

# Public Document Pack

## North Yorkshire Council Children and Young People's Service - Executive Members & Corporate Director Meetings

Tuesday, 30 May 2023 / 1.00 pm

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**Circulation:**

**Executive Members**

Janet Sanderson  
Annabel Wilkinson

**Officer attendees**

Stuart Carlton  
Howard Emmett  
Janet Crawford  
Mel Hutchinson

**Presenting Officers**

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## NORTH YORKSHIRE COUNCIL

### CHILDREN AND YOUNG PEOPLE'S SERVICE

#### CORPORATE DIRECTOR MEETING WITH EXECUTIVE MEMBERS

30 May 2023

#### **Proposal to amalgamate Wavell Infant School and Wavell Junior School**

##### **1.0 PURPOSE OF REPORT**

- 1.1 To seek Member approval to consult on a proposal, requested by the Governing Body of the Wavell Community Schools Federation, to amalgamate Catterick Garrison, Wavell Community Infant School and Wavell Community Junior School resulting in the technical closure of Wavell Community Junior School as a separate entity and the enlargement and change of age range of Catterick Garrison, Wavell Community Infant School (to be known as Wavell Community Primary School), with effect from 8 April 2024.

##### **2.0 BACKGROUND**

###### Introduction

- 2.1 The Wavell Community Schools Federation brings together the governance of two schools in Catterick Garrison, Wavell Community Infant and Wavell Community Junior Schools, as a single governing body responsible for both schools. Wavell Infant is an 3-7 school and Wavell Junior is an 7-11 school. An Executive Headteacher works across both schools to help pupils to transition from the infant to the junior schools at age 7.
- 2.2 Wavell Community Infant School was judged to be Good in 2017 and again when recently inspected by Ofsted in July 2022. The inspectors said staff 'have high expectations of what pupils can achieve' and pupils in the Infant School are keen to meet those expectations.
- 2.3 Wavell Community Junior School was judged Requires Improvement (RI) by Ofsted, in 2018 and again following their inspection in 2021. As a consequence of being judged RI on two successive occasions, the Department for Education (DfE) is able to apply new powers to intervene in schools that are deemed as 'not making the necessary improvements'.
- 2.4 Pupils transfer from the infant to the junior school at age 7 and parents are required to express an admissions preference in advance of this transfer. It is recognised that there can be a hiatus in children's progress at times of transition between Key Stages. This is even more marked in infant and junior schools, when the transition between Key Stages 1 and 2 coincides with a transition between two different schools.
- 2.5 It is considered that an amalgamated school would deliver a smoother transition between Key Stages and help to ensure that the good progress made by children at Key Stage 1 is maintained and built upon at Key Stage 2.

## Context

- 2.6 The two schools already share several common characteristics.
- 2.7 The Infant and Junior schools share the same catchment area. The area they serve is in the north of Catterick Garrison, around Hipswell.
- 2.8 Both schools are on one site and share a kitchen and reception area. Though two separate institutions, the schools have adjacent buildings, now physically connected by a recently constructed corridor. The Ministry of Defense (MoD) owns the site, and the Council owns the buildings.

### **3.0 CURRENT CONCERNS**

- 3.1 As set out in section 2 there is a contrast between the Ofsted performance of the infant and junior schools.
- 3.2 In order to promote high standards in schools and support the government's levelling up agenda, the Secretary of State introduced a new intervention measure from 1st September 2022. The new measure applies to a school if the school's overall effectiveness at its most recent Ofsted inspection under section 5 of the Education Act 2005 was 'Requires Improvement' (RI), and the school's overall effectiveness was also below Good at the inspection under section 5 of the Education Act 2005 immediately before the most recent inspection. The measure applies to mainstream maintained schools and academies; pupil referral units (PRUs) and AP academies; and maintained special schools and special academies. In any circumstances where a PRU, AP academy, maintained special school or special academy is assessed for suitability for intervention, extra consideration will be given to identifying the most suitable course of action and sponsor in relation to each school's specific context. On 1 March 2023 the DfE's Regional Director for Yorkshire and Humber indicated their intention to issue the Junior school with a Directive Academy Order (DAO).
- 3.3 The Wavell Community Schools Federation governing board met on 20 April 2023 and, after careful consideration, asked the Local Authority to consult on a proposal to amalgamate the two schools. The governing board has made the request because they are satisfied that the amalgamation will benefit pupils by building on the work of the Federation. This would be achieved by the simultaneous process of change of age range of Wavell Community Infant School, and the technical closure of Wavell Community Junior School as a separate school. The governing body would also take the opportunity to rename the school.

### Learning and Progress

- 3.4 It is considered that learning and progress can be even better if the two schools come together as a single school. The expertise of staff currently in the schools could be better targeted across the full age range and across all key stages to raise standards, and the single school would have fully integrated arrangements for assessment of learning, including recording of progress.
- 3.5 Currently each school has a separate Ofsted inspection, but the single school would have a single Ofsted inspection which would allow a judgement to be made on the provision for all children through the primary age range.
- 3.6 The career opportunities offered in an 3-11 school would be more attractive to

applicants when staffing vacancies arise in the future and would therefore attract the best applicants.

- 3.7 Parents would be able to see the whole school offer through to age 11 when they are making their decision to express a preference for primary school and so be able to make a more informed decision. Parents could also express a preference for any alternative school.

### Transition

- 3.8 Children who transfer between the infant and junior schools and then a secondary school (such as Risedale) experience two transition points. It is recognised that a transition can interrupt and slow down children's progress, and so multiple transfers are not to the advantage of children. Creating an all-through primary school would reduce the number of school transfers.
- 3.9 The schools already work together very closely to minimise the impact on pupils of this transfer between schools but creating an all-through primary school would deliver a smoother transition between Key Stages. Pupils remain within the same overall school structure. Teachers are also better able to plan for the change and develop a better understanding of the needs of pupils in different key stages.

### What would the amalgamated school look like?

- 3.10 The single school would continue in the same buildings and in the short term, appear to be much the same for pupils. However, in the future the pupils would come together and operate from a single curriculum.
- 3.11 The amalgamated school would be a community school and would continue to be funded and supported by the local authority with staff employed by the local authority. Admissions to the school would be managed by the local authority in accordance with its admission policy for community schools.
- 3.12 The school's catchment area around Hipswell would remain the same as would eligibility for home to school transport. Most pupils in both schools come from service families and the single primary school would continue to have strong ties to the military community on Catterick Garrison and to serve service families.
- 3.13 It would no longer be necessary re-apply for a place at Wavell Community Junior School as pupils on roll at key stage 1 would automatically transfer to key stage 2. Children currently attending Wavell Junior School would be provided with a place in the amalgamated school.
- 3.14 A re-constituted governing body and a Headteacher would lead the amalgamated school from Easter 2024 onwards. The Wavell Community Schools Federation would be disestablished from 7 April 2024 and a newly constituted governing board would be set up for the single school from 8 April 2024.

## **4.0 SCHOOL PLACE SUFFICIENCY**

- 4.1 Catterick Garrison accommodates most of the housing in the Richmondshire Local Plan. However, the capacity of the amalgamated school will be sufficient to provide pupil places for the foreseeable future, including any pupils generated by Service Families Accommodation or open housing. The combined numbers in the two schools have reduced significantly in recent years.

