

Children, Young People & Skills Committee

Date: **10 January 2022**

Time: **4.00pm**

Venue: **Council Chamber, Hove Town Hall**

Members: **Councillors:** Clare (Chair), John (Deputy Chair), O'Quinn (Opposition Spokesperson), Brown (Group Spokesperson), Grimshaw, Hamilton, Lloyd, McNair, Meadows and Nield

Co-optees

Diana Boyd, Trevor Cristin, Adam Muirhead Simon Parr and Young People Representative

Contact: **Clare Chapman**
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Date of Publication – Thursday, 30 December 2021

AGENDA

Part One

Page

43 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;
- (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.

44 MINUTES

7 - 14

To consider the minutes of the meeting held on 8th November 2021.

45 CHAIR'S COMMUNICATIONS

46 CALL OVER

47 PUBLIC INVOLVEMENT

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

- (a) **Petitions**
- (b) **Written Questions:** to receive any questions submitted by the due date of 12 noon on 4th January 2022.
- (c) **Deputations:** to receive any deputations submitted by the due date of 12 noon on 4th January 2022.

48 MEMBER INVOLVEMENT

To consider the following matters raised by Councillors:

- (a) **Petitions:** to receive any petitions notified by the due date of 22nd December 2021;
- (b) **Written Questions:** to consider any written questions;
- (c) **Letters:** to consider any letters;
- (d) **Notices of Motion:** to consider any Notices of Motion submitted directly to the committee.

49 HOLIDAY SUPPORT FOR SEND CHILDREN

Presentation by the Assistant Director, Health, SEN and Disabilities.

50 EDUCATION DISADVANTAGED STRATEGY

15 - 52

Report of the Executive Director, Families, Children and Learning (copy attached)

Contact Officer: Tess Gill
Ward Affected: All Wards

51 ANNUAL UPDATE SEND STRATEGY

53 - 64

Report of the Executive Director, Families, Children and Learning (copy attached).

Contact Officer: Serena Kynaston *Tel: 01273 291537*
Ward Affected: All Wards

52 FEES AND CHARGES

65 - 74

Report of the Executive Director, Families, Children and Learning (copy attached).

Contact Officer: Carla Butler *Tel: 01272 291281*
Ward Affected: All Wards

53 POWER OF YOUTH CHARTER UPDATE

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Report of the Executive Director, Families, Children and Learning (copy attached)

Contact Officer: Deborah Corbridge *Tel: 01273 29*
Ward Affected: All Wards

**54 PERMISSION TO USE CROWN COMMERCIAL SERVICES RM6255
FRAMEWORK**

85 - 88

Report of the Executive Director, Families, Children and Learning (copy attached).

Contact Officer: Richard Barker

Tel: 01273 290732

Ward Affected: All Wards

55 SCHOOL OFSTED PRESENTATION

56 ITEMS REFERRED FOR COUNCIL

To consider items to be submitted to the 3rd February 2022
Council meeting for information.

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

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Further information

For further details and general enquiries about this meeting contact Clare Chapman, (01273 292515, email clare.chapman@brighton-hove.gov.uk) or email democratic.services@brighton-hove.gov.uk

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BRIGHTON & HOVE CITY COUNCIL
CHILDREN, YOUNG PEOPLE & SKILLS COMMITTEE

4.00pm 8 NOVEMBER 2021

COUNCIL CHAMBER, HOVE TOWN HALL

MINUTES

Present:

Councillors: Clare (Chair), John (Deputy Chair), O'Quinn (Opposition Spokesperson), Brown (Group Spokesperson), Hamilton, Lloyd, McNair, Nield and Bagaeen

Co-optees: Ms L Brown, Ms D Boyd, Mr T Cristin, Mr A Muirhead and Mr S Parr

PART ONE

29 PROCEDURAL BUSINESS

(a) Declarations of Substitutes

29.1 Cllr Bagaeen declared that he was attending as a substitute for Cllr Meadows

(b) Declarations of Interest

29.2 Cllr McNair declared that he was a Governor at Carden Primary School.

(c) Exclusion of Press and Public

29.3 The Committee considered whether the press and public should be excluded from the meeting during the consideration of any of the items listed on the agenda.

29.4 **RESOLVED:** There were no part two items in the agenda.

30 MINUTES

30.1 **RESOLVED:** That the Minutes of the meeting held on 13 September 2021 be agreed as a correct record.

31 CHAIR'S COMMUNICATIONS

31.1 The Chair gave the following communication:

Firstly, on the agenda today we were due to have a presentation on activities held during the holidays for SEND children. Unfortunately, those due to present today are unwell and we have therefore delayed this to a future meeting.

YOUTH ENGAGEMENT

Cllr O'Quinn and I attended Youthwise in October where we were grilled by young people on the city's response to the climate crisis as we should be. Thank you to the young people present for such an insightful discussion. Committee will know that youth engagement is really important to me, and you will note that the agenda includes an update on the annual make your mark survey and a general update on the work of youth council. I'm really pleased to see that the youth council is now bursting with 23 members following the induction day held in October which I was sadly unable to attend due to contracting covid-19.

COVID-19

On note of covid and the pandemic, we continue to keep a watching eye on the raising figures among school age children. While vaccination among 12-15 year olds is progressing, we remain concerned that the high rates of covid are slowing the programme down, due to the wait between catching covid and having a jab. We are also critical of Government's inaction on preventing the spread in schools. Cllr Sarah Nield wrote to Government last Monday addressing some of those concerns – including the slow delivery of cO2 monitors into our city's schools and how the lack of measures will further disrupt education.

ACADEMISATION

This is the first meeting since Moulseccomb Primary has become an academy – having been forced out of our hands by the ideology of government. I want to thank the campaign for the work they did in challenging the academisation. As an administration, we have asked officers to keep a focus on what they can do to help prevent forced academisation of more education settings in our family of schools and we have requested regular updates on the work being done to support schools at risk of a negative OFSTED judgement. However, our work to support schools who are fighting academisation may well be hampered. In half term, the Government announced a consultation on removing the school improvement grant from councils. This funds the work we do in supporting our schools, including school improvement advisors who work with schools who need support. Without this grant, this work is at risk. I am concerned this is an attempt by Government to force further academisation by the back door.

UNACCOMPANIED ASYLUM-SEEKING CHILDREN

Talking of Government's failed policies, I would like to highlight that the hotel that is holding uascs in our city remains open. After a few months in operation it remains clear that a rota for councils to take UASC which is voluntary is not the solution to ensuring that UASCs get the support they need from councils across the country. This council has already taken over our suggested statistical quota- we are currently around 130% of that, taking both spontaneous arrivals and from the rota in spite of this.

We remain over 0.07% of our quota, currently around 130% of that, taking both spontaneous arrivals and from the rota in spite of this. I am frustrated that this government is enabling other councils to get away without providing this support to vulnerable refugee children. Once again we call on them to close the Hove site and introduce a mandatory rota so that everyone plays their part.

BUDGET / SPENDING REVIEW

I was keeping a keen eye on this autumn's budget and spending review to see how it will impact children and young people in our city. While there were some announcements made – this doesn't fill the gaps that are needed after both increased costs and reducing funding over the last decade. In many cases was a reannouncement of funding already made. Talking of re-announcements – they re-announced the youth investment fund, now two years after they first announced it. I would really like to see progress on this fund, and I will once again use my chairs communications to urge the Government to release the funding so that youth services in our city can access vital support.

32 CALL OVER

32.1 The following items on the agenda were reserved for discussion:

- Item 36 – An Update and Review of Foundation for Our Future
- Item 37 – Make Your Mark Campaign
- Item 38 – School Admission Arrangements 2023-2024
- Item 40 – Pay Progression for Staff in Schools
- Item 41 – School Ofsted Presentation

32.2 The following item on the agenda were agreed without discussion:

- Item 39 – Proposal to Relocate West Hove Infant School

33 PUBLIC INVOLVEMENT

33.1 There were no Petitions, Written Questions or Deputations

34 MEMBER INVOLVEMENT

34.1 There were no Petitions, Written Questions, Letters or Notices of Motion

35 HOLIDAY SUPPORT FOR SEND CHILDREN

35.1 This item was deferred to a later meeting of the Committee

36 AN UPDATE AND REVIEW OF FOUNDATION FOR OUR FUTURE

36.1 The Committee considered the report of the Executive Director Families, Children & Learning which provided an update on the work of Foundation For our Futures and the progress made in Brighton and Hove on the objectives. The report was introduced by the Assistant Director for Safeguarding & Care and by Ms S Button, Programme Director for Foundations for Our Future. Ms Button spoke on the review and the recommendations which came from that.

36.2 Cllr O'Quinn noted that a number of different organisations were involved in this and asked who would have overall scrutiny. The Assistant Director said that each organisation had its own Emotional Health & Wellbeing Board which looked at the work at a local level, there was also the Operational Board which looked at how things were being delivered across the Sussex area, there was the Executive Board which was

chaired by the DCS of West Sussex, and within Brighton & Hove there was the Children & Young Peoples Health Oversight Board. Cllr O'Quinn referred to recommendation 12 and noted that there was currently a delay in young people being able to access the service and hoped that this would be one of the issues which was looked at and the service improved. The Assistant Director said that the level of demand was being looked at by CAMHS, but there was currently a shortage of staff which was being addressed. Cllr O'Quinn referred to recommendation 13 and asked how effective the Mental Health Support Teams in schools had been. The Assistant Director, Health, SEN & Disability said that work was being undertaken in schools, both primary and secondary, and the Council were working with the CCG and Public Health. Things were going well, but there was more work to be undertaken such as work around the triage system, and the Council were working with colleagues to address any gaps.

- 36.3 Cllr Lloyd asked if a young person would be appointed as Co-Chair of the Oversight Board and how they would be recruited. Ms Button said that expressions of interest and a description of the role had been sent to young people, and a young person had recently been appointed and would Co-Chair the next meeting of the Board.
- 36.4 Cllr Brown was concerned with the delay in accessing the services of CAMHS and said that this needed to be monitored closely by the Health & Wellbeing Board. The Executive Director said that there was intensive oversight of this issue and steps to improve the service was set out in the report.
- 36.5 Cllr Hamilton referred to recommendation 18 and noted that no review or audit of EWB or targeted services outside of SPFT had begun, and asked when it would start. Ms Button said the report was slightly out of date and the review had begun and was expected to be completed in 2023.
- 36.6 **RESOLVED:** That the Committee noted the work being undertaken in regard to Children's mental Health under Foundations for Our Future.

37 MAKE YOUR MARK CAMPAIGN UPDATE

- 37.1 The Committee considered the report of the Executive Director Families Children & Learning which provided an update on progress made towards the City's Make Your Mark campaign. The report was introduced by the Youth Work Co-Ordinator and Ms L Brown, Young Person representative.
- 37.2 Cllr John noted that unlike other authorities the number of students in the city who were voting had dropped and asked if there were strategies in place to address that. Ms Brown said that there had been an online campaign, and officers had met with the Youth Council to discuss this, but agreed that steps should be taken to make more young people aware that they could vote. Cllr John asked if Green Leaf awards had been costed and was advised that it hadn't.
- 37.3 Cllr Bagaeen noted that the report said that there were no financial implications and that the Equality Implications had been left blank. The Youth Work Co-Ordinator said that for the purposes of this report there were no financial or equality implications, but said that it was important to ensure that all the different groups across the City were involved in the campaign.

- 37.4 Mr Muirhead wondered if the Green Leaf Awards could provide validation and quality assurance for charities in the city. Ms Brown said that that was a good idea, but at the moment the focus was on small businesses and larger organisations would be looked at in the future. He said that he was aware that there was a vacant youth participation post and asked if that was being recruited, and was advised that budgets were currently being set and so recruitment would be undertaken once that was done.
- 37.5 **RESOLVED:** That the Committee noted the progress made by the Youth Council towards the local Make Your Mark Campaign that aims to protect the environment and reduce plastic waste.

38 SCHOOL ADMISSION ARRANGEMENTS 2023-2024

- 38.1 The Committee considered the report of the Executive Director Families Children & Learning regarding the proposed school admission arrangements for the city's schools, for which the Council is the admission authority, for the academic year 2023-24. The report was introduced by the Head of School Organisation.
- 38.2 Cllr Brown accepted that the PAN for schools needed to be addressed but would have preferred the larger schools to have reduced their admission number, and was concerned that having an admission number of 45 for some schools could be difficult. Cllr Brown asked what the intake number had been for the two primary schools in Woodingdean. The Head of School Organisation said that in September 2021 there had been 43 at Rudyard Kipling and 60 at Woodingdean Primary. He said that the forecasts showed that there would be 92 children starting primary school in Woodingdean area in 2023 and 78 children in 2025.
- 38.3 Cllr O'Quinn asked how carefully the reduction in PAN had been looked at and the impact on the local areas. The Head of School Organisation said that the authority were committed to ensuring that every area had a local school and the options had been fully considered but there would be a surplus of places in the future. Cllr O'Quinn was concerned that the consultation would be held over the Christmas period and asked if the consultation could start in January instead. The Head of School Organisation said the under the School Admissions Code the admission arrangements for a September 2023 start would have to be agreed by 28 February 2022, and therefore the consultation would have to be completed in January in order for the responses to be taken into consideration and arrangements agreed within the required time frame.
- 38.4 Ms Boyd asked if the impact on the speech and language provision at Carden Primary School had been considered if the PAN were to be reduced. The Head of School Organisation said schools would be able to respond to the consultation and set out any concerns they may have.
- 38.5 Cllr McNair stated that he was a Governor at Carden Primary School. The Chair asked the lawyer for confirmation that he could speak and was advised that if he asked a general question on the report he could as there was no pecuniary interest, but when the matter came back to this committee for a decision that would be reviewed and advise taken from the Monitoring Officer. Cllr McNair asked why schools rated Good by Ofsted may have their PAN reduced, he suggested that changing the admission number

at some schools may mean children had to travel further away and asked if any impact on sustainable travel had been looked at. He asked if data from estate agents had been collected, and noted that the proposed changes were from schools in less affluent areas. The Head of School Organisation said that the Council needed to look at the whole city and proposals addressed the surplus places across that area. He accepted that schools with Good Ofsted ratings had been included, but the decision on the schools listed in the report was not based on how good they were. Transport links would be looked at as part of the consultation. The projected figures on the number of young children were based on data from the NHS and the projections had not shown any significant changes and so the Council were confident on the figures provided.

38.6 Councillor Hamilton said that there may still be spaces at schools even if the PANs were reduced, and felt that on the projected figures that no child would not be able to attend their local school, and in the circumstances the recommendations were the best way forward.

38.7 Cllr Bagaen noted that some schools may have a PAN of 45 and asked if that would be one class of 30 and one of 15. The Head of School Organisation that there would be mixed age teaching and examples of how that would work were set out in the appendices to the report.

38.8 RESOLVED: That the Committee agreed -

- (i) To make no changes to the council's admission arrangements (other than those listed below) or school catchment areas (where applicable);
- (ii) To consult upon a change to the Published Admission Number (PAN) of Bevendean Primary School from 60 to 45 pupils;
- (iii) To consult upon a change to the PAN of Carden Primary School from 60 to 30 pupils;
- (iv) To consult upon a change to the PAN of Coldean Primary School from 60 to 45 pupils;
- (v) To consult upon a change to the PAN of Queens Park Primary School from 60 to 30 pupils;
- (vi) To consult upon a change to the PAN of Rudyard Kipling Primary School from 60 to 45 pupils;
- (vii) To consult upon a change to the PAN of Saltdean Primary School from 90 to 60 pupils;
- (viii) To consult upon a change to the PAN of Woodingdean Primary School from 60 to 45 pupils;
- (ix) To make no changes to the "relevant area";

- (x) Noted the expectation that in the next 3-5 years proposals to consult upon a change to the Published Admission Number (PAN) of more schools will be required alongside the possible closure of some primary schools in the city. To best ensure schools are best placed to face this future increasing focus will be placed upon developing more and larger collaborations between schools which it is hoped will provide greater resilience to the challenges that will follow.

39 PROPOSAL TO RELOCATE WEST HOVE INFANT SCHOOL

39.1 This item was agreed without discussion.

39.2 **RESOLVED:** That the Committee -

- (i) Noted the responses to the public consultation held between 20 September and 25 October 2021;
- (ii) Agreed to the relocation of the West Hove Infant School (Connaught Road) classes to the Hove Junior School (Holland Road) site with effect from January 2022.

40 PAY PROGRESSION FOR STAFF IN SCHOOLS.

40.1 The Committee considered the report of the Executive Director Families Children & Learning regarding pay progression for staff in schools.

40.2 Cllr O'Quinn said that the recommendations in the report were expected, but she would like to see changes. She felt that it was unfair that academies did not have to comply with the pay grades but was pleased to note that for those employed by the Council on the lowest pay grade would receive an increase in their salaries.

40.3 The Committee voted on the recommendations and they were agreed with the Labour Group abstaining.

40.4 RESOLVED: That the Committee declined to make the requested amendment to the Model Teacher's Pay Policy for Schools.

41 SCHOOL OFSTED PRESENTATION

41.1 The Committee considered the report of the Executive Director Families Children & Learning which provided an update of the latest Ofsted inspections since the last committee meeting. The item was introduced by the Head of Education Standards & Achievements and the Children's Centre Manager.

41.2 The Committee were advised that Ofsted were now inspecting schools again. The City continued to have a high number of Good rated schools which was above the national average and a low number of schools which required improvement. Both St Nicolas CE Primary and Carden Primary had recently been inspected and the reports were expected in the forthcoming week. With regard to the Early Years Register in the City, 99% were judged to be Good or Outstanding which was above the national average. The Nest Nursery and Bear's House Nursery had previously been Required

Improvement but had now been awarded a Good rating. All private, voluntary and independent providers in the City had a Good or higher rating.

