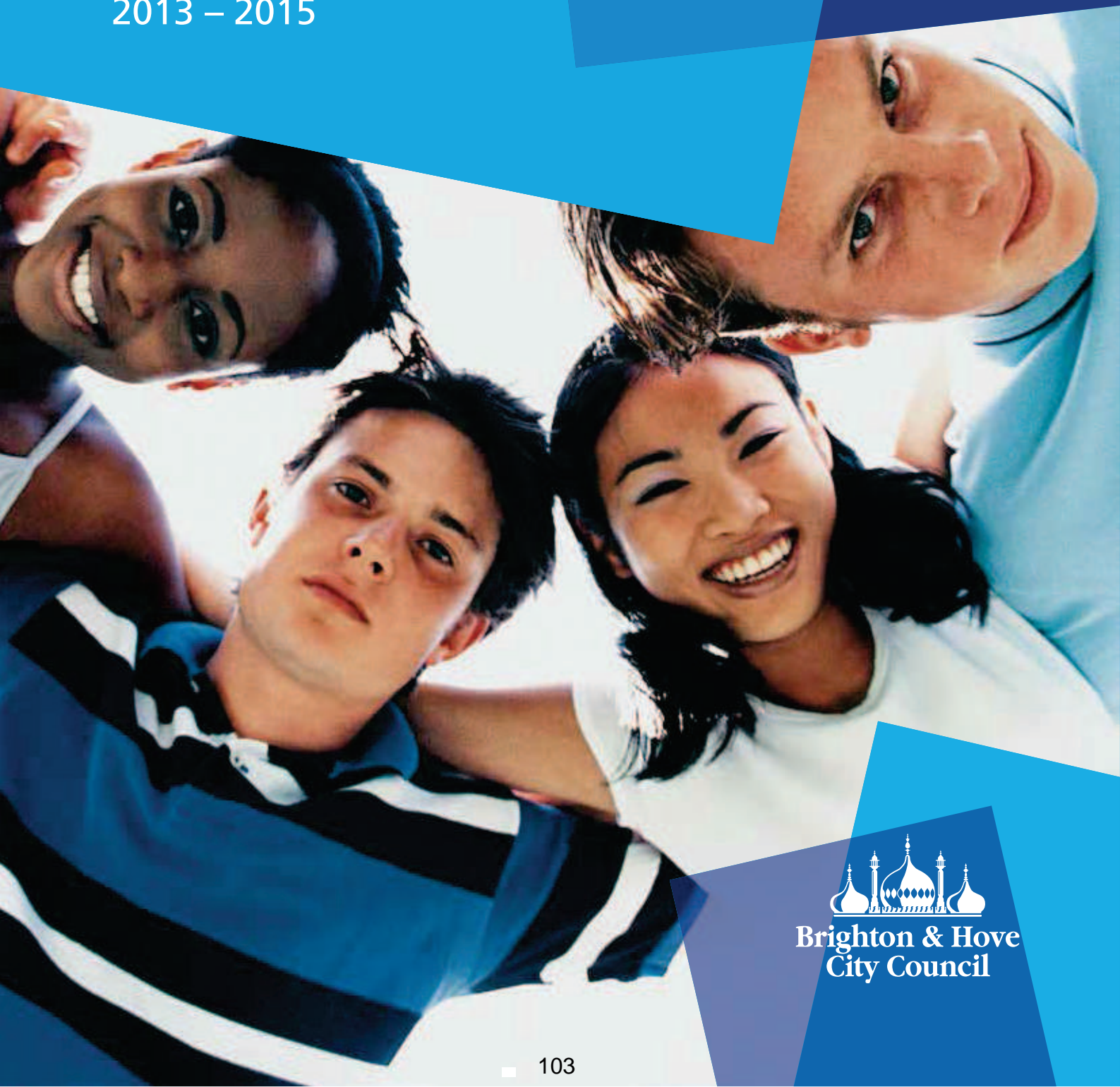
1. Strategy for Closing the Gap in Educational Achievement
2. Diagrams showing achievement of pupils who are entitled to pupil premium
3. Secondary peer review for Pupil Premium
4. Primary review for Pupil Premium
5. Bevendean Primary School Pupil Premium Report
6. Hove Park Pupil Premium Report

Education and Inclusion

Closing the Gap

in Educational Achievement for
Vulnerable Groups in the City

2013 – 2015



Brighton & Hove
City Council

Contents

1. Introduction	Page 3
2. Where does this strategy fit in? Links to the Corporate Plan	Page 3
3. Vision for Education	Page 3
4. Rationale for “Closing the Gap’	Page 4
5. Partnership working and the role of the LA	Page 4
6. The Provision of Pupil Premium and SEN funding	Page 5
7. Best Practice: What makes the difference?	Page 5
8. How our strategy will work	Page 7
9. What success will look like	Page 7
Appendix 1	Page 8
Appendix 2	Page 9



1. Introduction

This strategy outlines Brighton & Hove's vision, priorities and expectations in relation to closing the gap in educational achievement for vulnerable children and young people in the city. It builds upon the success of schools in raising attainment and progress and is ambitious for the future. We are beginning to see the gap closing as the strategy elements are put in place.

Closing the Gap in educational achievement is a moral imperative. We believe that through educational success, vulnerable children and young people will maximise their life chances and secure their future economic well being. We are committed to partnership working and believe that everyone has a part to play in addressing this most serious issue.

2. Where does this strategy fit in?

Links to the Corporate Plan

This strategy links to the theme of Tackling Inequality in the City Corporate Plan 2011-2015.

'We want to make sure that all of our children and young people have the best possible start in life, so that everyone has the opportunity to fulfil their potential, whatever that might be, and to be happy, healthy and safe'. This means making sure that all children and young people in the city have access to high quality education that will provide them with the knowledge and skills to secure employment and be active and responsible

citizens. We will focus on raising overall attainment and narrowing the gap between the lowest and highest performing pupils.' (Brighton and Hove Corporate Plan 2011-2015.) Closing the achievement gap between vulnerable groups of children and young people in the City and their peers is a priority in a range of strategies and policies including: the Special Educational Needs Partnership Strategy, School Improvement Strategy and Early Help Strategy. This strategy outlines a consistent, city wide approach that we will take to 'closing the gap'.

3. Vision for Education

Our vision was devised by the Learning Partnership with contributions from learning organisations across the city. It is shared by all and interpreted by each phase and school to meet the needs of the learners. It underpins everything we do.

A 21st Century Vision for Learning in Brighton & Hove

Our provision will ensure a coherent and inclusive experience that makes learning personalised,

irresistible, engaging and enjoyable. To maximise the potential of every learner, each must thrive from relevant, motivating and exciting experiences that draw upon the uniqueness of our vibrant city by the sea.

We will encourage all to become confident, flexible, resilient and capable life-long learners and critical and reflective thinkers, empowered with essential knowledge, life skills, dispositions and technological capability necessary to participate as responsible citizens in the 21st century.

4. Rationale for ‘Closing the Gap’

Each year the Standards and Achievement Team carries out an extensive data analysis and examines the performance of the different groups of pupils in the City. The data analysis shows that the most significant gaps in performance are those between the performance of children and young people eligible for Free School Meals (FSM) and their more advantaged peers, between those children and young people identified as having special educational needs or disability (SEND) and their peers and for children in care (LAC/ CiC). These gaps widen as the young people move through our school system. The impact of large numbers of pupils, particularly pupils with FSM not achieving 5 GCSE's A* to C with English

and Maths at the end of Key Stage 4, not only has implications for the economy of the city, but also has an impact on the quality of opportunity for young people in the city. However, there are overlaps in these groups.

In 2012:

- 11% of children in the city were both in receipt of FSM and identified as having special educational needs.
- 31% of pupils with SEN were also in receipt of FSM.
- 47% of pupils registered for FSM were also identified as having SEN.

5. Partnership working and the role of the LA

Brighton and Hove is committed to working in partnership to ‘Close the Gap’ in educational achievement for vulnerable groups.

Although schools are being given increased levels of autonomy, it is still the responsibility of the LA to ensure that there is robust self evaluation by the management of the school, particularly in relation to pupil progress. A key task for this LA is to further develop our work to ensure schools are effectively addressing the needs of their vulnerable groups of pupils, and that good progress is made towards ‘Closing the Gap’ in educational achievement in all schools. We would want to support schools to find their own solutions that will work effectively in the different contexts of the schools.

The Ofsted Chief Inspector, Sir Michael Wilshaw, has recently made it clear that Local Authorities still retain a direct responsibility for the standards achieved in all of the schools in their area, including academies; this responsibility is particularly in relation to the progress made by vulnerable groups. He also told Headteachers, that increasing attention will be given, during the course of school inspections, to the impact

schools are making through the use of the Pupil Premium on the issue of ‘Closing the Gap’ for the disadvantaged. It has also been indicated by Her Majesty’s Inspectors (HMI) that there will be an increasing focus on this issue, not just at a school level, but when considering the relative performance of local authorities in addressing the issue of the progress of disadvantaged pupils in their area.

In its role as champion of children and families, the LA can facilitate, broker and commission support. We have a small intervention team with a focus on closing the achievement gap and they offer support and challenge for schools in this area.



6. The Provision of Pupil Premium and SEN funding

Pupil Premium is intended to assist schools with addressing the gap in achievement between disadvantaged pupils and their peers; for the purposes of identification, disadvantage is identified with registration for Free School Meals (FSM). Although an imprecise indicator, FSM registration remains the most accessible way to identify disadvantage in schools.

From April 2014 the premium will stand at £1300 for each FSM pupil, registered during the last six school years, and this is likely to rise again by the final year of this parliament. Additionally, there is funding available of £500 for each FSM pupil to support Year 6/7 Summer School

Transition Programmes, and a further £500 'catch-up' payment, paid for Year 7 pupils who did not achieve Level 4 at the end of the Primary phase; this produces a potential £1900 for each underachieving FSM pupil at the key point of the Primary / Secondary school transition.

Through the formula the LA has delegated directly into school budgets a notional amount to support children with SEN. In 2013 / 14 this was £12.7m across mainstream schools and academies. In addition there is 'top up' funding for pupils with high needs and in 2013 / 14 this in the region of £2.04m (adjustable over the year), giving an overall total approaching £15m.

7. Best Practice: What makes the difference?

Where schools have been most effective in raising the progress of vulnerable pupils, and have closed the gap, there are factors which are frequently observed:

- the deliberate and systematic involvement of pupils, at all stages, with taking responsibility for their own progress and learning;
- appropriate management structures, quality assurance and data collection;

- Quality First Teaching in the classroom, setting intervention into a context in which the progress secured can be developed and sustained;
- effective leadership on the issue of intervention from the school's senior management team;
- the identification of strategies that are right for the particular setting and needs of the pupils - all of the selected interventions being subject to a rigorous process of cost/benefit analysis;
- the careful selection, training and support of intervention staff, recognising that intervention requires a different range of skills to that of class teaching;
- integration of intervention staff into the work of the whole school - particularly that of the class/subject teacher;
- suitable assessment processes that fully and adequately inform intervention, enabling progress to be monitored across a range of learning need.



We have also seen the gap narrow in a number of schools across the city. Discussion with leaders of those schools also identified the following key points:

What do schools think makes the difference?

'We have high expectations from the top down and the bottom up'

'We make sure we do it well for every child – and there are no excuses'

'We make sure that teachers are aware of their responsibility and accountability for every pupil '

'There is a focus on tracking and assessment – making sure no one veers off track '

'We ensure high quality teaching and learning for all '

'ECAR and ECC are very valuable and have a positive impact '

Some special initiatives and projects local and national had lifted aspirations for all and accelerated progress e.g. (MfL) project

Case Study: Rudyard Kipling Primary School

Rudyard Kipling Primary School was judged to be 'good' in May 2013. The school RAISEonline shows that educational achievement gaps are closing.

The inspector wrote:

'Funding for the pupil premium is effectively used, primarily to provide non-class based teachers and additional adults to deliver tailored support in both English and mathematics. The impact of the funding has been clearly shown in improved achievement.'

Some of the features of the school are:

- The headteacher, ably assisted by the deputy headteacher, is very clear about what she wants the school to achieve.
- The School's approach to improvement is incredibly detailed and consists of very accurate school self-evaluation, improvement plans and detailed termly plans. All staff are fully aware of these realistic and achievable plans.
- There is an effective programme to monitor and improve the quality of teaching. Leaders ensure that all teachers meet the 'Teachers' Standards'. All staff, including support staff, have targets to help them improve their performance to make them accountable for accelerating pupils' progress. The school has produced detailed documentation to ensure that teachers fully understand how progression through the pay scales can be achieved and is inextricably linked to pupils' progress.
- The quality of the school's assessment information, detailing pupil progress, is exemplary. Personalised plans are made for each pupil, after looking at their books, their work in lessons and their progress information. Decisions about how to maximise progress and use carefully targeted interventions include the teachers and senior leaders as well as governors.
- Middle leaders are involved in all aspects of monitoring, including lesson observations. They have a good understanding of school performance and often trial innovative practice, as demonstrated in Year 5.
- Governors know the school well and are therefore able to offer effective support and challenge.

8. How our strategy will work

What we will do

- Form a group of school leaders and LA officers to drive the strategy
- Further evaluate and disseminate national research: (e.g. Sutton Trust)
- Evaluate and disseminate the national evidence into the most effective interventions
- Evaluate and disseminate the local evidence: e.g. Schools data and the Schools

Supporting Schools projects – what is working well?

- Provide a universal offer of data analysis, advice and guidance (e.g. Intervention health check / governor support and training)
- Support partnership / cluster data analysis – so that every school knows its pupils
- Identify, through the data analysis of schools where practice is strong and schools where the gap is particularly wide.

- Link schools with similar profiles together to share practice
- Investigate different evidence based programmes such as: 'Achievement for All' or 'Success for All', 'Working with Others' 'Talkboost', and 'School Start', to see if they would be the right support for schools in the city
- Continue to promote and facilitate the Every Child a Reader and the Every Child Counts programmes with schools along with their associated initiatives
- Extend the 'Every Child a Reader' programme, in a number of target schools, to encompass a broader strategy for addressing achievement in literacy, particularly in writing.
- Promote virtual learning opportunities where these have been shown to make a successful contribution to learning

9. What success will look like

Year on year, pupil achievement for all groups in the city will improve and the gaps between pupils in vulnerable groups and their peers will close.

We will identify key milestones and targets to support and challenge schools to accelerate achievement of the most vulnerable. The milestones seek to raise aspiration and ensure that the gaps in educational achievement are in line with and then below the national average at all key assessment points.

In Brighton and Hove we are committed to the success of every pupil and the achievement of these vulnerable groups must be our priority.



Appendices

Appendix 1

Brighton & Hove LA: Summary of the Comparative Achievement Data: Free School Meals/Non Free School Meals Pupils

Key Stage 1

Overall performance at the end of KS1 for 'all pupils' is greater than that of pupils nationally. However there is a gap between those pupils who are in receipt of FSM and their peers in all subjects. The gap is widest in writing.

KS1 writing L2+

Results	2008	2009	2010	2011	2012
B&H FSM	62.0%	61.0%	62.0%	64.3%	59.9%
B&H Non FSM	85.0%	85.0%	84.0%	84.6%	86.2%
B&H Gap	23.0%	24.0%	22.0%	20.3%	26.3%

There were six schools where the FSM pupils did as well, or better than the non Free school meals pupils in all three areas of the curriculum and had, therefore, closed the gap;

There were many schools where the FSM pupils had done as well or better than non FSM pupils in one or more of these areas of the curriculum;

69.5% of FSM pupils reach the benchmark in reading. National 64%

59.9% of FSM pupils reach the benchmark in writing. National 56%

79.6% of FSM pupils reach the benchmark in mathematics. National 68%

Key Stage 2

There is an overall fall in the achievement of the city's disadvantaged pupils (FSM) from the end of Key Stage 1 to the end of Key Stage 2

60% of Brighton & Hove non FSM pupils reached the Level 4 benchmark at the end of KS2 compared to 58% nationally, but only 37% of all FSM pupils achieved Level 4 SATS at the end of Key Stage 2

17.4% of pupils in Brighton and Hove at the end of Key Stage 2 were eligible for Free School Meals nationally;

- There were twenty four schools where the FSM pupils reached or exceeded the national end of Key Stage floor standard (60% of pupils achieving Level 4 in English and Mathematics);
- There were eight schools where the FSM pupils equalled or exceeded the percentage of all pupils achieving Level 4;

KS2 pupils achieving L4+ in English and maths 2007 – 2012

Results	2007	2008	2009	2010*	2011	2012
B&H FSM	46%	55%	52%	63%	51%	60%
B&H Non FSM	76%	79%	76%	82%	78%	83%
B&H Gap	30%	24%	24%	19%	27%	23%

Key Stage 4

The gap at the end of Key Stage 4 (Secondary 2011/12, achieving 5 GCSEs A* - C with English and mathematics) had widened to -34.5% from -23% at the end of Key Stage 2 (Year 6).

Nationally the gap at the end of Key Stage 4 was 36.4% giving a gap of - 8.1% between Brighton and Hove's FSM pupils and their FSM peers nationally.

27.1% of FSM pupils reach the GCSE benchmark at the end of Key Stage 4 36.4% nationally 61.6 % of all non FSM pupils achieved the benchmark in Brighton and Hove compared to 62.8 nationally

14.7% of pupils at the end of Key Stage 4 were eligible for Free School Meals;

- there were two schools where the FSM pupils reached or exceeded the national end of Key Stage 4 benchmark (40% of pupils achieving 5 GCSEs A* - C with English and mathematics);
- there were no schools where the FSM pupils equalled or exceeded the percentage of all pupils achieving 5 GCSEs A* - C with English and mathematics;

Pupils eligible for Free School Meals Gap % 5+ A*-C GCSE including English & Maths 2007 – 2012

Results	2007	2008	2009	2010*	2011	2012
B&H FSM	20%	19%	22%	22%	26%	27%
B&H non FSM	47%	49%	48%	53%	57%	62%
B&H FSM cohort	306	330	334	337	337	332
B&H non FSM cohort	1998	2008	1955	2032	1987	1881

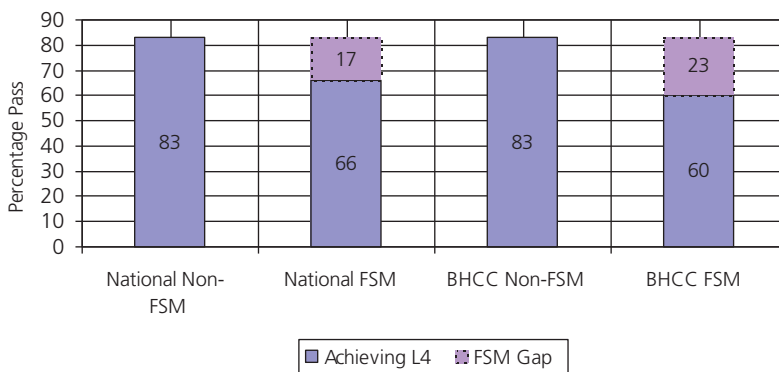
Appendix 2

Brighton & Hove LA comparisons with national

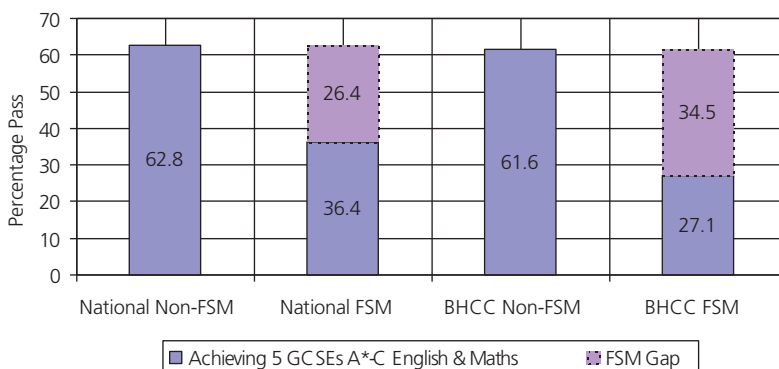
Comparative Graphs of Achievement Data:

Free School Meals/Non Free School Meals Pupils 2011 – 2012

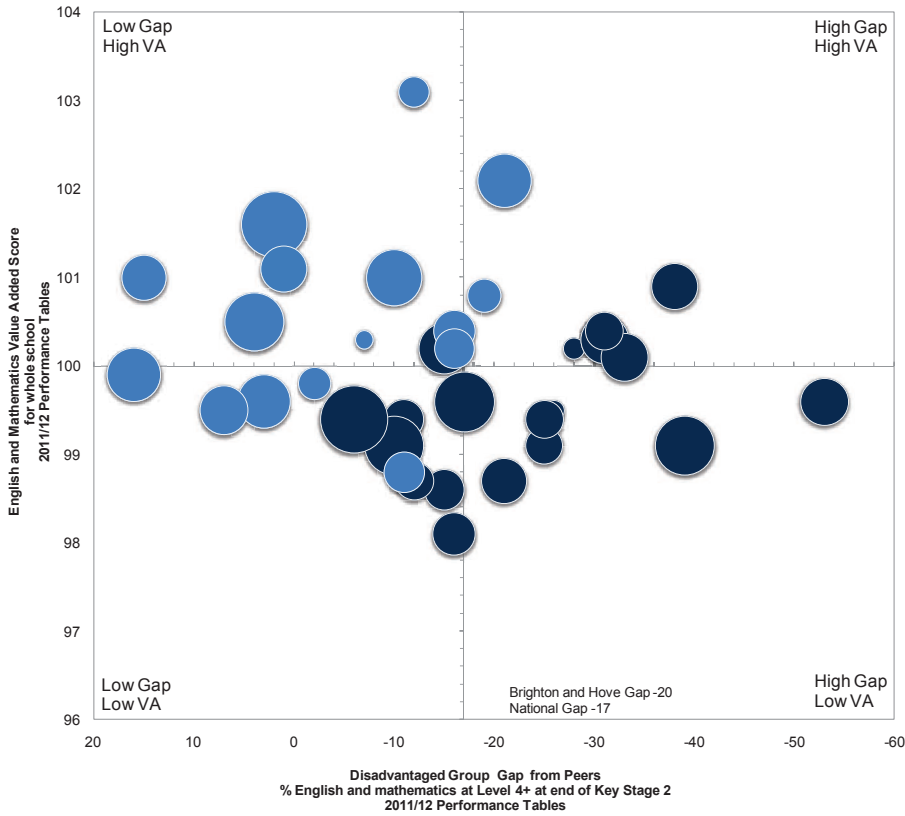
End of Key Stage 2 (Junior) National Benchmark: Level 4
English & Maths



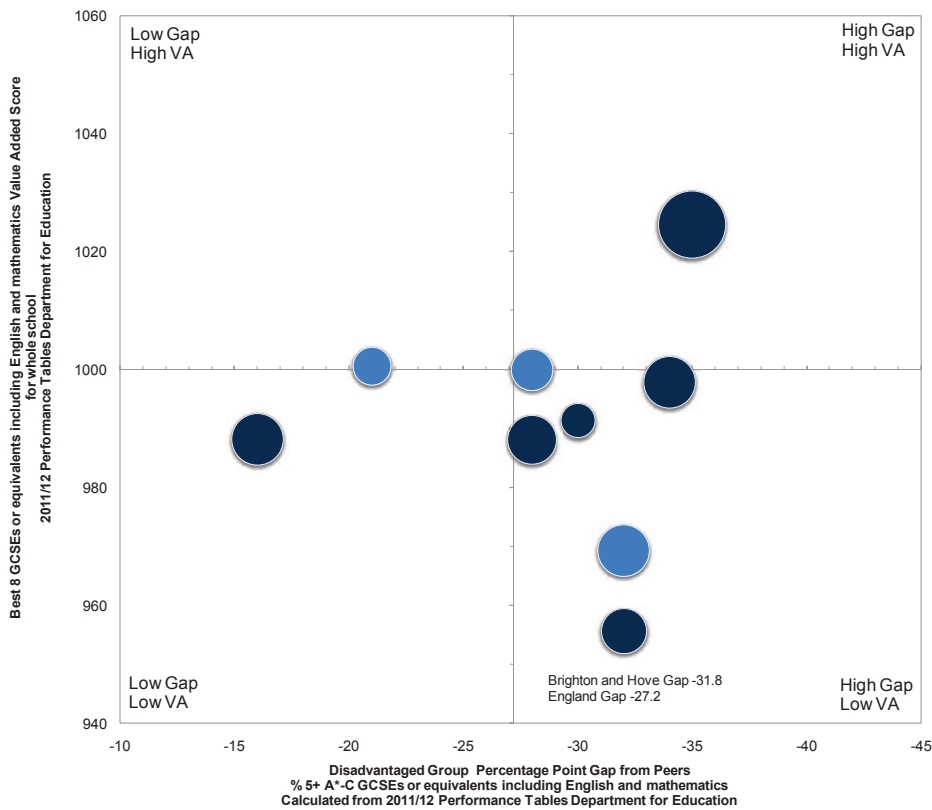
End of Key Stage 4 (Year 11) National Benchmark: 5 GCSEs
A*-C English & Maths



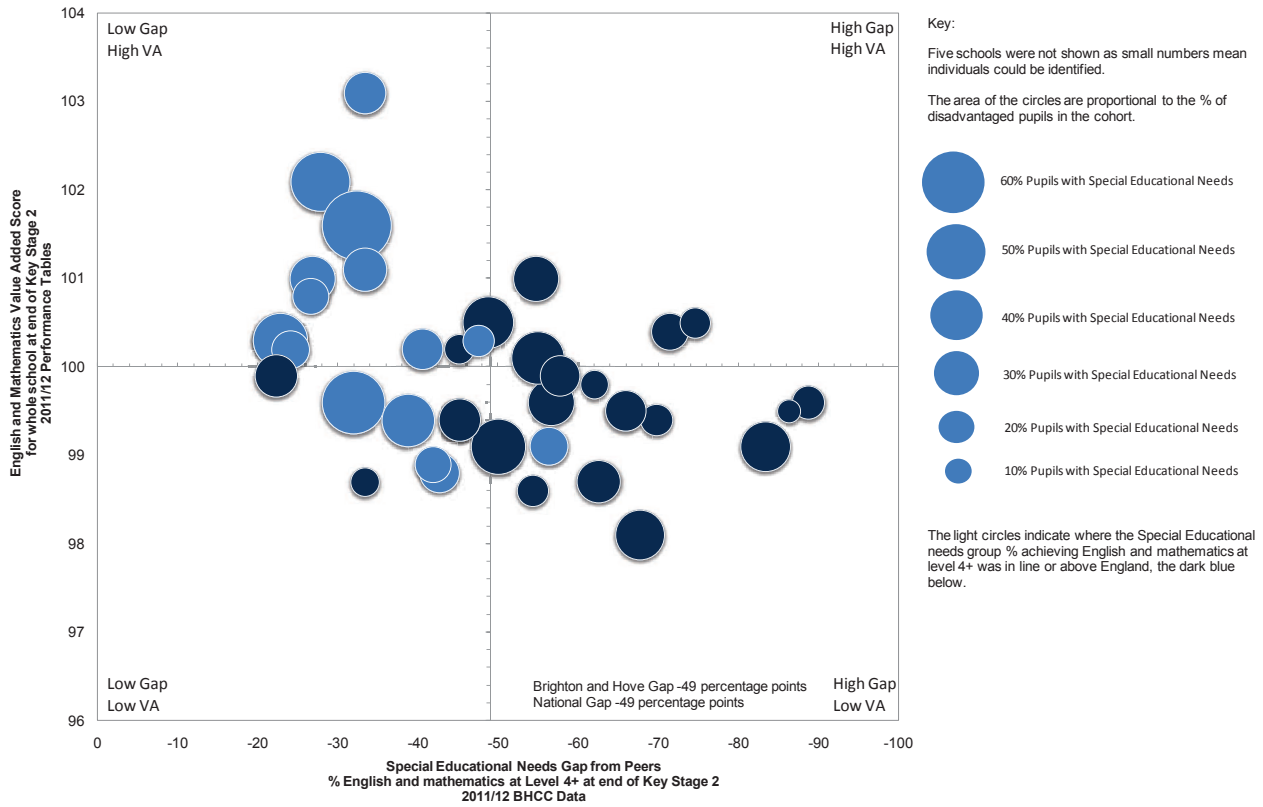
Disadvantaged Pupil Group Gaps in % English and mathematics at Level 4+, and English and mathematics Value Added Score



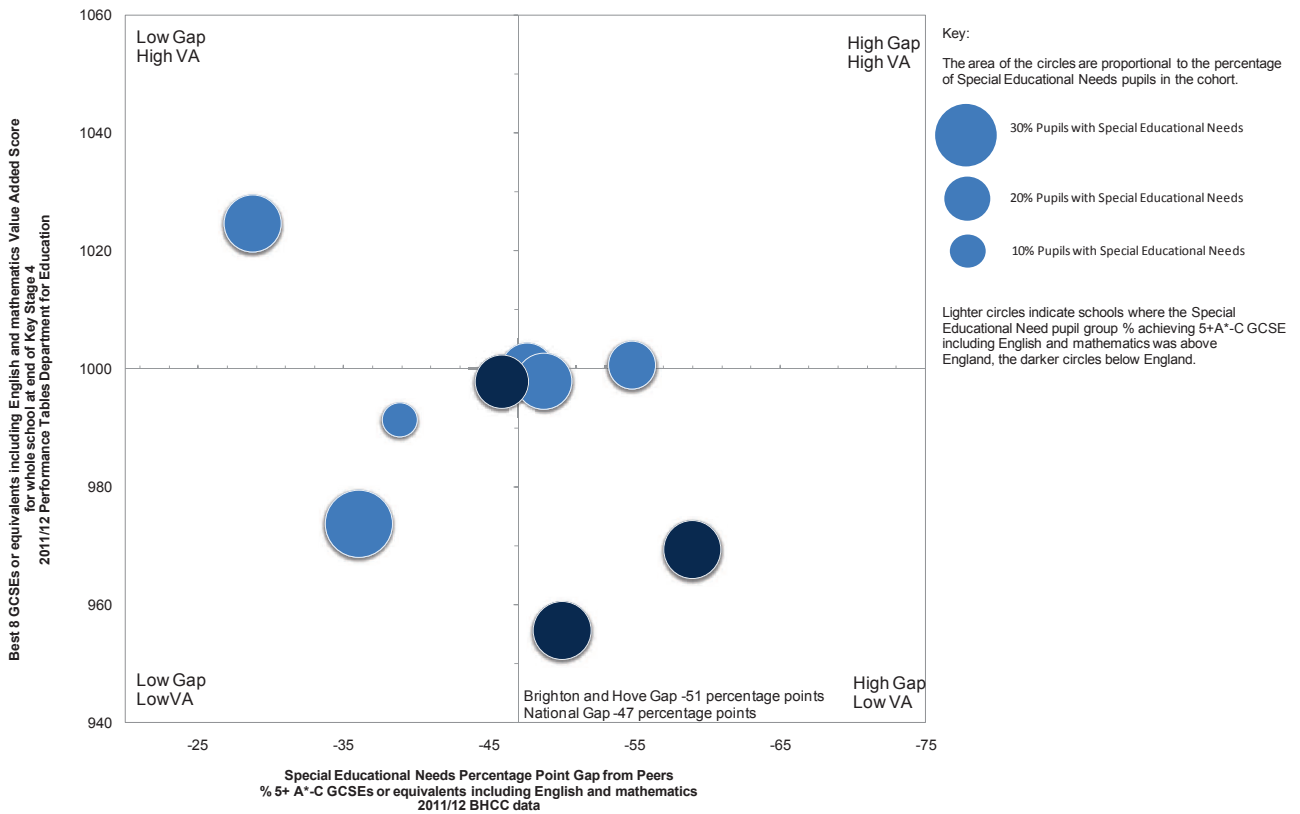
Disadvantaged Pupil Group Gaps in % 5+ A*-C GCSE or equivalents including English and mathematics, and 8 best GCSEs or equivalent including English and mathematics Value Added Score



Special Educational Needs Gap in % English and mathematics at Level 4+, and mathematics Value Added Score