- 4.2 There are currently 105 pupils in the Infant School (excluding nursery pupils) and 165 pupils in the Junior School. The pupil numbers in each year group are set out below:

Year	Wavell Infant	Wavell Junior	Total
Reception	44		
Year 1	22		
Year 2	39		
Year 3		34	
Year 4		46	
Year 5		42	
Year 6		43	
Total	105*	165	270^

\* Not including 31 full-time-equivalent nursery pupils.

^ As at May 2023

- 4.3 The net capacity for the 3-11 school is less than the total capacities of the 3-7 and 7-11 schools due to technical aspects of the calculation. Following DfE statutory guidance, the amalgamated 3-11 school would have a net capacity of 420 places and, as such, would have sufficient space to accommodate the combined 3-11 cohort (see Appendix 1, school capacities).
- 4.4 The Published Admission Number (PAN) is the number of places offered in Reception and it is proposed to decrease the PAN of the Infant School from 72 to 60. As the PAN would reduce slightly, there will be a small overall reduction in school places across Catterick Garrison. There are however general surplus places in local schools, and this is largely expected to remain the case given the change of plan (see below) around significantly expanding army personnel in Catterick. Officers consider the proposed reduction in PAN would not be to the detriment of local school place sufficiency. Should consultation be approved, then the consultation documents would include data on local school rolls and projections, and views on the proposed reduction in PAN would be sought as part of the consultation.
- 4.5 Until recently the MoD was firmly planning to increase army personnel by 3,300 in order to base two new brigades in Catterick with rapid or 'strike' deployment capacity.
- 4.6 Following the Government's 'Integrated Review' of security, defence and foreign policy, the army published 'Future Soldier'. Although the detailed personnel moves on the Garrison are yet to be mapped, 'Future Soldier' indicates the reorganisation will result in no significant net gain in personnel at Catterick Garrison.

## 5.0 FINANCIAL IMPLICATIONS

### Capital Position

- 5.1 Capital investment is not needed, since the buildings are already connected for pupils following capital works in 2022 to create a corridor.
- 5.2 Capital has already also been invested in creating a single reception point for parents.

### Revenue Position

- 5.3 School budgets are funded largely by pupil numbers so amalgamating the schools would not lead to an increase in revenue funding. The combined revenue funding would be smaller because the lump sum would cease for the Junior School on amalgamation, although transitional funding will be provided during the initial period

of the amalgamation. Transitional funding protection arrangements allow for both lump-sums to be retained from the point of amalgamation for the remainder of the financial year that amalgamation takes place and provide 85% of the two lump-sums received in the next financial year.

- 5.4 Based on the amalgamation taking effect on 8 April 2024 (Easter 2024), the table below seeks to show, other things being equal, the retention of lump sums for that financial year and the amalgamated school retaining 85% of their lump sums for the financial year 2025/26.

Financial Year	Infant School Lump-sum (£k)	Junior School Lump-sum (£k)	Amalgamated School Lump-sum (£k)^	Total Lump-sum (£k)
2023-24	128	128		
2024-25	128	128	-	256
2025-26			217.6	217.6
2026-27			128	128

Figures may change as a consequence of any changes in DfE's National Funding Formula.

- 5.5 Wavell Federation's combined accounts would need to be split-out so that that the infant school's budget is retained and the junior school's accounts could be closed-down and deficit withdrawn.
- 5.6 Whilst an amalgamated school offers the potential for some savings, through efficiencies, compared to a federated structure, this paper does not include estimates of savings following the Governing Body's decision to address the current negative in-year financial position. Separate to the school organisation proposals, The Wavell Community Schools Federation are working with finance officers to consider options to improve the negative in-year position for the current financial year and beyond.

## 6.0 LEGAL IMPLICATIONS

- 6.1 Legally, two statutory proposals would be required for the amalgamation:

- i) Catterick Garrison, Wavell Community Infant School – enlargement and change of age range, and
- ii) Wavell Community Junior School – technical closure of the school as a separate entity

- 6.2 These proposals, which would be linked, will follow the DfE's statutory guidance for proposers and decision makers.<sup>1</sup>

## 7.0 PROPOSED CONSULTATION PROCESS AND TIMESCALES

- 7.1 A period of six weeks of consultation is proposed. An indicative timetable is set out below.
- 7.2 The final decision on the linked proposals would be taken by the Executive (or by the Executive Member if there are no objections).

<sup>1</sup> DfE, Opening and closing maintained schools. Statutory guidance for proposers and decision-makers (January 2023) and Making significant changes ('prescribed alterations') to maintained schools. Statutory guidance for proposers and decision-makers (January 2023).

7.3 The two statutory proposals will follow the same timescales, apart from the implementation dates. Suggested key dates are shown below:

Approval to Consult by Executive Member	30 May 2023
Consultation opens (6 weeks)	8 June 2023
Public meeting	Wc 19 June 2023
Consultation closes	20 July 2023
Executive considers response	22 August 2023
Executive decision to publish statutory notices	22 August 2023
Publication of statutory notices	11 September 2023
Representation period starts (4 weeks)	11 September 2023
Representation period ends	9 October 2023
Final decision by the Executive (or Executive Member).	17 October 2023
Proposed date the Junior School would technically close and the amalgamated school would begin to operate	7 April <u>2024</u> & 8 April <u>2024</u>

7.4 A separate staff consultation process, including a meeting for staff and their professional associations and unions, would run in parallel with this consultation.

## 8 CONCLUSION

8.1 The Wavell Community Schools Federation and council officers are in accord that it is desirable for the two schools to become amalgamated into one 3-11 school resulting in the technical closure of the Junior School, and that the views of the school community and key stakeholders should be sought on the school organisation proposals to amalgamate.

## 9 RECOMMENDATIONS

9.1 The Executive Member for Education, Learning and Skills is recommended to give approval to consult on proposals:

- To amalgamate Catterick Garrison, Wavell Community Infant School and Wavell Community Junior School through the technical closure of Wavell Community Junior School as a separate entity and the enlargement and change of age range of Catterick Garrison, Wavell Community Infant School to create a single 3-11 primary school across both school sites, with effect from 8 April 2024.
- To reduce the PAN applicable to the Reception Year of the newly amalgamated school to 60 for the 2024/25 academic year and beyond.

Stuart Carlton  
CORPORATE DIRECTOR – CHILDREN AND YOUNG PEOPLE'S SERVICE.

Report prepared by Mark Ashton, Strategic Planning Officer



Action Agreed .....Executive Member  
Date: 30 May 2023

Action Requested .....Corporate Director  
Date: 30 May 2023

**List of Appendices:**

Appendix 1 - School capacities

Background Documents

DfE Schools causing concern guidance October 2022 - [Schools Causing Concern  
Guidance Update \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/guidance/schools-causing-concern-guidance-update)

Assessing the Capacity of Schools

The capacity of a school is the number of pupil places it can accommodate. DfE statutory guidance<sup>1</sup> describes the method of assessing the net capacity of maintained mainstream schools. The net capacity is based on the number, size and type of teaching spaces, and the method also allows some flexibility to suit the inclusion of pupils with special educational needs and admission arrangements.