41.3 RESOLVED: That the presentation be noted.

42 ITEMS REFERRED FOR COUNCIL

42.1 RESOLVED: That no items be referred to the next meeting of Full Council.

The meeting concluded at 6.15pm

Signed

Chair

Dated this

day of

Subject: Education Disadvantaged Strategy
Date of Meeting: 10th January 2022
Report of: Executive Director Families, Children and Learning
Contact Officer: Mark Storey
Head of Education Standards and Achievement
Email: mark.storey@brighton-hove.gov.uk
Ward(s) affected: All

FOR GENERAL RELEASE

1. PURPOSE OF REPORT AND POLICY CONTEXT

- 1.1 To update committee on the work taking place led by Brighton and Hove Education Partnership. This work supports improved outcomes for disadvantaged pupils through an Education Disadvantaged Strategy (see attached strategy and summary)
- 1.2 This is a part of much broader and wider reaching strategy for disadvantage that will be developed by Families, Children and Learning moving forward.

2. RECOMMENDATIONS

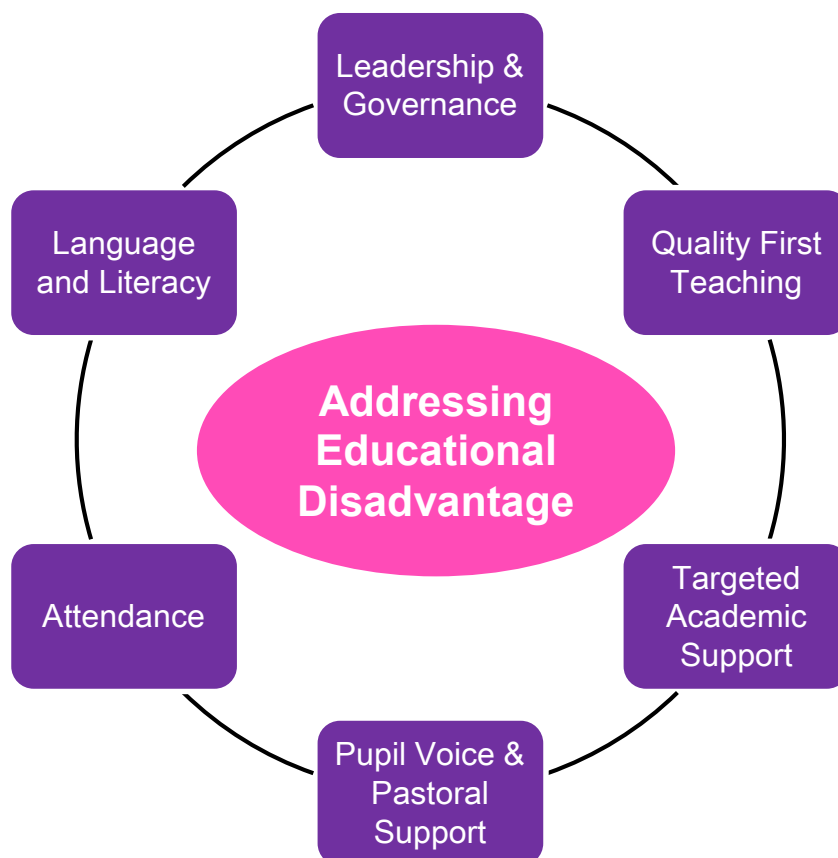
- 2.1 That the committee notes the work of Brighton and Hove Education Partnership.
- 2.2 That committee offers feedback on the attached final draft of the strategy
- 2.3 That the committee approves and endorses the Education Disadvantaged Strategy that has been developed by Brighton and Hove Education Partnership

3. CONTEXT/ BACKGROUND INFORMATION

- 3.1 It is clear from previous standards reports presented at committee that disadvantaged pupils do not do as well as other pupils. Covid also is likely to have further disadvantaged these pupils – evidence is contained in strategy attached.
- 3.2 Between January and June 2021 a strategy and action plan to address Education Disadvantage has been developed in partnership with schools.

Initially a group of primary and secondary heads came together with local authority officers to produce this.

- 3.3 This draft strategy and action plan has then been through significant consultation through focus groups with schools; colleges; council departments and a community group so the version attached could be produced. Feedback was, on the whole, very positive however changes did need to be made. In particular additional actions were incorporated. A finalised version will be completed following committee. This strategy and action plan will then be implemented.
- 3.4 Consultation with children and young people is planned for mid December had to be postponed to mid January due to clashes for the Young People themselves. We will also be ensuring young people are involved with each strand and action plan as they develop. Further information on engagement with children and young people is contained within the strategy itself.
- 3.5 The strategy has been written in partnership with a group of Headteachers and agreed by the Brighton and Hove Partnership. The key audience has therefore been education professionals and the strategy has been written with this group in mind and contains technical language and research. This is necessary as supports its implementation. Once finalised an overview summary that is accessible to all will be written and published.
- 3.7 The strategy builds on success and ensures we move in one direction. It recognises that significant work continues through schemes like every child a reader; primary maths support; a focus on attendance for disadvantaged; leadership and government training; support for online learning. There is an ambition however to expand this work in collaboration with schools and to bring work together in one strategy and plan. Each strand will have its own steering group. It brings in much tighter accountability arrangements and new initiatives either immediately or as opportunities become available. The actions linked to this strategy will therefore evolve over time as new research is published and opportunities become available.
- 3.8 The strategy:
- Provides clarity on action and how schools and Local Authority collaborate
 - Is research and evidence based
 - Contains an Initial plan and flexible approach
 - Enriches schools own strategies
 - Dovetails into other strategies
 - Acknowledges the impact of Covid and takes into account any national support for recovery.
- 3.9 A steering group that reports to Brighton and Hove Education Partnership will hold leads of individual area to account.



- 3.10 The strategy has 6 key themes listed above which will all be co led by Local Authority Officers and Headteachers. A group will meet to ensure each theme has appropriate plans that get implemented across the City.
- 3.11 As this strategy is launched with schools we plan a further engagement phase where data is presented to schools and further conversations so that the effectiveness of this strategy and plan be maximised. It will also allow schools to contribute to a much broader and wider reaching strategy for disadvantage that will be developed by Families, Children and Learning.
- 3.12 The strategy itself demonstrates some of the very clear links between where a disadvantaged child lives and educational outcomes. We also know that our outcomes for literacy for children as they start school are historically low. Poor literacy at a young age is known nationally to be a barrier for disadvantaged children.
- 3.13 The committee will be kept updated on success of this strategy through the annual standard report

4. EQUALITIES IMPLICATIONS

- 4.1 Research tells us that disadvantaged pupils are less likely to do as well at school which is for a range of complex reasons. Significant work is needed at school but also across all services if these barriers are to be overcome.

5. FINANCIAL & OTHER IMPLICATIONS:

- 5.1 There are no specific financial implications arising from the recommendations of this report. The broader strategy for disadvantage mentioned in the report may need additional resources to be identified but this will be explored as the strategy is developed.

Finance Officer Consulted: David Ellis

Date:25/11/21

6. LEGAL IMPLICATIONS:

- 6.1 Local Authorities have a statutory duty under section 13A of the Education Act 1996 to ensure that their functions relating to the provision of education are exercised with a view to promoting high standards. This report informs the committee as to how the Council is seeking to fulfil this duty. It is also well established that the life chances of children can be blighted by poor educational outcomes. Section 10 of the Children Act 2004 established a duty on Local Authorities to make arrangements to promote co-operation between agencies in order to improve children's wellbeing of children in the authority's area specifically as relating to education, training and recreation;

Lawyer Consulted: Natasha Watson

Date: 23.12.21

SUPPORTING DOCUMENTATION

Appendices:

Appendix 1: Draft Educational Disadvantaged Strategy

Appendix 2: Executive Summary Draft Educational Disadvantaged Strategy

Every disadvantaged pupil in the City will be encouraged and supported to achieve their academic potential and leave school or college with a positive relationship with education. We are committed to ensuring that the attainment of disadvantaged pupils is in line with and then exceeds national average.

19

Better Outcomes, Better Lives
Brighton & Hove's Draft Strategy for Tackling Educational
Disadvantage
September 2022 – September 2026

Introduction

Brighton and Hove Local Authority (LA) have high aspirations for every pupil in the City because this is directly linked to better life outcomes. We are proud that attainment is high and a large percentage of our schools have been judged good or better by Ofsted. However, we need to redouble our efforts to support and champion pupils who are disadvantaged, ensuring that we are listening to them.

These pupils are not achieving in line with the national average on most measures despite our long-term commitment and targeted support. This is a city-wide issue, however, there are particular communities where poverty consistently has a greater impact on educational outcomes. Research has confirmed the detrimental influence of Covid 19 on educational outcomes for those that are disadvantaged (see Appendix 2). In addition, the percentage of pupils who are classed as disadvantaged, has grown by 3.6% between 2020 and 2021 in our City.

Now is the time to rethink how our LA and schools address this issue ensuring that we build on our successes. We are determined that every pupil in our City who is disadvantaged is encouraged and supported to achieve their academic potential and will leave school or college with a positive relationship with education. We are committed to ensuring that the attainment of disadvantaged pupils is in line with and then exceeds national average.

Improving educational outcomes for disadvantaged pupils is complex because poverty is so multifaceted. This Education Strategy will form part of a broader Strategy addressing disadvantage which the LA is developing over the next year (See Appendix 4).

This plan runs from 2022 to 2026 and focusses on education from age 4-19. It builds on significant work that has been undertaken in the City including the development of a Toolkit and Pupil Premium reviews. The plan, informed by evidence based research, is centred around six themes each with an objective and associated actions. These themes are:

- Leadership and Governance
- Quality First Teaching
- Targeted Academic Support
- Pupil Voice & Pastoral Support
- Language and Literacy
- Attendance

The strategy will bring about the collective action of both the LA and all schools via the Brighton and Hove Education Partnership (B&HEP) to improve educational outcomes for our disadvantaged pupils. These themes will be used in all providers Development Plans. A subgroup of the Board for B&HEP will be set up to ensure leads are held accountable for the meeting of the objectives.

Definition of Disadvantage

Pupils are defined as disadvantaged by the Department of Education if recorded as eligible for free school meals (FSM) or have been in the last six years, looked after children, or those who have been previously looked after by the state but are now adopted or are subject to a special guardianship order, a 'child arrangements' order or a 'residence order', and children with parents in the armed forces. State-funded schools receive Pupil Premium funding to raise the attainment of disadvantaged pupils.

To enable impact of the plan to be measured we will use this definition. However, we acknowledge that the Government's definition of disadvantage does not capture all pupils who may be classed as experiencing vulnerability and may be disadvantaged in another sense. This definition can therefore be broadened by individual schools to meet individual circumstances. These pupils will benefit from this plan.

Linked Strategies and Plans

See linked strategies at Appendix 4.

[Special Educational Needs](#)

Anti-Racist Schools Strategy - under development

[Attachment Aware Brighton](#)

Hidden Children

[Early Years Strategy](#)

[City Employment and Skills Plan](#)

[School Improvement Strategy](#)

Whole Children Service Disadvantaged Strategy (under development)

This plan sits within a wider disadvantaged strategy under development (see Appendix 4 diagram). It should be noted that this Plan dovetails with and enriches work already undertaken by the LA run Virtual School for Children in Care and Previously Looked After Children, Ethnic Minority Achievement Service, Early Years' Service. Their work addresses disadvantage in specific cohorts alongside Brighton and Hove Inclusion Support Service who lead on a variety of work including Attachment Awareness Training. The Virtual School in particular has a specific education process; directly supports with pupils and holds pupil premium funding. The work of the Virtual School will not therefore be replicated in this document.

We acknowledge that various School Partnerships; parts of the LA; or phases of education such as post 16 or post 18 may need to develop plans in a response to this strategy.

Local Context: Brighton and Hove

There were 31,884 pupils on roll at state-funded schools within Brighton and Hove in January 2021. Of these, 6,434 school age children were registered for free school meals (FSM). This is an increase of 1,062 pupils since January 2020 and is due to a significant number of first time FSM claims and eligibility, as a result of Covid-19. This represents 21.2% of school age children registered from FSM in January 2021 compared to 17.6% in January 2020.

Table 1 shows that in 2019 on most educational measures disadvantaged pupils do not do as well as non-disadvantaged pupils except for KS2 writing. When compared to other LAs we are mainly above average on measures for non-disadvantaged pupils but below average for disadvantaged pupils. We performed poorly on measures such as the foundation stage profile (EYFSP) and phonics completed by 5 and 6 year old pupils who are just starting their educational journey.

Table 1. Tier 1 Local Authority results in 2018/19 for Disadvantaged pupils (bars) and non-disadvantaged pupils (▲)

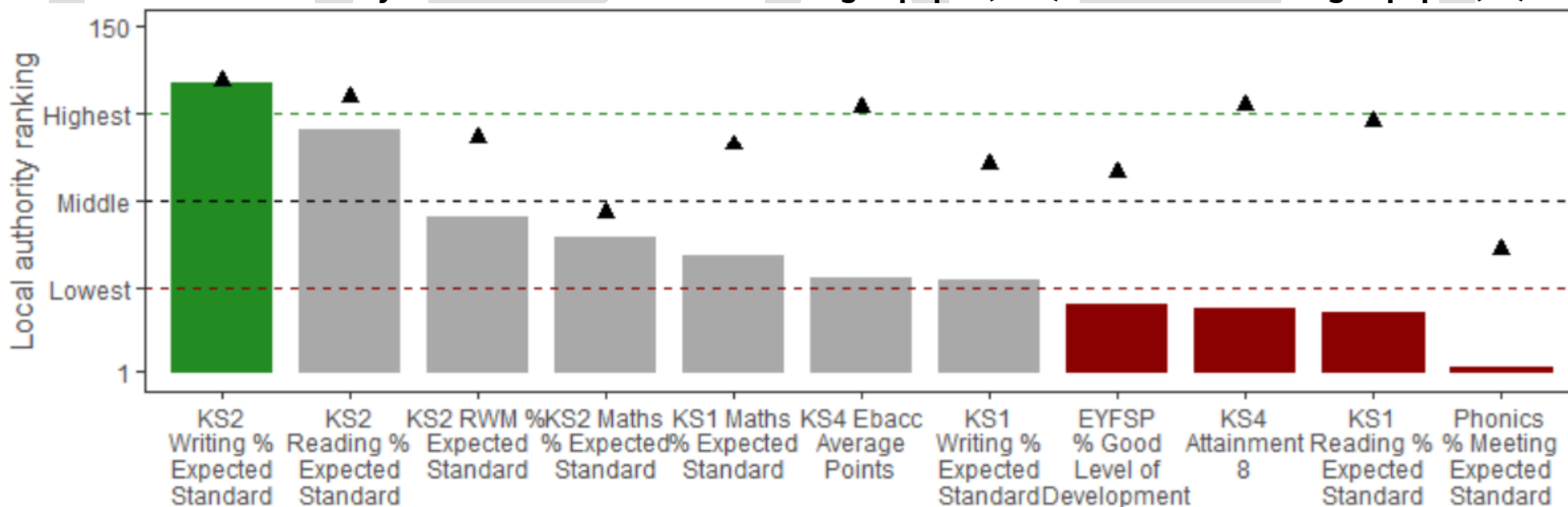
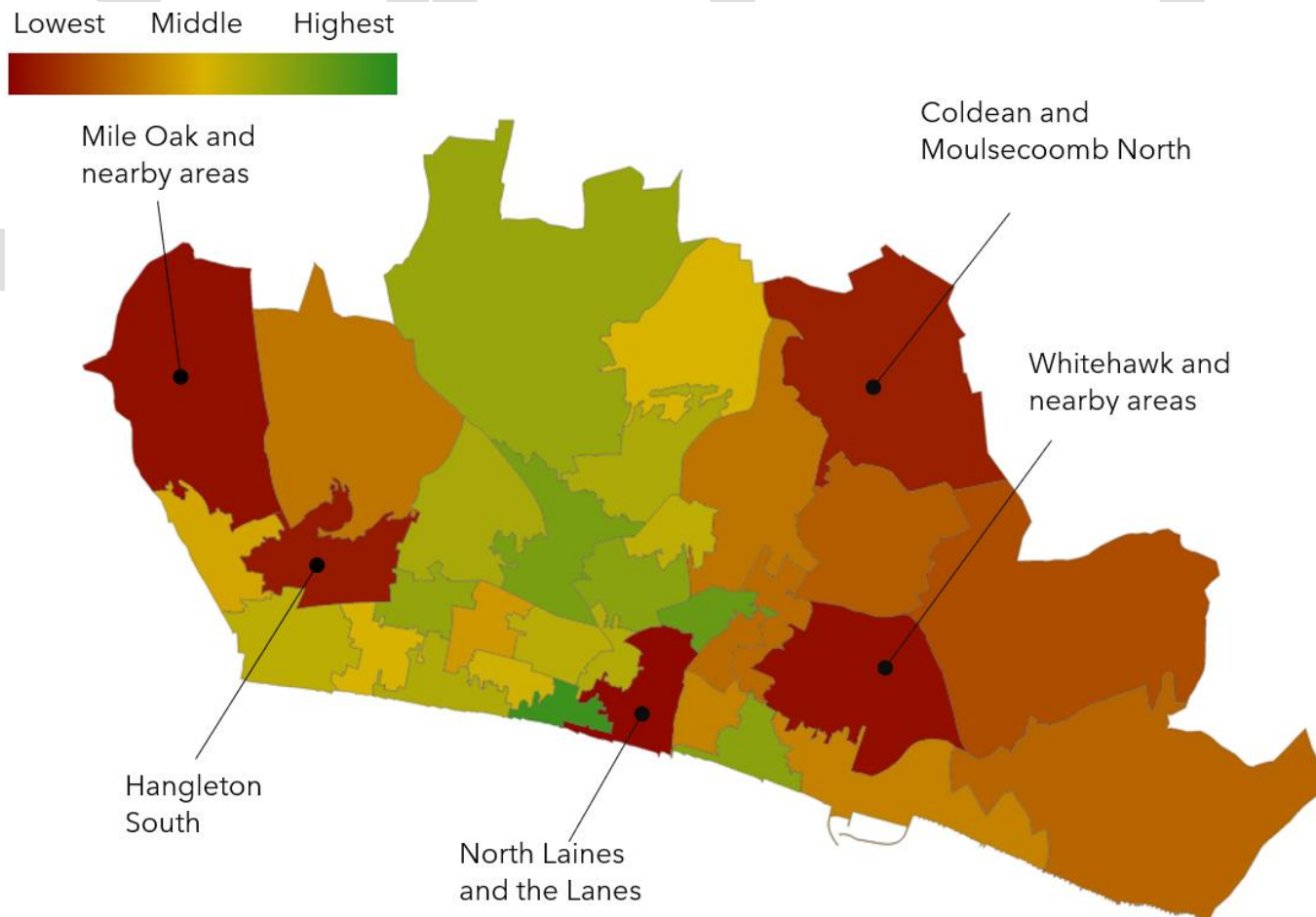


Table 2 indicates that there is significant difference in Attainment by the end of secondary school depending on where pupils live in the City. Pupils do less well in the parts of the city centre such as North Laine and The Lanes, areas in the north west of the city such as Mile Oak and Hangleton, and eastern areas of the city such as Coldean, Moulsecomb, Bevendean, Woodingdean and Whitehawk.