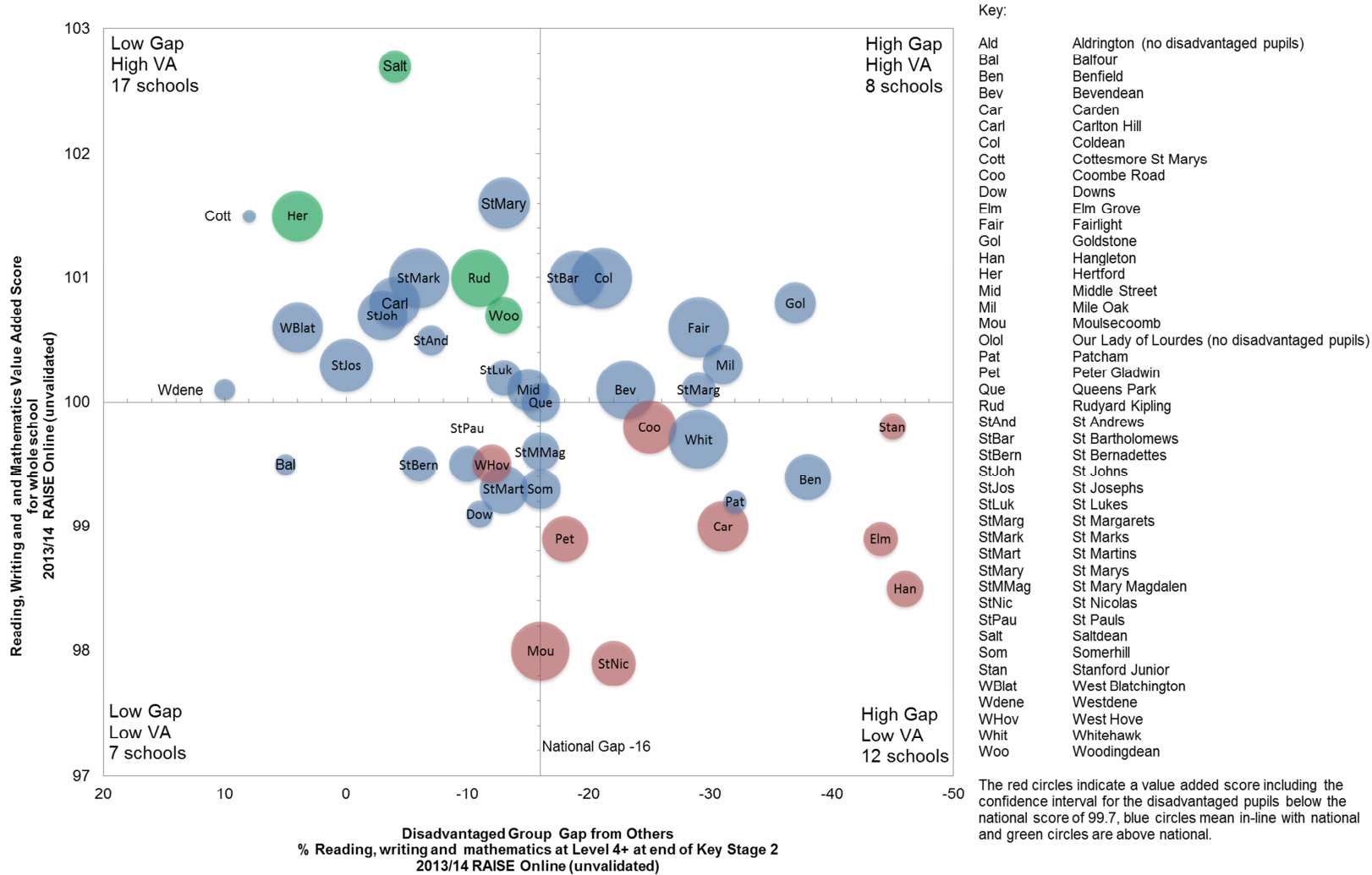


Special Educational Need Pupil Group Gaps in % 5+ A*-C GCSE or equivalents including English and mathematics, and 8 best GCSEs or equivalent including English and mathematics Value Added Score

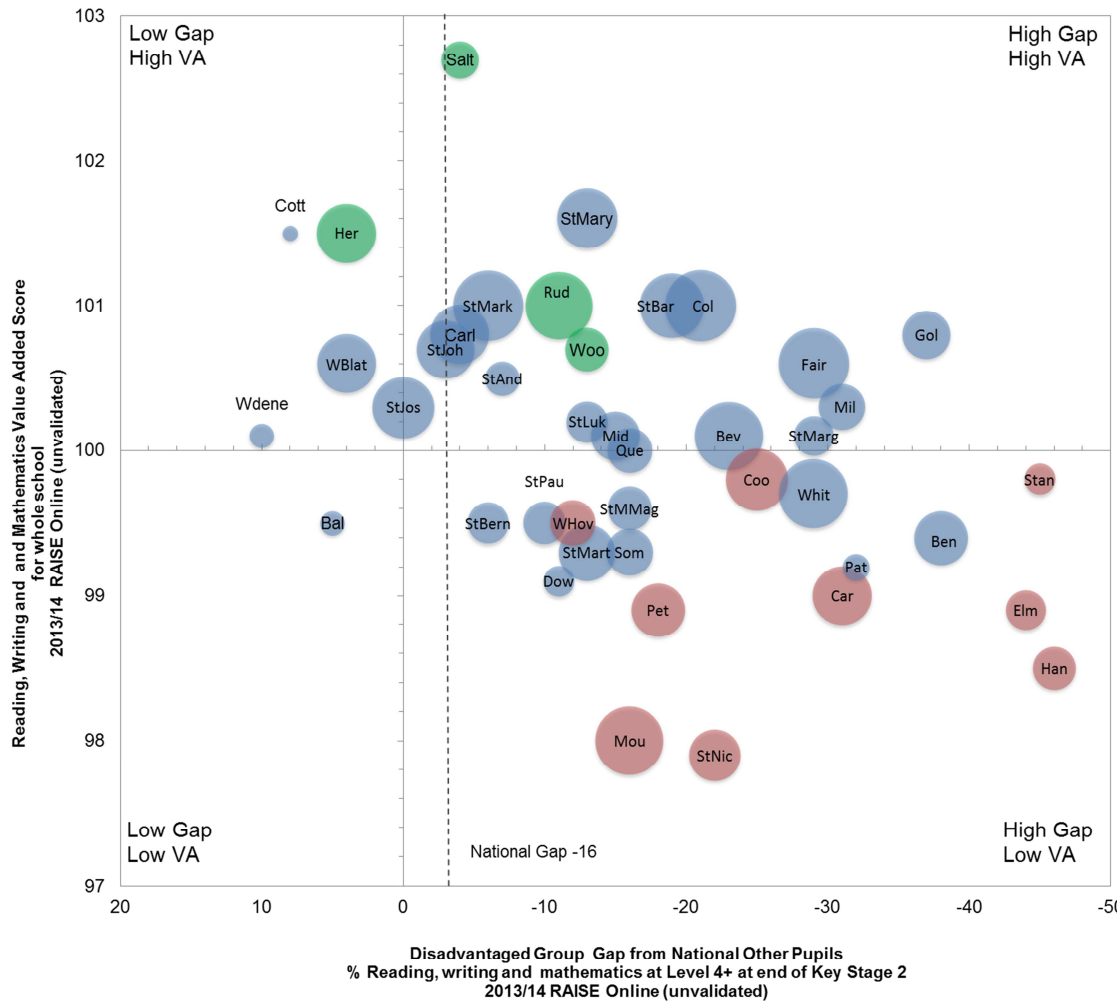




2013/14 Disadvantaged Pupil (Ever 6 FSM / CLA) Gaps in % Reading, Writing and Mathematics at Level 4+, and Whole School Value Added Score



2013/14 Disadvantaged Pupil (Ever 6 FSM / CLA) Gaps from National Other Pupils in % Reading, Writing and Mathematics at Level 4+, and Whole School Value Added Score

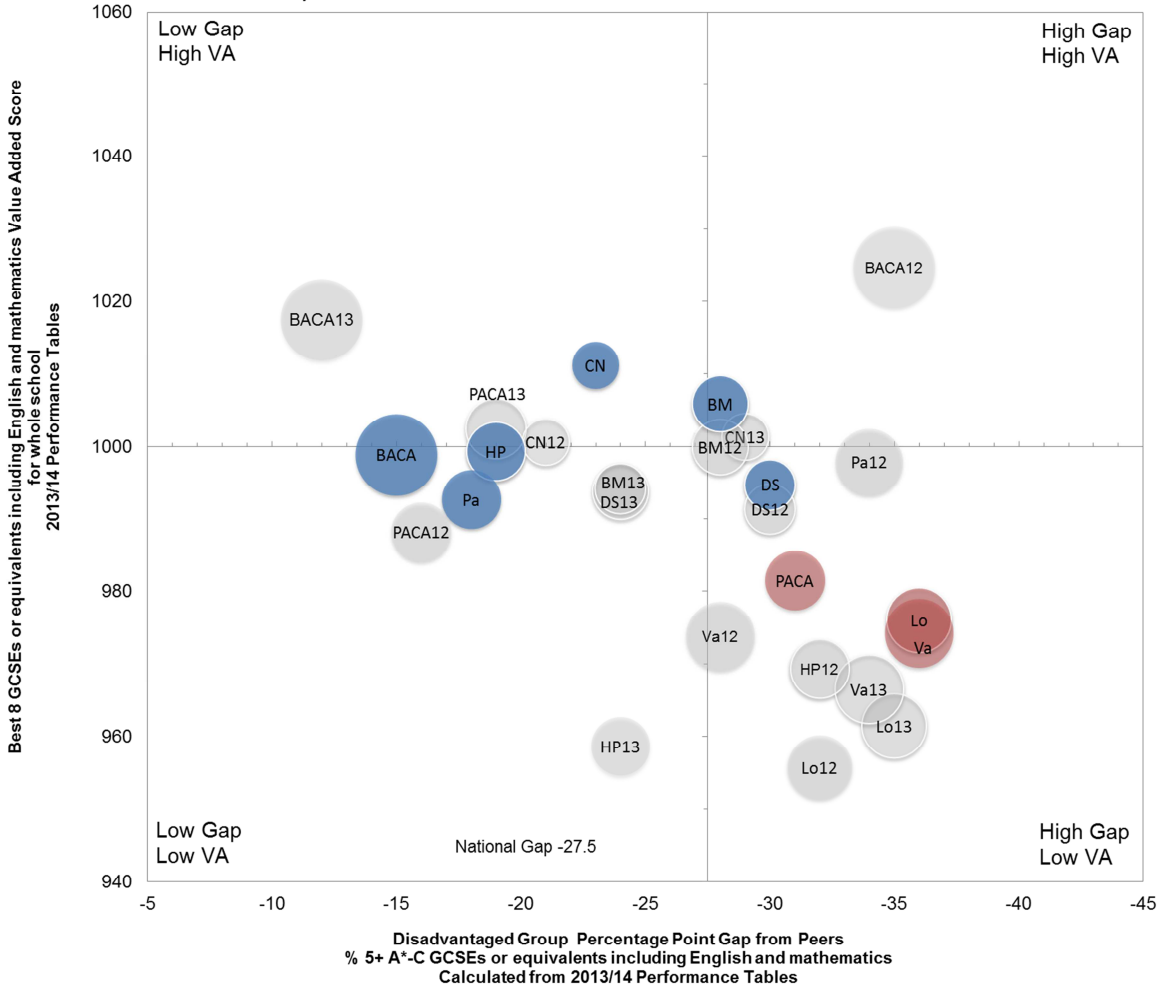


Key:

- Ald Aldrington (no disadvantaged pupils)
- Bal Balfour
- Ben Benfield
- Bev Bevendean
- Car Carden
- Carl Carlton Hill
- Col Coldean
- Cott Cottesmore St Marys
- Coo Coombe Road
- Dow Downs
- Elm Elm Grove
- Fair Fairlight
- Gol Goldstone
- Han Hangleton
- Her Hertford
- Mid Middle Street
- Mil Mile Oak
- Mou Moulsecoomb
- Olo Our Lady of Lourdes (no disadvantaged pupils)
- Pat Patcham
- Pet Peter Gladwin
- Que Queens Park
- Rud Rudyard Kipling
- StAnd St Andrews
- StBar St Bartholomews
- StBern St Bernadettes
- StJoh St Johns
- StJos St Josephs
- StLuk St Lukes
- StMarg St Margarets
- StMark St Marks
- StMart St Martins
- StMary St Marys
- StMMag St Mary Magdalen
- StNic St Nicolas
- StPau St Pauls
- Salt Saltdean
- Som Somerhill
- Stan Stanford Junior
- WBlat West Blatchington
- Wdene Westdene
- WHov West Hove
- Whit Whitehawk
- Woo Woodingdean

The red circles indicate a value added score including the confidence interval for the disadvantaged pupils below the national score of 99.7 for disadvantaged pupils, blue circles mean in-line with national and green circles are above national.

2013/14 Disadvantaged Pupil (Ever 6 FSM / CLA) Gaps in % 5+ A*-C GCSE or equivalents including English and mathematics, and Whole School Value Added Score (8 best GCSEs or equivalent including English and mathematics)



Key:

BM	Blatchington Mill
BACA	Brighton Aldridge Community Academy
CN	Cardinal Newman
DS	Dorothy Stringer
HP	Hove Park
Lo	Longhill
Pa	Patcham
PACA	Portslade Aldridge Community Academy
Va	Vardean

12 and 13 indicates the result year

The area of the circles are proportional to the % of disadvantaged pupils in the cohort.

Red highlighting indicates where the best 8 value added score for disadvantaged pupils including the confidence intervals is below the national score of 977.6. Blue highlighting shows schools where the value added score and confidence intervals were in line with the national score.

Confidence intervals are a statistical technique that expresses the range in which the 'true' score is situated.

Appendix Two

The Structure of the Secondary Peer Review for Pupil Premium

Pupil Premium Review	
Date	
Review team	Craig Pamphilon (LA) Rob Carter (NLE) +1 from senior leader network

Lesson	Focus	Time	School lead	Where	Review Team (1)	Review Team (2)
8.30am-9am	Meeting with Head teacher / SLT lead and Governor	30mins				
1	Learning Walk	40mins				
2	Student Panel Lessons Obs.	40mins				
3	Meeting Data / intervention / strategy Lesson Obs.	40mins				
4	Meeting – team leaders	40mins				

(5) 1.15pm	Review team meeting					
(6) 2.10pm	Feedback	40mins				



Brighton and Hove pupil premium review framework

Closing the Gap – Primary review model.

How schools are spending the Pupil Premium funding successfully to maximize achievement.

Context.

The pupil premium was introduced in April 2011. It was allocated to children in low-income families who were known to be eligible for free school meals, and children who had been looked after continuously for more than six months. Eligibility for the pupil premium for 2013-13 was extended to pupils who had been eligible for free meals at any point in the last six years. Schools are free to spend the Pupil Premium as they see fit. However they are accountable for how they use the additional funding to support pupils from low income families and the other target groups. Measures have been included in the performance tables that show the achievement of pupils who attract Pupil Premium.

Brighton and Hove City Council have decided to undertake a review of the Pupil Spending in its schools to ensure that schools are achieving the highest impact on pupils. The review will identify good practice within the City and allow schools with a good spend/impact ratio to support schools with a lower ratio.

Methodology.

The review will take place in the spring and Summer term 2014. The review will take place in school improvement partnership with a meeting of partnership head teachers at the end of the review to discuss findings and any actions that the partnership need to take. The review will be undertaken by Hugh Baldry, School Partnership Adviser, a headteacher from another school improvement partnership and on occasions Hilary Ferries, Head of Standards and Achievement or Mark Storey, Head of the Virtual School.

The reviews will take place over a day and will include:

- Scrutiny of the schools gap data.
- Learning walk with the Closing the Gap Champion. Focus on the environment, teaching and learning strategies in place, interventions and support.
- Meetings with Head teacher, assessment co-ordinator and Closing the Gap Champion and a Governor who has responsibility for overseeing Pupil Premium in the school.

This Brighton and Hove pupil premium framework is based on the National College for Leadership and the Teaching Schools Council Effective pupil premium reviews.

The framework sets out a 5 step process with a summary of each step.

Planning and preparation.	The review will be carried out by an officer from the Local Authority and another partnership headteacher. On occasions another Local Authority member of staff will join the review. The review team will research the school website, analyse the school data and Ofsted reports. The lead reviewer will speak to the headteacher and agree and share the itinerary for the visit and understand the school profile and the amount of pupil premium funding.
Self-evaluation	Before the arrival of the review team the school should identify any strengths which might improve outcomes for disadvantaged pupils and evaluate the impact of any existing strategies in place. The lead reviewer and the headteacher should share and discuss the findings ahead of or during the school visit.
School visit 1 day.	The review team should take an evidence-based approach to the reviewing the self-evaluation, chosen strategies and their impact. During the review the review team should: <ul style="list-style-type: none"> • Speak to children. • Headteacher. • Chair of Governors. • The governor responsible for the pupil premium. • Subject leaders for English (literacy) maths (numeracy). • SENCO • Parents/carers
Analysis and challenge	The review team will analyse the strategy selection and evaluation and draw on evidence to ask: What is going well/badly? Is their clarity around the barriers to learning, desired outcomes and success criteria. Has there been an evaluation of current strategies and could better strategies be used?
Action plan	The reviewing team will draw up an action plan which will include a clear executive summary and a list of strategies which will help the school's use of pupil premium and impact positively on outcomes for disadvantaged pupils. The plan should build on the school's self-evaluation, identify clear milestones, responsible individuals, success criteria and accountabilities.

Planning and preparation template

<i>[Insert school name] School's Pupil Premium Profile [Insert school year]</i>	
Total number of pupils in the school	
Number of PP-eligible pupils:	
Amount per pupil:	
Total pupil premium budget:	

Evidence of school performance	
Key statements from Ofsted report(s) relating to the performance of disadvantaged pupils:	
Summary of school's performance data:	<i>Does the school's performance data indicate that attainment and progress for disadvantaged pupils are improving, and that gaps are closing, both within the school and compared to the national average?</i>
School's pupil premium statement:	<i>Does the school's published pupil premium statement clearly describe how the school is planning to allocate funding to raise attainment and progress for disadvantaged pupils, and close gaps?</i>



The table below can be used to summarise the identified areas of focus, barriers to learning, chosen strategies and success criteria needed to improve outcomes for the school's disadvantaged pupils.

Focus	Barriers to	Desired outcome	Success Criteria	Chosen Strategie	Evaluation of impact
<i>e.g. Improving reading levels for disadvantaged pupils</i>	<i>Disengagement, inability to relate to texts</i>	<i>Improved engagement and attainment</i>	<i>Gap in expected level in reading, between disadvantaged pupils and others reduced by 6-9 percentage points</i>	<i>Reading comprehension and peer tutoring</i>	<i>As a result of additional support, expected reading levels have risen for all pupils, but at a faster rate for disadvantaged pupils. The gap between disadvantaged pupils and others has reduced by 7 percentage points</i>

School visit template

<i>[Insert school name] School visit [insert date]</i>	
Summary of school's existing areas of focus and strategies:	<p>Area one: <i>Focus: e.g. Improving reading levels</i> <i>Strategies: Reading comprehension and peer tutoring</i> <i>Success criteria: Gap in expected level in reading, between disadvantaged pupils and others reduced by 6-9 percentage points</i></p> <p>Area two: <i>Focus:</i> <i>Strategies:</i> <i>Success criteria:</i></p>
Summary of how effectively school uses evidence to identify effective strategies:	<p>Area one: <i>E.g. Evidence from the EEF toolkit shows that both these strategies are effective relative to their costs, and when combined result in even greater impact – particularly for upper primary children.</i></p>
Names of key people to speak to and outline itinerary:	



During the review, the reviewers may work with the school on all or some of the following areas as appropriate.

Area (including sources of)	Suggested questions and areas to explore	Strengths	Areas for development
<p>Pupil characteristics</p> <ul style="list-style-type: none"> • Interview with pupil premium co-ordinator (PPCo) • Published data 	<p>What is the overall number and proportion of pupil premium eligible pupils within the whole school population?</p> <p>What is the two/three year pattern in eligibility for pupil premium?</p> <p>How well does the school know the eligibility data and patterns?</p>		
<p>Achievement¹</p> <ul style="list-style-type: none"> • Interview with PPCo • Published data • Current progress data • Lesson observation and work scrutiny 	<p>How well does the school make use of evidence including the EEF toolkit?</p> <p>Do evidence-based systems for evaluation of impact exist?</p> <p>What is the progress of disadvantaged pupils relative to their starting points?</p> <p>How quickly are attainment gaps for disadvantaged pupils closing compared to the national average?</p>		



Area (including sources of	Suggested questions and areas to explore	Strengths	Areas for development
	<p>What story does the current data tell?</p>		
<p>Leadership & Management</p> <ul style="list-style-type: none"> • Interview with Head Teacher (HT) and Chair of Governors (CoG) • Interview with PPCo • Scrutiny of pupil premium policy documents • Scrutiny of SEF • Most recent OFSTED report • Published and current data 	<p>How well does the school make use of evidence including the EEF toolkit?</p> <p>Do evidence-based systems for evaluation of impact exist?</p> <p>How effectively does the school identify priorities for pupil premium funding?</p> <p>How well matched are the school’s strategies with the perceived barriers to learning for disadvantaged pupils?</p> <p>How ambitious are the targets for disadvantaged pupils?</p> <p>How does the school divide its use of funding between activities which have a clear and direct impact on pupil progress and those which focused on providing wider opportunities or meeting social/emotional needs?</p>		

130



Area (including sources of	Suggested questions and areas to explore	Strengths	Areas for development
	the school evaluate them?		
<p>Teaching</p> <ul style="list-style-type: none"> • Lesson observation/ learning walks, to include work scrutiny and discussion with teachers • Observation of out of class interventions • Current progress data 	<p>How well do class teachers plan for disadvantaged pupils within lessons and for targeted interventions?</p> <p>How effective are teaching assistants in implementing strategies and raising attainment and progress of disadvantaged pupils?</p> <p>Are parents/carers and multi professional involved in these discussions?</p> <p>How well does the school plan for and achieve quality first teaching for disadvantaged pupils?</p> <p>Where out of lesson interventions take place, how does the school evaluate impact?</p>		



Area (including sources of	Suggested questions and areas to explore	Strengths	Areas for development
<p>Behaviour & safety</p> <ul style="list-style-type: none"> • Learning walk and discussion with PPCo • Scrutiny of behaviour records 	<p>How well is the school using Pupil Premium funding to support pupils to develop positive attitudes to learning and a thirst for knowledge across all learning contexts?</p> <p>Where support is focused on wider issues in pupils' and their families' lives and / or to widen opportunity, is there evidence that this support is improving engagement and contributing to closing performance gaps?</p>		
<p>Evaluation of impact, drafting action plan and next steps</p> <ul style="list-style-type: none"> • Discussion with HT/ CoG/ PPCo 	<p>How well is pupil premium funding used to:</p> <p>Ensure quality first teaching and above expected progress?</p> <p>Support effective interventions?</p> <p>Widen opportunity?</p> <p>What support can the reviewer offer for action planning and ongoing monitoring of the plan?</p>		

Analysis and challenge template

After the visit, the reviewer will undertake a more detailed analysis of the school's self-evaluation, and draw on evidence of their findings to consider whether answers to the following questions require a revision of the strategies that the school is following:

- Is there clarity around the barriers to learning, desired outcomes and success criteria?
- Has there been an evaluation of current strategies and could better strategies be used?
- Which strategies are already working well? Which strategies are not yet having the desired impact, but will deliver impact if things are done differently, or staff receive support to develop? Which strategies are unlikely to deliver impact and should be withdrawn?

Revised strategies following the school visit

Focus	Barriers to	Desired outcome	Success Criteria	Chosen Strategy	Evaluation of impact

Action plan template

An action plan similar to the one below should help to provide a refreshed focus on the school's pupil premium strategy. The headteacher and governors should own the plan, which should identify the main strategies, owners and milestones, with dates to review and evaluate the success of each strategy.

<i>[Insert school name] School's Pupil Premium Action Plan [Insert school year]</i>			
Headteacher name:		Signature:	
Chair of Governors name:		Signature:	
Reviewer name:		Signature:	
Date of pupil premium review:			

Pupil Premium Profile <i>[Insert school year]</i>	
Number of eligible pupils:	
Amount per pupil:	
Total pupil premium budget:	

Executive Summary
<p><i>Reviewers may wish to include the following:</i></p> <ul style="list-style-type: none"> • <i>A brief overview of the school's strategies so far, what has worked and what hasn't</i> • <i>The core strategies that will now be implemented and how these will contribute to closing gaps</i> • <i>The overall aims of the plan, i.e.:</i> <ul style="list-style-type: none"> ○ <i>Reduce attainment gap between the school's disadvantaged pupils and others nationally by 10 percentage points</i> ○ <i>Raise the in-school attainment of both disadvantaged pupils and their peers</i> • <i>Agreed date for the next review</i>



-

Strategy	Outcomes and success criteria	Owner	Milestones	Completed	Review date	Cost per pupil	Total cost
e.g. Reading comprehension and peer tutoring	- Improved engagement and attainment of y5 disadvantaged pupils - Reduce gap by 6-9 percentage points	Head of KS2	Design and deliver training to teachers and TAs	01/12/2014	01/02/2015	£100	£1500
			Identify and work with peer tutors	04/01/2015			
Total pupil premium expenditure:							

135

Questions to prompt review team.

- How has the school targeted the funding?
- How is the pupil premium being used to support children in care and adopted children?
 - * Are these children making expected or better than expected progress?
- How does the school ensure effective monitoring and evaluation of the impact of their pupil premium spending?
- How many adopted/Children in care do you have in school?
 - * Have you identified them all?
 - * Training, provision, tuition and support.
- Are the intervention classes/one to one sessions effective?
 - * How does the school monitor impact of interventions?
 - * How are the interventions reviewed?
 - * Does the school look beyond age-related expectations and are aspirational ensuring that able pupils meet their full potential?
- How does the school mobilise its teaching assistants?
 - * How is their performance monitored?
 - * What regular training have the teaching assistants received in order that they can carry out their role effectively?
 - * Are the teaching assistants well deployed – maximise their strengths with different subjects and age groups?
 - * Are the teaching assistants placed where data indicate they will be most use rather than spread evenly amongst all the classes?
 - * Do they have time to work and plan with the class teacher?
 - * How is the teaching assistant's impact on the teaching and learning of the children assessed?
- How has the school minimised the barriers to learning, progress and achievement for the children?

[Type text]



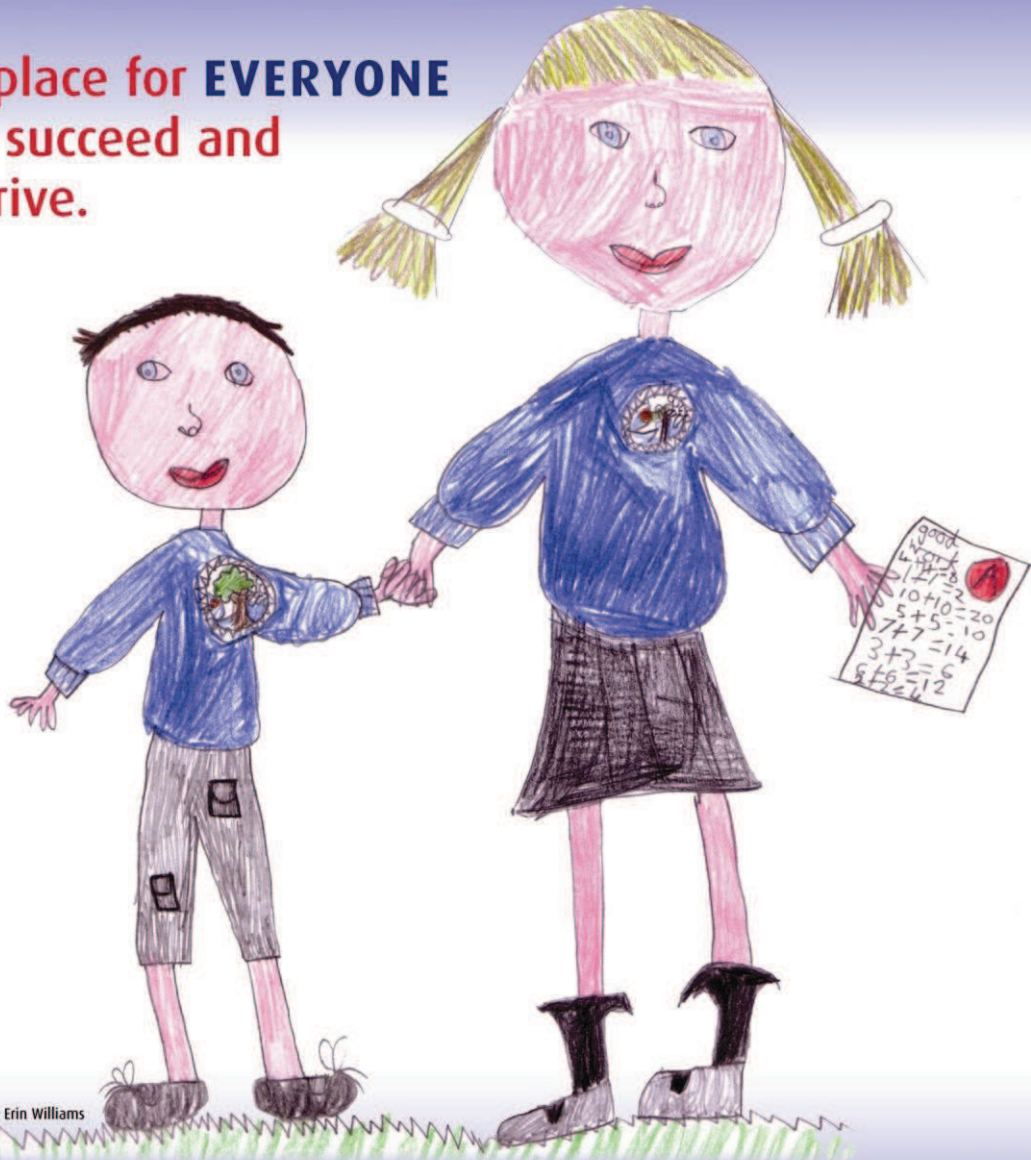
- How does the school meet the individual needs of the children?
 - * Are the targets realistic and challenging ?
- How does the school actively involve Governors and how does it monitor their impact?
- How does the school insure that pupil premium children get a full range of educational experiences?
 - * Such as residential, sporting, day trips.
- What facilities does the school have for supported self-study?
 - * Before and after school provision including provision of meals.
 - * Access to computer equipment.
 - * Teaching support.
- How does the school ensure pupil premium children have good attendance levels?
- Does the school offer carefully planned summer schools, Saturday schools and twilight sessions and do they have a clear purpose?
- Is the schools website compliant with statutory regulations as they apply to pupil premium, is the information accessible and up to date?



**Bevendean
Primary School**

A Vision For Our Children

**A place for EVERYONE
to succeed and
thrive.**



Drawing by Erin Williams

- Respect for the world and everyone in it • Yes I can!
- Love of learning • Adventurous spirit and enquiring mind
- A healthy mind and a healthy body • Confident and prepared for life

Pupil Premium Grant Report
October 2014

BEVENDEAN PRIMARY SCHOOL

PUPIL PREMIUM GRANT

As you are probably aware for the last 3 years the government has allocated additional funds (the Pupil Premium Grant – PPG) to schools to support the education of children in care (CiC), service children and those and who have been registered as eligible for free school meals (FSM) at any point in the last 6 years. Their reason for this is these children tend to do less well at school, be less likely to go on to higher education and are more likely to be unemployed as adults. While we know that this will definitely not be the case for all children on free school meals or in care, it is right that we recognise that these children can sometimes face greater challenges.

At Bevendean our school motto is:

A place for **everyone** to achieve and thrive

and we work really hard to help every child have high aspirations for what they can achieve and high hopes for their future. We believe we are getting there – the atmosphere throughout the school is one of focus, commitment to learning and one where children understand and relish the need for challenge. This is as true for our PP eligible children as for everyone else.