Published Admissions Number

The published admissions number (PAN) is the number of school places that the admission authority must offer in the age group at which pupils will normally be admitted to the school.

A PAN of 60 is proposed for the amalgamated school to provide reasonable headroom over the anticipate demand for places, and as a multiple of 30 which is commonly applied.

Current PAN and Net Capacities

School	Age Range	PAN	Net Capacity
Wavell Community Junior School	7-11	60	240
Wavell Community Infant School	3-7	72	216

Proposed PAN and Net Capacity

School	Age Range	PAN	Net Capacity <sup>2</sup>
Wavell Community Primary School (Amalgamated school across Junior and Infant sites)	3-11	60	420

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<sup>1</sup> <https://webarchive.nationalarchives.gov.uk/ukgwa/20040118061401/http://www.dfes.gov.uk/netcapacity/>

<sup>2</sup> The site capacity for the amalgamated school age range 3-11 across the two sites differs from the total of the separate site capacities for 3-7 and 7-11 due to a reduced PAN used in the net capacity calculation following the DfE statutory guidance.

## NORTH YORKSHIRE COUNCIL

### CHILDREN AND YOUNG PEOPLE'S SERVICE

#### CORPORATE DIRECTOR MEETING WITH EXECUTIVE MEMBERS

30 May 2023

#### **1 PURPOSE OF REPORT**

- 1.1 To seek Executive Member approval to consult on a proposal to establish a new special school provision for Autistic children (with or without diagnosis) aged 11-19 at the site of the former Woodfield Community Primary School.

#### **2 SUMMARY**

- 2.1 Woodfield Community Primary School closed on 31 December 2022 following completion of the required statutory process. There is a desire to continue to use the site for education purposes. This report considers what that use might be and recommends that a consultation be undertaken on a proposal to establish a new provision for young people with autism using the vacated site and buildings.

#### **3 BACKGROUND**

- 3.1 In May 2022 the Executive Member for Education, Learning and Skills gave approval for consultation on a proposal to close Woodfield Community Primary School in Harrogate from 31 December 2022. The consultation was undertaken in June and July 2022.

The Executive meeting on 19 July 2022 considered the outcome of the consultation. It was agreed to publish statutory proposals in September providing the required period for further representations to be made.

On 25 October 2022 the Executive considered the responses to the statutory proposal and resolved to proceed with the closure of the school which then formally closed on 31 December 2022.

The vacated buildings have been secured and are not currently in use for any purpose. There are ongoing costs associated with maintaining an empty building.

- 3.2 The North Yorkshire Council SEN Capital programme was approved by the Executive Member for Education, Learning and Skills on 18 April 2023.

This programme contained proposals to deploy £20.5 million of resource, to enable the Council to address shortfalls in the sufficiency of its specialist provision and ensure that provision matches more effectively with the needs of young people in North Yorkshire requiring access to specialist provision. As part of the programme, officers identified two major developmental priorities, SEMH provision in the north of the county, and secondary autism provision in a central area of the county

The former of these two developmental priorities should be addressed by the development of the free special school in Northallerton, which was approved by the DfE in March 2023. In terms of the secondary autism provision, a resource of £3.5 million has been earmarked to develop a provision – but the capital programme did

not include any specific recommendation about where the facility would be developed.

The Council has the potential to deploy the former Woodfield CP School as a site that could support this development. This report evaluates that opportunity and makes a recommendation to progress to a consultative stage.

## **4 DETAILS OF THE PROPOSAL**

### **4.1 Need for mainstream places**

The sufficiency of places in alternative schools after the closure of Woodfield School was a factor that was considered throughout the statutory process. An analysis of the sufficiency of places in the local area using pupil forecasts to 2032 formed part of the consultation documents and was also included within the subsequent statutory proposals. It was discussed in reports that there was/is capacity within other schools in the local area, although not in every year group in every school

Prior to closure Woodfield School had been accommodating a reducing number of pupils and therefore playing a reduced role in providing capacity. There were only 36 pupils of mainstream school age on roll at Woodfield School in July 2022, with an additional nine nursery aged children.

Before considering alternative educational uses it is important to understand the likelihood of the Council needing to re-establish primary phase mainstream provision at the Woodfield site in the future. This is because the Council has a statutory duty to ensure sufficiency of school places in a local area. To consider this question it is necessary to review three elements of data:

- The change in local school rolls and the future projections, including an assessment of impacts from housing (Appendix 1)
- The demand for local Reception places in September 2023
- The NHS GP registration data for local pre-school age children

#### Total rolls

The table at Appendix 1 shows that numbers in local primary schools have been falling in recent times.

Analysis looking at Woodfield and its four nearest neighboring schools (Bilton Grange, Grove Road, Richard Taylor, and St Robert's) shows that total rolls have fallen by 107 pupils (1286 -1179), so 8.3%, between 15/16 and 22/23. The table also projects a further fall in 23/24 and continuing down to a total of 1033 pupils in 32/33 reflecting a declining birth rate.

Widening the analysis to include a further six schools on the lower part of the appendix 1 table also shows a significant fall in rolls between 15/16 and 22/23 from 1549 to 1492 pupils. The future downward trend is also notable for this larger group.

Taking the overall result for all 11 schools shows that numbers have fallen from 2835 pupils in 15/16 to 2671 pupils in the current year. Casting forward for the remaining 10 schools shows a prediction that the total number will fall further to 2317 pupils (excluding housing impacts) in 10 years' time.

The bottom rows in the table show an allowance for additional pupils from housing based on the Council's standard methodology of one additional primary aged child

from every four new dwellings. Using officers' expectations of development trajectories there has been a total allowance for 174 additional pupils by 28/29, this being from a total of 695 dwellings that have planning approval. As the table shows the additional pupils expected in this specific part of Harrogate will not compensate for the underlying downward demographic trend and so, overall, officers are still predicting a fall in pupil rolls for the short and medium term.

#### Demand for Reception places

On national offer day in April 2023 the allocation of places to start in the Reception year in September was completed. This was locally significant as it was the first allocation year following the closure of Woodfield School. Results have shown that despite the reduction in available places there has been no real incidence of local oversubscription with only two schools full to their admission number. Therefore, most local schools are expected to have surplus places available at the start of the coming academic year.

School	Admission Number 2023/24	Places allocated for 2023 entry	Reception October 22
Bilton Grange Primary	48	34	37
Grove Road CP	40	37	41
Richard Taylor CE Primary	39	39	36
St Robert's Catholic Primary	40	33	31
Starbeck Primary	30	29	41
Willow Tree Primary	75	45	51
New Park Primary	45	28	25
Coppice Valley Primary	30	30	30
St Joseph's Catholic Primary	30	25	25
St Peter's CE Primary	41	31	30
Total	418	331	347

Please note these figures were correct as at national offer day. Although they are subject to change, they do provide a good indication of current demand.

#### NHS GP registration data

The GP registration data, which is now provided to the Council bi-annually by the DfE, is an important tool in predicting the demand for places in future Reception years, which then fuel the numbers in later school years.