Table 2 - Geographical variation in the KS4 Attainment 8 of Disadvantaged pupils (three-year average to 2018/19)

This uses Middle Super Output Area (MSOA) which are used for reporting statistics nationally and are designed to have a minimum population of 5,000 and the average of 7,200. There are 33 MSOA in the city and show geographical variation at an appropriate level of detail for this strategy.



The minimum score for these areas in Brighton & Hove was 28. This was used as the lowest score of the colour scale (red). The national score for Disadvantaged pupils of 37 was used as the middle score of the colour scale (amber). The national non-disadvantaged pupils score of 51 was used as the highest score of the colour scale (green).

Names for areas with the lowest average attainment in the city have been indicated.

Our Existing Approach

Our existing approach has centred around a variety of initiatives listed below with impact information. This approach pre pandemic led to some successes but there is clearly much more to do.

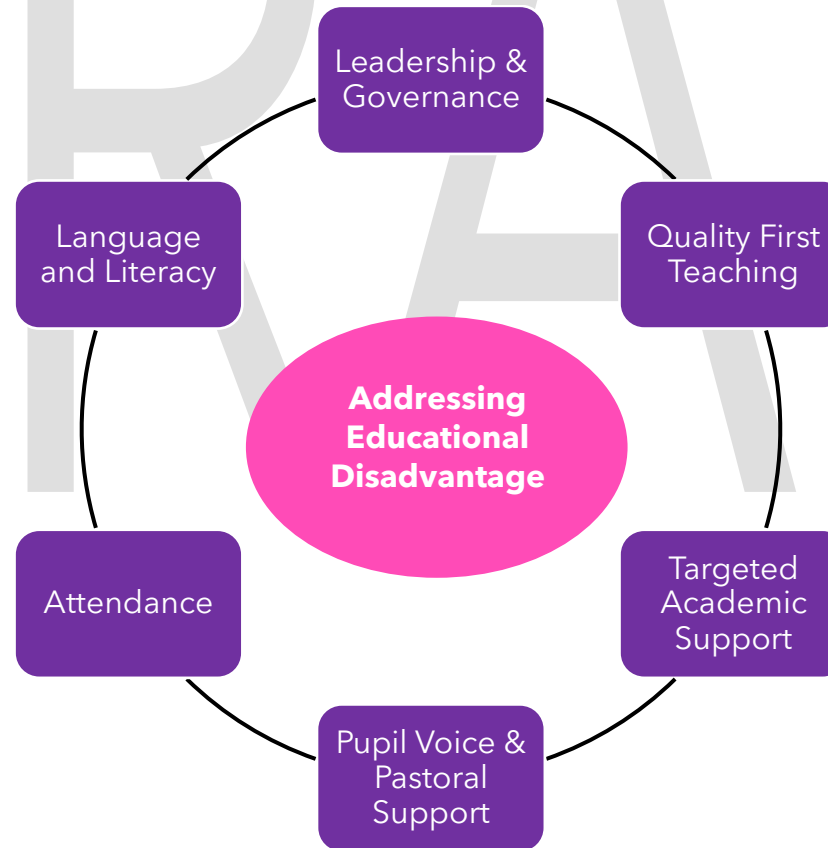
- Focus on leadership and governance: delivered focussed leadership and governance training on disadvantaged pupils; LA support for all Headteacher recruitment; LA challenge through robust monitoring
■ Outcomes including 100% of secondary schools becoming Ofsted Good in 2019 which directly impacts supporting educational outcomes for disadvantaged pupils.
- Supported literacy programs including Every Child a Reader program.
■ 180 children improved reading age by an average of 18 months in 2017/18.
- Commissioned and supported training on Maths Mastery Approach.
■ Schools involved in Maths Mastery project improved progress for disadvantaged from -3.73 (2017) to -1.57 (2019).
- Delivered campaigns on attendance as well as targeting individual schools for support and challenge around this issue. 65 less pupils in the City were persistently absent in 2019 than the year before.
- Delivered 8 pupil premium reviews within the City. Although there is insufficient data to show an impact on Y6 outcomes we can see practice used within the City e.g. research from it shared to inform practice in Portslade Partnership.
- In conjunction with the Pupil Premium review in specific primary schools, producing and rolling out an evidence based 'toolkit' developed in 2019 for schools to support pupils and governors who are disadvantaged. The pandemic has affected uptake and measurement of the efficacy of this.
- Delivered Poverty proofing the school day to over 80% of schools so allowing pupil voice of disadvantaged to be heard in those schools
- Delivered the REAL (Raising Early Achievement) to support language and literacy

- Covid-19 response: addressing digital poverty by delivering devices and supporting internet access; robust guidance for schools developed for home learning, health and safety and logistical issues; supportive visits to schools led by our School Partnership Advisors as all pupils returned.

Our Approach Moving Forward

We have used evidence-based research to identify six key themes which affect the attainment and progress gap. These are not stand-alone, but provide a framework for holistically addressing the outcomes of pupils who are disadvantaged. Nor are they new themes; there has already been much work undertaken by schools in our City in relation to each of them. These themes allow for our LA and schools to address both existing inequalities and issues caused by the pandemic. Rationale and research informing choice of themes can be found at Appendix 3. There will be an LA lead for each theme who collaborates with primary and secondary school Heads, other partners and seeks out pupil voice. These Leads will be accountable to the Board of the B&HEP.

These themes are:



We acknowledge that as circumstances, particularly around Covid, are evolving our approach will need to be flexible. We also recognise the need for school leaders and teachers to collaborate within and across schools and to allow time for reflection on the learning from the pandemic. Therefore, we have set a clear objective under each theme which will remain constant. The actions connected to each objective will be reviewed and updated by the Theme Leads in consultation with schools and informed by current research, in order to meet the objective. The Initial Plan with objectives and actions can be found below. In addition, geographical data on disadvantage will be considered to prioritise resource.

Wise spending of the Pupil and Catch Up Premium as determined by school leaders across these themes on a small number of evidence-based programmes and interventions will help disadvantaged pupils reach their full academic potential. The City will have opportunities such as National Programmes addressing educational disadvantage which we will utilise to complement our approach. In addition, schools will be able to access the Government funded Catch-Up Premium. It may also be the case that funding will need to be identified to lead and coordinate this strategy and fund specific projects and initiatives.

Monitoring - Measuring the success of the strategy

A Disadvantaged Strategy Steering Group will meet termly. This steering group will consist of LA Leads for each theme and 3 Headteachers who will meet twice yearly to monitor the progress of the Plan. This group's chair will report annually to B&HEP in the Autumn Term and will include an updated Score Card (see Appendix 1). A similar paper that includes data will be presented each March alongside the standards report.

We will use data as detailed on the Score Card to monitor e.g.

- from 2022 nationally available assessment data (attainment and progress) at all key stages as available
- nationally and locally calculated attendance and exclusions data

We will use reports from groups

- annual reports back from leads on each section
- annual reports back from partnership chairs linked to disadvantage

Initial Plan: September 2022 to September 2026

All themes will have a partner headteacher to co-lead each theme.

Leadership and Governance

Lead: Head of Education Standards and Achievement

Objective: To ensure a rigorous and unstinting focus on disadvantage so that 95% of schools are good and better in Ofsted and all schools and providers are committed to supporting the whole City to improve outcomes for disadvantage.

Actions:

- Ensure LA and school leaders including governors, have a strong understanding of their comparative data re: the attainment and progress of disadvantaged pupils and set appropriately challenging targets for themselves to address inequalities. Then target the schools with lowest performance with additional challenge and support visit (School Partnership Advisers/All schools)
- To identify 'pathfinder' schools within and beyond the City where data indicates successful strategies to address disadvantage; to work with these schools to disseminate effective practice across the City. This can mean pathfinder schools for specific themes (Senior Adviser, School Partnerships; Chairs of Partnerships)
- Evaluate current SPA visits and improve school improvement challenge and support for renewed clarity in the visit on the link to improving outcomes for disadvantage during recovery phase. (Head of Education Standards and Achievement)
- Through training and conference ensure school leaders, including governors, and all services working with schools know how to use evidence-based strategies in action plans to tackle disadvantage and how to make effective use of the pupil premium. This will showcase the best of practice in the City and country and learning from national research (Head of Education Standards and Achievement)
- Further develop training and leadership support for school governors focussing on disadvantaged through recovery phase training and support including wellbeing, performance management and recruitment of headteachers. (Governor services)
- Provide a programme of training and support for all education staff to understand the role of unconscious bias to support the raising of aspirations for disadvantaged groups (Partnership Adviser Health and Wellbeing/ All Schools)
- Develop universal support for schools on race equality for disadvantaged BAME and Traveller pupils that supports a wider city action plan for anti-racist schools (Partnership Adviser Health and Wellbeing/All schools)

- Work with Brighton and Sussex University to ensure that student teachers have a better grounding in the challenges faced by disadvantaged pupil and strategies for supporting them in the classroom (Senior Adviser, Partnerships and University leads)

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Quality First Teaching

Lead: Senior Adviser - School Partnerships

Objective: Ensure training and practice encourages a relentless focus on Quality First Teaching so that 95% of schools are Good or better and we are in the top 50% of rankings for all progress measures when compared to other LAs on disadvantaged measures.

Actions:

- Set up a 'High challenge model' peer challenge model that involves all schools specifically on disadvantage so that they share practice and challenge each other on classroom practice and its impact on disadvantaged pupils (Senior Adviser Partnerships/Partnership Chairs)
- Pilot and then commission one additional SPA or NLE Disadvantaged Deep Dive days focusing on specific areas and analysis of practice. Key focus is to include ensuring Governors and Leaders prioritised disadvantage, fully understand full range of data and are using evidence based strategies in action plans that can be seen happening within the classroom. (Teaching and Learning Consultant)
- Build on new assessment practices developed to support children's return from lockdown and further develop so that disadvantaged pupils benefit from a consistent city wide approach across all phases (Teaching and Learning Consultant)
- Ensure training and development commissioned or provided by the LA prioritises Quality First Teaching and is co-produced with schools and is research based (Senior Adviser/ All schools)
- Ensure training and development in schools prioritises Quality First Teaching both in the classroom and digital environment (All Schools)

Targeted Academic Support

Lead: Senior Adviser - School Partnerships

Objective: Ensure appropriate interventions are in place across the City so that we are in the top 25% of rankings for all progress measures when compared to other LAs on disadvantaged measures.

Actions:

- Commission new research based Maths training targeting schools with highest number of disadvantage so as to have maximum impact (Primary Consultant, Assessment)
- Working in partnership with schools develop a revised and updated offer to support quality first teaching and catch up for disadvantaged pupils in Maths across the City. This will be extended into secondary schools (Primary Consultant, Assessment)
- Commission further research based training, produce additional guidance, share good practice on using intervention funding effectively and how research is informing us. This must include primary and secondary schools (Teaching and Learning Consultant/All school)
- Commission further new interventions for disadvantage making full use of DfE funding however only when evidence supports this is the most appropriate course of actions (All schools)

Pupil Voice and Pastoral Support

Lead: Principal Educational Psychologist and Head of Inclusion Support Services (Pastoral);

Head of Service - Integrated Team for Families, Youth & Parenting, Families, Children and Learning (Pupil Voice)

Objective: Work to ensure children and their families are well supported at school and feel that they can engage in their education so that we see overall SAWS data averages at pre Covid levels

Actions:

- To promote the pupil voice in creating a better understanding of the learning experience of disadvantaged children and young people, and to learn strategies that work for them. Utilise pupil voice information already gained from SAWS and poverty proofing (Head of Service, Integrated Families)
- To engage fully with families of disadvantaged children as partners in their children's learning and to support them to improve home learning support (Head of Service, Integrated Families)
- Revise pupil wellbeing guidance in such a way that better supports Headteachers within recovery phase. (Senior Adviser, School Partnerships; Chairs of Partnerships)
- Maintain, develop and disseminate resources to support children and young people wellbeing as they return to school and to support post Covid with a focus on the disadvantaged (Principal Educational Psychologist and Head of Inclusion Support Services)
- Ensure sport, enrichment activities and outdoor education are made accessible to children, all of which have been shown to improve academic attainment, attendance and support with Covid recovery, besides increasing motivation, appetite for learning and developing a range of people skills (all schools)
- Encourage and develop advice on outdoor learning. Encourage access to the broad curriculum via value for money, local trips and alternative learning opportunities outdoors (Adviser for outdoor learning)
- Deliver follow up project to continue poverty proofing the school day (Senior Adviser, Partnerships)
- Develop in partnership with the music and arts service, the role of arts, music, theatre and cultural learning in a broad and balanced curriculum for disadvantaged pupils. (Senior Adviser, Partnerships)
- Further explore and ensure best practice so that pupil, parents and carers feel the sense of truly belonging within school (All schools)

- The 16-19 Standards and Curriculum group will continue to share best practice in developing and disseminating resources and activities designed to support children and young people wellbeing as they return to school and to support post Covid with a focus on the disadvantaged (Head of Employment and Skills)

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Language and Literacy

Lead: Teaching and Learning Consultants

Objective: Further improve and extend a city-wide language and literacy strategy to improve language skills amongst disadvantaged groups and encourage avid reading for pupils so that we are consistently within top 25% for Phonics, KS2 reading progress and KS4 English on disadvantaged measures.

Actions:

- Review and update the Early Years Strategy to focus on improving language and communication outcomes for children under five starting from pregnancy. Note this is a key link as we know good early years foundations particularly benefit the most disadvantaged. (Head of Early Years and Strategic Lead for Whole Family Working)
- Implement new Nuffield Early Language Intervention (NELI) across the City in reception classes (see Appendix 7) (Primary Teaching and Learning Consultants)
- Commission, coproduce with schools and deliver new CPD (such as Power of Reading 2 program) and seek collaboration with partners such as the English Hub to support schools (Primary Teaching and Learning Consultants)
- Schools will build upon their strong track record of literacy by ensuring staff are well trained and disadvantaged pupils are prioritised for reading interventions (All schools)
- Work with all schools to develop a reading culture in the city, where pupils learn to love reading and value books and literature (All schools, Primary Teaching and Learning Consultants)
- Further Develop Every Child a Reader in partnership with all schools so that teachers and TAs receive high quality training to further develop teaching strategies that will support pupils to improve their reading skills and encourage a love of reading. Programmes on offer will engage with schools where data shows disadvantaged pupils underperform in reading and writing. Consultation with school leaders will help identify strategies to support schools in a model that can be developed and sustained. Collaboration between schools to offer specialist teacher support will be organised to ensure high quality provision is offered to pupils. (Teaching and Learning Consultants)
- Develop a new writing intervention that targets the 12 schools and includes and then builds upon 'The power of Reading' using schools where practice is proven to be strong (Teaching and Learning Consultant)
- Seek out and take full advantage of funded opportunities from the English hub, Maths hub, research and teaching school hubs targeting schools with most need (Teaching and Learning Consultant)

Attendance

Lead: Head of School Organisation

Objective: Revise the council's practice in providing challenge and support to schools, Trusts and Dioceses regarding the attendance and exclusions of disadvantaged pupils. Seek to ensure the city's attendance and exclusion statistics are within the top 50% of Local Authorities on disadvantaged measures. Ensuring that pupils have the opportunity to engage in learning.