Our challenge is to harness this great behaviour for learning; and to provide great teaching and appropriate interventions, to ensure our eligible children do as well, firstly, as everyone else in the school and, secondly, as well as all children nationally. This will ensure they have the skills to go on and have great futures.

The data below show the interventions we have done this year and the impact they have had. National data show that the attainment of our eligible children is consistently better than for the same group nationally and that, over time, we are closing the gap between them and national attainment. However, we still have further to go. If we really want to achieve our aim of **everyone** ‘achieving’ we need to continue to develop our provision so that our eligible children do at least as well as all children nationally.

Our policy is available through the school or via the website. This report is to let parents and other interested parties know how we have spent the pupil premium funding allocated to our school. If anyone would like to discuss it further we would be very happy to do so.

BEVENDEAN PRIMARY SCHOOL

PUPIL PREMIUM GRANT

PUPIL PREMIUM GRANT REPORT *Sept. 2013 – July 2014*

This report is based on the children eligible for PPG as of **17 July 2013**

For each eligible primary-aged pupil (YR – Y6), in the academic year Sept. 2013 – July 2014, we received £636 for the autumn and spring terms and £433 for the summer term, equating to £1069 per pupil.

For the financial year 13/14 we received £162,963, by the end of the year, but the initial budget set was £153,900, with an additional £9,063 being given at the end of January 2014.

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll (YR – Y6)	363
Total number of pupils eligible for PPG (YR – Y6)	158
Percentage of pupils on roll (YR – Y6) eligible for PPG	43.5%
Amount of PPG received per pupil	£1069
Total PPG received	£162, 963 Fin Year 13/14

Objectives of PPG spending: 2013 - 2014
<ul style="list-style-type: none"> ◆ All pupils to make at least good progress over the year and during the period of the intervention. 3.5 represents good progress for the year and 1.2 represents good progress for an intervention. Anything above 4 (or 1.5 for an intervention) is accelerated progress ◆ Good progress will increase the percentage of children finishing each year where they should be. This is known as age related expectations (ARE) ◆ We want our work to close the gap between our eligible children and all children nationally <p>An overview of all interventions run is in the appendix to this report.</p>

Summary of spending	
Salaries	£153,728
Resources	£1,802
Training	£300
Total Expenditure	155,830
Total PPG funding received	£162.963
C/fwd to 14/15	£7,133

BEVENDEAN PRIMARY SCHOOL

PUPIL PREMIUM GRANT

SCHOOL PROCEDURES

We have thought carefully about to use the Pupil Premium Grant funding effectively and below are some of the things we do to make sure this is the case. We ensure that:

- ◆ Progress grids are used to identify children who are falling behind
- ◆ Our school assessment systems are used to constantly review all children to help everyone stay on track
- ◆ We are flexible and proactive about how we allocate support – for example some children may get more than one intervention in a year
- ◆ We think carefully about the skills and experience of the intervention staff and match these to the needs and age of the children and to the subject area
- ◆ Partnerships with the class teachers are strong, helping to ensure children are able to transfer their learning in intervention sessions to work inside the classroom. Assessments are always made together
- ◆ The intervention team meets termly to review progress and decide what works best and discontinue any interventions that, for whatever reason, are not having the desired impact
- ◆ Intervention staff have well resourced, appropriate spaces in which to work
- ◆ We have effective systems for monitoring the impact of interventions, for identifying value for money and reporting to governors

We have focussed on intensive, early intervention. Over the 3 years of pupil premium funding this has contributed to the significant rise in standards by the end of KS1 ensuring that children are well prepared for KS2.

MONITORING PROCEDURES DURING THE YEAR

Governors and the Pupil Premium Strategic Team monitor interventions during the year and at the end of year to ensure effectiveness and make changes to practice where necessary. As a result in 2014-15:

- ◆ Teacher interventions will not take place in the first term of Y1 as these children are very young and found it hard to work with an unknown adult so early on in their new class
- ◆ The percentage of learning mentor time specifically targeted at PP projects will be reduced. This is because we need our learning mentors to be able to respond to situations as they arise as well as working with targeted children
- ◆ Children with significant cognitive needs who have individual programmes and support and will no longer be included in PP TAs groups.
- ◆ Teacher intervention will be allocated to some children with special educational needs especially where their commitment to their own learning is having a negative impact on their progress
- ◆ Teacher interventions will be directed to support children moving to Y3 without having attained age related expectations
- ◆ Our paperwork has been updated to ensure staff clearly understand the barriers to successful learning for each child with whom they are working
- ◆ The focus on parental involvement and partnership has increased, recognising the vital part parents play in successful outcomes

ANALYSIS OF SCHOOL RESULTS

- ◆ 143 pupils were directly supported through PPG funding throughout the year, 62% of the school roll .This includes 13 identified as vulnerable by the school. Some pupils received up to 4 interventions.
- ◆ 21 children did not receive interventions, 7 because they left during the school year and the others because they were making really good progress.
- ◆ Assessment data for each intervention shows that, in the majority of cases, children in the intervention groups made accelerated progress. Those that did not have been adapted or discontinued.
- ◆ We are aware that we have not yet closed the gap completely as the national data show (see below). This is because:
 - In some cases the class as a whole made even more progress than children in intervention groups
 - Eligible children make progress in line with their peers throughout the school – they need to make more progress if we are to close the gap
 - Interventions had less of an impact on progress in writing than in other subjects

BEVENDEAN PRIMARY SCHOOL

PUPIL PREMIUM GRANT

THE IMPACT OF INTERVENTIONS ON ATTAINMENT AT THE END OF KS1 AND KS2

End of Year 2 Attainment by Average Point Score

At the end of Year 2 pupils' attainment in reading, writing and mathematics is assessed. The assessment takes the form of a sub-level analysis *e.g. 1A, 2C, 2B etc* which is then converted into a numerical value. This value is reported as an average point score (APS) for different groups of pupils. From this we can calculate the 'gap' between eligible children and their peers. The aim is for a difference of zero.

This year's Y2 cohort was 54, of which 24 received PPG. This equates to 44.4% of the cohort.

APS	Mathematics		Reading		Writing	
	School	National	School	National	School	National
PP eligible	15.1	15	14.6	15.0	13.8	13.7
Not PP eligible	16.9	16.7	16.7	17.0	15.1	15.6
"Gap"	-1.8	-1.7	-2.1	-2.0	-1.3	-1.9

End of Year 6 Attainment by Average Point Score

At the end of Year 6 pupils' attainment in mathematics, reading, writing, grammar, punctuation & spelling is assessed. The assessment takes the form of sub-levels or whole levels *e.g. 3A, 4B, Level 5 etc* which is again converted into a numerical figure.

This year's Y6 cohort was 56, of which 34 received PPG. This equates to 60.7% of the Y6 cohort. National data is for 2013.

APS	Reading, Writing & Maths		Mathematics		Reading		Writing		Grammar, Punctuation & Spelling	
	School	National	School	National	School	National	School	National	School	National
PP eligible	27.4	27.0	27.9	27.2	28.1	27.5	25.8	26.2	27.4	26.9
Not PP eligible	28.7	29.4	28.9	29.8	29.2	29.2	27.8	28.6	28.9	29.4
Difference	-1.3	-2.4	1	-2.6	-1.1	-1.7	-2	-2.4	-1.5	-2.5

End of Y6 attainment by levels (Level 4 or above)

The national standard is the percentage of pupils attaining Level 4 or above.

Level 4+	Reading, Writing & Maths		Mathematics		Reading		Writing		Grammar, Punctuation & Spelling	
	School	National	School	National	School	National	School	National	School	National
PP eligible	68%	67%	94%	78%	91%	82%	71%	76%	74%	66%
Not PP eligible	91%	83%	95%	90%	100%	92%	91%	89%	86%	81%
Difference	-23	-16	-1	-12	-9	-10	-20	-13	-12	-15

BEVENDEAN PRIMARY SCHOOL

PUPIL PREMIUM GRANT

Expected Progress (end of Y2 to end of Y6)

Pupils' progress from Year 2 to Year 6 is also calculated with the aim that all children make at least expected progress.

Expected progress	Mathematics		Reading		Writing	
	School	National	School	National	School	National
PP eligible	100%	85%	97%	88%	94%	90%
Not PP eligible	100%	91%	100%	92%	100%	94%
Difference	0	-6	-3	-4	-6	-4

More than expected progress	Mathematics		Reading		Writing	
	School	National	School	National	School	National
PP eligible	18%	Not available	44%	Not available	32%	Not available
Not PP eligible	25%	38%	45%	34%	35%	34%
Difference	-7		-1		-3	

CONCLUSION

This report shows that we can be confident that:

- ◆ Our provision has enabled eligible children to make more progress than children nationally and children in the school
- ◆ The money allocated to support eligible children is being spent for the benefit of the children it is designed to support
- ◆ The impact is being carefully monitored and adaptations made when appropriate

It also shows that attainment of eligible children is not in line with that of all children nationally. This needs to be the absolute focus of our work this year.

BEVENDEAN PRIMARY SCHOOL
PUPIL PREMIUM GRANT

Record of PPG spending by item/project 2013 - 2014				
Intervention	Cost* (pro-rata)	Objectives All interventions ran for approximately 12 weeks unless stated otherwise.	Targets All interventions aim for 1.5 progress during the period of the intervention and to close the gap between current attainment and attainment expected for their age.	Outcomes
Every Child a Reader (ECaR) 2 teachers	£49,203 (3 terms)	To accelerate progress of lowest attaining children in reading through individual support over 20 weeks.	Increased confidence to read independently. Parent partnerships strengthened. Pupil progress is at least +4 APS. Children to reach ARE.	14 children completed the programme this year. They made accelerated progress in reading during the period of the intervention (5.1). 62% reached ARE. They made accelerated progress in writing during the period of intervention (4.3). 45% reached ARE.
EYFS/ KS1 learning mentor	£12,642 (3 terms)	To support children in developing effective learning behaviours.	Improved attitudes to learning and increased self-esteem leads to improved levels of progress.	15 Children supported in KS1. They made accelerated progress in: ♦ reading(1.9) with 70% reaching ARE ♦ writing (1.9) with 50% reaching ARE They made good progress in: ♦ maths (1.4) with 90% reaching ARE 6 children supported in the EYFS. 33% of them achieved 'expected' at the end of Reception. This work has continued into the new school year.
KS2 learning mentor	£12,077 (3 terms)	To support children in developing effective learning behaviours.	Improved attitudes to learning and increased self-esteem leads to improved levels of progress.	16 Children supported in KS2. They made accelerated progress in: ♦ reading (1.6) with 63% reaching ARE. They made good progress in: ♦ maths (1.2) with 77% reaching ARE. They made expected progress in: ♦ writing (1.1) with 43% reaching ARE.
2 teachers for children with dyslexic difficulties	£28,961 (3 terms)	To provide highly personalised 1-1 teaching to help children overcome barriers associated with dyslexia. For the majority of children this intervention runs for the year.	Y6 children attain level 4 in reading and writing. Pupil progress is at least 3.5.	12 Children supported. They made accelerated progress in reading (5.7) and in writing (4.3). In Y6 children 100% of children attained L4+ in reading and 40% in writing
Specialist higher level teaching assistant for children with special educational needs in Y1 and Y2	£21,825 (3 terms)	To provide intensive, early support for children with special educational needs in reading, writing and maths.	Pupil progress of at least 3	4 children supported in Y1. Progress in this intervention was slow (1.3 progress in reading, 0.9 in writing and 2.8 in maths over the year.) 10 children in Y2 supported in flexible groupings over the year, In reading 55% reached ARE but none did in writing and maths although many did make significant gains from their starting points In 2014-15 we have made some changes to our provision for SEN children.

BEVENDEAN PRIMARY SCHOOL

PUPIL PREMIUM GRANT

Small group writing booster sessions for children identified as falling behind (Y1)	£2,250 (1 term)	3 sessions per week for 7 weeks aimed at accelerating progress in writing	To provide targeted teaching to develop pupil confidence and enthusiasm about writing thus accelerating progress.	This intervention was not successful at the time although may have had an impact on the accelerated progress children made over the year (5.6) with 80% at 1c in July.
Small group writing booster sessions for children identified as falling behind (Y2)	£2250 (1 term)	To accelerate progress of identified children through 3 sessions a week of targeted teaching for 12 weeks.	To provide targeted teaching to develop pupil confidence and enthusiasm about writing thus accelerating progress.	5 children supported. They made accelerated progress (1.6). 80% reached ARE by end of the year.
Small group writing booster sessions for children identified as falling behind (Y4)	£3,500 (1 term)	To accelerate progress of identified children through daily sessions a week of targeted teaching for 12 weeks.	To provide targeted teaching to identify gaps in calculation. Progress of at least 1.3 during intervention	5 children supported They made good progress (1.2) They were not at ARE by the end of the year.
Small group maths booster sessions for children identified as falling behind (Y4)	£3,500 (1 term)	To accelerate progress of identified children through daily sessions a week of targeted teaching for 12 weeks.	To provide targeted teaching to develop pupil confidence and enthusiasm about writing thus accelerating progress.	6 children supported. They made accelerated progress (1.7). 100% reached ARE by end of the year
Small group maths booster sessions for children identified as falling behind (Y2)	£4,500 (1 term)	To accelerate progress of children at 1a and 2c through 3 sessions a week of targeted teaching for 12 weeks.	Progress of at least 1.3 during intervention. 100% of children to meet target grade of 2c or 2b	1a group. 4 children supported. Accelerated progress (4), 100% met target grade and 50% at ARE by the end of the year. 2c group. 6 children supported. Accelerated progress made (2.4), 100% at ARE by the end of the year with 50% at higher levels.
Small group reading and writing booster sessions for high / middle attaining pupils Y5	£1,860	3 sessions per week focused on developing higher level writing skills.	Progress of at least 1.3 during intervention. 100% of children to attain at least the higher level for Y5 in reading and 50% in writing	6 pupils supported. Accelerated progress (reading 2.3, writing 2.3). 100% reached L4c+ in reading, 33% in writing
Small group writing booster sessions for lower attaining pupils Y5	£1,860	3 sessions per week focused on developing writing skills.	Progress of at least 1.3 during intervention. Children to be brought back on track.	5 pupils supported. Accelerated progress (reading 2.8, writing 2.8). 60% brought back on track.
Enabling the Launch Pad (Hearing Support Facility) to increase hours for the second teacher of the deaf	£6780 (3 terms)	6 of the children in the LP are entitled to PP. This contribution from the school paid for an additional morning from a teacher of the deaf.	At least good progress for all children in the Launch Pad from their starting point.	100% of children made good or accelerated progress.
Additional teachers to support Y6	£2,520 (1 term)	Booster sessions from class teachers focussing on: L5 maths L5 writing L4 spelling, punctuation and grammar	Increase percentages of eligible children attaining for L5 in maths and writing and L4 in spelling, grammar and punctuation	12.5% attained L5 in writing. This represents an improvement from last year but is less than their peers. 16.7% attained L5 in maths which is a decrease from last year. 75% attained L4 in the spelling and grammar test which is a significant increase from the last year and is in line with their peers.

Report on Spending of the Pupil Premium and impact

2013 – 2014

Pupil Premium 2013/2014	
Number of pupils eligible	425
Amount received per pupil	£900
TOTAL PP received	£404,800 including Summer School

What did we focus on and how did it support students eligible for Pupil Premium?

Key objectives:

- 1 Improve the literacy of disadvantaged students and bring their levels in line with age related expectations.
- 2 To secure a basic level of entitlement to IT for all disadvantaged students to ensure they can access a range of learning resources both at home and school.
- 3 Plan programmes of Targeted Support to ensure disadvantaged students achieved core performance indicators.

Key Expenditure

Objective 1	62,439.00
Objective 2	129,571.00
Objective 3	212,790.00
Total	404,801.00

Objective 1

Improve literacy of disadvantaged students and bring their levels in line with age related expectations.

Key Strategies

- Literacy coaches
- Accelerated Reader Programme
- Summer School

Objective 2

To secure a basic level of entitlement to IT for all disadvantaged students to ensure they can access a range of Teaching and Learning resources both at home and school.

Key Strategies

- All disadvantaged students received a free iPad, Case and Key Apps. Insurance, maintenance and replacement policy and practice in place to ensure disadvantaged students have access to this technology at both home and school.

Objective 3

Plan programmes of Targeted Support to ensure disadvantaged students achieve core performance indicators.

Key Strategies

- 1v1 tutoring for disadvantaged students
- Hove Park BAcc – providing support for students across all subjects at KS3
- Lead Lessons – master classes led by senior members of department in Core Subjects
- Study Support classes in Year 11 – for all disadvantaged students who are off-track to achieve 5EM
- Pre-exam Cramming at Plumpton College
- Mentoring from members of the Senior Leadership Team
- Free revision materials for disadvantaged students
- Free Half-term and Easter revision classes
- Rewards – 10 for 10 scheme at Year 11, rewarding students who attend revision sessions
- Forest School

How did it make a difference?

GCSE 2012-2014 (Validated Data E6)

Percentage of pupils attaining 5 or more A* - C GCSEs (or equivalent) including English and Maths at Key Stage 4

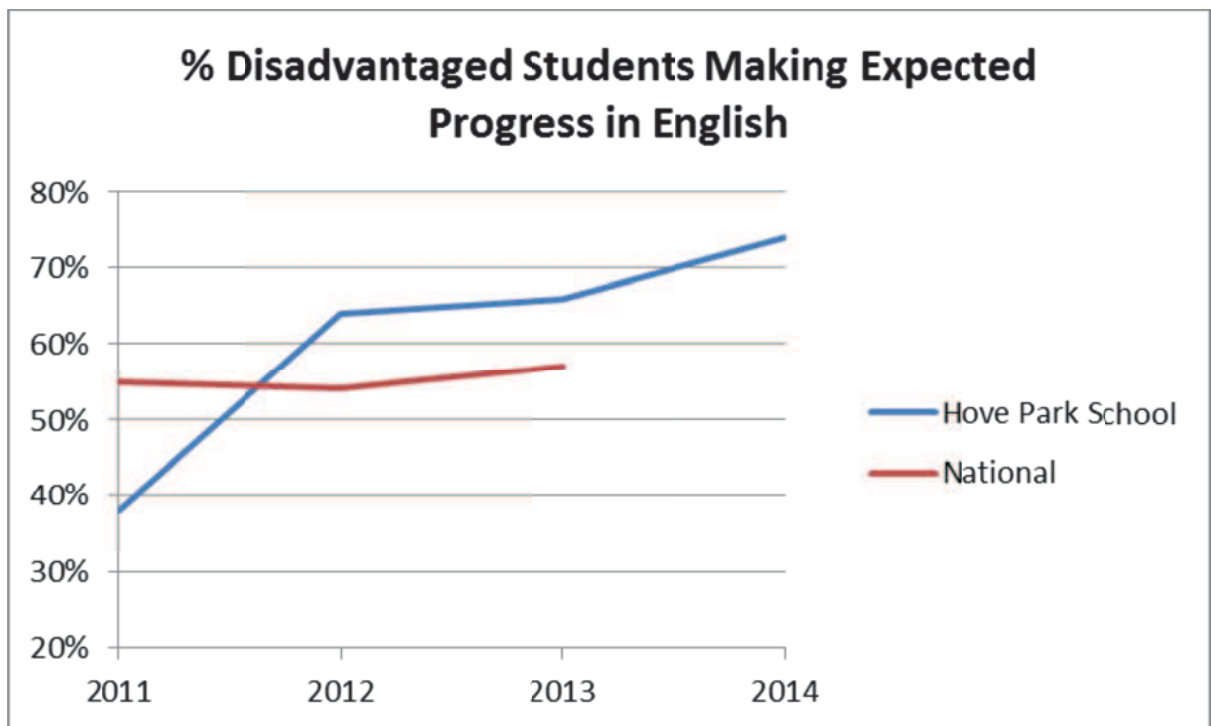
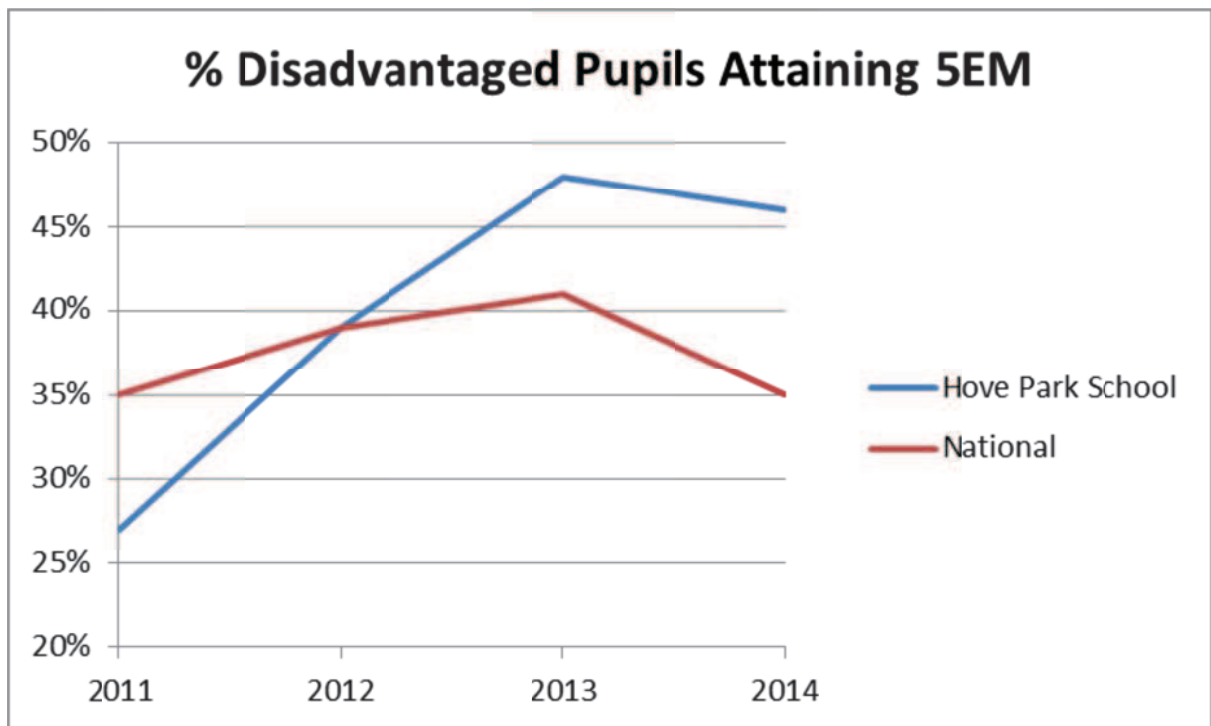
	2012				2013				2014			
	Cohort	School	Nat non FSM	Diff	Cohort	School	Nat non FSM	Diff	Cohort	School	Nat non FSM	Diff
All Pupils	287	61	64	-3	293	65	67	-2	289	61		
CLA/FSM	95	39	64	-25	91	48	67	-19	78	45		
Non CLA/FSM	192	71	64	7	202	72	67	5	211	67		
Within School Gap		-32				-24				-22		

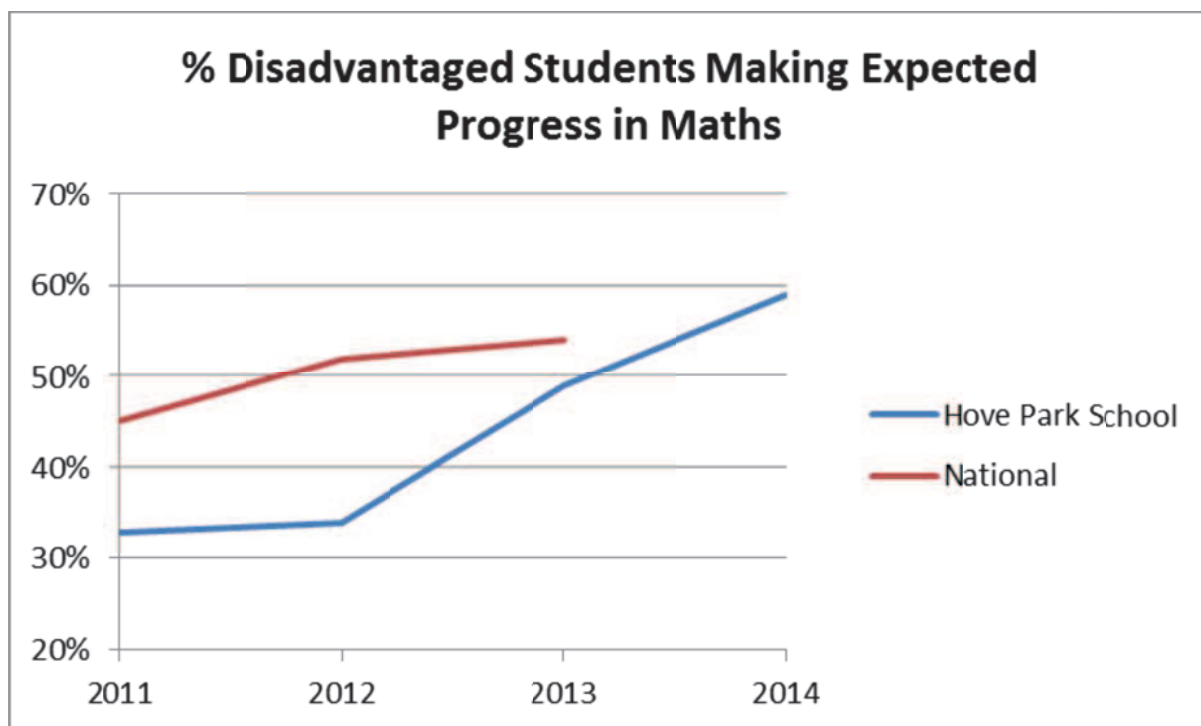
Percentage of pupils achieving expected progress in English at Key Stage 4

	2012				2013				2014			
	Cohort	School	Nat non FSM	Diff	Cohort	School	Nat non FSM	Diff	Cohort	School	Nat non FSM	Diff
All Pupils	269	75	72	3	268	76	74	2	283	80		
CLA/FSM	89	64	72	-8	82	66	74	-8	77	73		
Non CLA/FSM	180	80	72	8	186	81	74	7	206	83		
Within School Gap		-16				-15				-10		

Percentage of pupils achieving expected progress in mathematics at Key Stage 4

	2012				2013				2014			
	Cohort	School	Nat non FSM	Diff	Cohort	School	Nat non FSM	Diff	Cohort	School	Nat non FSM	Diff
All Pupils	267	56	73	-17	269	64	76	-12	282	68		
CLA/FSM	89	34	73	-39	84	49	76	-27	76	54		
Non CLA/FSM	178	67	73	-6	185	70	76	-6	206	74		
Within School Gap		-33				-21				-20		





English - Y11

2012/13

	Number	Avg Lev Prog	No. Making 3 Levels	%	No. Making 4 Levels	%
Whole Cohort	266	2.77	205	77.1%	77	28.9%
Pupil Premium	81	2.05	54	66.7%	12	14.8%
Non Pupil Premium	184	3.11	151	82.1%	65	35.3%
Within School Gap		-1.06		-15.4%		-20.5%

2013/14

	Number	Avg Lev Prog	No. Making 3 Levels	%	No. Making 4 Levels	%
Whole Cohort	282	3.07	226	80.1%	87	30.9%
Pupil Premium	77	2.88	56	72.7%	19	24.7%
Non Pupil Premium	204	3.15	170	83.3%	68	33.3%
Within School Gap		-0.27		-10.6%		-8.7%

Maths - Y11

2012/13

	Number	Avg Lev Prog	No. Making 3 Levels	%	No. Making 4 Levels	%
Whole Cohort	269	2.42	169	62.8%	55	20.4%
Pupil Premium	83	1.73	40	48.2%	10	12.0%
Non Pupil Premium	182	2.79	129	70.9%	45	24.7%
Within School Gap		-1.06		-22.7%		-12.7%

2013/14

	Number	Avg Lev Prog	No. Making 3 Levels	%	No. Making 4 Levels	%
Whole Cohort	287	2.69	196	68.3%	92	32.1%
Pupil Premium	77	2.03	41	53.2%	20	26.0%
Non Pupil Premium	209	2.94	155	74.2%	72	34.4%
Within School Gap		-0.92		-20.9%		-8.5%

Pupil Premium 2014/2015	
Number of pupils eligible	411
Amount received per pupil	£900
TOTAL PP received	£407,910.00 (including summer school)

What are we going to focus on and how will it support students eligible for Pupil Premium?

Pupil Premium 2014/2015
The 4 key objectives:
1 Raise the aspirations and expectations of disadvantaged students.
2 Reduce the within-school 5EM Gap (currently 22%)
3 Embed Vulnerability index and Resilience toolkit to identify and support disadvantaged students
4 Develop Learning Transformation to ensure all disadvantaged students have access to high quality teaching and support for their learning through 1v1 devices.

Planned Key Expenditure

Objective 1	53,000.00
Objective 2	216,171.00
Objective 3	46,000.00
Objective 4	92,482.00
Total	407,953.00

Objective 1

Raise aspirations and expectations of disadvantaged students.

Key Strategies

- Introduce Closing the Gap Department Champions
- Whole Education Enquiry project
- Pupil Progress reviews (y9)
- Subject Peer Tutoring programme
- Literacy coaches

Objective 2

Reduce the within school 5EM gap (currently 22%)

Key Strategies

- Pupil Premium review
- Targeted support programmes
- KS5 Peer Tutoring programme
- Pupil Progress reviews (y11)

Objective 3

Embed Vulnerability Index / Pyramid of Need to identify and support key students

Key Strategies

- Embed new Vulnerability Index (VI)
- Introduce Resilience Toolkit into tutor programme
- Initiate Provision Tracker
- Initiate Inclusion Panel meetings

Objective 4

Develop Learning Transformation to ensure all disadvantaged students have access to high quality teaching and support for their learning through 1v1 devices.

Key Strategies

- All disadvantaged students received a free iPad, Case and Key Apps. Insurance, maintenance and replacement policy and practice in place to ensure disadvantaged students have access to this technology at both home and school.



The Current Pupil Premium Types – Last updated by the DfE November 2014

Pupil premium funding is additional money given to schools in England to raise the attainment of eligible pupils and narrow the gap between their attainment and their peers.

What are the eligibility criteria?

For the **2015 to 2016 financial year** schools will receive:

- We are still awaiting advice for the DfE on the Service Premium from 2015, however it is likely to be the same as the 2014/15 allocation which was £300 for pupils in Year Groups R to 11 recorded as Ever 4 Service Child or in receipt of a child pension from the Ministry of Defence.
- £300 per disadvantaged nursery pupil aged 3 or 4 (Early Years Pupil Premium new from April 2015)
- £1,320 per pupil of primary-school age registered in the pupil census as eligible for free school meals at any point in the last 6 years
- £935 per pupil of secondary-school age registered in the pupil census as eligible for free school meals at any point in the last 6 years
- £1,900 per pupil where the parent self-declares their child's status to the school, providing supporting evidence (e.g. an adoption order) who:
 - has been looked after for 1 day or more
 - has been adopted from care (under the Adoption and Children Act 2002);
 - has left care under a special guardianship order (under the Children Act 1989);
 - has left care under a residence order (under the Children Act 1989);
 - has left care under a child arrangement order (under the Children Act 1989);

Schools will only receive their funding, where they have correctly recorded the pupil identifiers/data in SIMS which is then collected in the termly School Census, January 2015.

RAISEonline and Performance Tables – how they use the Pupil Premium in Their 2014 Data Reporting?

Disadvantaged group of pupils 05/11/2014

- What constitutes a 'disadvantaged' child in RAISEonline?
- Why are children who are adopted from care, on special guardianship orders, residency orders or child arrangement orders and who qualify for the Pupil Premium, not been included in the disadvantaged group in the RAISEonline reports?

Answer from RAISEonline:

The definition for CLA Pupil Premium has changed to 'looked after for at least 1 day', and also now includes children adopted from care on or after 30 December 2005, or left in care under a special guardianship order or a residence order. This is the definition that will be used for the 2014-15 Pupil Premium funding arrangements.