Analysis of the cohort data for the most local area (catchments of Bilton Grange and Grove Road including the former Woodfield CP area) does not indicate an increase in demand for local Reception places in the next three years to 26/27, and indeed are lower than the cohort for September 2023 entry which, as explained above, has resulted in a surplus of Reception places:

Entry Year to Reception	Local cohort from GP registration data (total children)
2026/27	158
2025/26	166
2024/25	162
2023/24	173
2022/23	161

2021/22	181
2020/21	171

The clear conclusion from the whole data analysis shown above is that there is no short to medium term need to re-establish additional mainstream places in Woodfield or the immediate area around it. Even taking a longer term view it would appear highly unlikely, based on current data, that a need would arise in the next ten years. Officers must reference that the length of future forecasting can impact on reliability, especially where housing impacts are concerned, and that forecasts would need to be reviewed in light of any further housing approvals.

#### 4.2 Potential SEND use - Autism provision

Officers consider that the Council's current range of provision needs to be extended to cater more effectively for young people with a primary need of autism who require specialist support to maximise their potential. Those who require a more formal secondary curriculum and associated academic accreditation routes would benefit most from the proposed development.

In recent years, since 2016, the number of children and young people with identified SEND and an EHCP has increased by over 110% in North Yorkshire. The latest position is that there are over 4500 children with EHCPs. The growth in numbers of autistic children and other communication and interaction needs is the single largest area of growth and the Local Authority has a duty to have a range of provision to meet those needs including mainstream schools, resource bases and special schools.

Currently there are 432 children with the primary need of autism accessing existing North Yorkshire special schools. Significantly however, there are 77 children with the same primary need in high cost independent and non-maintained special schools in addition to 51 attending other Local Authority special schools. This is through a combination of existing specialist provision having limited capacity and the educational offer largely catering for children who are autistic and who require a semi formal curriculum.

Within North Yorkshire there are a significant number of children who need a formal curriculum, delivered by autism specialists in a small, low stress environment. By reducing the social and environmental demands, children who are autistic can achieve success, both academically and emotionally. The site at Woodfield offers the opportunity to create this provision and give this group of children access to suitable peer groups and academic challenge in order to reach their aspirations.

This would provide children and families with a more local offer of provision, than is currently unavailable without significant travel, and/or requiring high-cost provision from the independent and non-maintained special sector.

In terms of the business case, analysis of the trends in new independent sector placements has been carried out. It has identified that over the course of the last four years 95% of new placements related to young people with a primary need of autism or SEMH. The financial implications for the Local Authority budget are that independent day sector placements typically cost £65k to £70k, whereas the average cost of a special school placement is circa £23k. The assessment being that the majority of the independent sector placements could have been supported in

academy or maintained special schools if there was sufficient capacity and schools with the appropriate designation to meet the needs of the pupils.

However, the need for additional capacity is also about ensuring that the Local Authority can provide access on a reasonably local basis for more families and meet the council's obligations of providing sufficient provision that delivers good value for money and value for children. These factors strengthen further the case for a new specialist secondary provision for children who are autistic.

The planning assumption is that the new provision would ultimately operate with a capacity of around 80 pupils and would serve an age range of 11 to 19.

#### Woodfield School site and alternatives

In terms of a geographic location, the local authority has identified a need for a location in a central area – between the A1 corridor and the Ripon, Knaresborough, Harrogate area because this maximises the reach across the county, recognising that no provision can cover the full county area, and locates the provision close to an area where a significant proportion of the pupil population resides.

Currently there do not appear to be any realistic alternative options available for the secondary autism provision in the preferred geographic location without seeking to access sites on the open market.

Officers' assessment is that the former Woodfield School site could form an effective base for this new provision using a combination of the existing school buildings and some additional new accommodation. However, the precise build requirements and timeline for developing any additional new buildings would be subject to a detailed feasibility study.

The Woodfield School site has some significant benefits in terms of its suitability as a site for a new specialist provision in terms of:

Large site, with significant outdoor learning environment area

- Site previously operated as a school site, although requirements for a special school would be different to a mainstream provision
- The existing school buildings have a layout that could potentially be used as the basis for opening the school in a phased way up to the 80 places described
- The site layout lends itself to adding additional accommodation to enable the provision to expand to its ultimate full capacity
- The deployment of the site as a school would satisfy the desire to continue educational use and ensure it does not stand empty for an extended period

Consequently, it is viewed that the Council should consult on a proposal that the former Woodfield CP School site should be utilised as a base for a new special school provision.

It should be noted that the proposals do not propose any change to the activities that are accommodated in the block to the front of the Woodfield site including the Community Library and the Children's Centre.

### 4.3 Process

The feedback to the consultation (if approved) would be considered by the Council's Executive. The indicative date for that review is 22 August 2023. Should the Executive approve moving forward to establish a new special school then this would be done by following the requirements set out by the DfE in their January 2023 statutory guidance 'The free school presumption – guidance for local authorities and new school proposers'. The overall process should enable the Council to identify a suitable Academy Trust to be the delivery partner who would have the appropriate experience and skill set to operate a successful provision for this specialism in this part of the county. The following section sets out the required Stage One steps to invite proposals, followed by the assessment process at Stage Two, together with indicative dates for each. The target opening date is September 2024, which is rightly ambitious, and certainly the earliest date at which the new provision could open. This target date will be kept under review as the proposal moves forward.

### 4.4 Timescale

Suggested key dates are shown below:

<b>Activity</b>	<b>Key timetable dates</b>
Approval to consult	30 May 2023
Consultation period (6 terms weeks)	12 June – 24 July 2023
Consultation review and approval to publish statutory proposals	22 August 2023
	<b>Stage 1 – Invitation for Proposals</b>
Launch of process: National and local announcements by DfE and NYCC – Competition should be 6 to 8 weeks minimum	11 September 2023
Deadline for receipt of proposals	30 October 2023
	<b>Stage 2 – Assessment</b>
Assessment of proposals and selection of preferred proposers (shortlist)	w/c 6 November 2023
Assessment Panel Interviews (if considered to be a required part of the process)	w/c 20 November 2023
Recommendation to CYPS Executive Members and confirmation of preferred sponsor.	12 December 2023
Proposals are sent to the Regional Director (RD)	20 December 2023
The RD will consider the LA assessments and recommendations and decide on the successful proposer There is no specified timescale for this part of the process.	Stage 3 - Decision by RD (for the Secretary of State)
	<b>Pre-opening period</b>
All implementation activity, staff recruitment etc	From notification of RD decision - 31 August 2024
	<b>Opening</b>
Target opening date	1 September 2024



## **5 ALTERNATIVE OPTIONS**

- 5.1 Section 4 above sets out why there is greater need to establish SEND provision than there is to retain the empty site with the intention of re-establishing mainstream provision at some uncertain point in the future. That section also sets out why autism is considered the specialism with the highest need. Finally, comments in section 4 confirm there is no other readily available site in the central area that could be considered as a viable alternative to the Woodfield site.