Actions:

- Develop and support a city-wide campaign that promotes better attendance at school.
- Having listened to communities, create specific actions relevant to the city-wide campaign with a particular focus on identified geographical areas of the city and targeted to specific groups of children and Young People. (Head of School Organisation/ All Schools)
- Develop a revised approach to formally monitor and challenge schools on a regular basis and co-produce an attendance strategy/plan in partnership with schools from September 2021 in response to Covid-19 to maximise attendance for disadvantaged pupils (Head of School Organisation/ All Schools)
- Reduce the use of part-time timetables for disadvantaged pupils across primary and secondary schools. (Head of School Organisation)
- Develop new ways of working so that permanent exclusions for disadvantaged pupils remains low. (Head of School Organisation/ All Schools)
- Develop new ways of working so that suspensions for disadvantaged pupils reduces (Head of School Organisation/ All Schools)
- Provide better access to ICT equipment and digital connectivity for disadvantaged children in the City to ensure access to the curriculum and teacher led content whilst also seeking out and disseminating information on best practice on remote learning for disadvantaged pupils (Teaching and Learning Consultant/All schools)
- Review the Vulnerability Index and other transition mechanisms to consider relevance and suitability for all disadvantaged pupils including data and information transfer as well as specific activities (Teaching and Learning Consultant/ All Schools)

- In line with objective 8 of the City Employment Skills Recovery Plan, ensure there is a varied career education and experience of the world of work offer is available to all young people in the city with a focus on disadvantaged (Head of Employment and Skills)
- In line with objective 1 of the City Employment Skills Recovery Plan, ensure delivery of new high-quality traineeship opportunities in the city aligned to occupational standards - to support progression into apprenticeships and sector specific jobs (Head of Employment and Skills).
- Ensure universities support with aspiration raising activity and support students once they attend University (Head of Widening Participation, Sussex University)

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Appendix 1 - Score Card

This card is based on data produced in Autumn 2019 for disadvantaged pupils only. Red indicates we are currently in the lowest quartile of Local Authorities; amber shows we are in the middle two quartiles; green means we are ranked in the top quartile (25%). Grey means the data for other LAs does not exist.

Theme	Measure	Result	Comments
<ul style="list-style-type: none"> Leadership and governance 	% Schools good or better	90%	
<ul style="list-style-type: none"> Quality first teaching and Targeted academic support 	KS4 Attainment 8	3.7	
	KS4 Progress 8	-0.70	
	KS2 Reading, writing and maths	50%	
	KS2 Maths progress	-1.50	
<ul style="list-style-type: none"> Pupil voice and pastoral support 	SAWS		
<ul style="list-style-type: none"> Language and Literacy 	KS4 English Progress	-0.59	
	KS2 Reading Progress	1.10	
	Year 1 Phonics	61%	
<ul style="list-style-type: none"> Attendance 	% Pupils with Persistent Absence	24%	
	% Absence	8%	
	% Fixed term exclusions	◆ 13%	

Appendix 2 - Learning and the pandemic

National data shows that the closing of this 'disadvantaged gap' had stalled even before the event of Covid 19 (Education Policy Institute, 2020). A briefing published by the Office of the Children's Commissioner (2020) identifies some key characteristics which pupils from disadvantaged backgrounds may be subject to more acutely as a result of the pandemic. They include insufficient, inadequate or insecure space for children to learn and lack of access to the internet and / or devices needed for remote learning. In addition, the disproportionate impact of COVID-19 upon BAME people and communities has and will continue to have significant negative impact on BAME pupils (National Foundation for Educational Research, 2020). The NFER report also highlights other issues such as the ongoing attendance issues of disadvantaged pupils, lack of engagement with home learning and the lower quality of teaching due to issues such as social distancing and lack of usual resources.

The impact on learning of the Covid 19 Pandemic which has led to the suspension of most formal assessment has yet to be fully understood. However, early reports conducted in primary phase suggest that attainment has fallen across all subjects and year groups and this is a trend which is mirrored globally (Educational Endowment Fund, 2020). For example, the DfE Interim Report (2021) found that there had been a learning loss in reading in primary schools from the first lockdown alone of in the region of 1.7-2.0 months. It also noted that schools which have higher levels of pupils who are disadvantaged suffered higher levels of learning loss especially in secondary phase.

The LA has worked alongside schools to address the issues within the remit where we can affect change during the pandemic. For instance, 6566 laptops were delivered to disadvantaged pupils across the Authority. Further examples can be found in the Authority's Children, Young People and Skills [Committee Report, dated 8 March 2021](#). In addition, this reactive response was complemented by the proactive measures addressing disadvantage we already have in place across our schools such as Every Child a Reader.

The EEF's (2020) review of remote learning emphasises the importance of teaching quality and strong partnership working. CPD and shared practice from the South Coast Teaching Alliance with LA schools has shown the quality of online teaching has improved over the pandemic. The use of digital technology in professional learning conversations is evident as is increased engagement of parents/carers of disadvantaged pupils with access to laptops. Many multi-agency meetings focusing on individual children and families have been easier to organise and often better attended. Schools report that both parents and teachers welcome the many advantages of virtual learning and meetings.

Appendix 3 - Evidence base for choice of themes impacting on disadvantaged pupils' outcomes

Leadership and Governance

The link between leadership in schools and outcomes for disadvantaged pupils is well established (National College for Leadership of Schools and Colleges (2010), DfE 2015). Research by the DfE in association with Centre for Education & Youth (2018), states that high performing schools are more likely to have a culture where pupils are encouraged to be ambitious and aspirations are high for all and well communicated to staff, pupils and parents alike; where staff share a common purpose in supporting their disadvantaged pupils; where success is celebrated. These factors feed into Brighton and Hove's vision for disadvantaged pupils and are directly linked to how leaders create the culture of their schools.

Quality First Teaching

High Quality teaching, whether it be in class or remote, is of essential importance to improving outcomes for disadvantaged pupils especially for those pupils with fewer external opportunities for quality instruction or experiences. This is corroborated by the EEF (2020) who endorse a range of strategies including explicit teaching, high quality instruction, scaffolding, cognitive and metacognitive strategies and flexible AFL grouping most relevant to helping children during 2021 and beyond and ensuring sustained impact. Quality First Teaching also incorporates effective assessment for learning which should be a top priority in order to ascertain gaps and map where pupils currently are following school closure and periods of absence. This then links into the ability to prescribe targeted academic support.

This theme links directly into leadership and governance given that teachers can only provide quality teaching if they are properly trained and prepared. Training and CPD in schools which is focused on QFT improves the quality of teaching overall for all pupils and underpins an ethos of progress and current research. It also links to the implementation of wider pastoral strategies because teachers can incorporate social and emotional learning within their delivery and are often best able to assess a pupil's wellbeing and need within the classroom environment.

Targeted Academic Support

Pupils who are disadvantaged are less likely to have access to targeted academic support despite the fact that carefully selected interventions such as small group work which is structured, short and consistent can help support academic achievement (EEF, 2020). It is recognised that access to tutoring is often limited to the schools and parents that can most afford it further highlighting the inequality arising from Covid 19 disruption for disadvantaged pupils. Whilst Quality First Teaching is of the utmost importance, supplementing this with targeted academic support for some pupils has been shown to be effective. In addition, the realities of the loss in learning resultant from the pandemic will also require greater targeted academic interventions in some situations.

The Government has funded a National Tutoring Programme delivered by EEF which has been specifically designed to reach England's most disadvantaged children for additional, targeted support. We are keen that children and young people in the City can access significant support from this programme. EEF (2020) highlight that schools should ensure that they direct the tutoring process so that it is relevant to the pupils needs and curriculum. The need for effective communication and feedback between tutor, teacher and pupil is of great importance to effectiveness. In addition, the EEF (2020) suggest that the use of teaching assistants to complement and supplement the teacher in order to provide academic support can be effective when well managed and defined.

Pupil Voice and Pastoral Support

The Education Policy Institute (2018) state that '...given that the 'hard' and 'soft' skills necessary to succeed at school are primarily a result of parental cultivation and investment from birth onward, facilitated by the resources to which families have access, assessment scores in large part reflect family socio-economic position.'

The pandemic has heightened the inequalities experienced due to school closures and remote learning due to issues in connectivity, access to devices, physical and learning appropriate space and differing parental participation in remote learning, for example (Office of the Children's Commissioner, 2020). In addition, the effect on physical and mental health and wellbeing has had a greater impact on those who were already disadvantaged (Mental Health Foundation, 2020).

Evidence shows that wider strategies to support attainment can have impact, for example, the link between providing breakfast and academic achievement (Adolphus, Lawton, Dye, 2013). EEF (2020) also highlight the importance of interweaving social and emotional learning into the curriculum as a way of supporting wellbeing and finding ways to develop and enhance parental engagement. However, it is recognised that '[...] factors beyond the school gates and in the communities where pupils live can have a detrimental impact on their achievement. Schools can do much to improve outcomes for disadvantaged pupils but only so much' (Ofsted, 2014).

Attendance

Pre-pandemic evidence from the NFER (2019) showed that 'On average, the association between being absent from school and KS4 outcomes is worse for disadvantaged pupils than their more affluent peers.'

School closures, burst bubbles, shielding, mental health issues and isolation as a result of the pandemic have impacted upon the attendance of and therefore the attainment of disadvantaged pupils significantly. The current instability of the situation means that a standardised approach to absenteeism is not appropriate. Research by NFER on behalf of the DfE (2015) suggests '...that disadvantaged pupils are a diverse group of young people who are likely to benefit from personalised and targeted intervention rather than purely universal approaches to support.'

Language and Literacy

Literacy skills are interwoven into outcomes across all subjects and aspects of life. Language influences a child's ability to express feelings and emotions and develop relationships (Public Health England, 2020) which directly links into the theme of pastoral support and pupil voice. An EEF report (2017) stated that '...researchers found that the strongest factor affecting pupils' science scores is how well they understand written texts' which influences the theme of quality first teaching and targeted academic support. In our own Authority, 65% of pupils who defined by the DfE as disadvantaged achieved age related expectation in KS2 in reading as opposed to 85% of their peers in 2019. The pandemic will further impact literacy skills. The DfE Interim Report (2021) found that there had been a learning loss in reading in primary schools from the first lockdown alone of in the region of 1.7-2.0 months. It also noted that schools which have higher levels of pupils who are disadvantaged suffered higher levels of learning loss especially in secondary phase.

Evidence Summaries compiled by the Education Endowment Fund (2021) show that strategies connected to low cost literacy interventions such as phonics, reading comprehension and oral language interventions have moderate to high impact. Nuffield Early Language Intervention (NELI) is a high-quality, evidence-based, 20-week intervention designed to improve the language skills of reception age pupils. It involves scripted individual and small group language teaching sessions, delivered by trained school staff, usually teaching assistants. Several EEF (2020) trials have found that NELI improves both children’s oral language and early literacy skills. A recent trial of the programme found that children made on average three months of additional progress compared to children in the comparison group.

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Appendix 4 - Linked Strategies and Services

Early Years - The impact of disadvantage starts early. "Disparities in early language and communication development relating to social deprivation are recognisable in the second year of life; they have a negative impact on children's development by the time they start school, in terms of literacy development, as well as social, emotional and behavioural development". The [Early Years Strategy](#) covers pre-birth up to age four when children start their reception year in school. The aim of the Strategy is to improve outcomes for disadvantaged children in child development and school readiness. The strategy is being updated to further develop an integrated approach to speech, language and communication in the early years starting in pregnancy.

Special Educational Needs - There is a significant link with this strategy as many disadvantaged pupils are SEN, for instance, 59% of children in the City's Special Schools are disadvantaged. The [Special Educational Needs Strategy 2021-2026](#) is being adapted in light of the impacts of the pandemic. It has already started to improve outcomes for SEND.

Anti-Racist Schools Strategy - We are developing the Anti Racist School's Strategy and have secured funding of £100, 000 per year for five years to support it.

City Employment and Skills Plan - Priorities in the [City Employment and Skills Recovery Plan](#) have core values including 'no-one left behind' and supporting 'learn to earn' transition and contain specific actions to support disadvantaged students and young people.

English as an Additional Language- The [Ethnic Minority Achievement Service](#) can support schools to understand the impact of Covid-19 on their EAL cohort of pupils' individual acquisition of English and adapt teaching and learning methods to provide relevant intervention for progress with this via training, teaching and bilingual assistant support.

City-wide strategy to support children, young people, and families at risk of disadvantage

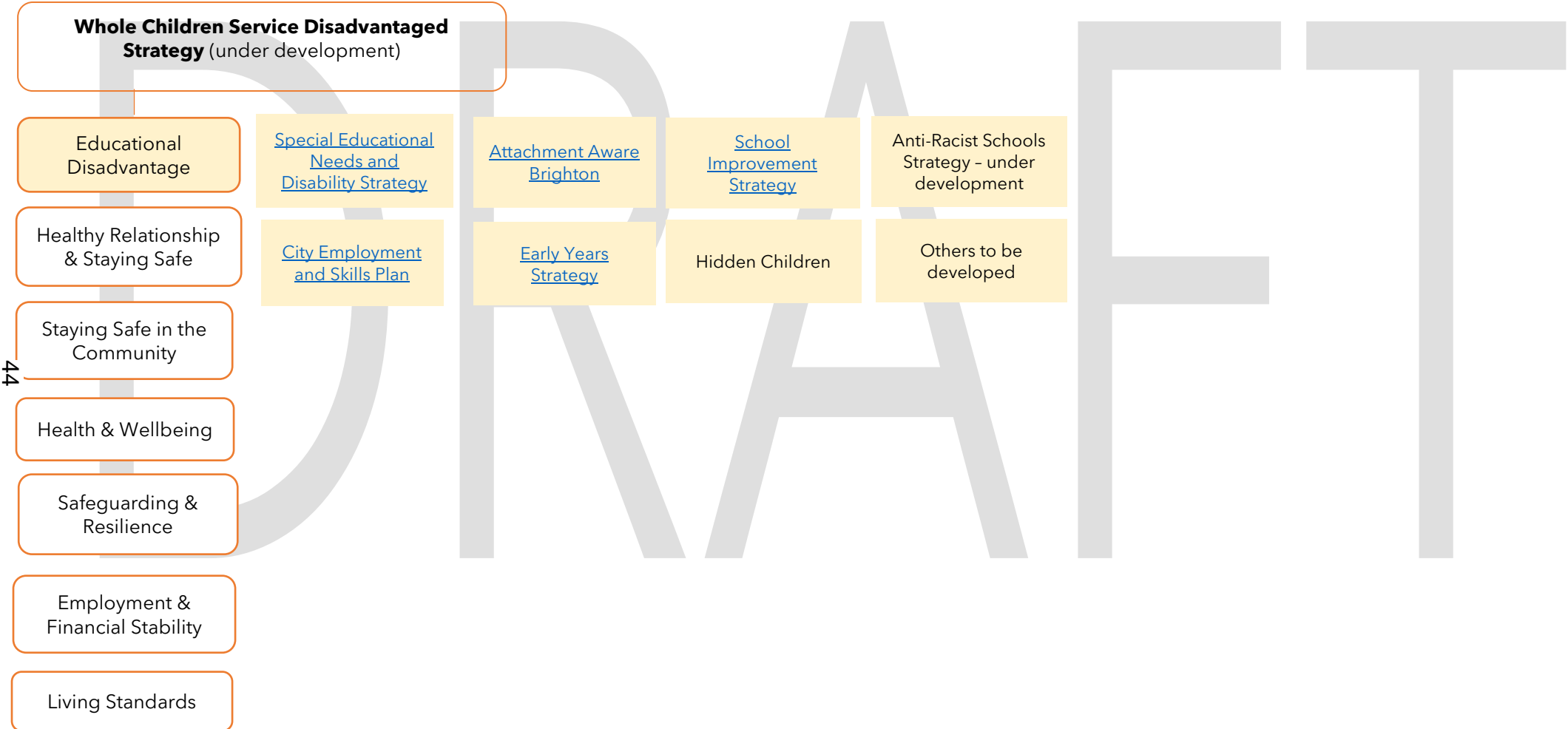
There is a city wide commitment to improving outcomes for the most disadvantaged families and children which will be addressed in an overarching disadvantaged strategy. Funding of £25,000 has been allocated to support the development of this strategy. It is anticipated there will be a draft strategy available for full consultation in Spring 2022. This strategy will support the LA's overarching Strategy addressing disadvantage.

There are multiple factors creating and compounding issues of disadvantage for children, young people, and families. These often result in poorer educational, health and skills outcomes. There is national evidence that helping families as early as possible and providing the right support at the right time can stop problems getting worse and help families lead happier and healthier lives. The longer-term impact of Covid for families and communities is likely to be significant, particularly in relation to factors known to increase disadvantage. The LA is leading a multi-agency development programme on early help with the aim of improving the coordination of services to improve the outcomes of disadvantaged families. The early help development programme and the overarching disadvantage strategy are closely linked and will be developed simultaneously. There will also be clear links to the work of social care for some disadvantaged families.

The list below demonstrates the range of areas the citywide overarching strategy will likely cover, including educational disadvantage:

- Living standards
- Healthy relationships & Staying Safe
- Staying Safe in the Community
- Health & Wellbeing
- Safeguarding & Resilience
- Educational Disadvantage
- Employment & Financial Stability

The diagram demonstrates that the LA are also developing a much wider strategy that the Education Disadvantaged Strategy will fit within. The wider strategy currently consists of 7 parts. Education Disadvantage Strategy links to a range of strategies and plans in place or under development.