For 2014, the Free School Meals eligible and Children Looked After data being published in RAISE are based on the same definition as previous years. The FSM pupils are those eligible for FSM at any time in the last 6 years (years R to 11) at the time of the January 2014 Census. The CLA are children continuously looked after for over 6 months, as taken from the LA returns in March 2014.

Thus, RAISEonline 2014 reports will continue to use last year's CLA definition, even though the DfE definition has changed to 'looked after for at least 1 day' for purpose of pupil premium. We understand that the DfE performance tables for 2014 will also use the 'old' definition.

RAISEonline will use the term 'disadvantaged pupils' in 2014 for the FSM6 and/or CLA group. So although children adopted from care are now included in the Pupil Premium arrangements, they are not currently included in the RAISEonline 'disadvantaged' group.

Subject:	Education Capital Resources and Capital Investment Programme 2015/2016		
Date of Meeting:	9 March 2015		
Report of:	Executive Director of Children's Services		
Contact Officer:	Name:	Michael Nix	Tel: 29-0732
	Email:	michael.nix@brighton-hove.gov.uk	
Ward(s) affected:	All		

FOR GENERAL RELEASE**1. PURPOSE OF REPORT AND POLICY CONTEXT**

- 1.1 In order to determine an overall Capital Programme for Brighton & Hove City Council, each service is asked to consider its capital investment requirements, within the level of allocated resources for 2015/16.
- 1.2 The purpose of the report is to inform the Committee of the level of available capital resources allocated to this service for 2015/16 and to recommend a Capital Investment Programme for 2015/16.
- 1.3 To allocate funding available in the capital programme under Structural Maintenance, Pupil Places and Condition investment for 2015/16.

2. RECOMMENDATIONS:

- 2.1 That the level of available capital resources totalling £18.383 million for investment relating to education buildings financed from capital grant, revenue contributions and reserves set aside for primary places be noted.
- 2.2 That Committee agree the allocation of funding as shown in Appendices 1 and 2 and recommend this to Policy & Resources Committee on 19 March 2015 for inclusion within the council's Capital Investment Programme 2015/16.

3. CONTEXT/ BACKGROUND INFORMATION

- 3.1 The Education capital programme forms part of the Council's full Capital Investment Programme which was presented to Policy & Resources Committee on 12 February 2015 and Budget Council on 26 February 2015.

Capital Finance Settlement

- 3.2 In December 2013, the Government announced a two-year settlement for the education Basic Need capital allocations for 2015/16 and 2016/17. The settlement for Brighton & Hove amounts to £24.679 million over the two years.
- 3.3 On 12 February 2015 the Government announced a further one-year settlement for the education basic need capital allocation for the 2017/18 financial year of

£11.445 million. This provides for Brighton & Hove a basic need capital allocation of £36.124million over the three year period.

- 3.4 On 9th February 2015, the Government announced the capital maintenance settlement and Devolved Formula Capital Grant for 2015/16, with indicative allocations for 2016/17 and 2017/18.
- 3.5 Both basic need and capital maintenance allocations are funded entirely through capital grant.
- 3.6 The table below shows the allocations of capital grant funding announced for 2015/16.

	2015/16 Settlement £m
Capital Maintenance Grant	4.909
Basic Need Funding	12.039
Devolved Formula Capital Grant*	0.535
Total	17.483

This table only includes funding allocated for building related work. It does not include budgets managed by others.

*Devolved Formula Capital is passed directly to schools and therefore is not available for the Local Authority to spend.

- 3.7 Additional grant funding may be made available throughout the forthcoming financial year and will be reported separately if necessary.

Capital Resources

- 3.8 The level of projected resources must finance all capital payments in 2015/16 including existing approved schemes, new schemes and future year commitments. A summary of the resources available to finance these payments is shown in the table below.

	£m
Capital Grants	17.483
Revenue Contributions	0.900
Total Capital Resources	18.383

- 3.9 In addition to the resources identified above, the Department for Education will allocate funding for expenditure at voluntary aided schools in Brighton & Hove under several programme headings.

Capital Investment Programme

- 13.10 Funding is now allocated under three headings only: revenue contribution for structural maintenance (under which £0.9 million is available for expenditure on schools and other educational establishments); Capital Maintenance Grant (under which £4.909 million, is available for expenditure on improving the condition of the school estate); and Basic Need Funding (under which £12.039 million is available for providing additional pupil places in the 2015/16 financial year).
- 3.11 Capital re-profiling and slippage arising from the 2014/15 capital programme will be incorporated into the 2015/16 programme when the capital accounts are closed in May 2015 and will be funded from existing resources carried forward.
- 3.12 An overall summary of expenditure for 2015/16 and 2016/17 is attached at Appendix 2 and a more detailed explanation of each item is shown below.

Structural Maintenance and other property related priorities

- 3.13 Funding for structural maintenance consists of £0.9m from the transfer of revenue funding and £4.909 million from Capital Maintenance Grant from the government. This funding will be used to address the most urgent and important items highlighted by the condition surveys of school buildings as well as a number of programmes to address specific safety and improvement priorities as set out in paragraphs 3.20 – 3.23 below.
- 3.14 Central government used a different method to calculate the amount of maintenance grant this year which has resulted in a significantly higher settlement than we were expecting.
- 3.15 A major priority of the Asset Management Plan is to reduce the amount of condition related works required in schools. A rolling programme of works has been prepared which currently shows a backlog of £30 million. It is recommended that £2.906 million from the total funding available is allocated to carry out structural maintenance works in the 2015/16 financial year.
- 3.16 The proposed programme is prioritised using the Department for Education (DfE) condition criteria. The highest level of priority is attached to the renewal or replacement of building elements which fall within Grade D (as being in bad condition, being life-expired and/or in serious risk of imminent failure) and within the 'Priority 1' definition:
- Priority 1 Urgent work, which will prevent immediate closure of premises and/or address an immediate high risk to the health & safety of occupants and/or remedy a serious breach of legislation
- 3.17 In the current year the total D1 priority work identified is approximately £2.642 million excluding fees (£2.906 million including fees). By allocating £2.006 million from Capital Maintenance Grant together with the £0.9m from the revenue contribution we will be able to address all the D1 priority works.

- 3.18 The extent of the work at each school will be determined by the condition survey and detailed investigation and scoping of the problem to be addressed. There will also be discussion with each school on the timing and scoping of the works.
- 3.19 A copy of the proposed structural maintenance programme is attached at Appendix 1 to this report.
- 3.20 Legislation on both the control of legionella and asbestos in buildings has given rise to the need to carry out works on a rolling programme to school buildings to achieve compliance with the new legislation. It is recommended that £0.150m each be allocated to legionella and asbestos work.
- 3.21 It is recommended that £0.150 million is allocated for works identified by the Fire Risk Assessments that are the responsibility of the Local Authority.
- 3.22 Issues regarding compliance in relation to ventilation in school kitchens have been raised for a number of years. Inadequate ventilation in a kitchen environment leads to very hot and humid conditions which raise the risk of accidents, hygiene problems and potential poor health of staff. It is recommended that £0.150 million is allocated for this purpose.
- 3.23 It is also recommended that £0.1 million is allocated to carry on with the rolling programme of surveys of school premises, £0.150 million is allocated for advanced design of future projects, and £0.150 million is allocated for adaptations to schools to accommodate pupils with special mobility or sensory needs.
- 3.24 The above allocations identified in paragraphs 3.15 – 3.23 will leave approximately £1.903 million of the available resources for structural maintenance uncommitted. This is as a result of the larger than expected settlement. We will consider the next most urgent condition related works and prepare a further programme which will be brought back to the next available committee meeting.
- 3.25 In addition to the Local Authority responsibility for maintenance the schools also retain responsibility and funding for some maintenance items. This funding includes Devolved Formula Capital which the council receives from central government to passport to schools according to a formula. There is also an element in schools' delegated budgets relating to building maintenance.
- 3.26 On 9 February 2015 the council was also notified that our bid to replace the HORSAs kitchen and dining facility at Hove Park Upper School had been successful in getting onto the Priority Schools Building Programme 2. At the present time we have no indication when within the programme (which runs from 2015 to 2021) the work will fall or what the value of the works will be. We are expecting an update from the DfE in autumn of this year and will update this committee at that time.

Basic Need Funding

- 3.27 Basic need funding is provided to authorities who are experiencing increasing school rolls. The funding is provided to ensure that the Local Authority can meet its statutory obligation to secure a school place for every child that wants one.
- 3.28 At its meeting on 13 October 2014 the Children and Young People Committee agreed to the permanent expansion by one form of entry of Saltdean Primary School. This project was included in the capital report last year as 'An additional primary form of entry for Brighton from September 2015' since the proposal was at a very early stage in its development.
- 3.29 In the 13 October 2014 report the cost of the scheme was reported as being £2.7million. However now the design is nearing completion it is apparent that this sum will need to be increased by £0.2 million. This is partly because as part of the scheme we are replacing some out dated temporary classrooms and partly as a result of building cost inflation which is currently running at approximately 18% when compared to 2012 figures (which is when the previous similar scheme at Aldrington was priced). This additional funding would bring the overall cost of the scheme to £2.9 million.
- 3.30 At its meeting on 13 October 2014 the Children and Young People Committee agreed to the permanent expansion by one form of entry of St Andrew's CE Primary School. This project was included in the capital report last year as 'An additional primary form of entry for Hove from September 2015' since the proposal was at a very early stage in its development.
- 3.31 The cost of this scheme was initially estimated at £2.5 million. However, now the design is nearing completion it is apparent that this sum will need to be increased by £0.2 million. This is due to the fact that building cost inflation is currently running at approximately 18% when compared to 2012 figures (which is when the previous similar scheme at Aldrington was priced). This additional funding would bring the overall cost of the scheme to £2.7million.
- 3.32 These two projects are on track to provide the accommodation needed for an additional reception class in September 2015 and to be fully completed in Spring 2016. They will provide high quality new places which will help to meet the demand which continues to grow for school places in Hove and Saltdean.
- 3.33 All new school buildings are designed to high sustainability and energy efficiency standards. Solar panels are a sustainability feature which the Council wishes to encourage. £50 000 has been identified within basic need funding to support this commitment.
- 3.34 The increase in pupil numbers that has been affecting primary places is now starting to impact on secondary numbers. A strategy for meeting this need has been developed with the Cross Party School Organisation Working Group and the Secondary and Continuing Education Partnership consisting of the ten secondary schools, the three colleges and the two universities. Projects to fulfil this strategy are now being worked up through consultation with these groups and will be funded from basic need capital grant, subject to approval through further reports to this Committee and the Policy & Resources Committee.

3.35 Appendix 2 shows an indicative expenditure on secondary school places in 2015-16 of £5 million. Further options that arise during the year will be presented to this Committee and Policy & Resources Committee so that the financial implications can be considered

4. ANALYSIS & CONSIDERATION OF ANY ALTERNATIVE OPTIONS

4.1 The only option available would be to not make use of this funding to improve or extend the education property portfolio. This is not recommended as it would limit our ability to maintain, modernise and improve our school buildings property portfolio and to secure sufficient school places.

5. COMMUNITY ENGAGEMENT & CONSULTATION

5.1 There has been no specific consultation regarding the content of this report. When an individual project is developed the necessary consultation is undertaken and reported to the relevant committee.

6. CONCLUSION

6.1 The proposed capital Investment programme will enable us to continue to ensure that we secure school places in areas of the city where they are required and to improve the condition of our education property portfolio.

7. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

7.1 The report sets out the allocation of capital resources included in the Capital Investment Programme 2015/16 as approved by Budget Council on 26 February 2015 that were announced as part of the capital finance settlement in December 2014 and February 2015. The schedule of investment for basic need includes works associated with primary schools and additional secondary school provision of up to £5.0 million for 2015/16. Any uncommitted resources will be reported back to this Committee with detailed plans in due course. The revenue implications of any capital investment will be met from existing revenue budgets in 2015/16 and future years' budgets.

Finance Officer Consulted: Rob Allen

Date: 12/02/15

Legal Implications:

7.2 There are no direct legal implications arising from this report. Individual projects may give rise to specific issues which will be covered by the individual reports referring to them.

Lawyer Consulted: Serena Kynaston

Date: 03/02/15

Equalities Implications:

- 7.3 There are no equalities implications arising from this programme which would impact disproportionately on any defined groups. New and refurbished buildings will conform with all relevant regulations and be fully accessible.

Sustainability Implications:

- 7.4 There are no direct environmental implications arising from this report. The environmental impacts of individual schemes are reported to Members when the detailed report is submitted to Policy & Resources Committee for final approval. The detailed planning of projects at educational establishments will take account of the implications of Brighton & Hove's policies in relation to sustainability issues generally.

Any Other Significant Implications:

- 7.5 None

SUPPORTING DOCUMENTATION

Appendices:

1. Structural maintenance programme
2. Summary of allocation of funding streams in Section 3 of this report

Documents in Members' Rooms

1. None

Background Documents

1. None

Crime & Disorder Implications:

- 1.1 The detailed planning of projects will take account of security issues

Risk and Opportunity Management Implications:

- 1.2 There are no risk issues in terms of resources or risks to children as a result of this proposal

Public Health Implications:

- 1.3 There are no public health implications arising from this report

Corporate / Citywide Implications:

- 1.4 The Capital Maintenance Grant identified in this report is evidence of the government's continuing support for the Council's work as a Local Education Authority. The Basic Need Funding is indicative that the DfE understands the issues of primary and secondary places we face in the city.

**Item 84: Education Capital Resources and Capital Investment Programme
2015/16**

Appendix 1: Structural maintenance programme

Property	Description of works	Budget estimate
Electrical Works		£8,000
Hertford Junior School	Replace electrical switchgear	
General		£587,000
Carlton Hill Primary School	Remedial works to retaining wall (phase)	
Longhill School	Repair spalling concrete to Block A & Block 3	
St Luke's Primary School	Masonry repairs	
Carden Primary School	Replace structural glazing to 1no stairwell	
Bevendean Primary School	Replace wall ties to dining hall (east)	
Bevendean Primary School	Demolish water tower	
Hangleton Primary School	Install surface water drainage at bottom of rear access road outside boiler room	
Hove Park School	Drainage repairs (lower School)	
Moulsecoomb Primary School	Drainage repairs	
Queens Park Primary School	Take up slabbed area outside rear classrooms & tarmac	
Woodingdean Community Centre	Cladding replacement & timber repairs (phase 2)	
Downs View School	Replace ramp to mobile in Ash Cottage garden	
Stanford Junior School	Repointing work to single storey rear elevation (phase 2)	
Stanford Junior School	Damp proofing works to rear classrooms/reception	
Woodingdean Primary School	Repair 10nr lintels to infants classroom south elevation	
Longhill School	Structural repairs to curtain wall	
West Hove Junior School	Toilet Refurbishment	
Jeanne Saunders Centre	Corroded lintels/repointing	
Royal Spa Nursery	Render repairs to Portico	
L8 Works		£335,000
Carden Primary School	Replace heating pipework & hot & cold water pipework under floor. Phase 2	
Fairlight Primary School	Replace hot & cold water services	
Patcham Junior School	Replace pipework	
Rudyard Kipling Primary School	Replace hot & cold water services	
Saltdean Primary School	Replace hot & cold water services	

Mechanical Works**£871,000**

67 Centre	Heating distribution pipework below floor corroded, replacement advised. Allocated for year 2102 / 2013
Brackenbury Primary School	Replace heating to annexe
Hangleton Primary School	Install new boiler plant & convert to gas.
Rudyard Kipling Primary School	Replace boilers
Downs Park School	Replace boilers
Westdene Primary School	Replace fan coil units
Carden Primary School	Replace boiler
Surrenden Pool	Renew plant
Goldstone Primary School	Replace boilers
Hangleton Primary School	Upgrade H/C water services
Longhill School	Replace fan coil units
Somerhill Junior School	Replace Heating Controls
Woodingdean Community Centre	Replace external gas pipe

Resurfacing**£54,500**

Moulsecoomb Primary School	Resurface car park
Woodingdean Primary School	Resurface car park
Longhill School	Resurfacing of tennis courts

Roofing**£786,500**

Balfour Primary School (Junior)	Replace tiled roof above library and classrooms (phase 2)
Cedar Centre, Lynchet Close	Replace x11 roof lights to roof
Hertford Infant School	Replace flat roof phase 1
Middle Street Primary School	Flat roof replace (phase 3; playground toilets and entrance porch) + external wall repairs & redecoration
Patcham House School	Recover flat roofs to rear.
Patcham Junior School	Recover pitched roof to rear
Royal Spa Nursery	Replace main roof lights
Saltdean Primary School	Renew flat roof above head teachers office
Somerhill Junior School	Recover roof above staffroom
St Georges House ACE	Recover pitched roofs phase 2
St Peters Infant School	Replace asphalt covered roof
Stanford Infant School	Replace flat roof and cladding/asbestos removal
Elm Grove Primary School	Corridor flat roof
West Hove Junior School	Replace the roof to Caretaker's House

Nett Total

£2,642,000

Fees

£264,200

Nett Total with fees

£2,906,200

APPENDIX 2

	CAPITAL MAINTENANCE			BASIC NEED			Previous years	2014/15	2015/16	2016/17	Scheme Totals
	2014/15	2015/16	2016/17	2014/15	2015/16	2016/17					
2014/15	£2,862,976			£3,960,650							
2015/16		£4,909,255			£12,038,759						
2016/17			£4,909,255			£12,640,697					
Revenue Contributions	£900,000	£900,000	£900,000								
Borrowing				£142,000							
Targeted Basic Need				£493,448							
Reserves set aside for Primary School investment				£1,500,000							
TOTALS	£3,762,976	£5,809,255	£5,809,255	£6,096,098	£12,038,759	£12,640,697					
Condition related works								£3,500,000	£3,906,200	£4,000,000	£11,406,200
Legionella	£150,000	£150,000	£150,000					£150,000	£150,000	£150,000	
Asbestos	£150,000	£150,000	£150,000					£150,000	£150,000	£150,000	
Fire Risk Assessments	£150,000	£150,000	£150,000					£150,000	£150,000	£150,000	
Ventilation in Kitchens	£150,000	£150,000	£150,000					£150,000	£150,000	£150,000	
Condition works	£2,500,000	£2,906,200	£3,000,000					£2,500,000	£2,906,200	£3,000,000	
Advanced design on future schemes	£150,000	£150,000	£150,000					£150,000	£150,000	£150,000	
Surveys (condition gas etc)	£100,000	£100,000	£100,000					£100,000	£100,000	£100,000	
Individual Pupil needs	£150,000	£150,000	£150,000					£150,000	£150,000	£150,000	
Proposed new school for Hove							£1,500,000	£2,000,000			£3,500,000
Police station refurbishment (2014)	£100,000			£1,900,000			£1,500,000	£2,000,000			
Connaught Expansion (2014)				£500,000			£500,000	£500,000			£1,000,000
Dorothy Stringer Improvements				£142,000				£142,000			£142,000
Bulge Classes							£30,000	£230,000	£140,000		£400,000
Hove for September 2014				£100,000				£100,000			
Brighton for September 2014				£100,000				£100,000			
Furniture for bulge classes as children move through school				£30,000	£10,000		£30,000	£30,000	£10,000		
Queens Park additional accommodation required from 2012 bulge					£30,000				£30,000		
Somerhill additional accommodation from 2012 bulge at Davigdor					£100,000				£100,000		
Aldrington Primary School Expansion							£1,400,000	£1,340,000			£2,740,000
Extension project				£1,100,000				£1,100,000			
Contribution towards Blatchington Mill improvement project				£240,000				£240,000			
Fund to assist with Solar PV				£50,000	£50,000			£50,000	£50,000		£100,000
Additional Form of Entry at St Andrew's C E Primary				£1,250,000	£1,450,000			£1,250,000	£1,450,000		£2,700,000
Additional Form of Entry at Saltean Primary				£1,250,000	£1,650,000			£1,250,000	£1,650,000		£2,900,000
<i>Additional secondary provision</i>				<i>£1,675,000</i>	<i>£5,000,000</i>	<i>£3,325,000</i>		£1,675,000	£5,000,000	£3,325,000	£10,000,000
<i>Carry forward from previous year</i>				<i>-£365,649</i>	<i>£1,875,253</i>	<i>-£1,873,506</i>		<i>-£365,649</i>	<i>£1,875,253</i>	<i>-£1,873,506</i>	<i>-£363,902</i>
Total Commitments	£3,600,000	£3,906,200	£4,000,000	£7,971,351	£10,165,253	£1,451,494	£3,430,000	£11,571,351	£14,071,453	£5,451,494	£34,524,298
Outstanding balance	£162,976	£1,903,055	£1,809,255	-£1,875,253	£1,873,506	£11,189,203					

Notes

Figures in italics are not confirmed at the present time they are included as an indication only

Subject:	Childcare Sufficiency in Brighton & Hove		
Date of Meeting:	9th March 2015		
Report of:	Executive Director of Children's Services		
Contact Officer:	Name:	Vicky Jenkins	Tel: 296110
	Email:	vicky.jenkins@brighton-hove.gcsx.gov.uk	
Ward(s) affected:	All		

FOR GENERAL RELEASE**1. PURPOSE OF REPORT AND POLICY CONTEXT**

- 1.1 The report informs the committee about childcare sufficiency in Brighton & Hove and also on the progress regarding access to the early years free entitlement by eligible two year olds

2. RECOMMENDATIONS:

- 2.1 That the committee notes the publication of Brighton & Hove's Childcare Sufficiency Assessment and how the local authority is securing sufficient childcare places
- 2.2 That the committee notes the position regarding access to the early years free entitlement by eligible two year olds

3. CONTEXT/ BACKGROUND INFORMATION

- 3.1 Local authorities are required by legislation to secure sufficient childcare with the outcome that parents are able to work because childcare places are available, accessible and affordable and are delivered flexibly in a range of high quality settings. The requirement to do this is set out in the Childcare Act 2006, as amended, and associated statutory guidance published in September 2014. Local authorities are required to report annually to elected council members on how they are meeting their duty to secure sufficient childcare, and make this report available and accessible to parents. This has been done in the form of a Childcare Sufficiency Assessment (CSA) which is attached as appendix 1 and has been published on the Brighton & Hove city council website. The report is used for a number of purposes, including by existing and new childcare providers who wish to expand or to start new provision, and also to inform planning decisions with regarding proposed new childcare provision. In addition it may be used to prioritise resources, for example if and when capital funds become available to improve or expand childcare.
- 3.2 The report is required to include
- 3.2.1 a specific reference to how we ensure that there is sufficient childcare to meet the needs of disabled children; children from families in receipt of the childcare element of working tax credit; children with parents who work irregular hours; children aged two, three and four taking up early education places; and children needing holiday care.*

3.2.2 Information about the supply and demand for childcare for particular age ranges of children, and the affordability, accessibility and quality of provision; and

3.2.3 Details of how any gaps in childcare provision will be addressed

- 3.3 Childcare for disabled children is referenced in section 2.13 of the CSA. Inclusion funding is available to childcare providers to meet any extra costs associated with a disabled child attending their setting. In 2013/14 childcare settings received funding to enable 76 pre-school and 54 school-age disabled children to attend their provision.
- 3.4 Parents can claim childcare element of working tax credit if the childcare they use is registered with Ofsted, or run by a school on its premises outside school hours. Therefore section 2 of the report details the availability of this kind of childcare. Brighton & Hove's early years and childcare development officers support and advise childcare providers on the sufficiency and sustainability of existing and proposed childcare provision.
- 3.5 An analysis of provision of childcare available in non-traditional hours is in section 2.11. To support parents who work irregular hours the Family Information Service runs an at home childcare service (section 2.10) as well as a brokerage service (section 3.3).
- 3.6 Provision of early education (the early years free entitlement, EYFE), and its quality, is outlined in sections 1.3, 1.4, 2.8 and 2.9, and demand for and take up of EYFE in sections 3.4 and 3.5. The position in Brighton & Hove looks very positive, compared with national figures (see also paragraph 3.14 below on EYFE for two year olds).
- 3.7 Provision of holiday care is detailed in 2.12. Although there was a reduction in the number of holiday playscheme places between 2012 and 2014 there is not clear evidence that there is unmet demand by parents for this type of provision.
- 3.8 Childcare supply and demand is set out in sections 2 and 3 of the CSA. It shows reasonably stable provision of setting-based childcare for children under five, as well as after-school clubs. Childcare costs are significant for parents and this is a national as well as local issue (most recently a report published in January 2015 by 4Children found that high childcare costs meant that one in five parents were considering reducing hours or giving up work altogether in 2015). In Brighton & Hove costs of full day care are slightly lower than in the south east (section 2.21), although the cost of childminding is slightly higher.
- 3.9 FIS supports families with information and advice on support with the cost of childcare, and until the end of FY 2014/15 some after-school clubs and holiday playschemes have been supported through funding to offer reduced price places to low-income families.
- 3.10 Quality of childcare in Brighton & Hove is high, particularly for pre-school children in non-domestic (i.e. commercial) premises and this is also the case for children living in disadvantaged areas, contrary to the national picture (section 1.1).

- 3.11 Childcare gaps (section 4) were found to be limited, although specific research into childcare demand was not completed for this CSA. Details of how these gaps will be addressed, as far as is reasonably practicable, are also detailed in this section.
- 3.12 Early Years Free Entitlement (EYFE) for 570 hours a year is now a statutory entitlement for two year old children in low income working and non-working households. Nationally 40 per cent of two year olds are eligible; in Brighton & Hove the figure is around 30 per cent.
- 3.13 The scheme has been very successful in Brighton & Hove, with 82 per cent¹ of eligible children taking up some or all of their entitlement. This compares with an average take-up of 76 per cent in the south east and 63 per cent nationally². Children have also been able to access provision at high quality settings; from the start of the scheme until December 2014 95 per cent of funded two year olds attending a setting which was rated good or outstanding by Ofsted.
- 3.14 In addition parents have a wide range of choice of EYFE provision, with more than 90 per cent of nurseries and pre-schools offering places under the scheme, as well as 40 childminders. A significant number of two year olds access their EYFE in council run nurseries – of the 2,035 children benefiting from the scheme since September 2009 600 (30 per cent) attended a council run nursery. In 2014/15 the childcare providers offering the largest number of places to these children were Jumpstart nursery in Moulsecoomb children’s centre with a total of 115 places and Roundabout nursery in Roundabout children’s centre, with a total of 109 places.
- 3.15 Our two year old capital programme has created 114 new childcare places for two year olds in maintained schools (Rudyard Kipling primary and Royal Spa nursery), with private and voluntary sector providers, as well as in council-run provision

4. ANALYSIS & CONSIDERATION OF ANY ALTERNATIVE OPTIONS

- 4.1 Alternative options were not considered as this report is a statutory duty.

5. COMMUNITY ENGAGEMENT & CONSULTATION

- 5.1 Childcare providers responded to on-line consultation to provide childcare supply information. Parents are made aware of their entitlement to EYFE for their child through extensive publicity and engagement with community and other partners.

6. CONCLUSION

- 6.1 Provision of high quality sustainable childcare will continue to be supported in Brighton & Hove, as far as is reasonably practicable, so that parents have access to a wide range of provision and the council meets its statutory duties.
- 6.2 Brighton & Hove has been successful to date in ensuring that eligible two year olds from low income families access their EYFE in high quality settings.

7. FINANCIAL & OTHER IMPLICATIONS:

¹ at 24/2/15

² data from autumn 2014

Financial Implications:

- 7.1 Funding for EYFE for two, three and four year olds and inclusion funding for disabled children to attend pre- and after-school provision comes from the Dedicated Schools Grant. Some support for childcare is included in the council's Sure Start budget but this is reduced in the savings proposals for 2015/16.

Finance Officer Consulted: Steve Williams

Date: 29/01/15

Legal Implications:

- 7.2 Section 6 of the Childcare Act 2006 places a duty on English local authorities to secure sufficient childcare for working parents. Statutory guidance published in September 2014 sets out how local authorities should do this, as well as how they should report to elected members on how they are meeting this duty. Section 7 (as substituted by section 1 of the Education Act 2011) places a duty on English local authorities to secure early years provision free of charge.

Lawyer Consulted: Natasha Watson

Date: 30/12/15

Equalities Implications:

- 7.3 An equalities impact assessment for early years and childcare was completed in 2013 and for EYFE for two year olds in 2012. No adverse equalities impacts were found

Sustainability Implications:

- 7.4 There are no specific sustainability implications

SUPPORTING DOCUMENTATION

Appendices:

1. Childcare Sufficiency Assessment December 2014

**Childcare
Sufficiency
Assessment
December 2014
Brighton & Hove City Council**

INTRODUCTION

This Childcare Sufficiency Assessment (CSA) was undertaken in accordance with the Department for Education's *Early Education and Childcare Statutory Guidance for Local Authorities, September 2014*.

Local authorities are required to report annually to elected council members on how they are meeting their duty to secure sufficient childcare in accordance with Section 6 of the Childcare Act 2006 (as amended), and make this report available and accessible to parents.

Local authorities no longer have a duty to assess childcare sufficiency in their area as Section 11 of the Childcare Act 2006 has been repealed. However Brighton & Hove has found the practice of assessing childcare supply and demand to be extremely useful in planning future provision and therefore the content of this report is similar to that of previous published CSAs.

The supply data for this CSA was collected from childcare providers between February and October 2014.

A city-wide parental childcare demand survey was not carried out for this CSA because of the cost.