## **6 FINANCIAL IMPLICATIONS**

- 6.1 There are capital costs associated with providing additional accommodation on site to complement the existing buildings and allow the proposed new special school to achieve its full capacity. As stated at Section 4.2 an amount of £3.5m has been allocated in the SEND Capital Programme although Local Authority officers are cognisant that pressures currently being experienced within the construction sector could impact upon the precise design and capacity that the Local Authority is able to take forward.
- 6.2 There would be pre and post opening revenue costs associated with establishing new provision. However, the introduction of local additional specialist places in the maintained sector would provide an overall saving to the High Needs Block through savings on higher cost placements in the independent sector.
- 6.3 Whilst paragraph 4.2 sets out the differential between average costs of independent school places and local special school provision being between £42k and £47k per place further, more precise, analysis will be undertaken and presented to the Executive prior to any final decisions being taken.

## **7 LEGAL IMPLICATIONS**

- 7.1 Should it be determined to pursue opening of new provision then officers would ensure compliance with all legal aspects by carefully following the requirements set out by the DfE in their January 2023 statutory guidance 'The free school presumption – guidance for local authorities and new school proposers'.

## **8 EQUALITIES IMPACT ASSESSMENT**

- 8.1 If consultation is approved then a full Equalities Impact Assessment would be presented to Executive at the point at which they would consider the consultation feedback. The foreseeable headline of the assessment would be that a new special school would have a positive impact for children with a protected characteristic.

## **9 CLIMATE IMPACT ASSESSMENT**

- 9.1 If consultation is approved then a full Climate Impact Assessment would be presented to Executive at the point at which they would consider the consultation feedback. The foreseeable headlines of the assessment would be that a new centrally located special school would have a negative impact through emissions from the running of buildings, but a positive impact through reductions in emissions from travel.

**10 CONCLUSIONS/ REASON FOR RECOMMENDATION**

10.1 There is no short-term need for additional mainstream places but the need for additional special school places is high and immediate. There is little value in holding the Woodfield site empty with a view to re-establishing mainstream provision at some uncertain point in the future when specialist provision could potentially be established in a short timescale in the existing buildings. The Woodfield site offers a real opportunity to transform the provision for autism in the central area of the county and it is recommended that consultation would now be appropriate.

**11 RECOMMENDATIONS**

11.1 That the Executive Member for Education, Learning and Skills provide approval to consult on proposals that the Council should establish a new 11-19 special school for autism on the site of the former Woodfield Community Primary School.

Stuart Carlton

CORPORATE DIRECTOR – CHILDREN AND YOUNG PEOPLE’S SERVICE.

Report prepared by Andrew Dixon, Strategic Planning Manager and Chris Reynolds, Head of SEND Strategic Planning

Action Agreed .....Executive Member

Date: 30 May 2023

Action Requested .....Corporate Director

Date: 30 May 2023

Appendix 1 – Mainstream school rolls and future projections

**Background documents:**

Executive report – Woodfield CP School closure – 25 October 2022

CYPS Executive Members report – SEND Capital Programme – 18 April 2023

**Appendix 1 - Pupil forecasts to 32/33 including potential impacts of new housing**

									Forecast based on January 2023 census NOR						
Schools	15/16	16/17	17/18	18/19	19/20	20/21	21/22	22/23	23/24	24/25	25/26	26/27	27/28	28/29	32/33
Bilton Grange Primary	312	318	313	317	313	304	323	315	305	296	289	285	284	267	265
Grove Road CP	290	283	289	296	295	303	292	303	295	290	288	287	286	282	272
Richard Taylor CE Primary	274	279	273	277	278	271	276	277	275	272	269	261	256	252	241
St. Robert's Catholic Primary	279	267	270	276	271	277	283	284	278	274	273	270	267	262	255
Woodfield Primary	131	140	141	89	80	50	37	0	0	0	0	0	0	0	0
<b>Total 1</b>	<b>1286</b>	<b>1287</b>	<b>1286</b>	<b>1255</b>	<b>1237</b>	<b>1205</b>	<b>1211</b>	<b>1179</b>	<b>1153</b>	<b>1132</b>	<b>1119</b>	<b>1103</b>	<b>1093</b>	<b>1063</b>	<b>1033</b>

Starbeck Primary	232	220	187	192	190	180	207	211	209	217	222	232	233	233	220
Willow Tree Primary	478	480	522	534	504	485	449	438	411	382	362	354	319	318	307
New Park Primary	170	178	159	153	162	172	164	165	168	176	187	188	188	179	183
Coppice Valley Primary	181	179	198	200	193	196	199	205	204	205	203	205	203	200	191
St Joseph's Catholic Primary	208	207	200	203	200	202	194	201	195	188	184	180	174	169	162
St Peter's CE	280	274	276	284	278	263	281	272	262	254	244	237	234	225	221
<b>Total 2</b>	<b>1549</b>	<b>1538</b>	<b>1542</b>	<b>1566</b>	<b>1527</b>	<b>1498</b>	<b>1494</b>	<b>1492</b>	<b>1449</b>	<b>1422</b>	<b>1402</b>	<b>1396</b>	<b>1351</b>	<b>1324</b>	<b>1284</b>

	<b>2835</b>	<b>2825</b>	<b>2828</b>	<b>2821</b>	<b>2764</b>	<b>2703</b>	<b>2705</b>	<b>2671</b>	<b>2602</b>	<b>2554</b>	<b>2521</b>	<b>2499</b>	<b>2444</b>	<b>2387</b>	<b>2317</b>
Approximate pupil yield from housing									<b>30</b>	<b>60</b>	<b>90</b>	<b>120</b>	<b>150</b>	<b>174</b>	<b>174</b>
<b>Total 3</b>	<b>2835</b>	<b>2825</b>	<b>2828</b>	<b>2821</b>	<b>2764</b>	<b>2703</b>	<b>2705</b>	<b>2671</b>	<b>2632</b>	<b>2614</b>	<b>2611</b>	<b>2619</b>	<b>2594</b>	<b>2561</b>	<b>2491</b>

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## NORTH YORKSHIRE COUNCIL

Children and Young People's Service

Director's meeting with Executive Members

30<sup>th</sup> May 2023

### **PROPOSAL TO ACCEPT A GRANT FROM THE DEPARTMENT FOR EDUCATION TO FURTHER DEVELOP WORK TO INCREASE SUPPORTED INTERNSHIPS**

Report by the Corporate Director - Children and Young People's Service

#### **1 PURPOSE OF REPORT**

- 1.1 To provide CYPS Executive Member for Education and Skills with information regarding a recent grant allocation made available by the Department for Education to increase the number of Supported Internships available to young people with SEND and recommend it is accepted.

#### **2 BACKGROUND**

- 2.1 North Yorkshire Council have been awarded a grant allocation of £45,461 from the department for education to assist with the further development and roll out of Supported Internships across the county. This allocation is for year 2 of an anticipated 3 year phased allocation. The council were notified on 17<sup>th</sup> May 2023 of the allocation and asked to accept the grant by no later than 5<sup>th</sup> June 2023.
- 2.2 Supported Internships provide young people with SEND a supported transition into employment through a structured programme of study alongside 'on the job' training within a work base placement. This grant is being made available as part of the government plan to double the number of young people accessing Supported Internships.
- 2.2 Achieving employment, as with all young people, is central to our aims and aspirations for young people moving on into independent and fulfilling adult lives.
- 2.3 The purpose of the grant is to support all Local Authorities to access, establish and/or develop SEND employment forums to improve the provision of Supported Internships across the country.