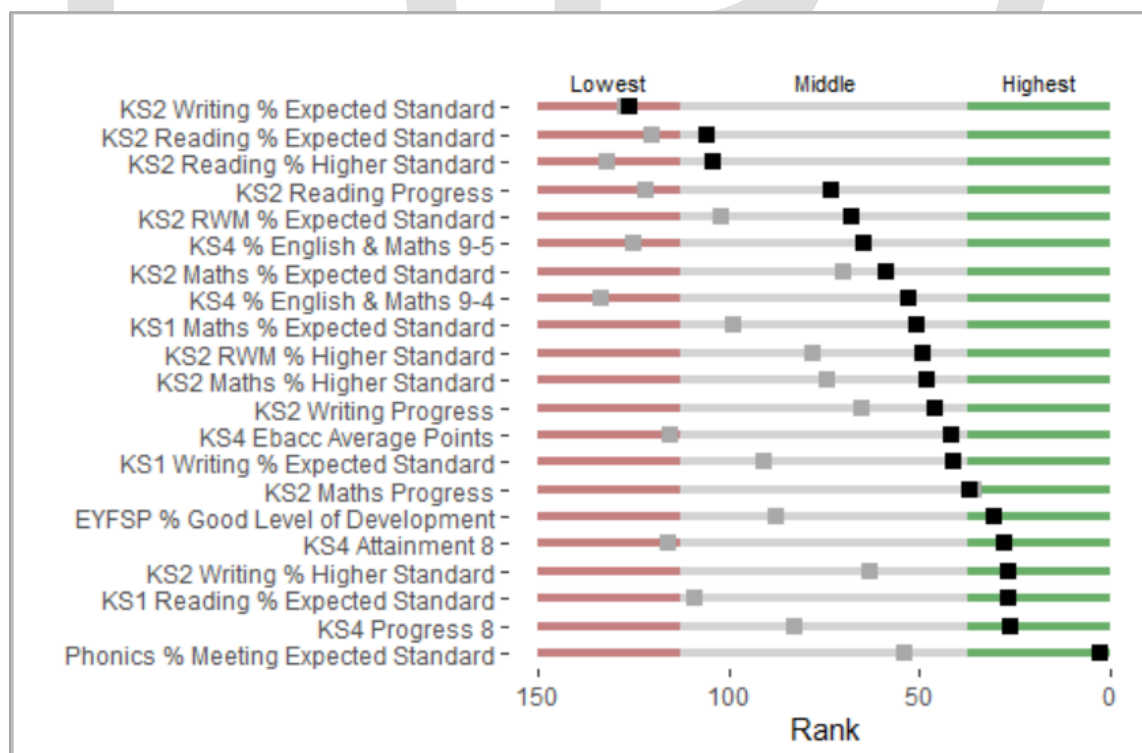
APPENDIX 5

ADDITIONAL DATA ANALYSIS

This shows that in 2019 on most educational measures disadvantaged pupils do not do as well as non disadvantaged pupils with the exception of KS2 writing. When compared to other LAs we are mainly above average on measures for non disadvantaged pupils but below average for disadvantaged pupils. We performed poorly on measures such as the foundation stage profile (FSP) and phonics (PHO) completed by 5 and 6 year old pupils who are just starting their educational journey.

Brighton and Hove compared to all LA's in England for a range of educational measures (2019)

■ Disadvantaged pupils ■ Other (non-disadvantaged) pupils

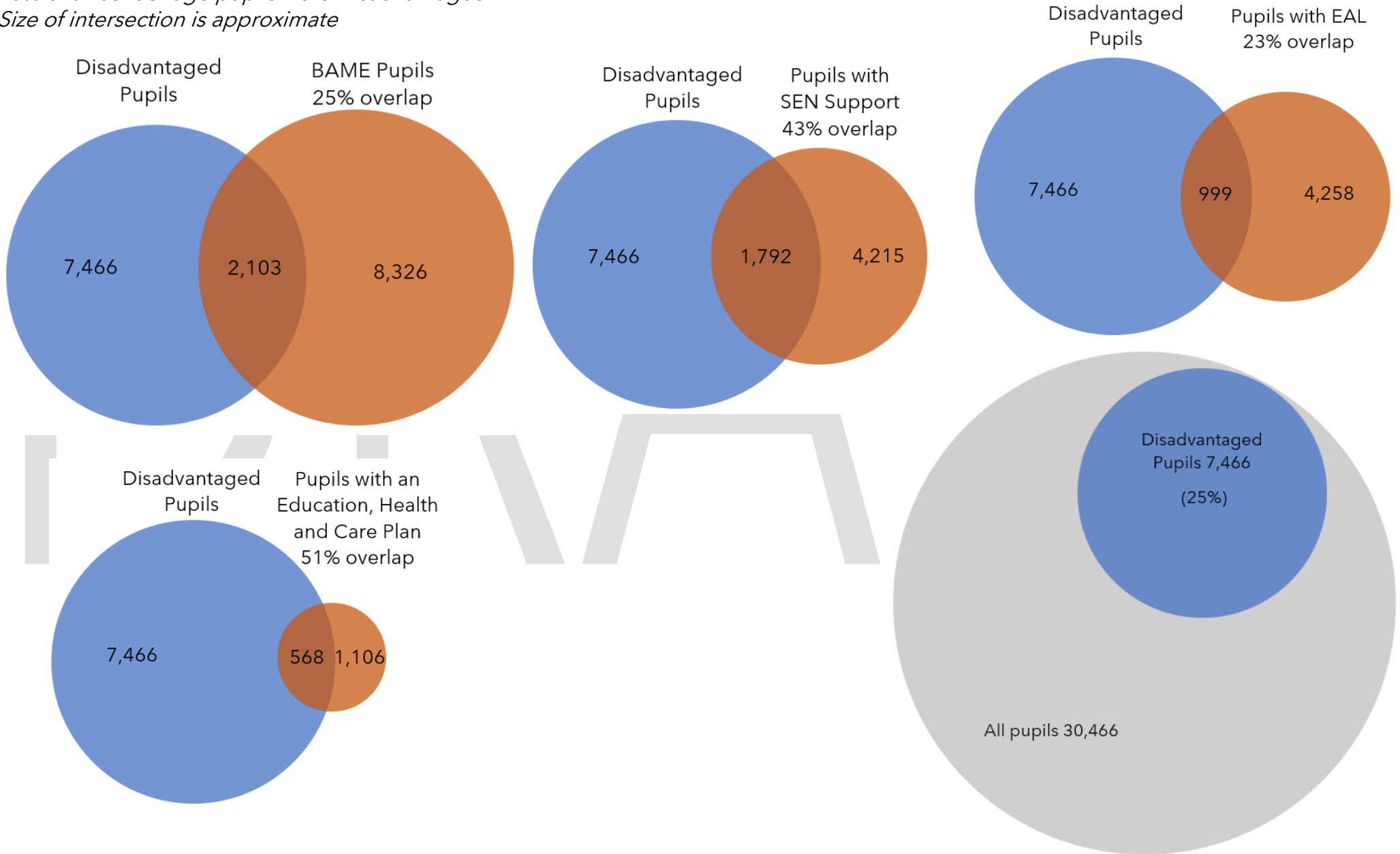


EYFSP is Early Year Foundation Stage Profile (Reception). Phonics (National Curriculum Year 1), KS1 is Key Stage 1 (National Curriculum Year 2), KS2 is Key Stage 2 (National Curriculum Year 6), KS4 is Key Stage 4 (National Curriculum Year 11).

There typically 150 Local Authorities with data, occasionally this is 149. Ranks are reversed so 1 refers to the highest scoring local authority and 150 the lowest scoring. When ranking is occasionally tied then the middle rank between the preceding and following rank(s) is used.

Lowest refers to the bottom quarter of local authorities, highest refers to the top quarter of local authorities. In the middle half of local authorities scores are often close to each other and so ranking has less meaning here.

January 2020 School Census matched to DfE Pupil Premium Allocation 2020/21.
 25% of all school-age pupils were Disadvantaged
 Size of intersection is approximate



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Better Outcomes, Better Lives

Brighton & Hove's Strategy for Tackling Educational Disadvantage

January 2022 – September 2025

Executive Summary

Brighton and Hove Local Authority has high aspirations for every pupil in the City because this is directly linked to better life outcomes. We are proud that attainment is high and a large percentage of our schools have been judged good or better by Ofsted. However, we need to redouble our efforts to support and champion pupils who are disadvantaged, ensuring that we are listening to them. These pupils are not achieving in line with the national average on most measures despite our long-term commitment and targeted support. This is a city-wide issue, however there are particular communities where poverty consistently has a greater impact on educational outcomes, which has been exacerbated by the pandemic.

Now is the time to rethink how our LA and schools addresses this issue ensuring that we build on our successes. We are determined that every pupil in our City who is disadvantaged is encouraged and supported to achieve their academic potential and will leave school or college with a positive relationship with education and that disadvantaged pupils achieve the best possible outcomes.

Definition of Disadvantage

The Department of Education have an official definition of a disadvantaged pupil and state-funded schools receive Pupil Premium funding to raise their attainment which is used in this strategy. We acknowledge that the Government's definition of disadvantage does not capture all pupils who may be classed as experiencing vulnerability and may be disadvantaged in another sense and this definition is broadened by individual schools to meet individual circumstances.

Rationale

Currently, the data collected from exam results indicates that, on average, disadvantaged pupils in Brighton and Hove do not do as well academically as disadvantaged pupils elsewhere in the country. This is due to a range of local contextual factors, for example the higher rates of involvement with social care, the level of SEND need within this group and the low attendance figures. There is a significant difference in how pupils perform in exams at the end of secondary school depending on where pupils live in the city, with pupils from our more deprived neighbourhoods achieving significantly lower grades on average.

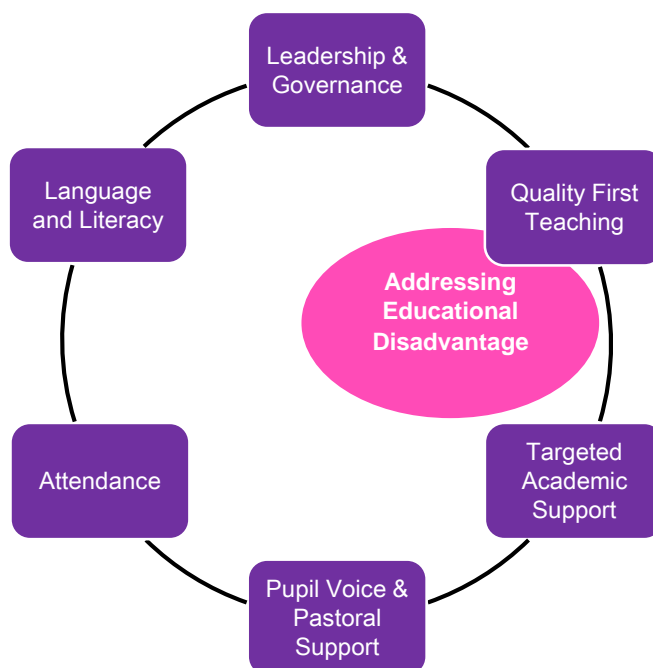
Our Existing Approach

Schools and the Local Authority have worked in partnership for many years to address this issue, with some successes, although there is clearly much more to do. Programs which have supported disadvantaged pupils include council funded teacher training programs, reviews of school provision for disadvantaged pupils and audits of the impact of schools for children living in poverty. Much has been done during the pandemic to support vulnerable communities, for example delivering digital devices, providing internet access and support to enable pupils to access home learning.

Our Approach Moving Forward

We have used evidence-based research to identify six key themes which affect the attainment and progress gap. These are not stand-alone, but provide a framework for improving the outcomes of pupils who are disadvantaged. These themes allow for our schools to address both existing inequalities and issues caused by the pandemic.

We recognise the need for school leaders and teachers to collaborate within and across schools and to allow time for reflection on the learning from the pandemic. Therefore, we have set a clear objective under each theme which will remain constant, but the actions connected to each objective will be reviewed and updated through consultation with stakeholders. Educational professionals will meet and implement the action plan for each theme.



Leadership and Governance

This theme focuses on developing the strategic leadership of education of disadvantaged pupils.

The objective will be to ensure that educational standards will be driven up, so nearly all schools are rated good or better by Ofsted and all schools are committed to supporting the outcomes for our disadvantaged pupils.

Quality First Teaching

The aim of this theme is to ensure that teaching in the classroom is the best it can possibly be, with teachers receiving training and support on strategies to support disadvantaged pupils, leading to significantly improved outcomes.

Targeted Academic Support

Intervention can be effective in improving outcomes for disadvantaged pupils if it is appropriate, carefully implemented and managed. We will work with school leaders to identify the best interventions, support staff training and share best practice from across the City. The impact of these interventions will also be carefully measured to ensure they are making the desired difference.

Pupil Voice and Pastoral Support

Listening to the children and young people this strategy sets out to support is vital if it is to succeed. This theme will explore opportunities to understand the barriers, to explore possible solutions and ensure disadvantaged young people feel they can engage in their education.

Language and Literacy

Research clearly shows that early reading, and language development have a huge impact on later educational achievement. Work to support the development of language and literacy and a love of reading for disadvantaged pupils will have significant impact on their academic outcomes and life chances.

Attendance

Finally, there is a clear link between attendance and positive outcomes, so work to support better attendance for disadvantaged pupils will lead to significant improvements in outcomes.

Monitoring the Impact

Each theme will be led by a Local Authority officer and a headteacher representative, who will provide regular reports and updates on their plans and the impact of their work, both to the Brighton and Hove Education Partnership Board and the Children and Young People's Committee.

Subject:	Special Educational Needs and Disability (SEND) Strategy 2021-2026 Update Report		
Date of Meeting:			
Report of:	Deb Austin Executive Director for Families, Children & Learning		
Contact Officer:	Name:	Georgina Clarke-Green	Tel: 01273 292257
Ward(s) affected:	Email:	Georgina.ClarkeGreen@brighton-hove.gov.uk	
		All	

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

1.1 The report provides an update on progress made towards the SEND Strategy.

2. RECOMMENDATIONS

2.1 To note the progress made under the six workstreams.

3. CONTEXT/BACKGROUND INFORMATION

3.1 The City's SEND strategy 2021-2026 is delivering a City-wide agreed vision for the commissioning and delivery of SEND services, providing a framework against which provision can be measured and improved.

3.2 The SEND Strategy has six priority workstreams. They are co-led by representatives from Multi-Agency Education, Health and Care, Parent and Carers Council (PaCC) and Amaze. Within these workstreams work has been carried out to prioritise key actions to progress in the first year.

3.3 Workstreams are meeting every 6-8 weeks to review and update on progress. Workstream Leads are also meeting as an overall SEN Strategy group to identify any cross-workstream opportunities and review the associated risks/barriers to delivery. Each workstream is also presenting updates to SEN Partnership Board which gives assurance that the strategy is being held to account by the Board in ensuring progress can be measured and reported on.

4. WORKSTREAM PROGRESS REPORT**4.1 Inclusion Workstream:**

- In year 1 an Inclusion Charter and self-assessment tool focusing on education will be developed. Next year this will expand into health and social care in line with Early Help and the Foundations for our Future programmes. (Action Reference: Inclusion 1)
RAG Rating Amber
- SEND Review Tool has been developed and launched in Schools and the profile is being raised through School Action Planning meetings. (Action Reference: Inclusion 2)
RAG Rating Green
- Partnership Group Meetings are being organised to discuss ways of ensuring equal access to universal learning and leisure. (Action Reference: Inclusion 5)
RAG Rating Amber

- The Hidden Children Missing Education Action Plan is underway and close to completion, with guidance on part-time timetables also being developed. This work is being led by the Hidden Children Officer (Action Reference: Inclusion 7)

RAG Rating Amber

- BHISS and the new HSEND Commissioning Team are focusing on whole School training and developing a mentoring programme for children and young people from black and ethnic minority backgrounds with SEND. Senior Officers have met with a representative from the community and current providers to scope out the programme. The programme will include support, activities, events, and opportunities. (Action Reference: Inclusion 14)

RAG Rating Amber

- Findings so far have shown that the gaps communicating with BAME children and young people with SEND are not around translating written correspondence, but more around appropriate use of interpreters to feed back diagnoses, and this is also EMAS's experience of the gap. The strategy action is specifically about translating written documents, so will need further unravelling as to what is wanted/needed by a diverse range of parents. EMAS are joining the Workstream, to ensure that there is opportunity to raise the profile of their work and to work with the Group to identify and fill any gaps (Action Reference: Inclusion 16)

RAG Rating Amber

- Brighton & Hove Inclusion Support Service (BHISS) & PaCC have developed a training plan for school staff on creating more child led and relationship led support for children with SEND. Parents/carers are being surveyed to identify where improvements to the offer can be made. (Action Reference: Inclusion 19)

RAG Rating Amber

4.2 Early Identification and Intervention (EIAI) Workstream:

- The council has set up a programme to review the Early Help offer for the City, and an Early Help Operation Group (and Strategic Partnership Board) are in operation. There will be a key focus on SEND in this work. This review is being led by consultants called PeopleToo. (Action Reference: EIAI 1)

RAG Rating Green

- Government guidance on delayed entry to school is expected shortly and any implications will be reviewed (Action Reference: EIAI 2)

RAG Rating Amber

- Pan Sussex Review of Emotional Mental Health and Wellbeing services is focusing on a Single Point of Access (SPOA) and understanding of the Thrive model across the City. Multi-disciplinary SPoA workshops are held monthly and led by CCG. Two options for BHCC are being discussed with wider partners and a consultant working pan Sussex is providing recommendations on these options that complement the NDC pathway and pan Sussex. Thrive workshops have been offered across the stakeholder partners and are currently running. We have a new CCG commissioner for mental health which will support workstream understanding of progress on this item. (Action Reference: EIAI 4)

RAG Rating Amber

- The Working group is continuing with their development of an accessible SEND guide for families. This guide will enable better understanding of the tools used by schools to identify and support additional needs. (Action Reference: EIAI 6)

RAG Rating Amber

- SEN Governor training took place in October, which focused on mental health and behaviour policies in Schools and how these interact with SEND. Guidance on suspension and permanent exclusion now incorporates guidance around SEND and CiC (Action Reference EIAI 8)

RAG Rating Green

- Local Area-Wide approach to focus on impact data is being taken, with new databases being able to interrogate and inform service delivery. PaCC Connect, CCG and Public Health are all working towards the business case. (Action Reference: EIAI 10)

RAG Rating Amber

4.3 SEND Pathways Workstream:

- A Working Group has been set up, including key professionals from BHISS, SENCOS and representation from PaCC to discuss how to improve the timeliness of in-school triage for children and young people with Social, Emotional and Mental Health Difficulties. The aim of the Group is to have completed the work by Easter 2022 (Action Reference: Pathways 2)

RAG Rating Amber

- The Neurodevelopmental pathway project, led by Health, has been prioritised by all stakeholders and work is ongoing to review pathways, look at action plans and plan timescales. Work is underway with the Brighton & Hove NDP Family Training and Navigation Service to set up the service with internal and external review and test resources. The soft launch of the navigating element of the service is scheduled before Christmas, with the training element due in Spring. (Action Reference: Pathways 5)

RAG Rating Amber

- Short Break and Respite Policy is priority for the new HSEND Commissioning Team, with service analysis and review taking place with all internal and external stakeholders. The expected review will conclude at the end of 2022. (Action Reference: Pathways 10)

RAG Rating Amber

- A new Quality Assurance (QA) Framework looking at the quality of Education, Health and Care planning has been produced and agreed by the Corporate Performance Team. A digital QA tool has been developed, and a co-produced parent/carer questionnaire will be digitised and accessible through Amaze. Amaze will also be commissioned to carry out parent/carer feedback to help inform improvements to service delivery. (Action Reference: Pathways 13)

RAG Rating Green

4.4 Achievement and Outcomes (AO) Workstream:

- A new Senior Advisor in the Education & Skills team has joined the workstream. Their role will be focusing on school improvement and outcomes for children and young people with SEND.