This CSA was produced by
Vicky Jenkins, Childcare Strategy Manager – Free Entitlement, and
Ben Miles, Performance Analyst
Early Years and Childcare
Brighton & Hove city council
King's House
Hove
BN3 2LS

CONTENTS	PAGE
MAIN FINDINGS	6
Section One: CHILDCARE QUALITY	9
1.1 Childcare Quality and Ofsted Data	9
Figure 1: Early Years Ofsted Inspection Judgements	
Figure 2: Early Years Ofsted Inspection Judgements by Category	
Figure 3: Early Years Ofsted Inspection Judgements by Deprivation	
Figure 4: Childcare on Non-Domestic Premises Ofsted Inspection Judgements in Brighton & Hove: by Deprivation	
Figure 5: Childcare on Non-Domestic Premises Ofsted Inspection Judgements in England: by Deprivation	
Figure 6: Children’s Centre Ofsted Inspection Judgements	
1.2 Childcare Quality Children’s Centre Nurseries	14
1.3 Quality of Early Years Settings Attended by Two Year Olds in Receipt of Early Years Free Entitlement	14
Figure 7: Quality of Early Years Settings Attended by EYFE Funded Two Year Olds	
1.4 Quality of Early Years Setting Attended by EYFE Funded Three and Four Year Olds	16
Figure 8: Quality of Early Years Settings Attended by EYFE Funded Three and Four Year Olds	
Section Two: CHILDCARE SUPPLY	17
2.1 Childcare Supply	17
2.2 Ownership of Childcare Provision	18
Figure 9: Ownership of Full Day Care	
Figure 10: Ownership of Sessional Care	
Figure 11: Ownership of After-School Clubs	
2.3 City-Wide Childcare Supply	20
Figure 12: Number of Childcare Providers, by Type	
Figure 13: Change in Childcare Providers, by Type, Since 2012	
Figure 14: Number of Childcare Places, by Type	
Figure 15: Change in Childcare Places, by Type, Since 2012	
Figure 16: Childcare Places Change Since 2008	
2.4 Places for Children from Birth to Five	23
Figure 17: Childcare Places Change for Children from Birth to Five Since 2008	



2.5 Childcare Provision by Ward	23
Figure 18: Ward Map	
Figure 19: Full Day Care Provision Map	
Figure 20: Full Day Care by Ward	
Figure 21: Sessional Care Provision Map	
Figure 22: Sessional Care by Ward	
Figure 23: Childminding Provision Map	
Figure 24: Childminding by Ward	
Figure 25: After-School Club Provision Map	
Figure 26: After-School Clubs by Ward	
2.6 Access to Childcare for School-Age Children	29
2.7 Childcare Provision Penetration Rates Pre-School Children	29
Figure 27: Childcare Provision, Penetration Rates Pre-School Children	
2.8 Early Years Providers Offering Early Years Free Entitlement for Three and Four Year Olds	30
Figure 28: Settings Registered to Offer EYFE by Type	
Figure 29: Distribution of Children in EYFE by Type	
2.9 Early Years Providers Offering EYFE for Eligible Two Year Olds	31
Figure 30: Eligible Two Year Olds Attendance by Sector	
2.10 At Home Childcare	32
2.11 Childcare Available in Non-Traditional Hours	33
Figure 31: Number of Providers City-Wide by Type Offering Non-Traditional Hours	
2.12 Availability of Holiday Playschemes	33
Figure 32: Holiday Opening by Playschemes	
2.13 Childcare for Disabled Children	33
2.14 Childcare Costs	34
2.15 Cost of Full Day Care	35
Figure 33: Cost of Full Day Care Per Day Average Cost	
Figure 34: Change in Cost in Full Day Care Since 2008	
Figure 35: Number of Full Day Care Places by Cost Band	
2.16 Cost of Sessional care	37
Figure 36: Number of Sessional Care Places by Cost Band	
2.17 Cost of Childminding	37
Figure 37: Childminding Costs and Change in Costs	

2.18 Cost of Holiday Playschemes and After-School Clubs	38
Figure 38: Cost of Holiday Playschemes Per Day and Change in Costs	
Figure 39: Cost of After-School Clubs Per Session and Change in Costs	
2.19 Cost of Breakfast Clubs	38
2.20 Cost of At Home Childcare	38
2.21 Childcare Costs; Regional and National Comparisons	39
Figure 38: Cost of Childcare: Regional and National Comparisons	
2.22 Help With Childcare Costs	39
Section Three: CHILDCARE DEMAND	41
3.1 Childcare Demand Overview	41
3.2 Information for Parents About Childcare	41
3.3 FIS Brokerage	41
3.4 Demand for EYFE for Two Year Olds	41
3.5 Take-Up of EYFE by Three and Four Year Olds	42
Section Four: CHILDCARE GAPS	43
4.1 Childcare Gaps Overview	43
4.2 Geographical Gaps	43
4.3 Age Gaps	43
4.4 Type Gaps	44
4.5 Affordability Gaps	44

MAIN FINDINGS

Childcare Quality

- Childcare in Brighton & Hove is of high quality compared with England as a whole, with 85 per cent of settings on the early years register judged by Ofsted to be good or outstanding, compared with 81 per cent in the south east and 78 per cent nationally¹.
- Childcare is also of high quality in the more disadvantaged areas of the city, which is also contrary to the national picture

Childcare Ownership

- Most full day care in the city is privately owned (75 per cent of settings and 74.5 per cent of places).
- Sessional care providers are fairly evenly split between the private (36 per cent), voluntary (31 per cent) and maintained (30 per cent) sectors, with three per cent in the public sector. However, in terms of places more are in the maintained sector (43.2 per cent) than the private (28.3 per cent) and voluntary (26 per cent) sectors with the remaining 2.5 per cent in the public sector.
- Most after-school club places are in the private sector (48.7 per cent of places) although the maintained (26.7 per cent of places) and voluntary (24.6 per cent of places) sectors still have a presence.

Childcare Providers and Places

- There has been a small increase in the number of full day care providers and breakfast clubs since the last CSA.
- There has been a small reduction in the number of sessional care and after-school club providers.
- The number of holiday playschemes has reduced since 2012 largely because one provider now runs schemes on fewer sites
- There has been a significant decrease in the number of childminders.
- There has been an increase in the number of full day care and sessional care places (grouped together) but a reduction in the number of holiday playscheme and childminding places.
- Overall there has been an increase in childcare places for children aged 0 to 5
- Childcare provision is not spread evenly over the city, with some wards having more than others.
 - The number of children under five per full day care place ranges from 23.5 children per place in South Portslade to 1.2 in Wish. In two wards (Brunswick & Adelaide and Woodingdean) there is no full day care.
 - For sessional care the range is from 28.7 children under five per place in Wish to 2.9 in Rottingdean Coastal, with no sessional care in Hanover & Elm Grove and Regency.
 - Childminding ranges from 199 children under five per childminding place in East Brighton to 7.9 in Patcham.

¹ As at 31st March 2014

- There has been a significant increase in the number of providers offering the early years free entitlement (EYFE) to three and four year olds (38 more than in the last CSA) largely because of the increase in the number of childminders able to offer EYFE.
- 56.9 per cent of the city's three and four year olds receive their EYFE at a private sector setting (private childcare provider, independent school or childminder/childminder nursery). The public sector (including maintained nursery classes and schools) provides EYFE for 28.3 per cent of children.
- There has been an expansion in the provision of EYFE for eligible two year olds², both in terms of the number of children taking up places (741 children in December 2014 compared with 222 at the time of the last CSA), and the number of providers offering EYFE for two year olds (140, compared with 58 in 2012).
- Many two year olds are now accessing their EYFE in the private sector (45.7 per cent, compared with 15.8 per cent in 2012).
- There is limited childcare available during non-traditional hours, that is outside 8 am to 6 pm Monday to Friday.

Childcare Costs

- Full day care costs in Brighton & Hove are on average £4.83 an hour for a child under two and £4.59 for a child aged two and over. This is an increase of approximately 5.7 per cent on 2012.
- Childminding costs in Brighton & Hove are on average £5.06 an hour, which is a 5.4 per cent increase on 2012.
- Holiday playschemes in Brighton & Hove cost on average £23.84 per day, which is an increase of 2.4 per cent on 2012.
- After-school clubs in Brighton & Hove cost on average £9.59 per session, which is 4.2 per cent more than in 2012.
- The average cost of a breakfast club session (where a charge is made) is £2.32, a 5.4 per cent increase on 2012.
- Most childcare in Brighton & Hove is more expensive than that in England as a whole, but cheaper than the cost in the south east.
- Childminding in Brighton & Hove for a child under two is 14.7 per cent more expensive than the south east average.

Childcare Demand

- A parental survey to determine childcare demand was not carried out.
- FIS has provided brokerage to parents who cannot find the childcare they need. This is normally where a parent works non-traditional hours, has children who need care at home, or has a number of children for whom different types of care are needed.
- There has not yet been an indication that there is a lack of childcare for parents in receipt of EYFE for their two year olds.

² EYFE for eligible two year olds became a statutory entitlement from for families on out of work benefits from September 2013, and was extended to families on low incomes and in receipt of working tax credit in September 2014

Childcare Gaps

- While parents cannot always find the childcare where they want, when they want it and at a price they can afford, there are no major childcare gaps in Brighton & Hove.



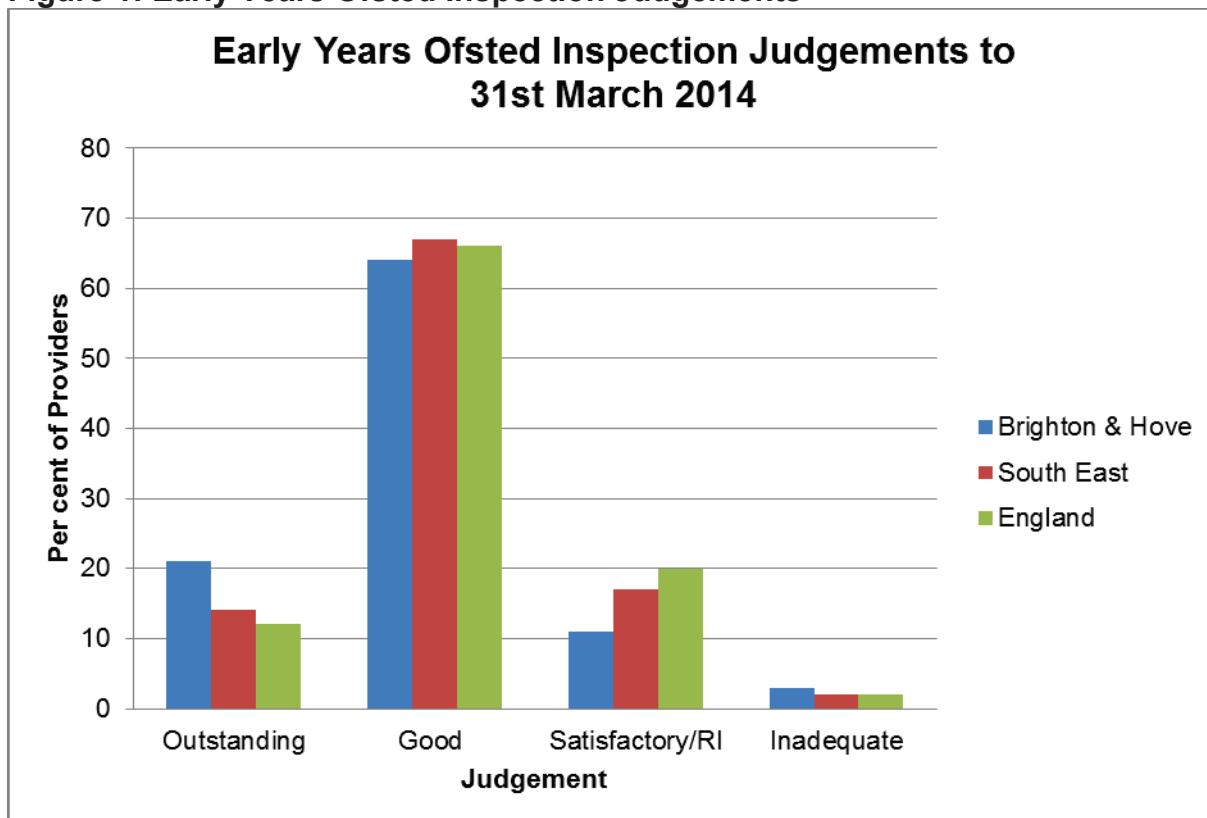
Section One

CHILDCARE QUALITY

1.1 Childcare Quality and Ofsted Data

This section looks at childcare and children’s centre quality in Brighton & Hove based on Ofsted inspection judgements.

Figure 1: Early Years Ofsted Inspection Judgements³

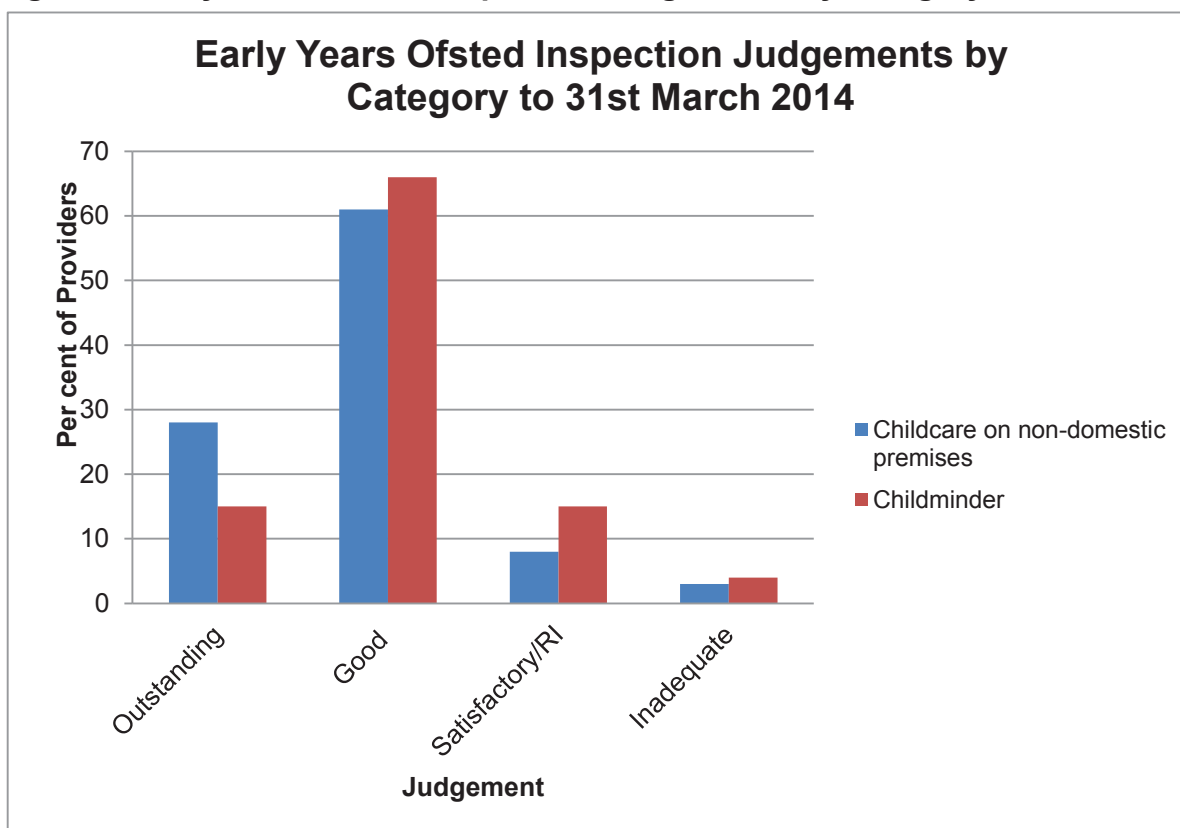


Brighton & Hove’s figure of 85 per cent of providers good or outstanding compares favourably with the equivalent figure for the south east (81 per cent) and England as a whole (78 per cent).

³ Based on “overall effectiveness: the quality and standards of the provision”

Figure 2 shows a breakdown of these judgements separating childcare on non-domestic premises from childminders⁴.

Figure 2: Early Years Ofsted Inspection Judgements by Category⁵

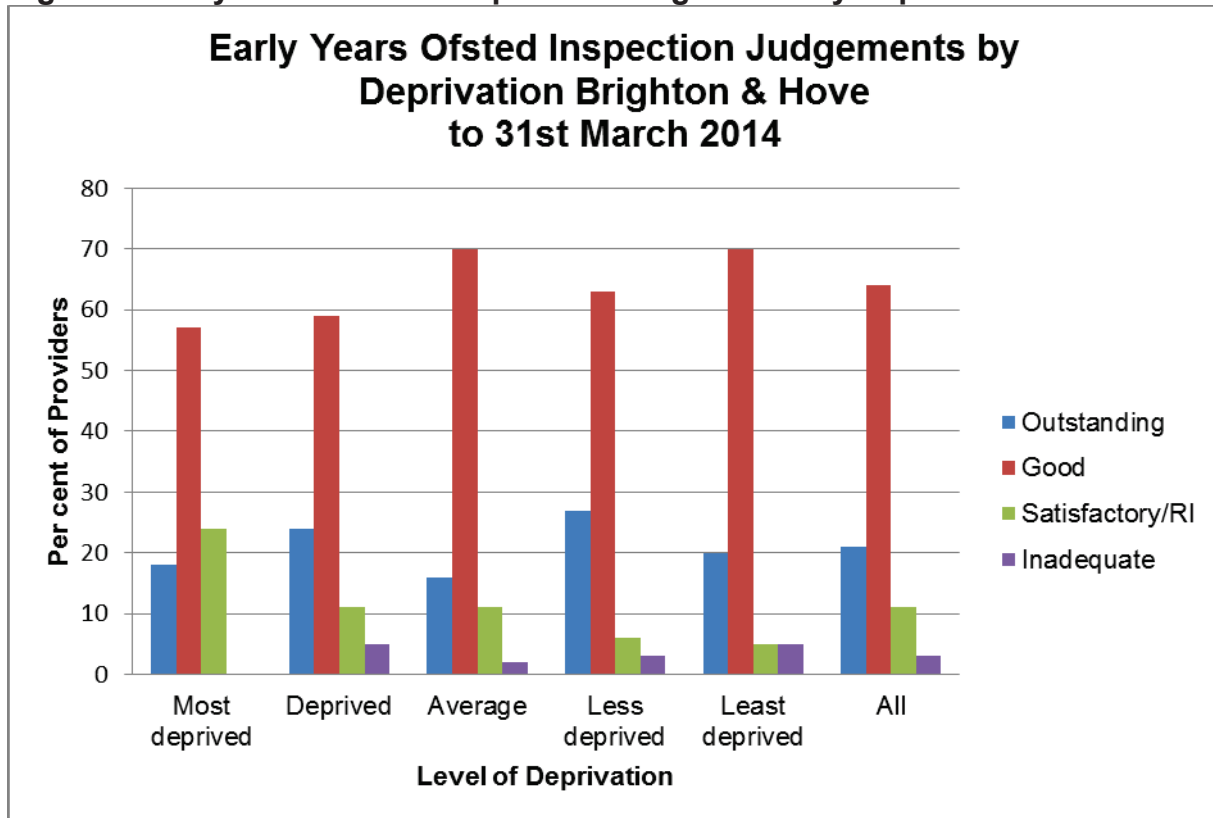


⁴ Childcare on domestic premises is not shown because there was only one inspection of this type of childcare in the period

⁵ “How well does the setting meet the needs of children in the Early Years Foundation Stage?”



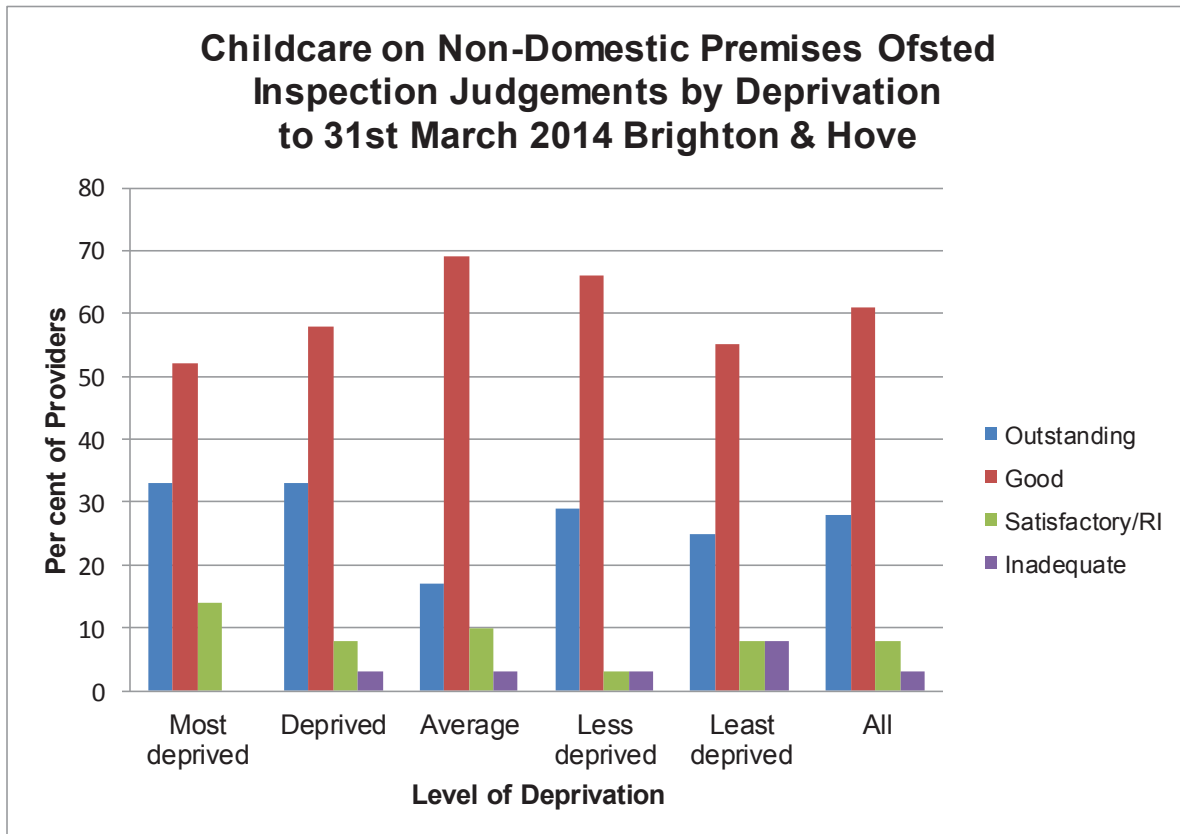
Figure 3: Early Years Ofsted Inspection Judgements by Deprivation



This shows that while there were no inadequate settings in the most deprived areas of the city, there was a higher percentage of good and outstanding settings in the least deprived areas.

However, when childcare on non-domestic premises only is shown (as most children attend this type of setting), there are more settings which are good and outstanding in the most deprived areas, compared with the least deprived.

Figure 4: Childcare on Non-Domestic Premises Ofsted Inspection Judgements in Brighton & Hove: by Deprivation



This is contrary to the national picture where there are fewer outstanding and good settings and more satisfactory/RI and inadequate settings in the most deprived areas.

Figure 5: Childcare on Non-Domestic Premises Ofsted Inspection Judgements in England: by Deprivation

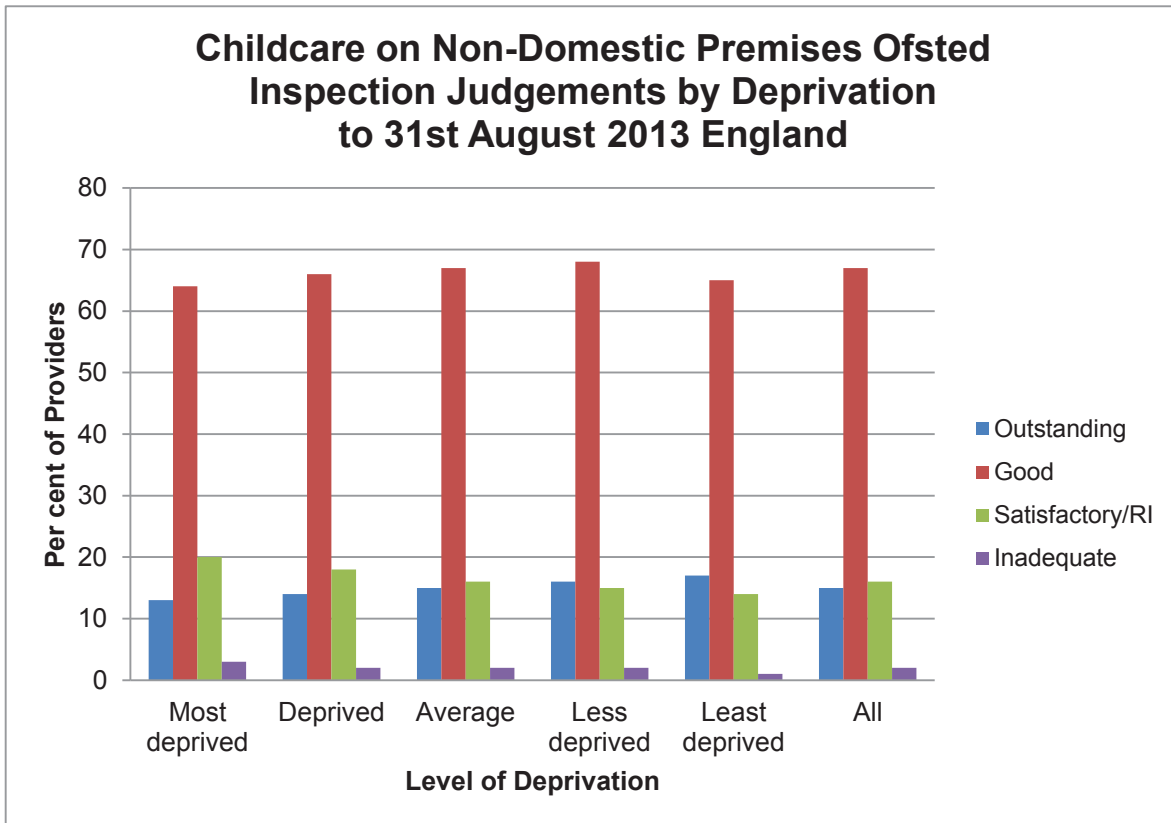
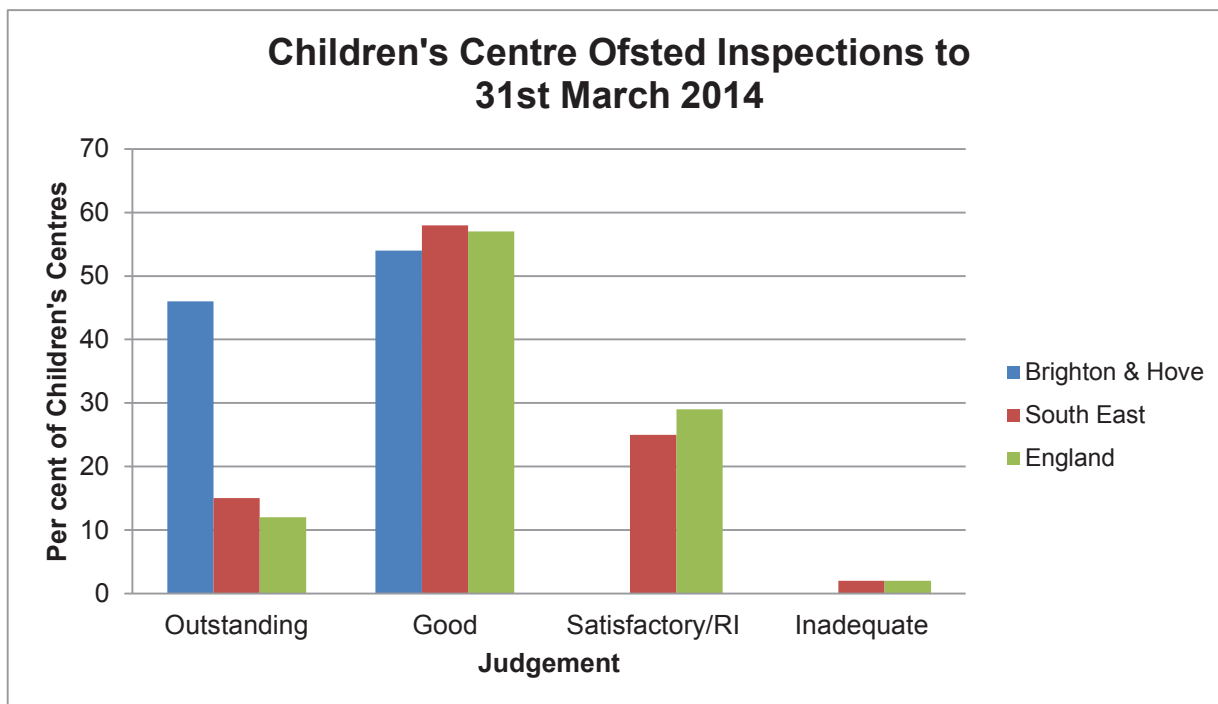


Figure 6: Children’s Centre Ofsted Inspection Judgements⁶



Brighton & Hove’s figure of 100 per cent of children’s centres good or outstanding compares favourably with the equivalent figures for the south east (73 per cent) and for England as a whole (69 per cent).

1.2 Childcare Quality Children’s Centre Nurseries

Childcare quality in Brighton & Hove’s council-run nurseries and pre-schools is also high, with 86 per cent judged good or outstanding. This is significant as they are located in the most disadvantaged areas of the city and tend to take a large number of two year olds in receipt of Early Years Free Entitlement.

1.3 Quality of Early Years Settings Attended by Two Year Olds in Receipt of Early Years Free Entitlement

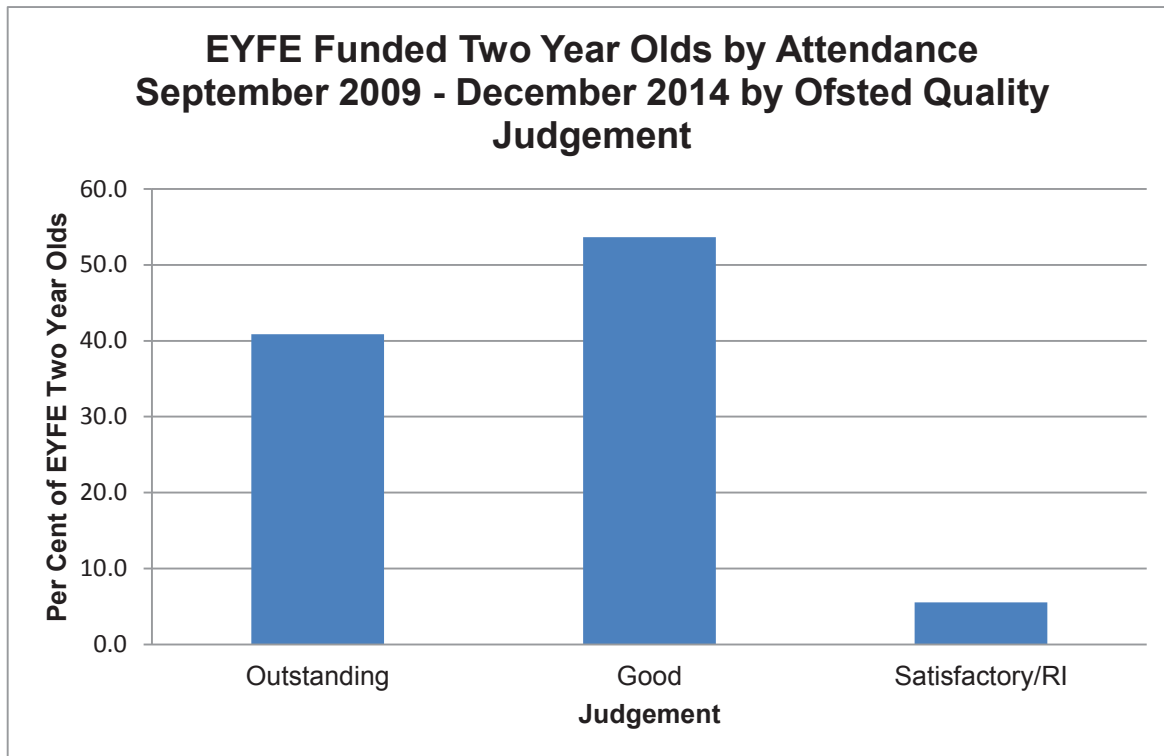
Since 2009 some two year olds from low income families have been entitled to a free childcare place or early years free entitlement (EYFE). Since September 2014 this has been a statutory entitlement for approximately 40 per cent of two year olds nationally.

⁶ “Overall effectiveness”



Between September 2009 and December 2014 2,042 two year olds received EYFE at 102 different childcare settings. The chart below shows the quality setting attended by children over this time period. In total 94.5 per cent of funded two year olds attended a setting which was good or outstanding.

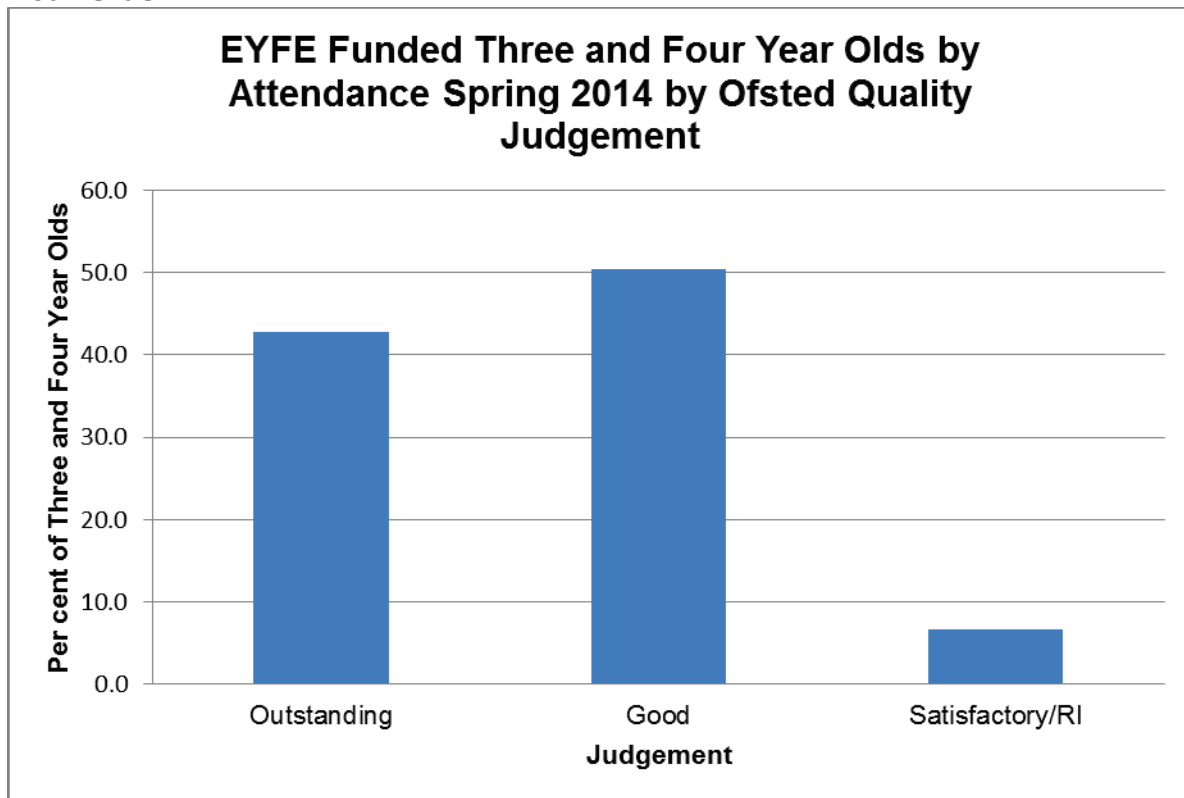
Figure 7: Quality of Early Years Settings Attended by EYFE Funded Two Year Olds



1.4 Quality of Early Years Setting Attended by EYFE Funded Three and Four Year Olds

The chart below shows the quality of settings attended by EYFE funded three and four year olds in the spring term of 2014. In that term 93.3 per cent of children attended a setting which was rated good or outstanding.