### 3 GRANT AWARD

3.1 The grant awarded to North Yorkshire County Council is set out in the table below:

Grant Period	Grant Amount
Year One: Up to March 2023	£22392.51 (received)
Year Two: April 2023 – March 2024	£45461.02
Year Three: April 2024 – March 2025	£45066.25 (indicative)
<b>TOTAL</b>	<b>£112919.77 (indicative)</b>

3.2 Alongside the grant, the National Development Team for Inclusion (NDTi) are working with the LA to establish a local employment forum to bring together employers and learning providers to create sustainable internships that lead to paid employment.

3.3 Additionally, the NDTi will also support employers to deliver high quality work placements that support young people with additional needs to develop their skills and share their talents.

3.4 Acceptance of this grant offer requires each Local Authority to work with NDTi and partners to:

- Establish a baseline of their Supported Internship offer
- Access, establish and/or develop a SEND employment forum
- Work collaboratively to create an action plan
- Deliver, develop, monitor and report on work during the programme

### 4 PROPOSAL

4.1 NDTi have requested acceptance of the grant by no later than 5<sup>th</sup> June 2023. It also requires the council to develop a breakdown of planned expenditure for year two including expected outcomes and activities.

### 5 RECOMENDATION

5.1 CYPS Executive Member for Education and Skills provide approval to accept the Supported Internship grant
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Stuart Carlton, Corporate Director – Children and Young People’s Service

Report prepared by Chris Reynolds, Head of SEND Strategic Planning and Resources

## NORTH YORKSHIRE COUNCIL

### CYPS EXECUTIVE MEMBERS

30 MAY 2023

## FUNDING ALLOCATION METHODOLOGY FOR THE MAINTAINED NURSERY SCHOOL SUPPLEMENTARY FUNDING GRANT

### 1.0 PURPOSE OF THE REPORT

- 1.1 This report asks Executive Members, in conjunction with the Corporate Director – CYPS, to agree a recommendation to update the funding allocation methodology for the Maintained Nursery School Supplementary Funding Grant.
- 1.2 The recommendation has been developed in conjunction with the three maintained nursery schools (MNS) that operate within North Yorkshire.

### 2.0 BACKGROUND

- 2.1 The DfE have previously provided specific supplementary funding for MNS to enable their 2016/17 funding levels related to the delivery of universal provision to continue to be maintained under the Early Years National Funding Formula (EYNFF) arrangements. This has enabled a higher level of funding to continue to be paid to MNS during the period which the supplementary funding is in place. In Summer 2022, the DfE announced an additional £10m investment in MNS supplementary funding from 2023-24, and they also consulted on proposals to distribute the MNS supplementary funding more evenly across all LAs with MNSs in 2023-24. In December 2022, the DfE confirmed the following developments for MNS supplementary funding for 2023/24:
  - The introduction of a minimum funding floor set at £3.80 per MNS hour and a cap set at £10 per MNS hour, in order to distribute the supplementary funding more evenly between LAs with MNSs. North Yorkshire is receiving the floor level funding rate of £3.80 per MNS hour for three- and four-year old universal provision.
  - The funding which MNSs currently receive through the teachers' pay and pension grants will be rolled into the supplementary funding that LAs receive for their MNSs from 2023-24. The indicative funding rate rolled into the MNS supplementary funding for North Yorkshire is £0.50 per hour; this funding is included within the overall £3.80 MNS supplementary funding rate.
- 2.2 The indicative MNS supplementary funding value for North Yorkshire is £414k for the 2023/24 financial year. The indicative supplementary funding allocation is subject to adjustment at the end of the financial year to reflect the actual three- and four-year old universal hours delivered within the year by the MNS. The DfE have indicated that the level at which the minimum funding floor will be set for 2024-25 along with all other MNS supplementary funding rates will be announced in Autumn 2023. They have also stated that levels of supplementary funding for MNS for the financial years after this will be subject to the outcome of the next Spending Review.
- 2.3 North Yorkshire received £2.57 per MNS 3 & 4-year-old universal hour in respect of the MNS supplementary funding grant level for the 2022/23 financial year. In addition to the

supplementary funding, the MNS also received separate DfE grant funding to support the cost pressures related to teachers' pay and pension increases. For the 2023/24 financial year, the separate teachers' pay and pensions grant has been mainstreamed. The MNS supplementary funding grant has increased to £3.80 per MNS 3 & 4-year-old universal hour; the base rate has increased from £2.57 to £3.30, with an addition of £0.50 per hour related to the mainstreaming of the pay and pensions grant. Given the significant increase in the MNS supplementary funding grant level for the 2023/24 financial year, it was considered appropriate to review the grant distribution methodology in conjunction with the three MNS operating within North Yorkshire.

### 3.0 FUNDING ALLOCATION METHODOLOGY FOR THE MAINTAINED NURSERY SCHOOL SUPPLEMENTARY GRANT

- 3.1 The allocation methodology previously utilised for the allocation of the MNS supplementary funding grant consisted of a lump sum allocation (£32,170) plus an amount (£1.69) per universal 3 & 4-year-old hour. Indicative funding allocations are produced at the start of the financial year based on the previous year funded hours; the allocations are updated at the end of the financial year to reflect the actual 3 & 4-year-old universal hours delivered in year.
- 3.2 Local authority officers have worked with representatives from the three MNS operating within North Yorkshire to review the funding allocation methodology for the MNS supplementary funding grant. The work has focused on agreeing the key principles for the allocation methodology and considering the options modelled as to the most appropriate for implementation.
- 3.3 The review identified the following key principles for the funding allocation methodology:
- Funding allocation across the three MNS must be contained within the MNS Supplementary Funding Grant allocation received from the DfE (2023/24 indicative funding allocation £414k)
  - The allocation methodology should seek to support the financial viability of all 3 MNS
  - The allocation methodology should reflect operating context and characteristics of the three MNS
    - 3 & 4-year-old funded hours delivered
    - Deprivation
    - High Needs
  - The allocation data used should be objective and easily available
  - The allocation methodology should be transparent and able to be locally forecasted
  - The allocation methodology should avoid significant funding turbulence, both in the transition from previous allocation methodology and from year to year going forward.
  - Administration of the allocation methodology should be proportionate to the level of funding involved.
- 3.4 The review considered the operating context and characteristics of the three MNS and found key differences in:
- The levels of 3 & 4-year-old funded hours delivered
  - The levels of deprivation of the localities each establishment serves
  - The numbers of children with high needs attending each establishment