RAG Rating Green

- Work is ongoing within other Workstreams towards expanding the City-wide vocational and alternative qualifications offer in Secondary schools for those with SEN. The SEN Young People Network are aligning schemes of work to support the SEN Strategy and City Employment and Skills Recovery Plan and are currently exploring opportunities with the Youth Employment Hub and SENCOS to identify a pathway from schools to colleges and beyond. (Action Reference: A4)

RAG Rating Amber

- The Neurodevelopmental pathway project, led by Health, has been prioritised by all stakeholders and work is ongoing to review pathways, look at action plans and plan timescales. Work is underway with the Brighton & Hove NDP Family Training and Navigation Service to set up the service with internal and external review and test resources. The soft launch of the navigating element of the service is scheduled before Christmas, with the training element due in Spring. (Action Reference: A9)

RAG Rating Amber

- The workstream is working to reduce school exclusions in line with the development of a Hidden Children Action Plan (Action Reference: AO7) and raising the profile of the

Ethnic Minority Achievement Service and the support it can provide to SEND EAL families.

RAG Rating Green

- John McKee (Chair of Secondary School Partnership) has been developing outputs around exclusion for the School Behaviour and Attendance Partnerships (BAP). Although this work is not primarily aimed at SEND and those with SEND from a BAME background there are plans to review this work to see how it can be adapted. A new Anti-Racist Advisor has been appointed and this is also within their remit to progress. (Action Reference: A10)

RAG Rating Green

- A working group is being set up to review assessment methodology for children and young people with SEND (Action Reference: A14)

RAG Rating Amber

4.5 Preparing for the Future (TPF) Workstream:

- Representation at SEN Young People's Employment Network has been an important step in being able to understand what is available and any new initiatives in the pipeline. (Action Reference: TPF 1)

RAG Rating Amber

- Discussions are ongoing to address the Year 9 Review being part of the QA Framework, to ensure that there is a bridge between the worlds of education and employment (Action Reference: TPF 2)

RAG Rating Amber

- Work is progressing on the preparing for adulthood part of the Local Offer website, with visits and meetings having taken place with Team Dominica, Amazing Futures, and the Cullum Centre. Covid caused delays to this work. However, a further to Downsview Link College will happen the new year (Action Reference: TPF 3)

RAG Rating Amber

- The supported internship model GB MET piloted was not sustainable (as it is an expensive model to offer). Converting employer interest to actual opportunities has also been difficult to sustain. Team Dominica (TD) have been successful in supporting 10 young people who had been furloughed back into work. This is important as people with learning disabilities could have been at risk of losing their jobs without support. TD were not resourced/funded to do this, however, were able to achieve it through external fund raising (due to their Charity status). There are plans in place to review the scope of the supported internship offer for 2022. (Action Reference TPF 6)

RAG Rating Amber

- The Brokering Commissioning Team are in place, and progress is being made on putting a re-commissioning process into place which has the voice of the child embedded into the process (Action Reference: TPF 13)

RAG Rating Amber

- A review of current Post-16 opportunities for children and young people with SEND across the City has identified that this objective needs to refocus on signposting the opportunities available to the Secondary cohort, including work experience options, annual reviews in year 9 and gaps in provision. This is being discussed and progressed in SEN Young People Network meetings which are held regularly. (Action Reference: TPF 22)

RAG Rating Amber

4.6 Sufficiency for SEN Services and Provision Workstream:

- We have analysed the current and future needs of children and young people with SEND in the City. ASC (Autistic Spectrum Condition) and SEMH (Social, Emotional and Mental Health) are the two profiles of need which will require additional investment and resources to ensure that we have the requisite provision and services in place by 2027.

BHISS have researched a range of models in other local authorities to identify what models of provision produce the best outcomes for children and young people with these profiles of need. The final model will be decided upon by the SEMH and ASC working groups which will include a range of stakeholders including schools, health and parents/carers. (SSSPW 1)

RAG Rating **Green**

- A meeting with finance has occurred where a scoping out of the costs for the additional investment has taken place. We are hopeful that the additional DfE High Needs Block funding in financial year 22/23 will be able to support these developments

RAG Rating **Green**

- We are working with partners, the CCG, SPFT, SCFT and Amaze to share data to improve our services. (SSPW 6)

RAG Rating **Amber**

5. RISK AND OPPORTUNITY IMPLICATIONS TO DELIVERY

- 5.1 Children and young people with SEND are particularly vulnerable to the sweeping changes that have accompanied the Covid 19 pandemic, and this has translated into a sharp increase in workloads for SENCOs and School Leaders as Schools adapt to the needs that have been experienced as a result. Centrally, guidance and support during Covid 19 has been prioritised, which has minimised strategic resource to deliver in other change projects and programmes.
- 5.2 Workstreams are aware of these resource issues, and these are being monitored closely during workstream, SEN Strategy and SEN Partnership Board meetings. Programme management support is also helping to identify any slippages and provide up-to-date information on overarching progress, diverting resource to assist in those areas that may need more support in their deliverable outcomes.
- 5.3 There are lots of examples of where “business as usual” activities are ongoing and being developed within Schools and other networks. Work on the SEND Strategy have highlighted that there are lots of initiatives and programmes in place – this information is being evaluated along with ways to raise the level of this work and make it more strategic as well as looking at the impact, to be able to offer further resource and collect information on best practice and successful interventions.
- 5.4 Workstream Project Management of the SEND Strategy is a new process. During this approach it has been identified that there are cross-over issues spanning several Workstreams. It has been recognised that communication of progress in these areas is key to enable each of the Workstreams to carry out their commitment to achievement. Cross-workstream updates are being developed to ensure that this is addressed.

6. COMMUNITY ENGAGEMENT AND CONSULTATION

- 6.1 A key principle of the advancement of the strategy is incorporating the voice of children, young people and adults with SEND. The SEND Strategy was developed through a co-production process, and PaCC and Amaze representatives are also an important and significant part of every Workstream. They are also providing valuable feedback via Workshops, Focus Groups and Surveys as well as other activities.
- 6.2 Focused pieces of work are also taking place with the BAME Community, to ensure that their voice is heard and reflected throughout the development.

7. FINANCIAL AND OTHER IMPLICATIONS

7.1 Financial Implications

Future strategies and priorities will need to be considered in conjunction with available budget. In terms of council finance, the scope of the services included crosses both Council General Fund and Dedicated Schools Grant budgets. As part of the Dedicated Schools

Grant settlement for 2022/2023 the Government has announced an additional sum of £780m nationally for high needs. For Brighton and Hove, this equates to an increase in the High Needs Block (HNB) allocation of c. £2.3m. This additional resource will give the LA some capacity to develop strategies in line with agreed priority areas. However, there are existing significant and growing pressures that also need to be addressed within this funding settlement.

The government has also recently announced additional future £2.6bn capital funding to create 30,000 new school places for children with SEND

Finance Officer Consulted: Steve Williams

Date: 23/11/2021

7.2 Legal Implications

The Council has statutory duties under the Children and Families Act 2014 to provide for children and young people with special educational needs and disabilities. The SEND Strategy sets out an approach which supports the achievement of positive outcomes for young people with SEND, within the framework of the legislative duty to ensure efficient use of public resources

Lawyer Consulted: Serena Kynaston

Date: 23/11/2021

7.3 Equalities Implications

The ability of residents with disabilities to access services and make progress has been a key consideration in the development of his new strategy. Improving outcomes for all in the City with SEND is a key priority for all partners and will be monitored as part of this work.

Many protected characteristics feature heavily in the strategy, we continue to work closely with our partners and parent groups to ensure that we reflect the diversity in the City.

The Equalities Impact is continuing to be monitored as the strategy is implemented by the SEND Partnership Board. Actions identified from this will be incorporated into the priority action plans, where appropriate. This will ensure that those actions will be part of the regular monitoring of progress and scrutiny of data.

7.4 Sustainable Implications

An agreed SEND Strategy within the City allows for more informed commissioning in this area, supporting best value for public resources.

7.5 Public Health Implications

The new SEND Strategy continues to be monitored to ensure that it is aligned with the City's existing Health & Wellbeing Strategy.

SUPPORTING DOCUMENTATION

Appendices:

1. SEND Strategy prioritised actions for Year 1 document.
2. Glossary of Terms
3. RAG Rating Key

SEND Strategy - prioritised actions to start in Year 1

Inclusion

1. Co-produce a **city-wide charter for inclusion**. This will be supported by a communication campaign on Inclusion that focusses on engaging with harder to reach communities and promotes a shared ethos and commitment to disadvantaged learners, Black, Asian, and minority ethnic groups, those who identify as LGBTQ and those children, young people and adults with SEND.
2. Co-produce and promote, including with schools, a **city-wide self-assessment tool** for Inclusion to include best practice for children and young people with SEN and/or disabilities and across all categories of need.
5. Enable a wider cohort of children and young people with SEN and/or Disabilities to access after school clubs, weekend and holiday schemes support to ensure **equal access to many universal learning and leisure opportunities**.
7. Co-produce the **Hidden Children Missing Education action plan** with parents/carers and other partners. The plan must have a focus on ensuring a full-time education and flexible location to meet the individual needs of children and young people.
14. Develop **specific** support, activities, events and **opportunities for BAME children and young people with SEND** and their parent carers to come together, and for service providers to hear from and build relationships with these communities.
16. When communicating with families from the BAME community consideration must be given to **translating written correspondence** ie email or letter into their first language as well as in English.
20. Develop **training** for school staff to create more **child-led and relationship led support** for children with SEND.

Early Identification & Intervention

1. Review the **early help offer** in the city to **reduce health and social care inequalities** and to improve support for children and families with SEN and or Disabilities with a focus on hidden families and harder to reach communities.
2. Develop guidance for **delayed entry to school applications** and applications to place children out of year group that fully considers the longer-term implications for children with SEND.
4. Implement the **recommendations of the Pan Sussex review of Emotional Mental Health and Wellbeing Services** and prioritise those recommendations that our most pertinent to the SEND community.
6. Build on our **SEND Guide for Professionals** that promotes the parent/ child and young person voice and develop a tool kit for early years settings and schools so that SENCO's can identify and support additional needs at an earlier stage. To compliment this a SEND accessible guide for families will also be co-produced with our parent groups to enable better understanding of the tools used by schools to identify and support additional needs.
8. Work with the city's **Behaviour and Attendance Partnerships (BAP)** and other schools to ensure that children's Special Educational Needs and care status are fully considered in relation to **school policies** including behaviour and safeguarding.

10. Strategic leaders will give greater attention to **evidencing impact** alongside maintaining a focus on positive outcomes for families. This will enable best use of existing resources with a view to developing the business case for investment in preventative services.

Pathways

2. Improve the timeliness of **in-school triage** for children and young people with Social, Emotional and Mental Health Difficulties to ensure the right needs assessments are being identified and acted upon.
5. Transform the **Neurodevelopmental Pathway** to increase capacity for Autism and ADHD diagnosis across both health and mental health providers to ensure integrated pathways, approaches and packages of support for all Neurodevelopmental conditions. This will include the roll out of integrated clinics for complex and co-morbid cases.
10. Review the **short break and respite policy and commissioning strategy** for children, young people and adults with LD. This aims to provide a range of opportunities through the extended day opportunities, and short breaks in their community, ensuring it reaches more families and eligibility is equitable.
13. Develop with partners a **Quality Assurance Framework for Education, Health and Care Plans** with a focus on improved outcomes for children and young people.

Achievement & Outcomes

4. Work with schools to review the **curriculum offer** in the city for those with Special Educational Needs. This should include consideration for expanding the city wide vocational and alternative qualifications offer in secondary schools and consideration of appointing vocational champions.
7. Implement a co-produced **attendance strategy** for SEND learners to support increased attendance in school.
9. The CCG will review current **service specifications** for Autism, Neurodevelopmental pathways and therapies such as Occupational health, Physiotherapy, Audiology and Speech and Language services and engage with children, young people and parent/carers to ensure that meaningful outcomes are defined and agreed.
10. Reduce the number of children and young people with SEND and those with SEND from a BAME background being **excluded from education settings** through an enhanced training offer and the allocation of additional resources to the School Behaviour and Attendance Partnerships (BAP).
11. Raise the profile of the **Ethnic Minority Achievement Service** and the support it can provide to **SEND EAL families**. A varied number of therapeutic interventions / subjects should be offered to BAME Children and Young People with SEND.
14. More **collaboration between mainstream and special schools** to share assessment methodology and adapt it to mainstream settings for Children and Young People with SEND.

Transitions & Preparing for the Future

1. Establish a **multi-agency preparing-for-adulthood group** which reports to the SEND Partnership Board to enable better transition into adult services and increase employment and training opportunities.
2. Introduce **person-centred planning reviews for young people in Year 9** to enable them to be more involved in all elements of their transition to adulthood.
3. Develop and implement a co-produced **14-25 pathway** for all young people with SEND to enable them to understand and navigate their next steps into adult life. This needs to include earlier consideration of post 16 options.
6. Increase the number of young people with SEND in **employment** through work experience, using the supported employment model alongside the development of supported internships and mentoring programmes with employers. Include a review of **Information, Advice and Guidance** available in the city for young people.

13. Review the **commissioning of services for young adults between the ages of 18 and 25** with SEND to ensure they experience seamless and age appropriate care. Young people will be included in commissioning decisions.
18. Develop pathways that ensure a wide range of opportunities for young people **enhance their skills sets and increase their independence** (i.e. the focus is less on training/education providers, and more on there being a different options for different Young people).
22. Review and improve the **post 16 and 19 education and training opportunities** for SEND learners in the city through engaging with 6th form colleges, FE colleges, Voluntary Community Sector, training providers and universities.

Sufficiency of SEND Services and Provision

1. Carry out a city-wide SEND sufficiency project to plan effectively how we will meet the prospective needs of our children and young people with SEND and adults with a Learning Disability. The purpose of this project will be to **identify what provision and services we will require** for children and young people from different backgrounds in terms of Education, Health and Social Care for a range of needs
2. Continue to harness the reach/ knowledge/ input from the wide range of (parent/ carer/ advocacy) **community support groups** across the city which add value to all statutory services.
3. Establish an **LA commissioning and brokerage team** to ensure a wide range of activities and provision are accessible for all children and young people with SEND. This will keep children and young people in their local community and use resources efficiently.
6. Be **responsive to the changing needs** of our local population through engaging with families, using **data and intelligence**, using local data sources such as the Disability Register.
7. **Review how SEND is funded** across the system at a local level and explore alternative ways to manage the **High Needs Block allowance** for EHC Plans.
11. **Equality and diversity** must be considered as part of SEND Sufficiency planning and the associated design and delivery of all services.

Glossary of Terms

SEND	Special Educational Needs and Disabilities
PaCC	Parent Carers' Council
SEN	Special Educational Needs
BHISS	Brighton & Hove Inclusion Support Service
EMAS	Ethnic Minority Achievement Service
SPOA	Single Point of Access
NDC	Neuro Developmental Conditions
CCG	Clinical Commissioning Group
CiC	Children in Care
NDP	Neuro Developmental Pathways
QA	Quality Assurance
SENCO	Special Educational Needs Coordinator
EAL	English as an additional Language
BAP	Behaviour and Attendance Partnerships
BAME	Black Asian Minority Ethnic
SEMH	Social Emotional Mental Health
ASC	Autistic Spectrum Condition
DfE	Department for Education
SPFT	Sussex Partnership Foundation Trust
SCFT	Sussex Community Foundation Trust
LA	Local Authority

RAG Rating Key

Amber	Some actions have been delayed or have had inter-dependencies identified which need to be completed
Green	On track with key actions completed

Subject:	Families, Children and Learning Fees and Charges 2022/23		
Date of Meeting:	10th January 2022		
Report of:	Executive Director Families, Children and Learning		
Contact Officer:	Name:	Louise Hoten / Helen Cowling	Tel: 29-3440 / 4529
	Email:	louise.hoten@brighton-hove.gov.uk helen.cowling@brighton-hove.gov.uk	
Ward(s) affected:	All		

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

- 1.1 The purpose of the report is to review the Families, Children and Learning Services fees and charges in accordance with the corporate policy.