Figure 8: Quality of Early Years Settings Attended by EYFE Funded Three and Four Year Olds



Section Two

CHILDCARE SUPPLY

2.1 Childcare Supply

This section of the CSA looks at childcare supply. Supply data was taken through a voluntary survey of Ofsted registered childcare providers and childcare which was run by schools in the city carried out in the spring and summer of 2014. Where there was no response to the survey information was taken and extrapolated or estimated from other sources, including the provider's website, Ofsted, previous CSA information and Brighton & Hove city council's childcare development officers.

Parents can claim childcare element of working tax credit or universal credit if the childcare they use is registered with Ofsted, or run by a school on its premises and outside school hours.

Where possible and relevant, data is compared with previous CSAs.

Where appropriate, childcare supply has been mapped by ward.

The following childcare definitions are used:

Full day care: care for children aged 0 to 5 open for at least eight hours a day. Most of these settings are also open all year round. Full day care includes that categorised by Ofsted as childcare on domestic premises, i.e. those caring full time for children in a childminder's home with at least three other people.

Sessional care: care for children aged 0 to 5 open fewer than eight hours a day. Most of these settings are open term time only and may offer separate morning and afternoon sessions. Sessional care includes provision of early education by maintained schools and nurseries, as well as that offered by independent schools.

After-school clubs: provision for school-age children operating outside the school day. Some full day care providers offer a limited number of after-school places, sometime for younger school-age children, through a pick-up service from local schools. After-school clubs also includes some specialist youth club providers for older children. This category does not include individual activity clubs run by schools or other organisations which are not specifically intended as childcare, including those run by independent schools.

Childminders: those taking care of children in a home that is not the child's own (usually their own) with up to two other people. Most childminders care for children under the age of five, but many also care for school-age children.

Breakfast clubs: provision for children before school starts, usually on a school site and run by the school.

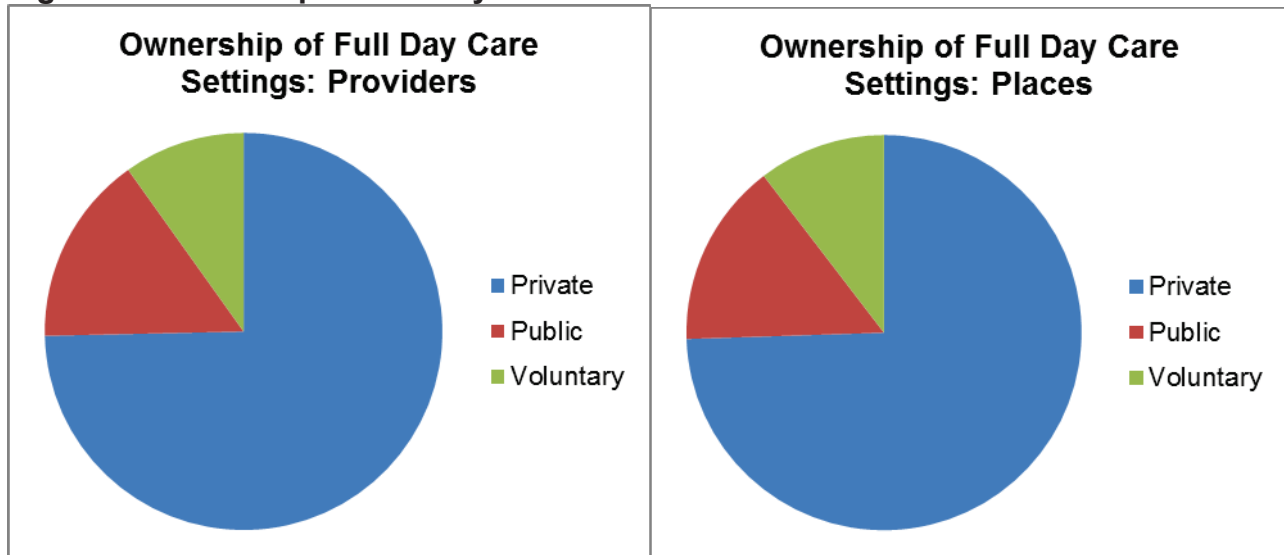
Holiday playschemes: provision for school-age children in all or some of the school holidays. Most are run by private, voluntary and independent providers, though they may also be run by schools themselves.

Maintained nursery school/class: standalone nursery schools maintained by Brighton & Hove city council (there are two of these in the city) and nursery classes which are part of maintained infant or primary schools (there are 18 of these in the city).

2.2 Ownership of Childcare Provision

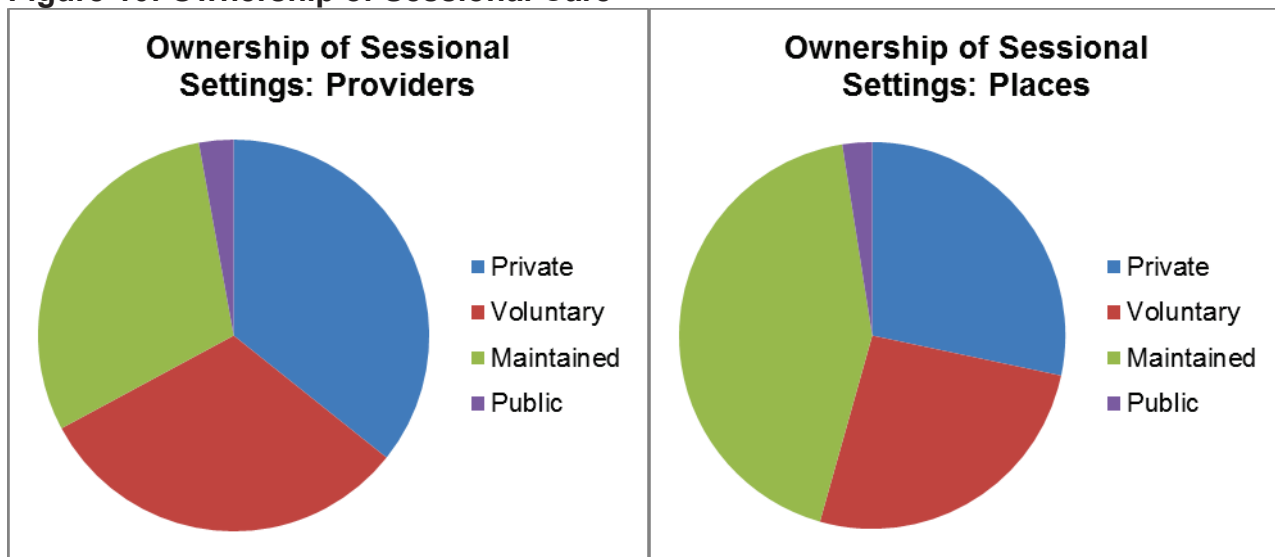
The following charts show ownership of childcare settings in Brighton & Hove by type. Public refers to settings owned by the local authority, universities or health trusts. Maintained refers to childcare run by local authority maintained schools.

Figure 9: Ownership of Full Day Care



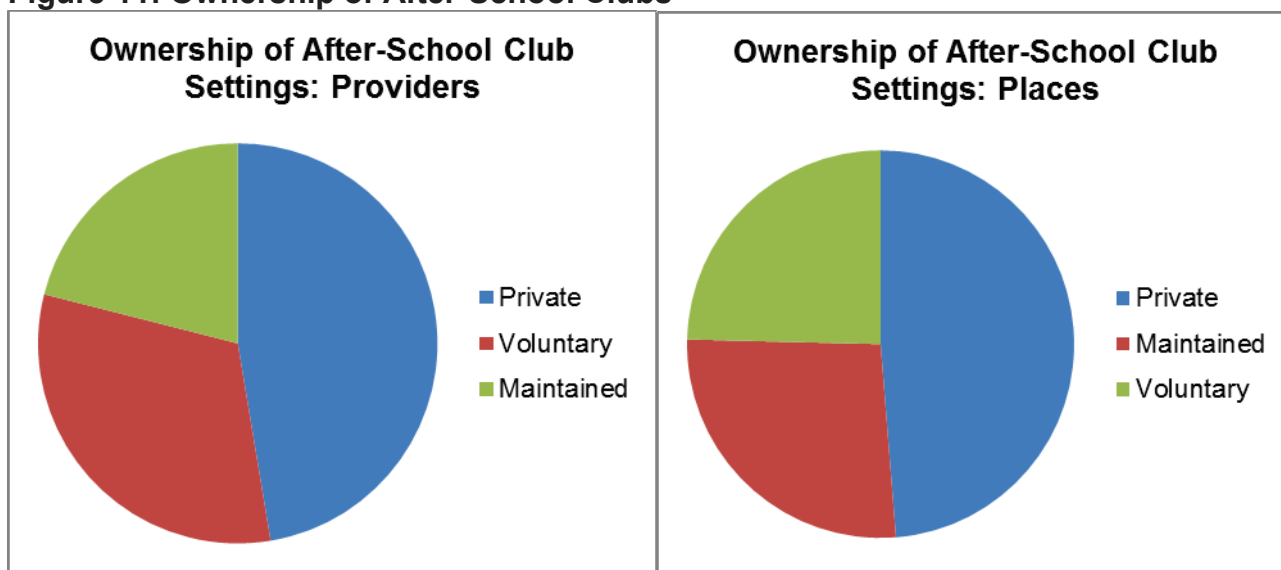
In Brighton & Hove full day care for children from birth to age five is largely privately owned.

Figure 10: Ownership of Sessional Care



The ownership of sessional care is fairly evenly spread between the private, maintained and voluntary sectors, although there are more places in the maintained sector.

Figure 11: Ownership of After-School Clubs

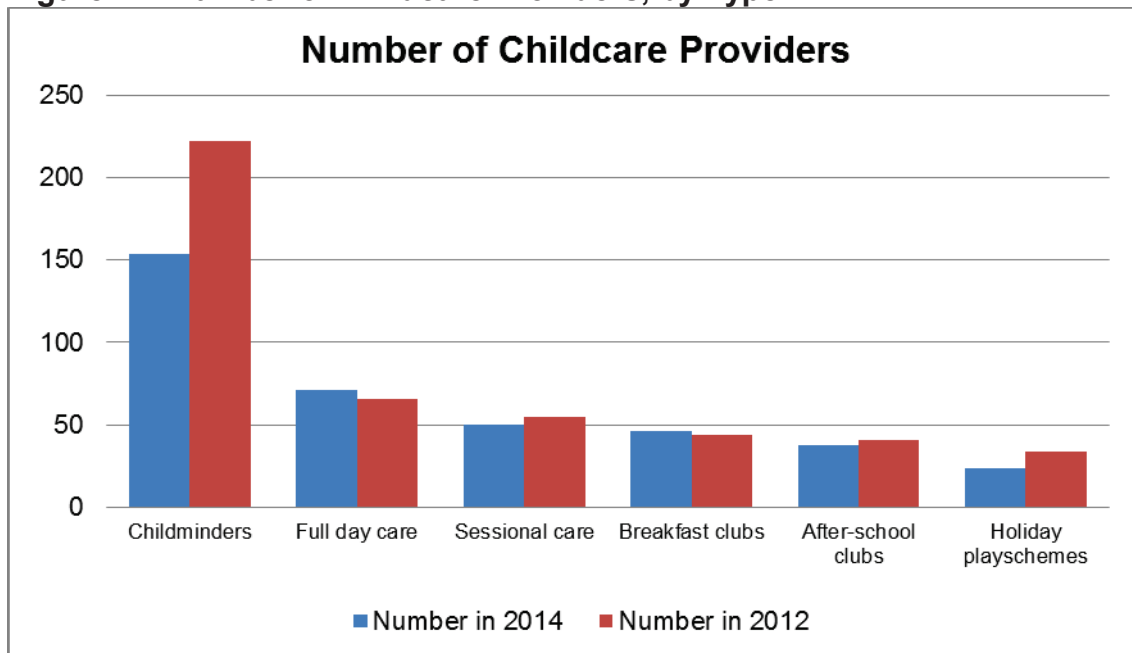


Ownership of after-school clubs is significantly held in the private sector, particularly when the spread of places (as opposed to providers) is considered.

2.3 City-Wide Childcare Supply

The graphs below show city-wide childcare supply, both providers and places, by provider type.

Figure 12: Number of Childcare Providers, by Type



Since 2012 there has been a small increase in the number of full day care providers and breakfast clubs, and a small reduction in the number of sessional care and after-school club providers. There has been a more significant reduction in the number of childminders. This can be explained by

- Childminders converting to childcare on domestic premises and hence being categorised as full day care
- People working as assistants to childminders, rather than registering as childminders themselves
- Childminders having their registration cancelled by Ofsted where they are not working

The reduction in the number of childminders is reflected nationally, with latest half-yearly figures for March to August 2014 showing a reduction in the number of childminders registered with the inspectorate fell from 53,000 to 51,771.

According to the figures, 2,247 new childminders registered with Ofsted during that time frame but 3,476 left, leading to a net reduction of 1,229 childminders.

Figures for the previous six months, published in May 2014, showed that the number of childminders registered with Ofsted fell from 55,281 to 53,000 between September 2013 and March 2014. Taken together, the figures show a reduction of 3,510 childminders over the past year.

The number of holiday playschemes has also reduced since 2012, largely because one provider has run schemes on fewer sites.

Some changes in sessional care and full day care have been as a result in the change of designation of some providers – the two local authority-run special needs providers (Jeanne Saunders and Easthill Park) have not been included in the sessional care category as this is very limited and specialist provision as part of assessment of children’s special needs.

There has been no change in the number of maintained nursery schools/classes.

Figure 13: Change in Childcare Providers, by Type, Since 2012

Type	Number of Settings		
	Number in 2014	Number in 2012	Per cent change
Childminders	154	222	-30.6%
Full day care	71	66	7.6%
Sessional care	50	55	-9.1%
Breakfast clubs	46	44	4.5%
After-school clubs	38	41	-7.3%
Holiday playschemes	24	34	-29.4%

The following graph shows the change in the number of childcare places (as opposed to childcare providers) and shows that, grouped together, there has been an increase in the number of full day and sessional care places, and a small increase in the number of after-school club places, but a reduction in the number of holiday playscheme and childminding places. There has been a small increase in the number of maintained nursery places which has arisen though a slight variation in sessions offered by some maintained nursery classes.

Figure 14: Number of Childcare Places, by Type

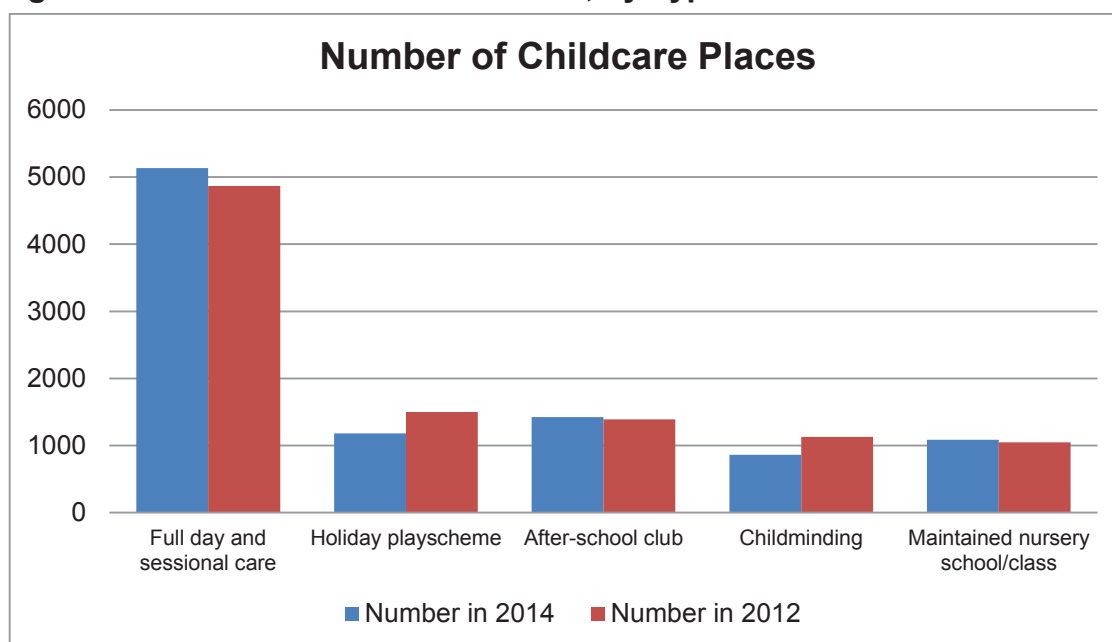
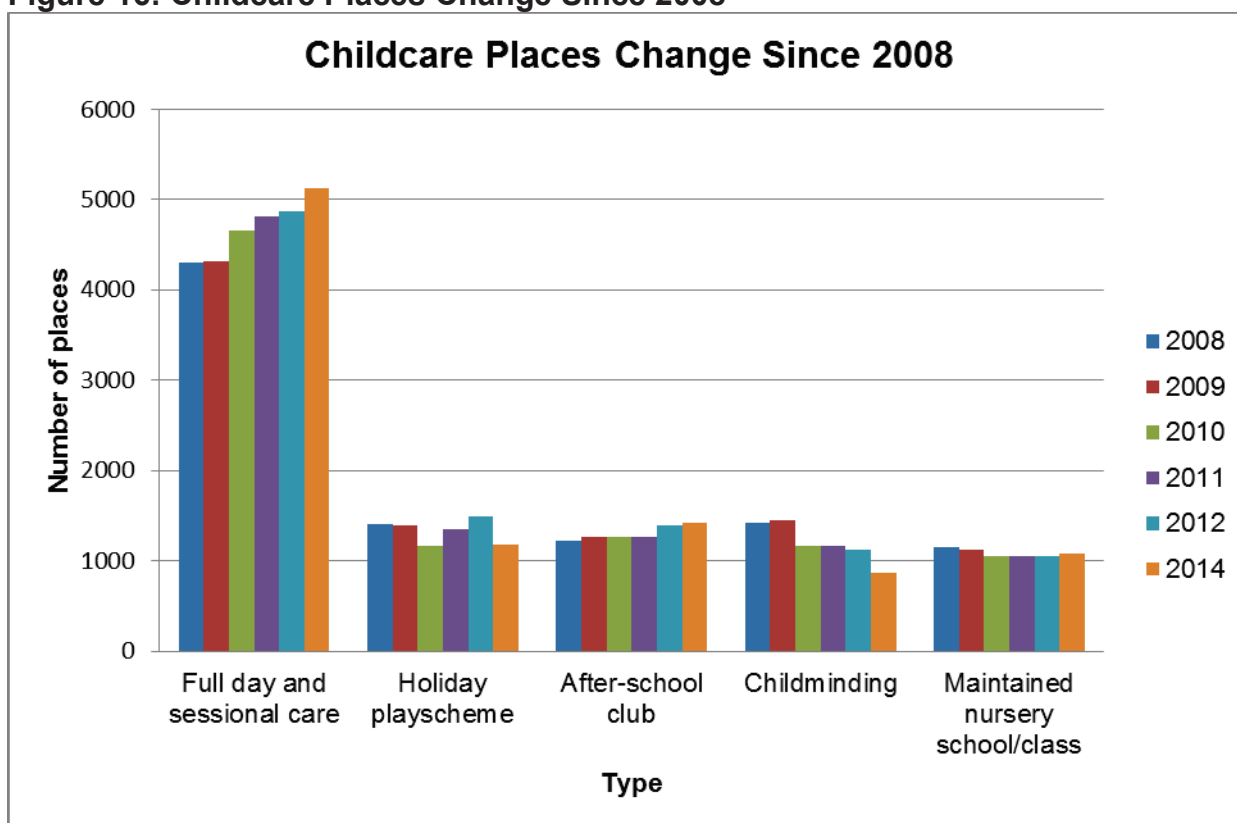


Figure 15: Change in Childcare Places, by Type, Since 2012

Type	Number of Places		
	Number in 2014	Number in 2012	Per cent change
Full day and sessional care	5132	4869	5.4%
Holiday playscheme	1179	1499	-21.3%
After-school club	1422	1389	2.4%
Childminding	861	1128	-23.7%
Maintained nursery school/class	1086	1047	3.7%

The number of childcare places offered by a provider can be quite flexible, particularly for older children, and childminders frequently vary the number of places they offer depending upon their changing individual circumstances.

Figure 16: Childcare Places Change Since 2008



This chart shows the change in childcare places since 2008. There has been a steady increase in the number of full day and sessional care places and a steady decrease in the number of childminding places. After-school club places have slightly increased, while the number of holiday playscheme places is more variable.

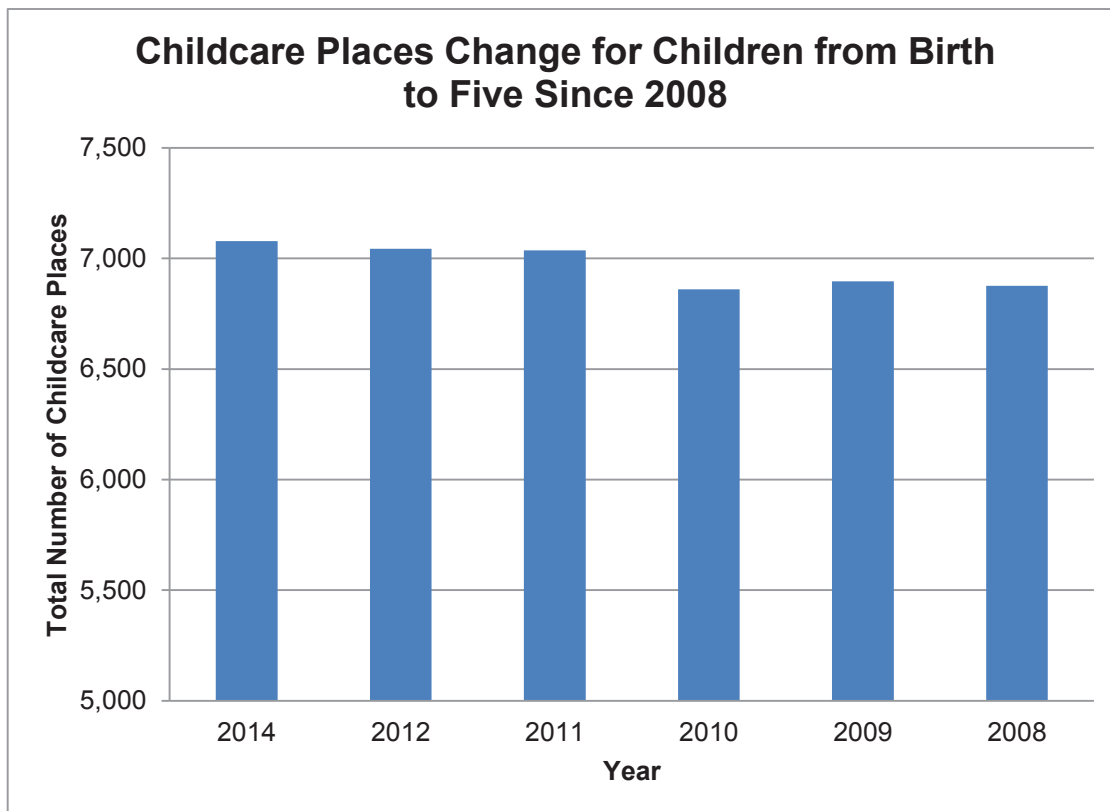
Nationally according to Ofsted data there was an increase in 1,437 places on the early years register between March and August 2014 to a total of 1,292,554 places. This is

despite a net decrease of 1,378 providers on the register, 1,373 of which were childminders.

2.4 Places for Children from Birth to Five

The chart below shows the change in the number of places for children aged from birth to five since 2008. All childminding places have been included (although some of these are offered for children over five) as they are generally more available to pre-school children. Despite the fall in the number of childminding places overall, there has been an increase in provision for pre-school children.

Figure 17: Childcare Places Change for Children from Birth to Five Since 2008



The increase in places in Brighton & Hove between 2008 and 2014 shown on the chart above is from 6,877 to 7,079, an increase of 2.9 per cent. Ofsted national data for the period from March 2009 to August 2014 shows a decrease in the number of childcare on non-domestic premises providers⁷ on the early years register from 29,458 to 27,906, a reduction of 5.3 per cent, which suggests that the childcare market in Brighton & Hove may be, in places, different from the national picture.

2.5 Childcare Provision by Ward

Childcare provision is not spread evenly over the city. The following data shows provision by type and by ward. Each ward has been ranked with the lowest amount of provision in the darkest and the highest in the lightest colours. For reference a ward map is reproduced in Figure 18.

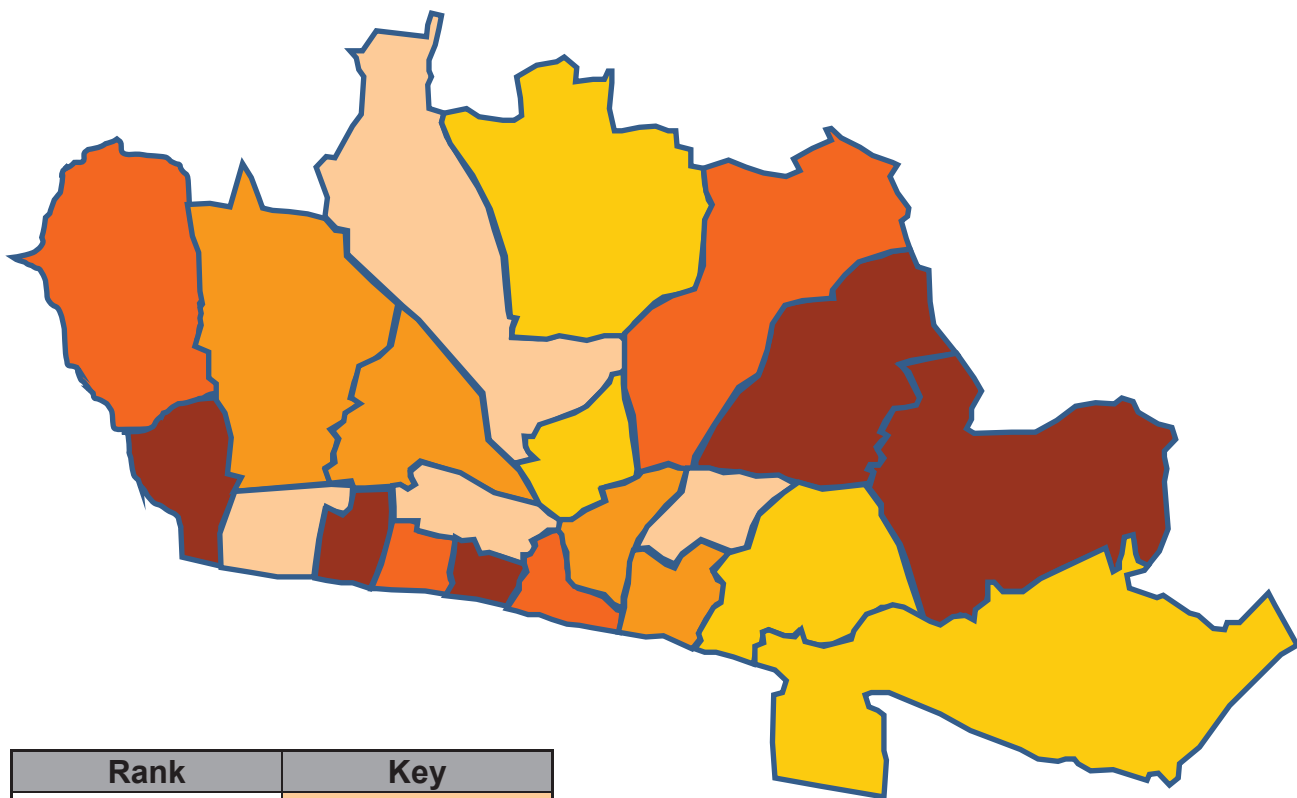
⁷ Data for places is not available

It is important to note, however, that where there is a lower level of supply of one type of childcare this is frequently compensated for with a greater type of another. In addition parents do not necessarily access childcare in the ward in which they live.