- 3.5 Having regard to the key principles for the funding allocation methodology, the following factors were considered to be the most appropriate basis for a funding allocation methodology:
- A lump sum of £50,000 per MNS
  - The remainder of the funding to be distributed by:
    - 3 & 4-year-old funded hours. Options: Universal hours only or universal + extended hours
    - Deprivation. Options: Deprivation levels associated with the 3 & 4-year-old children attending the MNS or numbers of children eligible for early years pupil premium
    - High Needs. Options: The number of children eligible for Disability Access Funding (DAF) or the number of children eligible for Element 2 high needs funding.
  - The provision of “funding floor” that provides a minimum of a 20% funding increase for each MNS for the 2023/24 financial year supplementary funding grant compared to the level of supplementary grant + teachers’ pay and pension grant received in the 2022/23 financial year.
- 3.6 Modelling was undertaken based on the factors and criteria detailed in 3.5 above. From this modelling, the option that was considered to most appropriately reflect the requirements of the key principles provided a funding allocation methodology based on:
- £50,000 lump sum per MNS
  - The remainder of the funding distributed by:
    - 80% universal 3 & 4-year-old funded hours (termly headcount data)
    - 10% 3 & 4-year-old post code deprivation Band A level (highest level – IMD score >34.17) (January headcount data)
    - 10% 3 & 4 year olds eligible for DAF (3 year average)
- 3.7 The 2023/24 indicative MNS supplementary funding grant allocations, based on the proposed funding allocation methodology, for the maintained nursery schools are as follows:

	<b>Childhaven Nursery School</b>	<b>Brougham Street Nursery School</b>	<b>Otley Street Nursery</b>
Lump Sum	£50,000	£50,000	£50,000
3 & 4 Year Old Universal Funded Hours	£65,243	£69,159	£76,788
Deprivation (Band A)	£16,590	£5,679	£4,130
DAF	£7,764	£13,976	£4,659
<b>Total</b>	<b>£139,597</b>	<b>£138,814</b>	<b>£135,577</b>
<i>For Information: 2022/23 MNS Supplementary Funding Allocation + Teachers’ Pay &amp; Pension Grant</i>	<i>£103,427</i>	<i>£106,392</i>	<i>£112,162</i>

The indicative funding allocations will be updated at the end of the financial year to reflect the actual data for the current financial year.

- 3.8 The review of the funding allocation methodology for the MNS Supplementary Funding Grant and the associated options modelling process has been undertaken in conjunction with the three MNS operating within North Yorkshire. Two meetings have been held with the MNS on 29 March 2023 and 18 April 2023 to discuss and seek views on the allocation

principles, options modelling and the final proposed allocation methodology. The MNS expressed a view for the allocation methodology to be widened to recognise deprivation and high needs factors; this view has been reflected in the proposed updated funding allocation methodology. The three MNS also supported a broadly equal split of the funding across the three establishments; the proposed methodology has sought to achieve an equitable allocation of the funding that recognises both the individual operating characteristics of the individual establishments and the need for financial viability for each establishment. The three MNS have indicated their support for the proposed funding allocation methodology for the MNS Supplementary Funding Grant.

#### 4.0 FINANCIAL IMPLICATIONS

4.1 The MNS Supplementary Funding Grant is provided through the ringfenced Early Years Block of the Dedicated Schools Grant. In this respect, there is no financial impact on the wider North Yorkshire Council budget.

#### 5.0 LEGAL IMPLICATIONS

The proposal is in accordance with the Dedicated Schools Grant statutory conditions of grant.

#### 6.0 EQUALITIES IMPLICATIONS

6.1 An equality impact assessment form is attached in Appendix 1.

#### 7.0 CLIMATE CHANGE AND ENVIRONMENTAL IMPLICATIONS

7.1 No climate change or environmental implications have been identified, through the completion of a Climate Change Impact Assessment (Initial Screening Form), with the proposal.

#### 8.0 RECOMMENDATIONS

- 8.1 CYPS Executive Members, in conjunction with the Corporate Director - CYPS are asked to:
- i. To note the review of the funding allocation methodology for the MNS Supplementary Funding Grant and the work undertaken, in consultation with the three MNS operating with North Yorkshire, to develop a proposed updated allocation methodology.
  - ii. To approve an updated funding allocation methodology for the MNS Supplementary Funding Grant based on:
    - £50,000 lump sum per MNS
    - The remainder of the funding distributed by:
      - 80% universal 3 & 4-year-old funded hours (termly headcount data)
      - 10% 3 & 4-year-old post code deprivation Band A level (highest level – IMD score >34.17) (January headcount data)
      - 10% 3 & 4-year-olds eligible for DAF (3-year average)

STUART CARLTON

Corporate Director – Children and Young People’s Service

Report Prepared by: Sally Dunn, Head of Finance – Schools, Early Years & High Needs

## Equality impact assessment (EIA) form: evidencing paying due regard to protected characteristics

(Form updated April 2019)

### Funding Allocation Methodology for the Maintained Nursery School Supplementary Funding Grant (*Early Years Block Funding*)

If you would like this information in another language or format such as Braille, large print or audio, please contact the Communications Unit on 01609 53 2013 or email [communications@northyorks.gov.uk](mailto:communications@northyorks.gov.uk).



যদি আপনি এই ডকুমেন্ট অন্য ভাষায় বা ফরমেটে চান, তাহলে দয়া করে আমাদেরকে বলুন।

如欲索取以另一語文印製或另一格式製作的資料，請與我們聯絡。

اگر آپ کو معلومات کسی دیگر زبان یا دیگر شکل میں درکار ہوں تو برائے مہربانی ہم سے پوچھئے۔

Equality Impact Assessments (EIAs) are public documents. EIAs accompanying reports going to Councillors for decisions are published with the committee papers on our website and are available in hard copy at the relevant meeting. To help people to find completed EIAs we also publish them in the Equality and Diversity section of our website. This will help people to see for themselves how we have paid due regard in order to meet statutory requirements.

Name of Directorate and Service Area	North Yorkshire Council: Central Services - Resources
Lead Officer and contact details	Howard Emmett - Assistant Director – Resources
Names and roles of other people involved in carrying out the EIA	Sally Dunn – Head of Finance (Schools & Early Years)
How will you pay due regard? e.g. working group, individual officer	The proposal has been subject to consultation with the three Maintained Nursery Schools (MNS) operating within North Yorkshire through meetings on 29 March 2023 and 18 April 2023. The item will be discussed at the North Yorkshire Schools Forum meeting on 18 May 2023
When did the due regard process start?	In setting the Early Years Budget each year, it is necessary to consider the level of the MNS Supplementary Funding Grant paid to

	<p>MNS within the constraints of the grant allocation provided by the DfE. This EIA considers this issue in respect of the updated 2023-24 MNS Supplementary Funding Grant allocation.</p>
--	--

**Section 1. Please describe briefly what this EIA is about.** (e.g. are you starting a new service, changing how you do something, stopping doing something?)

The EIA considers the review of the funding allocation methodology for the MNS Supplementary Funding Grant.

The local authority determines the funding allocation methodology for the MNS Supplementary Funding Grant that is paid to MNS in recognition of the additional operating costs that the establishments incur compared to other providers within the early years' sector e.g. statutory requirement to employ a headteacher.

The determination of the MNS Supplementary Funding allocations is undertaken within the parameters of the funding levels provided by the DfE through the MNS Supplementary Funding Grant and the associated grant conditions.