2. RECOMMENDATIONS:

- 2.1 That the position on fees charged for nurseries as detailed in section 3.3 be agreed.
- 2.2 That the position on fees and charges for Childcare Workforce Development as detailed in section 3.4 be agreed.
- 2.3 That the position on fees and charges for the Early Years Quality Improvement Programme as detailed in section 3.4.6 be agreed.
- 2.4 That the position on the charges for school meals as detailed in section 3.5 be noted.
- 2.5 That the position on fees and charges for Adult Education Courses as detailed in section 3.6 be agreed.

Note: If the above recommendations are not agreed, or if the committee wishes to amend the recommendations, then the item will need to be referred to the Policy and Resources Committee meeting on 10th February 2022 to be considered as part of the overall budget proposals. This is because the budget is being developed on the assumption that the fees and charges are agreed as recommended and any failure to agree, or a proposal to agree different fees and charges, will have an impact on the overall budget, which means it will normally need to be dealt with by Policy and Resources Committee as per the requirements of the constitution. This does not prohibit the service committee from making alternative recommendations to Policy and Resources Committee.

3. CONTEXT/ BACKGROUND INFORMATION:

3.1 As part of the budget setting process Heads of Service are required to agree any changes to fees and charges through relevant Committee Meetings. The management of fees and charges is fundamental both to the financial performance of the City Council and the achievement of the Council's corporate priorities. The recommendations agreed by this Committee will be subject to whatever is agreed regarding fees and charges in the budget report presented to Policy and Resources Committee on 10th February 2022 and then by Budget Council on 24th February 2022.

3.2 The council's Corporate Fees and Charges Policy requires that all fees and charges are reviewed at least annually and should normally be increased by either the corporate rate of inflation 1.5% or actual increases in the costs of providing the service. The corporate rate of inflation is applied to ensure that income is maintained in proportion to expenditure where annual inflationary cost pressures are experienced. The council's Standard Financial Procedures state that service committees shall receive a report from Executive Directors on proposed fees and charges variations above or below the corporately applied rate of inflation.

3.3 Nurseries

3.3.1 Part of the council's early year's strategy is to provide high quality childcare in the most disadvantaged areas to ensure local children can access provision. Council run full day care nurseries are:

- Acorn Nursery – North Portslade Children's Centre
- Bright Start Nursery – Old Slipper Baths (North Laines)
- Cherry Tree Nursery – Hollingdean Children's Centre
- Jump Start – Moulsecoomb Children's Centre
- Roundabout Nursery – Roundabout Children's Centre (Whitehawk)

There is also one sessional pre-school: Pavilion Pre-school – North Portslade.

3.3.2 The nurseries provide free part-time early education places for low income two-year olds and three & four year olds and childcare that parents pay for. All the nurseries are based in buildings owned by the Council.

3.3.3 The Council subsidy for the nurseries in 2021/22 was £695k, which includes £100k of pressure funding. The highest subsidies are for the nurseries in Whitehawk and Moulsecoomb where most children just take up their free childcare places and there are the highest number of funded two-year olds. There are also more children with child protection plans and special educational needs and disabilities who need higher staff ratios.

Funding for free childcare places for 2, 3 and 4 year olds

3.3.4 Disadvantaged two-year olds are entitled to 570 hours a year free childcare from the term after their second birthday and a key priority is to ensure there are sufficient high-quality places for these children. Brighton & Hove is funded at an hourly rate of £5.36 per hour. This is the lowest rate in the south east and is significantly below the national average of £5.62. The highest in the south east is £6.04 and the average is £5.72. Rates for 2022/23 are as follows:

Age	2021/22	2022/23	Increase
Two year olds	£5.36	£5.57	21p
Three and four year olds	£4.59	£4.76	17p

The whole of the two year old amount will be passed on to providers. The pass through for three and four year olds will meet the 95% requirement. It is proposed that the schools' forum will be consulted on the base rate and the supplements at the meeting on 17th January 2022

3.3.5 All three and four year olds are entitled to 570 hours (15 hours a week, term time only) of free childcare. Funding is allocated by government on a national formula. The gross rate for Brighton & Hove is £4.59 per hour which is significantly below the national average of £4.99. The lowest rate in the south east is £4.44, the average is £4.94 and the highest is £5.93. These figures refer to the total rate paid to the local authority and include inclusion funding and central costs. The council is passing on at least 95% of its funding allocation to childcare providers, with an average hourly rate of £4.42. This is less than the average fee that parents pay for childcare.

3.3.6 Rates for 2022/23 are likely to be published in December 2021.

Nursery Fees

3.3.7 The existing fee policy for the Council nurseries is:

- £5.74 for all ages of children (£5.66 for children attending Pavilion as the pre-school is based in a sports pavilion, sharing space with a football team. Typically, sessional providers in shared buildings charge a lower rate).
- £2.53 for lunches and teas. Breakfast and snacks are included in the hourly rate. Parents can choose to bring a packed lunch
-

3.3.8 The proposal is to increase fees by 1.6%. This is in line with the expected corporate rate of inflation of 1.5%. The proposals are to:

- Increase the standard hourly rate of £5.74 for all ages of children to £5.83. (£5.75 for children attending Pavilion). This is a 1.6% increase.
- Increase the cost of meals by 4p to £2.57 per meal for lunch or tea to increase fees by the inflation rate of 1.6%.

3.3.9 Coram Family and childcare publish an annual childcare cost survey. The 2020 Survey included average costs for 25 and 50 hours of childcare for children under two, two year olds and three & four year olds. The amounts for the south east for children attending 25 hours a week were: *Note. These figures are the same as in last year's report as they haven't published a 2021 survey yet.*

	25 hours	Hourly rate
Children under two	£144.90	£5.80
Two-year olds	£136.12	£5.44
Three- and four-year olds (based on 10 hours in addition to 15 hours free childcare)	£53.35	£5.33

3.3.10 There is a range of help from the Government for parents with childcare costs in addition to the free early year's entitlement of 15 or 30 hours. Parents on Universal Credit can claim up to 85% of childcare costs and parents on higher incomes can apply for Tax Free Childcare which will pay 20% of their childcare costs (see paragraph 5.3.1).

3.4 Childcare Workforce Development

3.4.1 It is proposed that charges for early years and childcare providers for childcare training should increase by 4%, rounded to the nearest pound:

Training	Brighton & Hove	Providers outside of B&H
Full day face to face	£66	£105
Half day face to face	£44	£74
Full day online	£31	£62
Half day online	£16	£31
Safeguarding face to face	£21	£42
Safeguarding e-learning	£19	£37
E-learning	£10	£21
Job advertisement	£74	£126

3.4.2 The increase in charges is being kept to a minimum, because of the limited ability of early years providers to pay for training.

3.4.3 A fall in applications for training as a result of a price increase would have a negative impact on income generation. We want providers to continue to access our high quality training programme in order to maintain the quality of early years provision in the city.

3.4.4. The national increase in funding for three & four year olds for 2021/22 was 1.3%. We are awaiting information on funding for providers for 2022/23 which should be published by December 2021. Costs for providers continue to rise including NI and minimum wage increases. Income from parental fees may be lower because of changed working patterns as a result of coronavirus.

- 3.4.5 Benchmarking of training costs with other local authorities is difficult because pricing is not easily available and is not consistent. In addition, some local authorities include training with a subscription for other services.

Early Years Quality Improvement

- 3.4.6 There is a charge of £150 per module for early years providers completing the Quilt quality improvement programme. This charge is waived for providers with a large number of disadvantaged children to support closing the gap between these children and their peers.

3.5 School Meals

- 3.5.1 The cost of school meals to the local authority (schools) is inflated annually in accordance with the price review mechanism detailed in the school meals contract as detailed below. The current contract started on 1 August 2018 for a period of 4 years with an opportunity to extend up to 24 months. As a fully delegated service, schools may choose to buy into the contract or make their own school meals arrangements. All secondary schools and secondary academies within the city and the Bilingual Primary School and City Academy Whitehawk provide meals, including free meals to entitled pupils, through their own individually negotiated contracts.

- 3.5.2 The current charge for school meals in primary schools has remained at £2.20, last increased in April 2018; the new contract requires the payment of the Living Wage (Living Wage Foundation) to employees. Any decision to increase the selling price to parents will be made in June 2022 for implementation from 1st August 2022, and will be based on the April 2022 indices detailed below:

The meal price will be varied in line with the following two indices:

a) Food element

Annual movement in the Retail Price Index (all items) as published by the Office for National Statistics. (Food CHBA)

b) Labour element

The labour element will increase based on the percentage (%) annual movement as agreed by the Living Wage Commission for the UK Living Wage (outside of London).

c) Management Fee

The Management fee price will vary in line with the annual movement in the Consumer Price Index (all items) published by the Office for National Statistics.

As this is built into the contract terms and conditions, approval by the Children Young People & Skills Committee would only be sought if an increase exceeding inflation was being proposed.

- 3.5.3 Under the current contractual arrangement there continues to be a low fixed cost in the form of a management fee and a higher variable cost for each meal served, this ensures that the contractor should be more inclined to increase sales as we have

seen with the previous contract. This budget area is now operated in a way that the need to fulfil a shortfall would be most unlikely and this is being demonstrated through the current contract performance and the continued support of central government grant funded Universal Infant Free School Meals (UIFSM). There are strong incentives for the contractor to grow the service and these are supported by successful partnership working with the Council. The increased cost of free school meals has not been passed onto schools for the financial year 2021/2022, this will be mitigated through the use of the free school meals supplementary grant.

3.5.4 The decision for the price to not be increased to cash paying customers from September 2021 this year was made to try and support and encourage children to choose to have a school lunch during very challenging times. The majority of income from school meals is now funded from Free School Meals charges made to schools for children where guardians are in receipt of a qualifying benefit and grant funding provided to cover the provision of UIFSM.

The potential increase in contract meal prices for August 22 will be much higher than in previous years and schools will be advised of the impact on charges for meals provided for FSM and UIFSM provided and consider the move from the current £2.20-£2.25 or £2.30 for cash paying customers from September 2022.

3.6 Adult Education Courses

Pound Plus is a term used by the Education and Skills Funding Agency to describe additional income or added value generated by providers of adult education over and above the core Adult Education Budget. It is important because generating additional income allows us to maximise the value of public investment and is used increase the service we can provide to residents

All courses are funded by the Education and Skills Funding Agency. In order to receive this money, we must ensure that public funding is focused on people who need it most, those least likely to participate in learning. We therefore collect fees from people who can afford to pay, unless otherwise prescribed by the ESFA, and use these to extend provision to those who cannot. In addition, we will look to increase the value of funding received for Community Learning using the principles of Pound Plus by working closely with partners to access free or reduced cost resources.

As part of our 'Pound Plus' commitment, the Adult Education Hub will fully waive fees for evidenced unemployed people/learners in receipt of one of the following benefits or on a low income:

- Job Seekers Allowance
- Employment Support Allowance
- Income Support
- Earning Less than £17,000

Other learners may also be exempt from fees that meet the ESFA funding guidance. These may include full time carers of adults, refugees and asylum seekers

For those that can afford to pay and do not meet any of the above the rate of £5 per hour will be charged for the 2021/2022 academic year.

4 COMMUNITY ENGAGEMENT AND CONSULTATION

- 4.1 Budget holders with responsibility for specific fees and charges were consulted in the preparation of this report.

5. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

- 5.1 The total Families, Children and Learning fees and charges budget for 2021/22 is approximately £2.4m excluding schools.

The fees and charges recommended in this report have been reviewed in line with the Corporate Fees & Charges Policy and all relevant regulations and legislation. The anticipated recurring financial impacts of fee changes will be reflected within service revenue budgets. Increases to meet the corporate rate of inflation of 1.5% are normally applied to all council income budgets to ensure income is maintained as a proportion of the net cost of service. Increases above or below the corporate rate of inflation require approval by the relevant service committee or Policy & Resources Committee and can result in additional contributions toward the cost of services and/or corporate and service overheads. This can also result in the achievement of a net budget saving to the council. Where this is the case, this will be reflected in 3-Year Budget Plan proposals for the relevant service and will be incorporated within the revenue budget report to Policy & Resources Committee and Budget Council in February 2021. Income from fees and charges is monitored as part of the Targeted Budget Monitoring (TBM) process.

Finance Officer Consulted: Louise Hoten

Date: 12/11/2021

Legal Implications:

- 5.2 Families, Children and Learning Services are entitled to review fees and charges as set out in the report. At the time fees and charges are set they must be demonstrably fair and reasonable in all the circumstances. The report indicates the analysis against which the recommendations have been made and the obligations of the council in relation to the funding of free nursery places.

Lawyer Consulted: Serena Kynaston

Date: 15.11.2021

5.3 Equalities Implications:

- 5.3.1 Equal access to childcare is encouraged by ensuring that the nurseries all offer the universal free early years entitlement of 15 hours a week for all 3 & 4 year olds and eligible two year olds. The entitlement for 3 & 4 year olds with working parents is 30 hours (term time only).
- 5.3.2 Two-year olds from low income working families are eligible for free childcare in addition to two-year olds from families on out of work benefits. Parents on

Universal Credit are entitled to claim 85% of childcare costs. Parents on higher incomes may apply for Tax Free Childcare. For every £8 a parent pays into their childcare account, the government will pay in an extra £2 up to a maximum of £2000. Parents can then use this money to pay their childcare provider.

- 5.3.3 Equal access to school meals is provided by all primary and special schools through participating in a citywide contract that is the same meal at the same price available to all pupils. The contract specifies that provision should be made for modified meals required on the grounds of cultural, religious or medical requirements.

Sustainability Implications:

- 5.4 There are no direct sustainability issues arising from this report.

Crime & Disorder Implications:

- 5.5 There are no direct crime and disorder issues arising from this report.

Risk and Opportunity Management Implications:

- 5.6 The services included in this report rely on being able to achieve their income targets in order to maintain the level of service provided.

Public Health Implications:

- 5.7 The opportunity to receive a free school meal or meal for no charge (UFSM) is extremely important to a substantial number of children from low income families, for whom a school lunch may be the only balanced meal they will eat in a day. Research shows that when children eat better, they do better. Whether families are paying for school meals or are entitled to them for free, children are more likely to concentrate in the classroom in the afternoon after eating healthy school lunches in a pleasant environment. This also improves their health and their learning about making better food choices. Research also shows that children eligible for free school meals are less likely to: do well at school, continue into further education, or secure higher paid jobs. Therefore, ensuring that these children eat and gain the benefits of the free school meals they are entitled to, really will make a difference to their ability to learn and succeed.

6. EVALUATION OF ANY ALTERNATIVE OPTION(S):

- 6.1 Alternative options considered for the nursery fee increases included limiting the number of free hours that children can use each day and further increasing the hourly charge for the hours that parents pay for in addition to the free hours.

7. REASONS FOR REPORT RECOMMENDATIONS

- 7.1 To agree and/or note the Families, Children and Learning Services Fees and Charges for 2022//23.

SUPPORTING DOCUMENTATION

Appendices:

None

Documents in Members' Rooms

None

Background Documents

1. Fees and Charges Analysis – 2021/22

Subject:	Power of Youth Charter Update		
Date of Meeting:	10th January 2022		
Report of:	Executive Director for Families, Children & Learning		
Contact Officer:	Name:	Debbie Corbridge	Tel: 01273 292953
	Email:	Deborah.corbridge@brighton-hove.gov.uk	
Ward(s) affected:	All		

1. PURPOSE OF REPORT AND POLICY CONTEXT

- 1.1 The purpose of this report is to provide an update on progress made towards the action points within the Power of Youth Charter Action Plan.

2. RECOMMENDATIONS:

- 2.1 That this Committee notes the progress made in the report, against the action points to increase young people's voice and empower them to make decisions on issues that impact on them

3. CONTEXT/ BACKGROUND INFORMATION

- 3.1 The Power of Youth Charter is based on insights gathered from #iwill campaign partners and #iwill Ambassadors; it provides a framework for organisations to empower more young people to shape decisions, take social action and make a positive difference.
- 3.2 The Power of Youth Charter invites organisations to commit to growing the power of youth in the following areas:
- P**rioritise supporting young people to take social action
 - O**pen up our decision-making structures
 - W**ork collaboratively with other organisations
 - E**vidence the benefits of youth social action
 - R**ecognise and celebrate young people's impact
- 3.3 It was agreed at the Children & Young People and Skills Committee in January 2021 that Brighton & Hove City Council would sign up to the Power of Youth Charter.
- 3.4 In addition, the Youth Participation report was presented to the Children, Young People and Skills Committee in November 2020. This noted the current youth participation opportunities in the city and agreed the action plan developed by young people that will further increase young people's involvement in making decisions that impact on them.