Figure 18: Ward Map



Figure 19: Full Day Care Provision Map



Rank	Key
1-4	Lightest orange
5-8	Yellow
9-12	Orange
13-16	Dark orange
17-21	Dark brown

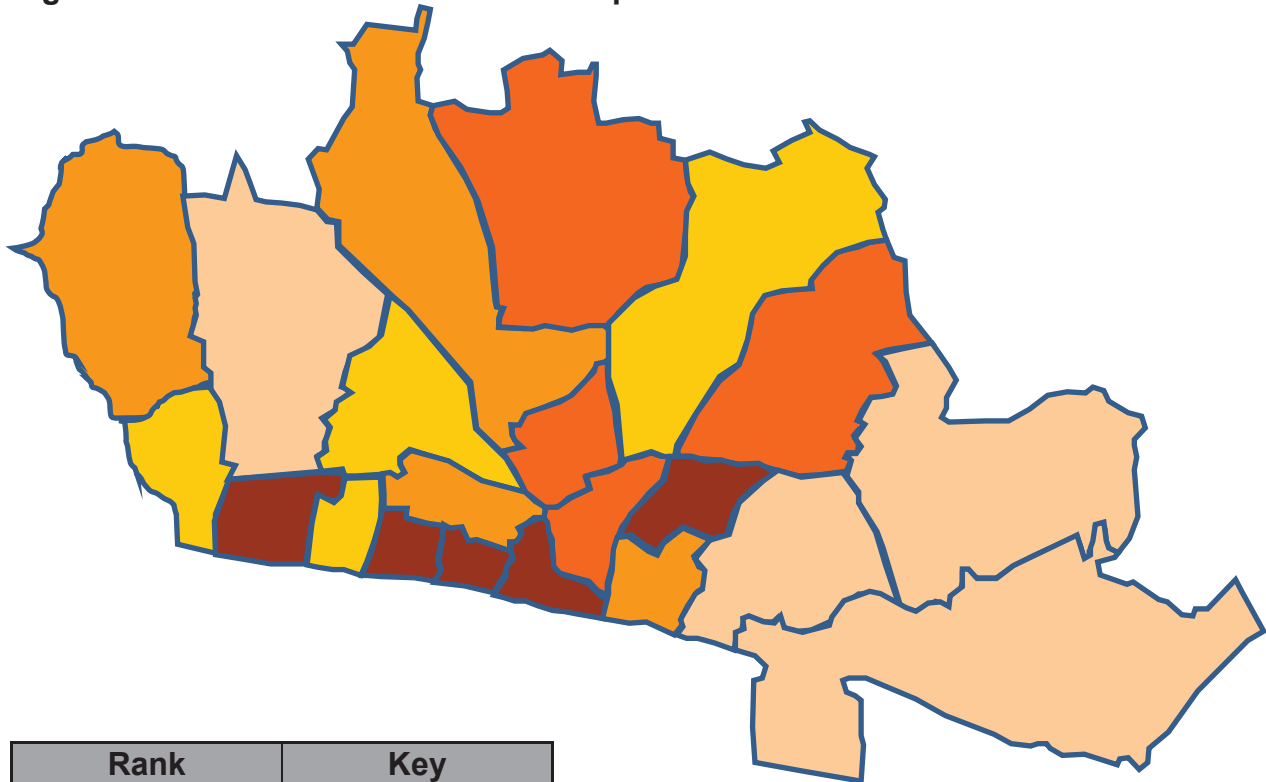
High - wards with the most full day care places

Low - wards with the fewest full day care places

Figure 20: Full Day Care by Ward

Ward	No of full day care places	Ward	No of full day care places
Goldsmid	725	Hollingdean & Stanmer	101
Wish	562	Central Hove	95
Withdean	379	Regency	64
Hanover & Elm Grove	256	North Portslade	60
East Brighton	254	Westbourne	44
Preston Park	221	Moulsecoomb & Bevendean	38
Rottingdean Coastal	160	South Portslade	26
Patcham	155	Brunswick & Adelaide	0
Queen's Park	148	Woodingdean	0
Hove Park	122		
Hangleton & Knoll	119	Brighton & Hove	3619
St Peter's & North Laine	112		

Figure 21: Sessional Care Provision Map



Rank	Key
1-4	Lightest orange
5-8	Yellow
9-12	Light orange
13-16	Orange
17-21	Dark brown

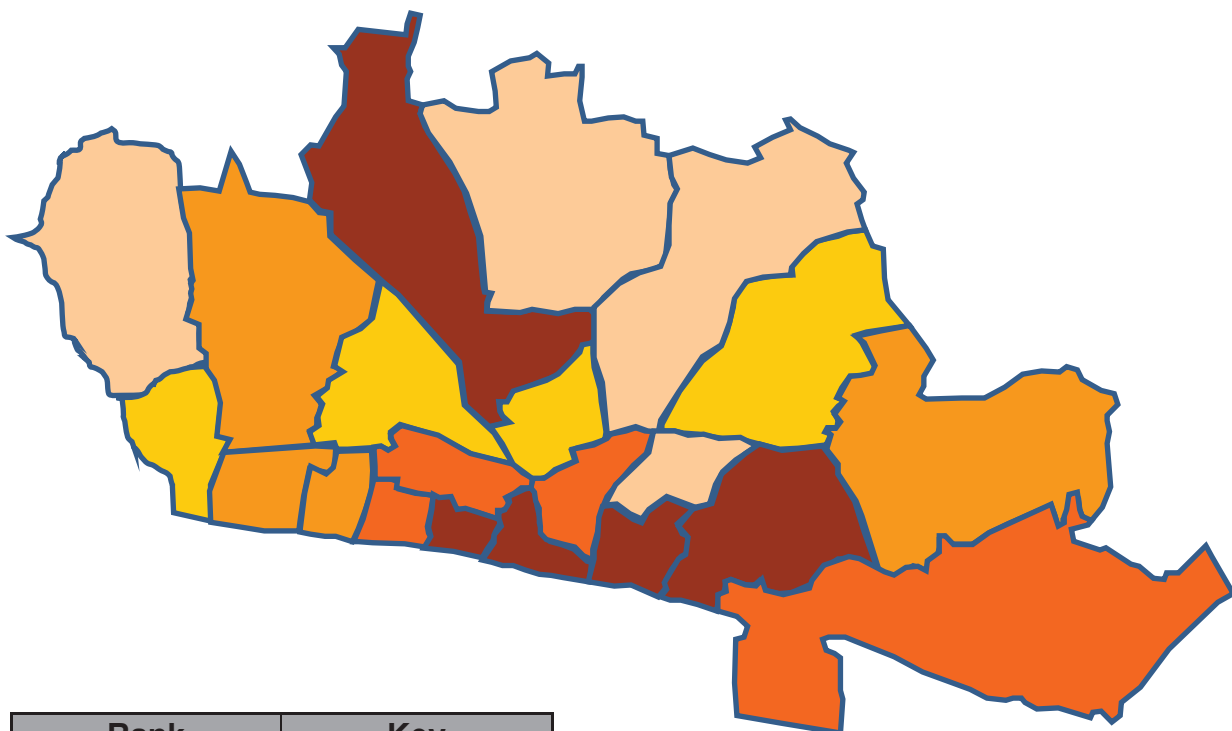
High - wards with the most sessional care places

Low - wards with the fewest sessional care places

Figure 22: Sessional Care by Ward

Ward	No of sessional care places	Ward	No of sessional care places
Rottingdean Coastal	193	Preston Park	50
Hangleton & Knoll	135	Moulsecoomb & Bevendean	48
East Brighton	118	Patcham	38
Woodingdean	116	St Peter's & North Laine	36
South Portslade	102	Wish	24
Westbourne	102	Brunswick & Adelaide	23
Hove Park	101	Central Hove	22
Hollingdean & Stanmer	88	Hanover & Elm Grove	0
Queen's Park	84	Regency	0
North Portslade	80		
Withdean	69	Brighton & Hove	1491
Goldsmid	62		

Figure 23: Childminding Provision Map



Rank	Key
1-4	
5-8	
9-12	
13-16	
17-21	

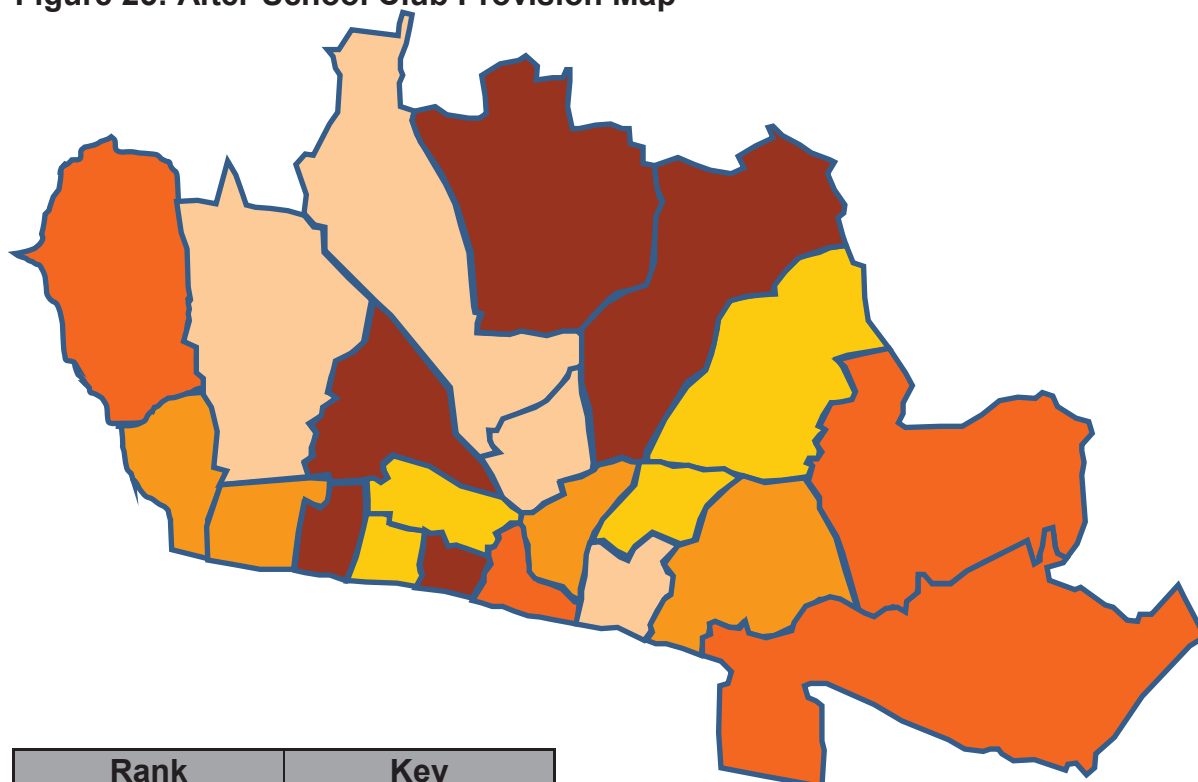
High - wards with the most childminding places

Low - wards with the fewest childminding places

Figure 24: Childminding by Ward

Ward	No of childminding places	Ward	No of childminding places
Patcham	107	Westbourne	38
Hollingdean & Stanmer	81	Rottingdean Coastal	33
Hanover & Elm Grove	66	Goldsmid	23
North Portslade	62	Central Hove	22
Moulsecoomb & Bevendean	54	St Peter's & North Laine	22
South Portslade	54	Brunswick & Adelaide	32
Hove Park	52	Queen's Park	20
Preston Park	50	Withdean	19
Hangleton & Knoll	47	Regency	7
Woodingdean	40	East Brighton	4
Wish	39	Brighton & Hove	861

Figure 25: After-School Club Provision Map⁸



Rank	Key
1-4	Lightest orange
5-8	Yellow
9-12	Light orange
13-16	Orange
17-21	Dark brown

High - wards with the most after-school club places

Low - wards with the fewest after-school club places

Figure 26: After-School Clubs by Ward

Ward	No of after-school club places	Ward	No of after-school club places
Preston Park	200	Wish	52
Withdean	193	Regency	51
Queen's Park	131	Rottingdean Coastal	44
Hangleton & Knoll	124	Woodingdean	24
Moulsecoomb & Bevendean	121	North Portslade	8
		Brunswick & Adelaide	0
Hanover & Elm Grove	92	Hollingdean & Stanmer	0
Goldsmid	88	Hove Park	0
Central Hove	80	Patcham	0
East Brighton	72	Westbourne	0
South Portslade	72	Brighton & Hove	1422
St Peter's & North Laine	70		

⁸ Provision of after-school club places will be linked with the number of schools in the ward.

2.6 Access to Childcare for School-Age Children

The vast majority of primary and infant/junior schools in Brighton & Hove have on-site after-school childcare or a pick-up service from a local provider including childminders. In some cases, however, providers have waiting lists and parents are not always able to have the childcare they want when they want it.

More than 90 per cent of maintained mainstream primary and infant/junior schools also have breakfast clubs.

2.7 Childcare Provision Penetration Rates Pre-School Children

The table below shows the provision of childcare in relation to the local child population (aged four years and under), and indicates the number of children per childcare place by type and by ward. Childminding places are included, though they may be available for children up to the age of eight, not just for children aged four and under.

Figure 27: Childcare Penetration Rates Pre-School Children

Ward	Number of Under Fives	Full Day Care	Sessional Care	Childminding
Brunswick & Adelaide	458	n/a	19.9	21.8
Central Hove	511	5.4	23.2	23.2
East Brighton	796	3.1	6.7	199.0
Goldsmid	956	1.3	15.4	41.6
Hangleton & Knoll	856	7.2	6.3	18.2
Hanover & Elm Grove	895	3.5	n/a	13.6
Hollingdean and Stanmer	778	7.7	8.8	9.6
Hove Park	592	4.9	5.9	11.4
Moulsecomb & Bevendean	727	19.1	15.1	13.5
North Portslade	639	10.7	8.0	10.3
Patcham	843	5.4	22.2	7.9
Preston Park	895	4.0	17.9	17.9
Queen's Park	616	4.2	7.3	30.8
Regency	341	5.3	n/a	48.7
Rottingdean Coastal	561	3.5	2.9	17.0
South Portslade	611	23.5	6.0	11.3
St Peter's & North Laine	756	6.8	21.0	34.4
Westbourne	639	14.5	6.3	16.8
Wish	689	1.2	28.7	17.7
Withdean	855	2.3	12.4	45.0
Woodingdean	574	n/a	4.9	14.4
Brighton & Hove	14588	4.0	9.8	16.9

This shows uneven distribution of childcare across the city, ranging from 23.5 children per full day care place in South Portslade to 1.2 in Wish. In Brunswick & Adelaide and Woodingdean there is no full day care.

For sessional care the range is from 28.7 children per place in Wish to 2.9 in Rottingdean Coastal, and with no sessional care in Hanover & Elm Grove and Regency.

Childminding ranges from 199 children per childminding place in East Brighton to 7.9 in Patcham.

2.8 Early Years Providers Offering Early Years Free Entitlement for Three and Four Year Olds

There are 182 providers across the city offering early years free entitlement (EYFE) for three and four year olds. This is 38 more than reported in the last CSA, largely because of the increase in the number of childminders offering EYFE. Of these 68 are private sector nurseries, pre-schools or playgroups or childcare on domestic premises, 30 are voluntary sector nurseries, pre-schools or playgroups, nine are independent schools, 14 are public sector (local authority, university, NHS or school run provision) and 41 are childminders. There are 18 nursery classes in infant and primary schools, and two maintained nursery schools.

The increase in the number of childminders offering EYFE has occurred because of the deregulation of childminding so that local authorities are no longer permitted to require childminders to meet a certain quality standard prior to offering EYFE. However, despite the large number of childminders registered to offer EYFE in the autumn term 2014 only 14 childminders had three and four year old children attending and claiming EYFE.

The different types of setting offering EYFE and the distribution of children in them are shown in the charts below.

Figure 28: Settings Registered to Offer EYFE by Type

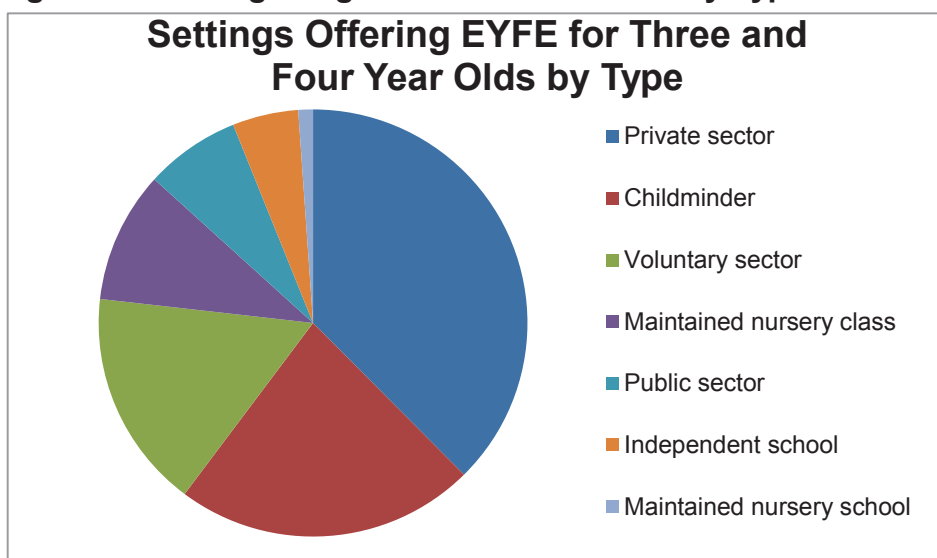
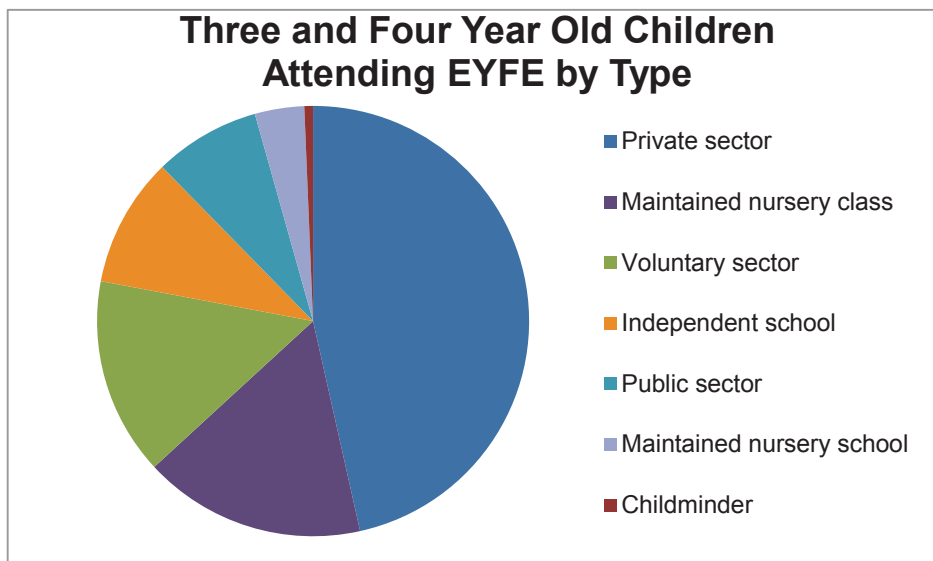


Figure 29: Distribution of Children in EYFE by Type⁹



This shows that 65.2 per cent of the childcare settings in Brighton & Hove providing EYFE are in the private sector (private childcare providers, independent schools and childminders), and also that these settings provide for just under 57 per cent of children. The public sector as a whole (including maintained nursery classes and schools) provides for 28.3 per cent of children. There has been a change in the pattern of attendance since 2012 in that a greater percentage of children are having their EYFE in the private sector (it was just under 50 per cent in 2012).

2.9 Early Years Providers Offering EYFE for Eligible Two Year Olds

In December 2014 there were 140 childcare providers registered to offer EYFE to eligible two year olds (compared with 58 when last reported in December 2012). The biggest growth has been in involvement of the private sector; when last reported 19 private sector providers offered EYFE for two year olds, compared with 61 now.

From January 2015 the first schools¹⁰ will offer EYFE for two year olds as part of their nursery provision – Royal Spa Nursery School and Rudyard Kipling Primary School.

At the end of December 2014 of the 140 providers registered to offer EYFE for two year olds 105 had children attending (75 per cent). This is an increase on the 60 per cent reported in December 2012.

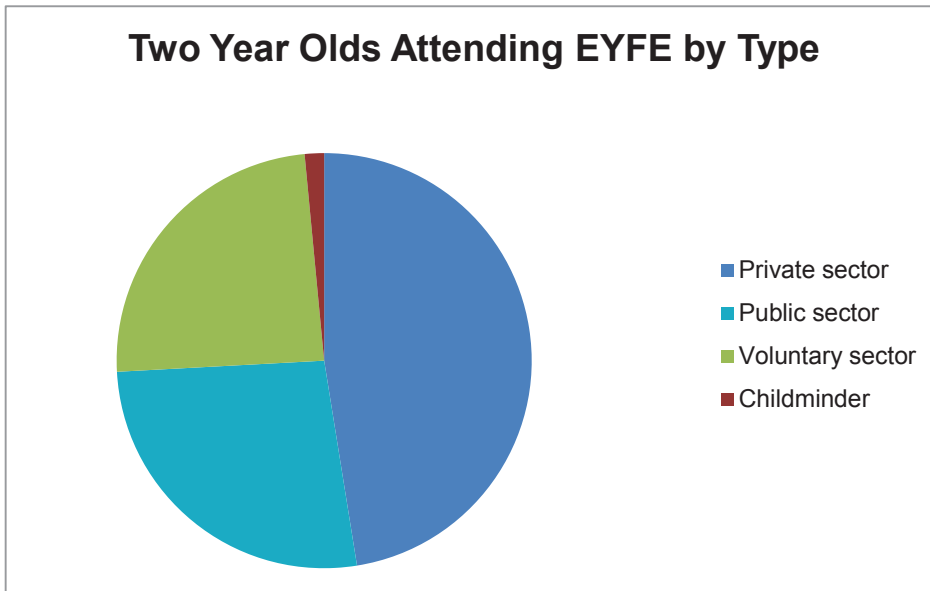
In total at the end of December 2014 there were 741 two year old children receiving EYFE. This is 80 per cent of the Department for Education’s estimated number of eligible children in Brighton & Hove. This compares favourably with the national figure of 63 per cent.

⁹ Data from autumn term 2014

¹⁰ Coldean Primary School has a pre-school on its site run by the school’s governors rather than by the school. Tarnerland Nursery School also runs full day care, but under an Ofsted registration separate from the school’s

Compared with December 2012 a considerably higher percentage of two year olds attended a private childcare setting for their EYFE (47.5 per cent, compared with 15.8 per cent in 2012).

Figure 30: Eligible Two Year Olds Attendance by Sector¹¹



There is no indication yet that there is a shortage of EYFE places for eligible two year olds although some parents choose to stay on a waiting list for their preferred childcare setting (see Section 3 below on childcare demand). This will be monitored throughout 2015 as settings become fuller in the summer term with four year olds who will start school in September.

2.10 At Home Childcare

FIS offers an At Home Childcare Service to provide childcare in parents’ own homes. The scheme is promoted to experienced childcarers and FIS supports them to register on the Ofsted voluntary childcare register. As well as fulfilling the requirements for the voluntary register (a Disclosure and Barring Service check, a childcare qualification, public liability insurance and paediatric first aid training) FIS also requires childcarers to complete an initial interview and provide two references and attend safeguarding children training

Any parent or carer looking for childcare at home can use the service. In particular the service may meet the needs of parents who work unusual hours, have a child who is disabled or with special needs and who need care at home, or need care for more than one child at a time.

Parents can search for at home childcarers themselves on the local FIS directory; alternatively FIS can offer parents brokerage to find an at home childcarer to meet their needs.

¹¹ Data from autumn term 2014



There are currently 32 FIS At Home Childcarers. However, not all of these have vacancies.

2.11 Childcare Available in Non-Traditional Hours

In terms of care for pre-school children for working parents which might be needed for a lengthy day, childminders and full day care offer the longest hours. This is in addition to at home childcare outlined in Section 2.10 above

Some providers offer hours outside weekdays and 8 am to 6 pm and details of these are given below. Childminding and at home childcarers offer the widest variety of times of provision. There is more childcare available before 8 am than after 6 pm and very limited provision at weekends. This is important for shift workers who need childcare. It should also be noted that although childminders and at home childcarers may be willing to offer out of hours care, they will not necessarily have vacancies.

There are a number of providers of all types offering emergency and/or ad hoc care. In some cases this will be for children already attending a provider who need extra sessions on an emergency basis.

Figure 31: Number of Providers City-Wide by Type Offering Non-Traditional Hours¹²

Type	Mornings before 08:00	Evenings after 18:00	Saturday and/or Sunday	Emergency/ ad hoc or occasional care	Overnight care
Childminder	79 (51.3%)	45 (29.2%)	15 (9.7%)	121 (78.6%)	0
Full day care	14 (20.0%)	9 (12.9%)	0	45 (64.3%)	0
After-school club	0	0	1 (2.6%)	37 (97.4%)	0
At Home Childcarers ¹³	12 (37.5%)	22 (68.8%)	18 (56.2%)	2 (6.3%)	10 (31.3%)

2.12 Availability of Holiday Playschemes

The table below shows holiday playscheme opening. While all run in the summer, few do at Christmas. In addition those which run in the summer are not normally open for the entire holiday.

Figure 32: Holiday Opening by Playschemes

Holiday	Citywide total
Summer	24 (100%)
Easter	21 (87.5%)
Half-term(s)	15 (62.5%)
Christmas	6 (25.0%)

2.13 Childcare for Disabled Children

Brighton & Hove is committed to ensuring that disabled children and those with SEN have access to a wide range of childcare provision. All registered childcare providers are

¹² Per cent of all providers in brackets

¹³ Data based on information provided by at home childcarers on Family Services Directory

expected to welcome disabled children make reasonable adjustments to enable them to attend their setting. In addition the local authority is required to have regard to the needs of parents in their area for the provision of childcare which is suitable for disabled children¹⁴.

Inclusion funding is therefore offered to childcare providers to meet any extra costs (such as additional staff) associated with a disabled child attending their setting. Inclusion funding is has different maximum amounts depending upon whether or not the parent is working.

In 2013/14 mainstream childcare settings received funding to enable 76 pre-school and 54 school-age disabled children to attend their provision. In addition funding was granted to enable 86 disabled children to attend for their three and four year old EYFE.

2.14 Childcare Costs

This data relates to all childcare provision and gives an indication of childcare costs across the city.

When looking at childcare costs the following should be noted:

- Childcare providers were asked to give their cost for a place for a child per day, or per session as appropriate. In some cases they offer discounts, for example for a child who attends all week. Many settings offer discounts for siblings. Conversely many settings charge more, on a pro-rata basis, for a half day, particularly for a morning session.
- Cost data does not take into account what the fee buys. This is particularly relevant for full day care where some providers include all food and supplies in their fee, while others will require parents to provide everything.
- Cost only matters to parents if they can find a vacancy at a price they can afford and the time and in a place where they want it. When a parent is looking for childcare it is irrelevant to them that there may be vacancies at a cheaper price in an area of the city they cannot get to, or there may be nurseries with lower fees but all its places are full. It is also irrelevant to a parent who cannot find childcare at session times they need.
- Costs do not take account of the fact that from the term after their third birthday until they start school all children are entitled to 15 hours of EYFE for 38 weeks a year, and this also applies to approximately 30 per cent of the city's two year olds from the lowest income families.
- The cost of a full-time place all year round for a child up to the age of two can be as much as £17,454 (or £336 per week), a 7.5 per cent increase on the amount reported in 2012¹⁵. However, very few parents use childcare to this extent. For a parent of a child up to the age of two using childcare all year round for 25 hours a week and paying the average fee of £48.39 the cost would be £6,292 a year (or £121 a week, which 6.8 per cent increase on 2012.
- Some voluntary sector and school-run breakfast clubs, after-school clubs and holiday playschemes offer significantly discounted fees to low income and non-working parents, particularly where children are in receipt of free school meals. However, the costs shown below are the highest cost the setting charged.

¹⁴ Childcare Act 2006, s6.2.(ii)

¹⁵ Assuming the child attends ten hours a day for five days a week and the setting charges for 52 weeks a year

2.15 Cost of Full Day Care

The following table shows average¹⁶ childcare costs and change over time. A day is at least eight hours and can be up to 12 hours. However, standard day charges have been used (for example if a parent can pay for additional hours to extend the day these have not been included).

Figure 33: Cost of Full Day Care Per Day Average Cost

Age of child	Full Day Care					
	Average cost per day 2014	Average cost day 2012	Average cost per day 2011	Average cost per day 2010	Average cost per day 2009	Average cost per day 2008
0 to 23 months	£ 48.39	£ 45.30	£ 45.19	£ 43.70	£ 42.10	£ 39.00
2 years	£ 46.34	£ 45.30	£ 45.19	£ 40.30	£ 39.40	£ 36.90
3 to 5 years	£ 45.61	£ 42.84	£ 42.83	£ 39.90	£ 36.60	£ 35.50
0 to 5 years	£ 46.56	£ 44.03	£ 43.88	£ 41.00	£ 39.40	£ 36.50

The lowest cost per day is £28.05 and the highest £67.13.

The increase in the price of childcare for a child age from birth to five years is 5.7 per cent between 2012 and 2014. In terms of age, the largest percentage increase between the two years is for babies, with a 6.8 per cent increase in the cost.

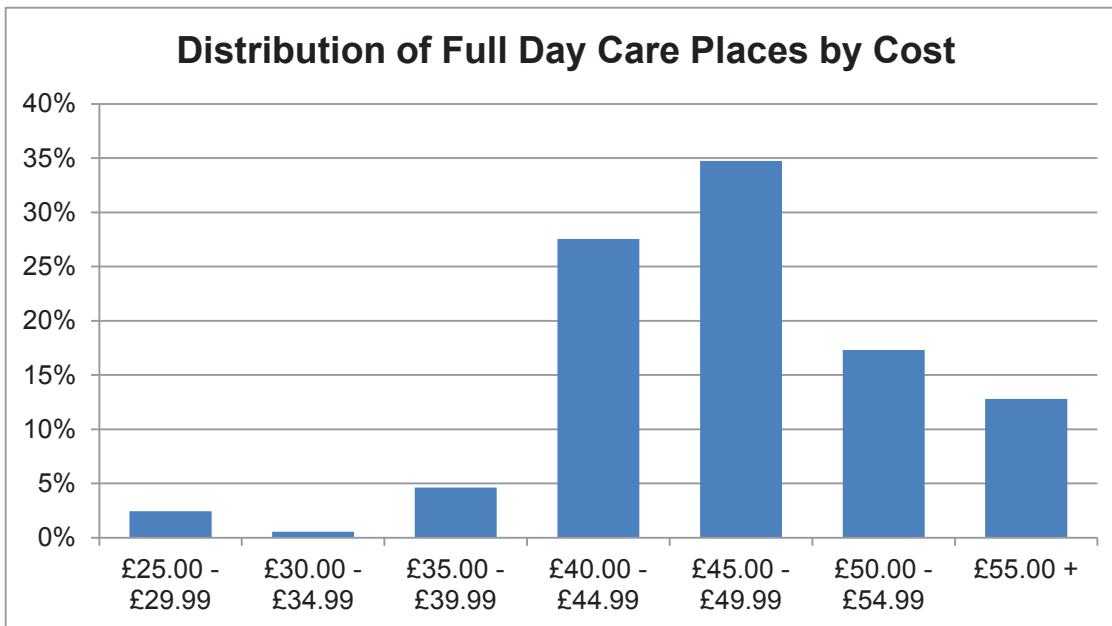
Figure 34: Change in Cost of Full Day Care Since 2008

Age of child	Full Day Care				
	Cost increase 2014	Cost increase 2012	Cost increase 2011	Cost increase 2010	Cost increase 2009
0 to 23 months	6.8%	0.2%	3.4%	3.8%	7.9%
2 years	2.3%	0.2%	12.1%	2.3%	6.8%
3 to 5 years	6.5%	0.0%	7.3%	9.0%	3.1%
0 to 5 years	5.7%	0.3%	7.0%	4.1%	7.9%

¹⁶ All averages in tables are means

The following chart shows the number of registered places by cost band.

Figure 35: Number of Full Day Care Places by Cost Band

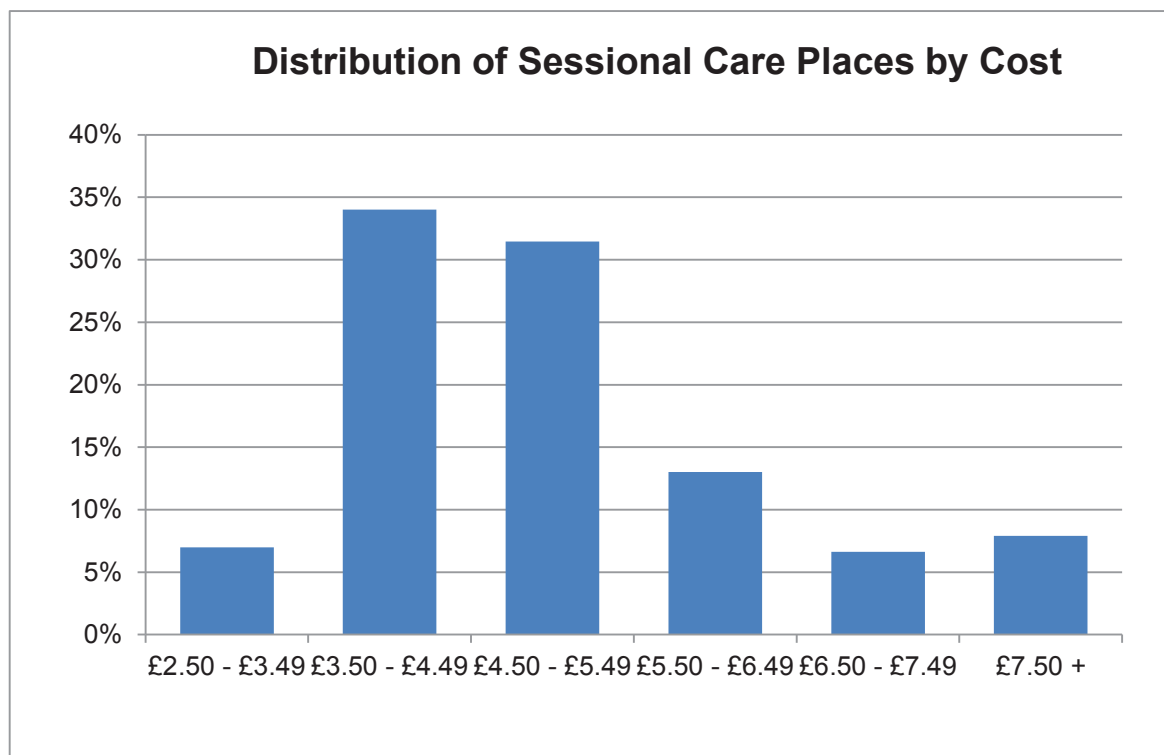


This shows that 62.3 per cent of full day care places were priced between £40.00 and £49.99 per day. However, the number of full day care places costing £50 or more per day has increased from 16.7 per cent of all places in 2012 to 30.1 per cent of all places this year, a 13.4 per cent increase.

2.16 Cost of Sessional Care

The average cost of sessional childcare in pre-schools, playgroups and independent schools is £4.82 per hour. The cost ranges from £2.62 to £9.29 per hour. The highest charges are those made by independent schools.

Figure 36: Number of Sessional Care Places by Cost Band



This shows that more than 65.5 per cent of sessional care places are priced between £3.50 and £5.49 per hour.

2.17 Cost of Childminding

Childminding costs are shown for children of all ages as rates tend to be the same.

Figure 37: Childminding Costs and Change in Costs

Childminding	Average cost per hour 2014	Average cost per hour 2012	Average cost per hour 2011	Average cost per hour 2010	Average cost per hour 2009	Average cost per hour 2008
All ages	£ 5.06	£ 4.80	£ 4.69	£ 4.40	£ 4.40	£ 4.11
Percentage change	5.4%	2.3%	6.6%	0.0%	7.1%	-

2.18 Cost of Holiday Playschemes and After-School Clubs

These are reported per day or per session. For holiday playschemes the length of days tends to vary and so the rate for the standard day is shown, excluding any additional hours which parents may opt to purchase.

After-school club sessions last on average for two and three quarter hours.

Figure 38: Cost of Holiday Playschemes Per Day and Change in Costs

Holiday playschemes	Average cost per day 2014	Average cost per day 2012	Average cost per day 2011	Average cost per day 2010	Average cost per day 2009	Average cost per day 2008
All ages	£ 23.84	£ 23.27	£ 24.42	£ 21.30	£ 19.90	£ 19.90
Percentage change	2.4%	-4.7%	14.6%	7.0%	0.0%	-

Figure 39: Cost of After-School Clubs Per Session and Change in Costs

After-school club	Average cost per session 2014	Average cost per session 2012	Average cost per session 2011	Average cost per session 2010	Average cost per session 2009	Average cost per session 2008
All ages	£ 9.59	£ 9.20	£ 8.99	£ 8.30	£ 8.40	£ 7.90
Percentage change	4.2%	2.3%	8.3%	-1.2%	6.3%	-

2.19 Cost of Breakfast Clubs

Of those breakfast clubs which make a charge, the average cost per session is £2.32 which is a 5.4 per cent increase on the sessional cost of £2.20 in 2012.

Some breakfast clubs are free to attend and only charge for the food children consume.

2.20 Cost of At Home Childcare

Most at home childcarers advertise a basic hourly rate, which on average is £8.91. In addition many charge a higher rate for evening and weekend hours, as well as for overnight care and an additional fee for extra children.

2.21 Childcare Costs: Regional and National Comparisons

The Family and Childcare Trust publishes data in its annual Childcare Costs Survey¹⁷, and these have been compared with the costs in Brighton & Hove in the table below.

Figure 40: Cost of Childcare: Regional and National Comparisons

Type of Care	Brighton & Hove ¹⁸	South East ¹⁹	England
Nursery for 25 hours a week (under two)	£121.00	£130.08	£110.95
Nursery for 25 hours a week (age two and over)	£115.00	£121.58	£106.19
Childminder for 25 hours a week (under two)	£126.50	£110.32	£100.74
Childminder for 25 hours a week (age two and over)	£126.50	£115.86	£101.51
After-school club 15 hours a week	£47.95	£47.68	£48.40

In all cases except after-school clubs, the cost of childcare in Brighton & Hove is more expensive than the cost in England as a whole. However for nursery care Brighton & Hove's costs are cheaper than the south east averages:

- Nursery for a child under two is 7 per cent cheaper in Brighton & Hove than in the south east
- Nursery for a child aged two and over is 5.4 per cent cheaper in Brighton & Hove than in the south east

Childminding, on the other hand, is more expensive in Brighton & Hove, compared with south east averages:

- Childminder for a child under two is 14.7 per cent more expensive in Brighton & Hove than in the south east
- Childminder for a child over two is 5 per cent more expensive in Brighton & Hove than in the south east

The cost of an after-school club place in Brighton & Hove is 0.5 per cent more expensive than in the rest of the south east.

2.22 Help with Childcare Costs

FIS provides parents with information on paying for childcare through its Family Services Directory and telephone helpline. In addition parents of disabled children are able to apply

¹⁷ *Childcare Costs Survey 2014*, Family and Childcare Trust. The data is taken from requests made to local authorities by the Family and Childcare Trust and so is dependent on individual authorities' measure of childcare costs in their area, which may not be consistent.

¹⁸ The Family and Childcare Trust refers to "nursery care" and the cost for full day care in Brighton & Hove are used for comparison, not the cost of sessional care

¹⁹ Not including London

for an inclusion grant so that if there is an additional cost to including their child in a mainstream childcare setting this is covered by grant²⁰.

For school-age children a reduced price places scheme has operated to subsidise the cost of childcare for children in receipt of free school meals attending non school-run settings. In 2013/14 seven different childcare providers were funded to offer reduced price places to children on FSM and these places were used by a total of 94 children.

In addition in 2012, 2013 and 2014 Brighton & Hove city council's Early Years and Childcare team ran a summer playscheme in Moulsecomb with subsidised places for children on FSM. Grants were also provided to WASP (Whitehawk After-School Project) to run a summer scheme at low cost in for local children, as well as a grant paid to Extratime which provides inclusive childcare for disabled children.

²⁰ Subject to maximum annual amounts, see Section 2.12 Childcare for Disabled Children



Section Three

CHILDCARE DEMAND

3.1 Childcare Demand Overview

In the past childcare demand and satisfaction with childcare has been assessed through a city-wide questionnaire to parents. This was not completed this year because of the cost involved. However, the Family Information Service as well as providing a web-based childcare search service also offers parents who cannot find childcare individual assistance through brokerage. There is also information collected on childcare demand through FIS follow up with parents of eligible two year olds whose child is not in a childcare place.

3.2 Information for Parents About Childcare

Local childcare information is provided to parents through the FIS directory at <http://www.familyinfobrighton.org.uk>

Parents can also telephone FIS for additional information or for brokerage where they cannot find the childcare they need.

3.3 FIS Brokerage

FIS operates a brokerage service to help parents who have difficulty finding childcare. Enquiries come from parents who could not find childcare to meet their needs, particularly if they were working irregular or long hours, or an unusual shift pattern. There were also some cases where the parent wanted after-school provision but there were no places available in the school's club or in clubs which pick up from the school, or with local childminders.

Brokerage is particularly provided to parents where at home childcare (detailed in Section 2.10 above) is the best option to suit their needs. This may be because they have a disabled child with specific needs which can best be met at home, work irregular hours or have a number of children with different schedules. Brokerage is also offered to all parents who have not taken up their entitlement to EYFE for their two year old.

In 2014 FIS offered additional support to 52 parents seeking at home childcare. In addition, they supported 27 referrals from the local children's safeguarding team (ACAS/MASH), in the main to facilitate parents attending meetings in connection with social services support or child protection.

3.4 Demand for EYFE for Two Year Olds

In order to ensure that eligible children are taking up their EYFE FIS contacts the parents of all children not in a childcare place.

In December 2014, of the 849 families who had contacted FIS and were eligible for EYFE, 108 (12.7 per cent) were not in a childcare place.

Reasons ranged from the parent thinking that their child was too young to start childcare, the child having started at a setting and not settled, or that they were on a waiting list for a particular setting and did not want to look at other options. No parent reported that they could not find a childcare place.

This information is consistent with EYFE for two year olds place planning data which finds that there is not likely to be a shortage of places for two year olds in the city.

3.5 Take-Up of EYFE by Three and Four Year Olds

National data for 2013 (the latest available) indicates that 104 per cent of three year olds and 102²¹ per cent of four year olds benefited from an early education place. The equivalent south east data is 95 and 97 per cent, and nationally the figures are 94 and 98 per cent.

²¹ The fact that the figure exceeds 100 per cent is likely to be because children from outside Brighton & Hove accessed their EYFE in the city



Section Four

CHILDCARE GAPS

4.1 Childcare Gaps Overview

As part of securing sufficient childcare local authorities are required to give details of how any gaps in childcare provision will be addressed. Although there is information from FIS that there are not significant childcare gaps, this can only be properly measured through specific research which was not carried out for this CSA.

4.2 Geographical Gaps

From the information outlined in Section 2.5 above it is clear that there is not an equal spread of childcare and childcare types across the city. However, where there is a lower level of one type of childcare in a ward, there is often more provision of another type, or more provision of the same type in a neighbouring ward.

Where schools do not offer childcare they have been supported by Brighton & Hove city council's out of school development officers to do so, either directly or through working with an existing childcare provider. Out of school development officers also support in provider choice, tendering and business models for schools. The significant expansion of breakfast clubs in schools over the past five years has meant that most parents have access to this provision.

4.3 Age Gaps

Childcare is available for most ages of children, though is limited for secondary school-age children. However, many secondary schools offer after-school activities as well as breakfast clubs.

Although the vast majority of primary schools have on-site or linked provision, the experience of FIS advisers is that the parents who have the most difficulty finding childcare are those of primary school age children who would like an after-school club place but cannot access this because there are no vacancies at the time needed. In these cases parents are supported to find alternative provision with a childminder picking up from school, but this option is not always readily available.

Out of school development officers will continue to work with schools to expand and adapt what they are able to offer.

In some cases finding childcare can be difficult for parents of older disabled children for whom there is no setting-based provision. If a parent is able to find an at home childcarer they can apply for an inclusion grant towards the cost.

In order to ensure that there is sufficient childcare for EYFE for eligible two year olds, additional places were created in targeted areas of the city, using designated capital and revenue funding. The funding created an additional 114 places in maintained schools and private and voluntary provides, as well as in council-run provision.

4.4 Type Gaps

There is a wide range of different types of childcare available in the city and so no particular type gaps have been identified. There is, however, limited provision setting-based provision outside 8 am to 6 pm Monday to Friday. The FIS At Home Childcare service to some extent fills this gap, although there is more demand than supply and it is not affordable for some parents.

4.5 Affordability Gaps

While the cost of childcare in Brighton & Hove it high, it is not generally higher than that in other areas of the south east. In addition average pay is higher in Brighton & Hove than in the south east in general.

Brighton & Hove city council's early years team focusses on supporting childcare for which childcare element of working tax credit (or universal credit) can be claimed, as well as that for which employer-supported childcare vouchers can be used.

Reduced price places have been offered in after-school clubs and holiday playschemes for children on free school meals, and sustainability grants to specific groups to enable them to provide affordable care. However in 2015/16 it is not proposed to run the Moulsecomb summer playscheme or to offer reduced price places in after-school clubs for children on FSM, although some sustainability grants to childcare providers will remain.

In Brighton & Hove as nationally the cost of childcare is significant for many families. FIS will continue to provide advice to families and tailored support where necessary in order that support with childcare costs is maximised.

Meeting: Children and Young People Committee Meeting
Subject: Children's Service Participation & Engagement Strategy
Date of meeting: Monday 9th March 2015
Report of: Executive Director, Children's Services
Contact officer: Name: Tina Owens, Participation Team Tel: 295504
Email: tina.owens@brighton-hove.gcsx.gov.uk
Ward(s) affected: All

1. Purpose of Report

- 1.1 To present a draft Children's Service Participation & Engagement Strategy for approval and to seek agreement to consult with key partners.
- 1.2. To highlight the collaborative approach to developing the strategy as described in paragraph 5.

2. Recommendations

- 2.1 That the Committee agrees to the draft Participation and Engagement Strategy attached as Appendix 1.
- 2.2 That the Committee agrees to a final period of consultation with key stakeholders as described in paragraph 5.4.
- 2.3 That the Committee delegates to the Director of Children's Services responsibility for finalising and implementing the strategy through the council's commissioning, business planning and partnership arrangements.

3. Context / Background information

- 3.1 This strategy is determined by the principles and priorities in:
 - The Connected City Strategy to increase equality and improve engagement, especially 'It's a particular character of the city that people and communities expect to be asked their opinions and furthermore that those opinions will be taken into account. In Brighton & Hove the legitimacy and right of communities to be heard is not questioned, but encouraged with time, and resources deployed, to turn those opinions into actions. As a partnership we expect our members to talk to the people they provide services for and to listen and act upon what they say'.
 - The Council's Corporate Plan priorities: Strong Civic Leadership - strengthening our partnership delivery arrangements and building collaborative, trustful and empowering relationships between the council and citizens; and Quality Public Services - a council that understands communities and ensures the right services are provided well, managing rising demand and putting staff, partners and citizens at the heart of delivery. This means: knowing what drives demand for services by engaging with our diverse communities and understanding how effective our services

are in meeting citizen's needs, together with building more collaborative relationships between citizens and the council to empower people to do some things for themselves in partnership with us.

- The Children's Service Directorate Plan particularly ensuring the voice of children, young people and their families is central to our work and demonstrating that we are a child friendly city."

3.2 Effective participation and engagement already underpins the work of the Children's Service, from individual statutory social care, health and education plans, through early help and family plans to the delivery of parenting children's centre activities. The purpose of this strategy is to improve the coordination and consistency of that work so that the voice of children, young people and service users is central to the planning, commissioning and delivery of services by the council and its partners.

3.3 The Children's Service Participation & Engagement Strategy is based on the 7 Standards Model, a nationally used and well recognised framework. These standards and actions are the building blocks for the active involvement of children, young people and families. They are:

1. Shared values – Living Our Values Everyday, collaboration, respect, openness, efficiency, creativity and of course customer and client focus, are at the core of our civic leadership
2. Strategy – commissioning and business plans are simple and understandable with Participation and Engagement clearly evidenced
3. Structure – opportunities to engage and participate are accessible and celebrate involvement
4. Systems – standards and quality assurance for safe and sound practice are in place
5. Staff – we have the right people in place across the organisation, including members and governors; all play an important role in the active involvement of children, young people and their families in decision making. From taking part in recruitment and selection to being employed in the organisation: we all need to champion the benefits.
6. Skills and knowledge - workforce development and training for all (staff including our partners, elected members, young people and parents/carers) to develop the skills and confidence to participate fully.
7. Style of leadership – promoting and embedding participation and engagement in our culture requires strong leadership. Support at senior and executive level is essential to develop structure, systems and resources to maximum impact.

4 ANALYSIS & CONSIDERATION OF ANY ALTERNATIVE OPTIONS

4.1 The effective participation and engagement of children and young people in the planning, commissioning and delivery of services that affect their lives is not optional.

- 4.2 This strategy has been developed by a multi-agency, cross sector working group comprising officers from the councils' Children's Service including Youth Work Sure Start , Social Work, the Integrated Disability Service, Education and Inclusion, and Stronger Families Stronger Communities Years; other council staff including Communities and Equalities and Public Health teams; and representatives from the Community and Voluntary Sector.
- 4.3 The working group considered alternative models to support the participation and engagement of young people and their families. But in the context of diminishing resources, supportive city wide strategies and organisational development programmes and current good practice the group concluded the most effective option is the implementation of a standards framework through existing commissioning, business planning and contracting arrangements.

5 COMMUNITY ENGAGEMENT & CONSULTATION

- 5.1 Members of the Brighton & Hove Youth Council formed a Young Persons Participation Strategy Group to complement the working group. Young people reviewed proposals and advised the working group throughout every step of the development of the Participation & Engagement Strategy – using the insight gained from being young 'service users' already involved in participative activities.
- 5.3. The Children's Service Staff Roadshows 2014 provided an opportunity for evidencing good practice of effective and innovative participation and engagement work with children, young people and families which has informed the proposed strategy.
- 5.4. If the Committee approves the draft Participation and Engagement Strategy (Appendix 1) it is proposed to undertake a final phase of consultation with key stakeholders to:
- Agree or amend the framework and
 - Identify success indicators and targets
 - Make arrangements to coordinate, and monitor and report on activity

Because this has already been a collaborative process we envisage a limited discussion with:

- Brighton and Hove Youth Voice Groups, including the Youth Council
- Schools and Colleges
- The Local Safeguarding Children's Board
- Community Works
- NHS partners

6 CONCLUSION

- 6.1 Meaningful participation and engagement is fundamental to achieving the long term vision for Children's Services and the principles and priorities set out in the Connected City Strategy and the council's Corporate Plan.
- 6.2 The approach set out in this strategy takes a joined up, whole systems approach to improving participation and engagement by seeking to incorporate it within existing business planning systems.

7 FINANACIAL & OTHER IMPLICATIONS:

7.1 Financial and other implications

The current 2015/16 budget for the Youth Participation Service is £0.138m and, subject to the outcome of ongoing budgetary discussions, in the context of this report there is no foreseeable financial risk as a consequence of the recommendations proposed.

David Ellis, Accountant, Children's Services Finance 06/02/2015

7.2 Legal Implications

Sent to Natasha Watson

7.3 Equalities Implications

This Strategy is compliant with the Council's Equality Duty and will pay particular attention to the needs of vulnerable children, young people and their families including those with the following protected characteristics and, by association, those who care for them i.e. Age; Disability; Sex; Gender reassignment; Race; Religion and belief; Sexual orientation; Pregnancy and maternity; Marriage and civil partnership (in respect of having due regard to eliminate discrimination).

7.4 Sustainability Implications

None

7.5 Any Other Significant Implications

None.

SUPPORTING DOCUMENTATION

Appendices:

Appendix 1 Children's Service Participation & Engagement Strategy 2014-2017

Documents in Members' Rooms

Children's Service Participation & Engagement Strategy 2014-2017

Background Documents

None

**Brighton & Hove Children's Services
Participation & Engagement Strategy
2015 - 2018**

Brighton & Hove Children's Services

Participation & Engagement Strategy

Introduction

We want all our children, young people and their families to have the best possible start in life, so that they grow up happy, healthy and safe with the opportunity to fulfil their own potential.

This Participation & Engagement Strategy moves Brighton & Hove closer to achieving our Children's Services mission of creating a child-friendly city as defined by UNICEF.

We are launching the Brighton & Hove Children's Services Participation & Engagement Strategy at a time when the participation and engagement of children and young people is an accepted priority across some of the City's key plans.

The Connected City Strategy is focussed on increasing equality and improving engagement and says:

'It's a particular character of the city that people and communities expect to be asked their opinions and furthermore that those opinions will be taken into account. As a partnership we expect our members to talk to the people they provide services for and to listen and act upon what they say'.

The city council's Corporate Plan has prioritised:

- Strong Civic Leadership, strengthening our partnership delivery arrangements and building collaborative, trustful and empowering relationships between the council and citizens
- Quality Public Services, a council that understands communities and ensures the right services are provided well, managing rising demand and putting staff, partners and citizens at the heart of delivery.

This means knowing what drives demand for services by engaging with our diverse communities and understanding how effective our services are in meeting citizen's needs; and building more collaborative relationships between citizens and the council to empower people to do some things for themselves in partnership with us.

The Children's Service Directorate Plan sets a key objective to *'ensure the voice of children, young people and their families is central to our work'* and to demonstrating that we are a child friendly city.

Participation Matters

Active participation and engagement benefits children, young people, families and communities and the organisations that provide and commission services:

- Building the confidence and competence of users has a protective effect, a culture in which services listen to users and take what they say seriously is a society committed to child protection
- Fresh perspectives and new ideas about service policies and democratic processes which will help to tackle key objectives and promote social inclusion
- Improved services that are more responsive to the needs of users
- Development of skills; increased confidence and self-esteem of community members
- Positive sense of belonging to the community and wider society
- Increased ability to influence
- A more vibrant local democracy: involvement can strengthen relationships within families and within communities
- Community cohesion: a nation is democratic to the extent that all citizens are involved, particularly at the community level. Democracy has to be experienced, rather than taught and it is for this reason that there should be gradually increasing opportunities to take part.
- An empowering environment that raises aspirations: users whose opinions are listened to, who are given information and explanations, and who are encouraged to articulate their views, are also learning to exercise social responsibility and are far more likely to understand those obligations towards others

Developing the strategy

This strategy has been developed by a multi-agency, cross sector working group from the Council's Children's Services including Youth Work, Sure Start, Social Work, the Integrated Disability Service, Education and inclusion, and Stronger Families Stronger Communities; and other council staff including Communities and Equalities and Public Health teams; and representatives from the Community and Voluntary Sector.

Children's Service Youth Participation Team involved a wide range of young people including the Brighton and Hove's Youth Council. Young people reviewed proposals and advised the working group throughout the development of the strategy.

We have found that effective participation and engagement already underpins the work of many services: from individual statutory social care, health and education plans; through early help and family plans; to the delivery of parenting, children's centre activities and the activities of School Councils and of course the Youth Council (see appendix 1). The following are examples of current good participation and engagement practice:

- BHCC hosting Children's Commissioner's Takeover Day
- Youth Service Facebook provides an up-to-date sign-posting of provision across the city
- The Youth Employability interactive feedback mechanisms
- The Young Ambassadors role in recruitment and selection of staff
- The Youth Council and its involvement as a decision maker in the Children's Committee
- The annual Children in Care Awards

The Strategy will create a consistent approach in working with children, young people and families to ensure they have a powerful voice to influence the development, planning, commissioning and delivery of services by the council and its partners.

It recognises that we will have to work hard to ensure that the voices of all children and young people and their families are heard and so we will pay particular attention to ensuring the participation of all groups including those with protected characteristics as defined by the Equality Act 2010.

We have developed the Children's Services Participation & Engagement Strategy on the locally and nationally used and well recognised 7 S Model which is a concise, systematic, robust and tested model in embedding participation and engagement within organisational structures.

The framework is made up of 7 standards - the building blocks for the active involvement of children, young people and families: and rely on each other to evidence participation and engagement. They are:

1. **Shared Values** – Living Our Values Everyday, collaboration, respect, openness, efficiency, creativity and of course customer and client focus, are at the core of our civic leadership
2. **Strategy** – commissioning and business plans clearly articulate participation and engagement
3. **Structure** – opportunities to participate and engage are accessible and celebrate involvement
4. **Systems** – standards and quality assurance for safe and sound practice are in place
5. **Staff** – we have the right people in place across the organisation, including members and governors; all play an important role in the active involvement of children, young people and their

families in decision making. From taking part in recruitment and selection to being employed in the organisation: we all need to champion the benefits.

6. **Skills and knowledge** – training for all (staff including our partners, elected members, young people and parent/carers) to develop the skills and confidence to participate fully.
7. **Style of leadership** – promoting and embedding participation and engagement in our culture requires strong leadership. Support at senior and executive level is essential to develop structure, systems and resources for maximum impact.



National Youth Agency in partnership with the Local Government Association. <http://www.nya.org.uk/our-services/hear-right/>

Strategy Actions

Implementation will be through council business and service plans, partnership arrangements and commissioning processes.

Standards	Strategic Actions	Success Criteria
1. Shared values – Living Our Values	<ul style="list-style-type: none"> • All Children’s Services and partners 	<ul style="list-style-type: none"> • Vision and policy

<p>Everyday</p>	<p>adopt the Living Our Values Everyday</p> <ul style="list-style-type: none"> • The shared values are used to set policy and review performance across Children’s Services and with our partners • Children, young people and families are involved in evaluating and feeding back on progress and change on an annual basis 	<p>statements published</p> <ul style="list-style-type: none"> • Publicity, media reports and recruitment and selection material • Performance indicators and success criteria
<p>2. Strategy – the plan</p>	<ul style="list-style-type: none"> • Participation and engagement is reflected in strategic and business planning • The plans include resources to sustain, develop and regenerate involvement • Through the Partnership Forum and other advisory groups children, young people and families take part in reviewing plans, identifying change achieved and that which is still needed 	<ul style="list-style-type: none"> • Publication of relevant strategies and plans accessible in style, language and distribution • Action plan and timescales for service development • Audit of the active involvement of children, young people and families clearly
<p>3. Structure – the scaffolding</p>	<ul style="list-style-type: none"> • Children, young people are consulted on best structures for their active involvement • There are structures that make sure a range of service users views especially the inclusion of marginal groups are built in to decision making • Service users are joint partners in decision making on issues affecting them • Arrangements to support involvement in decision making will facilitate and promote the independence of young people 	<ul style="list-style-type: none"> • Information from service users is shared along with recommendations from relevant professionals • A review by service users of who is and isn’t involved, with steps agreed to make structures more inclusive • Audit of active involvement in partner organisations and specific services.
<p>4. Systems – the machinery</p>	<ul style="list-style-type: none"> • Systems are in place for the safe and sound conduct of service users active involvement, covering consent, protection and safety, access, complaints and rewards 	<ul style="list-style-type: none"> • Policies and procedures are published including compliments, complaints and recruitment and selection

	<ul style="list-style-type: none"> • Service users involved in reviewing and updating relevant policies and procedures • Service users work alongside staff, including elected members, to regularly evaluate active involvement 	<ul style="list-style-type: none"> • Records of consultations with service users in developing policy and procedures including access • Feedback from different interest groups to include celebration of success
5. Staff including elected members – the workers who build	<ul style="list-style-type: none"> • Key individuals (executive, elected members) are identified to champion active involvement • Service users take part in recruiting staff • Develop an induction and training programme for staff, elected members, involving service users • Review the current support mechanisms in order to maximise the direct involvement of young people 	<ul style="list-style-type: none"> • Champions promote active involvement in key organisational publications • Recruitment and selection involves service users in key appointment relevant to them • Staff appraisal (PDP) specifically covers active involvement work
6. Skills and knowledge – service users and the worker’s skills	<ul style="list-style-type: none"> • Develop training for service users to build confidence and competence, including in negotiation, presentation and finance to actively take part • Conduct an annual skills audit and staff development plan on active involvement of service users • Service users help plan, deliver and evaluate active involvement training of staff, members, partners and service users 	<ul style="list-style-type: none"> • Policy on service user access to information is available • Record of service user involvement in developing, delivering and evaluating training • Accreditation scheme and records of active involvement
7. Style of leadership – the boss	<ul style="list-style-type: none"> • High profile champions identified, with clear remit to manage change • Organisations work in partnership to promote active involvement • Service users hold organisations to account and have a key role in scrutiny processes 	<ul style="list-style-type: none"> • An annual report identifying and celebrating progress in promoting service user participation • Publish compact with partner organisations that reflects commitment • Minutes of meetings explaining leadership decisions

--	--	--

The Building Standards is published by The National Youth Agency in partnership with the Local Government Association.

<http://www.nya.org.uk/our-services/hear-right/>

Appendix 1

Appendix 1: Summary of good practice

Stakeholder involvement

Development of the Participation and Engagement strategy has been through a multi-agency, cross sector working group comprising officers from the councils' Children's Service including Youth Work, Sure Start, Social Work, the Integrated Disability Service, Education and Inclusion, and Stronger Families Stronger Communities Years; other council staff including Communities and Equalities and Public Health teams; and representatives from the Community and Voluntary Sector.

In addition members of the Brighton & Hove Youth Council formed a Young Persons Participation Strategy Group to complement the working group. Young people reviewed proposals and advised the working group throughout the development process using the experience gained from involvement in participative activities.

Summary of current activity:

As part of developing the strategy the working group undertook a mapping exercise across children's services. The following is a summary:

- **Social work:** Individual care plans; child protection conference (12+); Looked After Care reviews; interviews about the service young people receive; informed about their rights and the council's priorities to support (Pledge); Children in Care Council (CiCC) – young people's issues inform Corporate Parenting; Personal Opportunity Plan (POP) for 16+; Youth Advocacy Project (YAP); Young Ambassadors Programme – care leavers involved in recruitment and selection; Young Assessors programme – care leavers inspect care homes and foster agencies; and annual CiCC awards
- **Youth work:** Equality Impact Assessments – focused group work with vulnerable young people; 121 work with targeted young people and evaluations; suggestion book/box in all youth centres; evaluation of group work programmes in schools; observations of service delivery to inform service improvement; Youth Voice Vehicles (BHYC, CiCC, DYPC) – young people's issue inform decision makers; Campaigns; young people sit on decision making boards; young people represent the views of others on a regional and national level; various projects; youth forums; consultations; NEET Advisory group; Youth Employability Service (YES) YouTube Channel, Facebook page, twitter, Pinterest, Flickr and Tumblr; quiz's; surveys and films and DVDs
- **Disability Services:** Aiming High Advisory (AHA!) group – young people advising the DCSPB; annual newsletter; annual service consultation; quarterly feedback via social workers; parent/carer day; parent charter; inspection of services and award stars (rating 0-3); SEND review and surveys
- **Stronger Families Stronger Communities:** telephone conversations with parents includes feedback on service; listen to children, young people and families; gender specific consultation fun days; and university to deliver an evaluation of the programme working with a focus group of family coaches and clients to develop a 3 tier evaluation using questionnaires/telephone interviews/in depth conversations

- **Children’s Centres:** individual early help plans asking parents for the views of their children; quarterly advisory groups – parent views and service improvement; parent feedback and evaluations; city wide annual customer satisfaction survey; parent involvement – support parents to volunteer, take part in the advisory groups and collecting parents views; comment books in Children’s Centres; Your Said We Did boards in Children’s Centres; and Equality Impact Assessments focus groups – teenage parents, and parents with English as an additional language.
- **Education and Inclusion:** annual Safe and Well Survey (SAWS); Health and Wellbeing and PSHE Advisers guidance and recommendations – review and development of key policies; CVS invited to consult young people on key documents; focus groups to inform school improvement; Secondary School Student Equality Conference; school governor training; Educational Psychology Workers – young people’s views fed back to parents, schools through meetings, reports and conferences to inform business planning; evaluations; B&H Music and Arts website; online student forum feedback to teacher/Leadership team/B&H Music Trust; Equality Impact Assessments; SEN review meetings; SEN Panel meetings; and Local Offer consultation with young people

In June 2014 our young service users discussed the mapping exercise. They acknowledged the variety and amount of participation and engagement that takes place within Children’s Services. They also discussed gaps in provision and suggested the following additions:

- Service user boards that shadow decision making boards.
- Recognise achievements by establishing an Outstanding People’s Award Ceremony.
- Communicate policy and business plans in a clear way and make them inclusive.

In September 2014 the Children’s Services Staff Roadshows provided an opportunity to share good practice of effective and innovative participation and engagement work with children, young people and their families. The following are some of the examples discussed:

- BHCC hosting Children’s Commissioner’s Takeover Day
- Youth Service Facebook provides an up-to-date sign-posting of provision across the city
- The Early Assessment Team’s Red Book is tailored to the needs of young women with SEND
- The Youth Employability interactive feedback mechanisms
- The Young Ambassadors role in recruitment and selection of staff
- The Youth Council and its involvement as a decision maker in the Children’s Committee
- The annual Children in Care Awards

In March 2014 our CVS representatives consulted with their respective organisations and provided examples of principles and good practice.

Information to follow

Appendix 2

Related Documents

The voice of children, young people and their families is central to Children's Services and the key public sector strategies prioritise participation and engagement. The following related documents inform this strategy.

- Brighton & Hove City Council Corporate Plan 2015 – 2019
- Brighton & Hove: The Connected City – our sustainable community strategy
- Brighton & Hove Children's Services Directorate Plan 2014 – 2017
- Brighton and Hove Early Help Partnership Strategy 2013 – 2017
- Community and Engagement Framework

The above are available via the council website: www.brighton-hove.gov.uk

- National Participation Strategic Vision 2010: An Equal Place at the Table for Children and young People
www.participationworks.org.uk
- National Youth Agency: Hear by Right
<http://www.nya.org.uk/our-services/hear-right/>
- Transforming Participation in Health and Care: The NHS Belongs to Us 2013
<http://www.england.nhs.uk>
- Positive for Youth: a new approach to cross-government policy for young people aged 13 -19
<https://www.gov.uk/government/collections/positive-for-youth>
- Times Educational Supplement
<https://www.tes.co.uk/teaching-resources/>

Document is Restricted