3.5 The full report (see appendix) details the progress made toward the Power of Youth Charter since January 2021.

3.6 A summary of the progress made against the actions within Power of Youth Charter action plan are as follows:

3.7 **P**rioritise supporting young people to take social action:

- Youth Council membership has significantly increased, and progression being made towards the environmental campaign
- Children in Care Council have met regularly. 20% of young people in care aged 13-17 participated in a survey resulting in a young person presenting the findings to the Corporate Parenting Board that will help to bring about positive change
- Care Leavers Forum are actively involved with the Corporate Parenting Board and presented their findings of the Care Leavers Offer review that has resulted in a revised offer. One member will be elected to co-chair the Corporate Parenting Board
- The Youth Service Grants Programme recommissioning process was concluded in July 2021. £416,800 was available with all areas and equality groups receiving an increase
- The Youth Participation Team, funded by the Council provide opportunities for young people's voices to be heard using various approaches
- £110k was available to distribute as part of the Youth Led Grants Programme where young people lead on the distribution on this funding

3.8 **O**pen up our decision-making structures:

- Actions noted in the Youth Participation Action Plan are being progressed, including youth providers coordinating their offers, working with the Communication Team to plan how to better promote youth council activities (both the beach clean and induction day received publicity), increased links with schools via the Youth Councillors and working with young people and the web team to improve the Councils youth web pages.
- Guidance to support a mentoring programme is being agreed and will be finalised very soon
- Work is going ahead to ensure Youth Councillors roles, responsibilities and work is clearly displayed on a Youth Council webpage
- Youth Council are active members of the Children, Young People and Skills Committee and the Care Leaver Forum are active members of the Corporate Parenting Board

3.9 **W**ork collaboratively with other organisations:

- Commissioned youth providers are working to particular outcomes including working with young people to 'improve decision making, voice, advocacy and democratic engagement which is monitored regularly.
- Youth providers have met four times to discuss progressing youth participation in the city and have plans to achieve this

3.10 Evidence the benefits of youth social action:

- This report will be presented to the Children, Young People and Skills committee in January 2022. Progress will continue to be monitored.

3.11 Recognise and celebrate young people's impact:

- There have been several events publicising the work of young people over the year via social media, Council website and local media
- Two youth providers currently offer digital badges to recognise young people's achievements. There are plans to extend this to all projects
- The next Child in Care Award Ceremony is planned for 11th February 2022 at the i360. There was not an event in 2021 due to Covid

3.12 Young people and youth providers will be reviewing the actions and identifying next steps that will further progress this work early in January 2022

3.13 Young people have said that this process has given young people opportunities to grow and achieve whilst making significant contributions to agenda items that impact on their lives

4 ANALYSIS & CONSIDERATION OF ANY ALTERNATIVE OPTIONS

4.1 The report provides evidence of significant progress made towards actions outlined in the Power of Youth Charter; however, there is still further progress to be made against some actions and these need to be followed up on in the next couple of months.

5 COMMUNITY ENGAGEMENT & CONSULTATION

5.1 Young people are consulted through the Youth Council, YouthWise and various youth projects run by the commissioned youth providers in the city.

6 CONCLUSION

6.1 This has been a positive experience for all members of youth services, empowering and enabling young people to have a say and impact on decisions that impact on them.

6.2 The report identifies the key areas for celebration and improvement and highlights the commitment already made by young people, Council, community, and voluntary sector youth providers to hearing and valuing the voices of young people.

7. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

7.1 There are no financial implications as a result of the recommendations of this report.

Finance Officer Consulted: David Ellis

Date: 10/12/21

Legal Implications:

- 7.2 Section 507b of the Education Act 1996 places a specific duty on the Council to secure 'as far as reasonably practicable' sufficient educational and recreational activities for the improvement of young people's well-being, and sufficient facilities for such activities. Young people are defined as those aged 13-19, and those with learning difficulties to age 24. The council also has a legal obligation to and to make sure young people have a say in the local offer. Progressing the Power of Youth Charter Action Plan will assist in fulfilling these duties.

Lawyer Consulted: Natasha Watson *Date: 23.12.21*

SUPPORTING DOCUMENTATION

Appendices:

1. Report on the progress made against the Power of Youth Charter Action Plan

Report on the progress made against the Power of Youth Charter Action Plan

November 2021

Introduction

Brighton & Hove City Council agreed to sign up to the Power of Youth Charter in January 2021. Actions that would deliver on the Charter commitments were agreed and the Council publicised the adoption of the Charter through the Communication Team.

The Power of Youth Charter is based on insights gathered from #iwill campaign partners and #iwill Ambassadors; it provides a framework for organisations to empower more young people to shape decisions, take social action and make a positive difference.

The Charter underpins collaboration towards four collective impact goals:

1. More children and young people are making a positive difference across the UK
2. More children and young people are shaping decisions in the public, private and voluntary sectors
3. More organisations are demonstrably taking action to grow the power of youth
4. A positive shift in public perception on the role children and young people can play in society

This will have a wider positive impact on young people's ability to make a difference and achieve with higher levels of confidence in themselves and their abilities. This will also be an opportunity to celebrate young people as positive and powerful change-makers.

The structure for developing actions for the Charter is defined below:

- P** Prioritise supporting young people to take social action
- O** Open up decision making structures
- W** Work collaboratively with other organisations
- E** Evidence benefits of youth social action
- R** Recognise and celebrate young people's impact

This report defines the agreed actions and progress made towards each of the sections outlined above.

Progress made

P rioritise supporting young people to take social action	
Action	Progress
We will give young people opportunities to get involved	<u>Youth Council</u> A very successful induction day was held in October with 16 young people attending, 13 of whom were new members. The membership has now increased to over 25 with nearly all schools in the city being represented. They are currently working on their environment campaign to reduce plastic use in the city.

The Youth Council are working with Council Officers on the next Make Your Mark campaign and are optimistic in achieving significantly increased numbers of young people participating in this than previous years.

Children in Care Council

This group are meeting regularly and attended a two-day residential in August. They supported the National Care Review Survey and 22% of young people in care completed the survey. In June children in care aged 13-17 were asked their views on how the Council are doing on delivering on the Reach for the Stars – 10 promises (agreed in 2019), including, *'we will always involve YOU in decisions made about YOU'*. 20% of young people in care within this age group responded to the survey. The findings of this survey were presented to the Corporate Parenting Board in November by a young person and as a result an action plan will be agreed with progress on delivering on these actions monitored regularly. The survey will be repeated in 2023 and consideration will be given to increasing the numbers of young people contributing to the survey.

Care Leavers Forum

Representatives from the Care Leavers Forum are attending the Corporate Parenting Board. Young people co-chaired and shared a presentation of the Care Leavers Local Offer consultation findings in June, resulting in a revised Offer being taken back to the young people to consider. There are plans to elect a member of the Care Leavers Forum to regularly co-chair the Corporate Parenting Board.

Care Leavers Forum have been involved with Foundations for Our Future, looking to help improve young people's mental health and common issues they face.

YouthWise

YouthWise has continued to meet quarterly, hosted by different youth organisations. The agenda is set by young people on issues that are important to them. The last meeting was very successful with 23 young people in attendance. Youth providers are very active in promoting the meetings.

Via Youth Providers

All youth providers are working with young people to ensure they have a voice. Many have young people on their management boards or youth presidents that collect feedback from other members to influence change in their projects.

	<p>Young people have put applications into the Youth Led Grants Programme, for projects and activities they want to organise.</p> <p>Young people are encouraged and supported to become a volunteer, assisting or leading on youth sessions.</p> <p><u>Young Ambassadors</u> Young Ambassadors are recruited, trained, and supported to participate in Families, Children and Learning's recruitment process. In the year 2020-21 young people participated in 16 interviews over the year. This year they have already been involved in 26 and this is likely to reach over 30 by the end of March 2022.</p>
We will fund programmes that support young people where we can	<p>The Youth Service Grants Programme recommissioning process was concluded in July 2021. £416,800 was available with all areas and equality groups receiving an increase. There were four people on the evaluation panel, two of which were young people from the Youth Council who were fully involved in the decision-making process.</p> <p>The Youth Participation Team, funded by the Council provide opportunities for young people's voices to be heard via the Children in Care Council, Care Leavers Forum (recently established), Young Ambassadors, Youth Advocacy, Youth Council and supporting YouthWise</p>
We will continue to provide a youth-led grants programme for young people to have a say on what projects we should fund	<p>£110k was available to distribute as part of the Youth Led Grants Programme. Young people agreed the priorities for the and this year added an extra criterion for projects to assist with the impact of covid. The projects focussed on the most disadvantaged. All applications were required to have young people be part of the application process.</p> <p>Eight young people from different youth organisations across the city made up the evaluation panel. They marked all the applications forms which resulted in 28 different projects being successfully awarded funding.</p>

O pen up decision making structures	
Action	Progress
We will implement changes in the Youth Participation action plan agreed in November	<p>The Wheretogoforwebsite has been widely publicised.</p> <p>Youth providers are meeting regularly to share their programmes with each other, so young people have a better awareness of what projects and activities are open to them.</p>

	<p>The Youth Council is meeting with the Communication Team to plan how to better promote youth council activities. Both the beach clean and induction day received publicity. They are currently putting a proposal forward for a Youth Council Instagram account. The increase in membership means better communication with schools.</p> <p>We are working with the web team to improve the Councils youth web pages. Young people will give feedback on the design.</p> <p><i>Progress against other actions is noted in other sections in this report.</i></p>
<p>Green Councillors will offer mentoring to any young people interested in learning more</p>	<p>Guidance to support a mentoring programme is being agreed and will be finalised very soon.</p>
<p>We will work to continue to involve the Youth Council and Children in Care Council in decisions</p>	<p>The Youth Council has voted on positions of responsibility. Youth Councillors, who they represent and their responsibilities, along with agendas and minutes of meetings will be published on the Brighton and Hove Youth Council webpage in the new year.</p> <p>The Youth Council have set up three subgroups. One to move the environment campaign forward, one to organise the next Youthwise meeting, a celebration event, in partnership with Brighton Youth Centre and one to organise the next Make Your Mark campaign.</p> <p>The Children, Young People and Skills Committee now has a permanent Youth Council representative, supported by the FCL Director. Youth Council members are keen to have representation on other Committees.</p> <p>The Care Leavers Forum are active on the Corporate Parenting Board.</p>

Work collaboratively with other organisations

Action	Progress
<p>Continue to work with youth services in the city to implement change</p>	<p>Commissioned youth providers are required to work to achieve particular outcomes including working with young people to 'improve decision making, voice and advocacy and democratic engagement. Providers report on participation opportunities 6 monthly and performance monitored regularly.</p>
<p>Arrange meetings to help youth services collaborate</p>	<p>Youth providers have met four times to discuss progressing youth participation in the city. It was agreed that their strategies needed to be different to reflect the needs of the young people in their projects. All providers recognise the importance of enabling young people to</p>

	participate at a level the young people are comfortable with and have plans to increase youth participation.
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Evidence benefits of youth social action	
Action	Progress
We will report yearly on youth engagement at Children, Young People and Skills	This report will be presented to the Children, Young People and Skills Committee in January 2022. Progress will continue to be monitored.

Recognise and celebrate young people's impact	
Action	Progress
We will continually publicise the work of young people	There have been several events publicising the work of young people over the year via social media, Council website and local media.
Support youth services to offer digital badge of participation	Two youth providers currently offer digital badges to recognise young people's achievements. There are plans to extend this to all projects.
Celebrate the achievements on our young people in care via our annual child in care awards	The next Child in Care Award Ceremony is planned for 11 th February 2022 at the i360. There was not an event in 2021 due to Covid.

Summary

This has been a positive experience for young people involved in the participation opportunities outlined in this report, empowering, and enabling them to have a say on the things that impact them directly. This process has also given young people opportunities to grow and achieve whilst making significant contributions.

This report identifies the key areas for celebration and improvement and highlights the commitment already made by young people, the Council and community and voluntary sector youth providers.

Although this report highlights evidence of progress made, there is still more to be done and actions need to be regularly monitored to ensure there is further development in providing opportunities to hear the voices of young people living in the city.

Tracie James
Debbie Corbridge

Subject:	Permission to use Crown Commercial Services RM6255 Framework		
Date of Meeting:	10 January 2022		
Report of:	Executive Director Families, Children & Learning		
Contact Officer:	Name:	Richard Barker, Head of School Organisation	Tel: 01273 290732
	Email:	Richard.barker@brighton-hove.gov.uk	
Ward(s) affected:	All		

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

- 1.1 Authority is being requested to use the RB6255 Crown Commercial Services Framework Agreement to procure an end-to-end retail voucher platform contract(s) for the distribution of government grants to residents (food, clothing, white goods, fuel) including food vouchers to families with children eligible for free school meals, who qualify for free childcare places, are eligible for Early Years Pupil Premium, use the children's centre food bank or are in similar circumstances.

2. RECOMMENDATIONS:

- 2.1 That the Committee grant authority to the Executive Director Families, Children and Learning to use the RM6255 Crown Commercial Services Framework Agreement to procure and award an end-to-end retail voucher platform contract(s) to facilitate the distribution of government grants to eligible families and children as detailed within the grant conditions.

3. CONTEXT/ BACKGROUND INFORMATION

- 3.1 In December 2020 Covid Winter Grant funding was provided, at short notice, by the Department for Work & Pensions to the Council for distribution to families with children for food and fuel payments to those who were experiencing difficulties during the Covid period. The Policy and Resources Committee subsequently authorised the Covid Winter Grant being allocated to provide food vouchers to families whose children were eligible for free school meals, eligible for Early Years Pupil Premium, qualify for free childcare places for two-year-olds and families who use the children centres' food bank.
- 3.2 The Department for Work and Pensions subsequently made further grant allocations to the Covid Winter Grant, the Covid Local Support Grant and the Household Support Grant throughout 2021 and it is now expected that support will need to continue until at least 31 March 2022. It is anticipated that spend under the Framework Agreement would be approximately £0.455m until the 31

March 2022 but this figure will increase if more grant funding comes in and the Council is required to further extend its support. Officers are seeking authority to spend up to £1.0m of government grant funding under the Framework Agreement to provide food, clothing and white goods, fuel vouchers to eligible children and families should further government funding come in 2022.

- 3.3 The Council has been using a voucher platform provided by Hugg Limited to help issue supermarket vouchers to eligible children and families. With the continuation of central government grants confirmed, the Children, Young People & Skills Committee is being asked for authority to use the RM6255 Crown Commercial Services Framework Agreement to procure these services and such vouchers going forward.
- 3.4 The Framework Agreement provides an end-to-end retail voucher scheme with providers who can provide multiple merchant closed-loop vouchers and is available to all central government and public sector bodies.
- 3.5 The Framework Agreement offers a wide choice of providers with the ability to direct award or enter into further competition depending on the Council's requirements. Appointed providers have procedures in place to provide replacement vouchers and refunds for unused vouchers and a wide range of grocery and non-grocery merchants vouchers are available to comply with grant conditions and meet our families' needs.

4. ANALYSIS & CONSIDERATION OF ANY ALTERNATIVE OPTIONS

- 4.1 The RB6255 Crown Commercial Services Framework Agreement allows the Council to identify providers that meet the requirements set out by the Crown Commercial Services, a public procurement organisation accessible by public and third sector buyers in the UK. The Framework Agreement has been developed to support Councils to procuring robust systems to enable them to distribute grant funding efficiently. The Council could consider alternative methods of securing a voucher scheme, but this would require significant resource to design then run a robust procurement process to identify a suitable provider which would most likely be on the Crown Commercial Services Framework Agreement. This approach does not appear to add any value when there is the availability to procure via a Framework Agreement.
- 4.2 Alternatively, the Council could look to arrange for the distribution of vouchers using existing resources. Whilst the grant funding does allow the Council to allocate funding for administration it is likely to require a significant proportion of the funding to facilitate a scheme of purchasing and distributing in the region of 9000 supermarket food vouchers during school holiday periods and be as assured of the financial probity required. The use of a voucher platform enables more of the grant to be spent on families and children rather than administration and offers the greatest choice of where to spend their voucher.

5. COMMUNITY ENGAGEMENT & CONSULTATION

- 5.1 There has been no community engagement and consultation on the proposed use of a framework agreement. However, feedback from the use of the current scheme of issuing supermarket food vouchers via a platform has been very

positive. Crown Commercial Services have ensured that there is a wide choice of providers with the ability for the Council to directly award a contract or enter into a further competition depending on the Council's requirements. Voucher distribution using providers on the Framework Agreement is fast, secure and tailored to meet the needs of the general public. A wide range of grocery and non-grocery merchants' vouchers are available. No minimum or maximum scheme value is needed to use the Framework Agreement.

6. CONCLUSION

- 6.1 The RM6255 Crown Commercial Services Framework will allow the Executive Director Families, Children and Learning procure and award an end-to-end retail voucher platform contract(s) for the distribution of government grants to residents (food, clothing, white goods and fuel).

7. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

- 7.1 The information included within the report indicates that there are no direct financial implications arising as a result of this proposal.

Finance Officer Consulted: Steve Williams

Date: 21/12/21

Legal Implications:

- 7.2 The Council must comply with the Public Contracts Regulations 2015 in relation to the procurement and award of contracts above the relevant financial threshold. The services outlined exceed the relevant financial threshold (£213,477). The RM6255 Crown Commercial Services Framework Agreement can be used to compliantly procure and award contracts.

Lawyer Consulted: Sara Zadeh

Date: 20/12/21

Equalities Implications:

- 7.3 An Equality Impact Assessment has not been carried out. The report details a request for authority to use the Crown Commercial Services RM6255 Framework Agreement to procure an end-to-end retail voucher platform for the distribution of government grants. The report details the satisfactory use of the existing platform to distribute funds to those who require them since December 2020.
- 7.4 Where families have encountered difficulties in accessing the scheme education settings have supported them to receive the funding that is available to them. As a result, the Council has not identified any potential or actual negative impact on all people in relation to their 'protected characteristics' (age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, sexual orientation, and marriage and civil partnership).

Sustainability Implications:

- 7.5 There are no sustainability impacts in relation to the content of this report. The voucher platform scheme allows families to choose vouchers for a wide range of local shops to their community within the city.

Brexit Implications:

- 7.6 There are no Brexit implications in relation to the details in this report.

Any Other Significant Implications:

None