For the 2023/24 financial year the MNS Supplementary Funding Grant has increased to £3.80 per MNS 3 & 4-year-old universal hour; the base rate has increased from £2.57 to £3.30, with an addition of £0.50 per hour related to the mainstreaming of the pay and pensions grant. Given the significant increase in the MNS supplementary funding grant level for the 2023/24 financial year, it was considered appropriate to review the grant distribution methodology in conjunction with the three MNS operating within North Yorkshire.

The allocation methodology previously utilised for the MNS supplementary funding grant consisted of a lump sum allocation (£32,170) plus an amount (£1.69) per universal 3 & 4-year-old hour. Indicative funding allocations are produced at the start of the financial year based on the previous year funded hours; the allocations are updated at the end of the financial year to reflect the actual 3 & 4-year-old universal hours delivered in year.

LA officer work with the three MNS operating within North Yorkshire has developed the following proposal for the allocation for the MNS Supplementary Funding Grant:

- A lump sum of £50,000 per MNS
- The remainder of the funding distributed by:
  - 80% universal 3 & 4-year-old funded hours (termly headcount data)
  - 10% 3 & 4-year-old post code deprivation Band A level (highest level – IMD score >34.17) (January headcount data)
  - 10% 3 & 4 year olds eligible for DAF (3 year average)
- The provision of “funding floor” that provides a minimum of a 20% funding increase for each MNS for the 2023/24 financial year supplementary funding grant compared to the level of supplementary grant + teachers’ pay and pension grant received in the 2022/23 financial year.

**Section 2. Why is this being proposed? What are the aims? What does the authority hope to achieve by it?** (e.g. to save money, meet increased demand, do things in a better way.)

The DfE require each local authority to determine the funding allocation methodology for the MNS Supplementary Funding Grant. The proposed funding allocation methodology seeks to achieve an

equitable allocation of the funding that recognises both the individual operating characteristics of the individual establishments and the need for financial viability for each establishment

**Section 3. What will change? What will be different for customers and/or staff?**

The three MNS will each see increased funding benefit from the proposed option. The two MNS with the greatest proportion of children with high needs and children living in areas of high deprivation will see the highest funding increases.

**Section 4. Involvement and consultation** (What involvement and consultation has been done regarding the proposal and what are the results? What consultation will be needed and how will it be done?)

Two meetings have been held with the MNS on 29 March 2023 and 18 April 2023 to discuss and seek views on the allocation principles, options modelling and the final proposed allocation methodology.

The proposed funding allocation methodology for the MNS Supplementary Funding Grant will be presented at the Schools Forum on 18<sup>th</sup> May 2023.

This EIA will be updated to reflect any further views provided by the MNS and any feedback received from the Schools Forum. The MNS will be notified of the outcome of this process in June 2023.

**Section 5. What impact will this proposal have on council budgets? Will it be cost neutral, have increased cost or reduce costs?**

Please explain briefly why this will be the result.

The specific proposal in the EIA is cost neutral as all costs will be contained within the ring-fence of the MNS Supplementary Funding Grant - 2023/24 Early Years Block DSG.

<b>Section 6. How will this proposal affect people with protected characteristics?</b>	<b>No impact</b>	<b>Make things better</b>	<b>Make things worse</b>	<b>Why will it have this effect? Provide evidence from engagement, consultation and/or service user data or demographic information etc.</b>
Age	✓			It is anticipated there would be no identifiable impact as a result of this proposal for this characteristic. The proposal will be applied to all years providers.
Disability		✓		The proposal will provide a higher level of funding benefit to MNS with a higher

				proportion of children eligible for disability living allowance.
Sex	✓			It is anticipated there would be no identifiable impact as a result of this proposal for this characteristic.
Race	✓			It is anticipated there would be no identifiable impact as a result of this proposal for this characteristic
Gender reassignment	✓			It is anticipated there would be no identifiable impact as a result of this proposal for this characteristic
Sexual orientation	✓			It is anticipated there would be no identifiable impact as a result of this proposal for this characteristic
Religion or belief	✓			It is anticipated there would be no identifiable impact as a result of this proposal for this characteristic
Pregnancy or maternity	✓			It is anticipated there would be no identifiable impact as a result of this proposal for this characteristic
Marriage or civil partnership	✓			It is anticipated there would be no identifiable impact as a result of this proposal for this characteristic

<b>Section 7. How will this proposal affect people who...</b>	<b>No impact</b>	<b>Make things better</b>	<b>Make things worse</b>	<b>Why will it have this effect? Provide evidence from engagement, consultation and/or service user data or demographic information etc.</b>
..live in a rural area?	✓			It is anticipated there would be no identifiable impact as a result of this proposal for this characteristic.
...have a low income?		✓		The proposal will provide a higher level of funding benefit to MNS with a higher proportion of children that live in areas with high levels of deprivation
...are carers (unpaid family or friend)?	✓			It is anticipated there would be no identifiable impact as a result of this proposal for this characteristic

<b>Section 8. Geographic impact – Please detail where the impact will be (please tick all that apply)</b>	
North Yorkshire wide	
Craven district	✓
Hambleton district	
Harrogate district	
Richmondshire district	
Ryedale district	

Scarborough district	✓
Selby district	
<b>If you have ticked one or more districts, will specific town(s)/village(s) be particularly impacted? If so, please specify below.</b>	
Scarborough and Skipton will be more specifically impacted as these are the towns where the three MNS are located.	

**Section 9. Will the proposal affect anyone more because of a combination of protected characteristics? (e.g. older women or young gay men) State what you think the effect may be and why, providing evidence from engagement, consultation and/or service user data or demographic information etc.**

None identified

<b>Section 10. Next steps to address the anticipated impact. Select one of the following options and explain why this has been chosen. (Remember: we have an anticipatory duty to make reasonable adjustments so that disabled people can access services and work for us)</b>	<b>Tick option chosen</b>
<b>1. No adverse impact - no major change needed to the proposal.</b> There is no potential for discrimination or adverse impact identified.	✓
<b>2. Adverse impact - adjust the proposal</b> - The EIA identifies potential problems or missed opportunities. We will change our proposal to reduce or remove these adverse impacts, or we will achieve our aim in another way which will not make things worse for people.	
<b>3. Adverse impact - continue the proposal</b> - The EIA identifies potential problems or missed opportunities. We cannot change our proposal to reduce or remove these adverse impacts, nor can we achieve our aim in another way which will not make things worse for people. (There must be compelling reasons for continuing with proposals which will have the most adverse impacts. Get advice from Legal Services)	
<b>4. Actual or potential unlawful discrimination - stop and remove the proposal –</b> The EIA identifies actual or potential unlawful discrimination. It must be stopped.	
<b>Explanation of why option has been chosen.</b> (Include any advice given by Legal Services.)	
No significant adverse impacts have been identified from the EIA affecting one or more protected characteristic.	
This EIA will be updated to reflect any further views provided by the MNS and any feedback received from the Schools Forum	

**Section 11. If the proposal is to be implemented how will you find out how it is really affecting people? (How will you monitor and review the changes?)**



The financial forecasts of the MNS will be reviewed through the local authority school financial governance process. A review of the operation of the updated funding allocation methodology for the MNS Supplementary Funding Grant will be undertaken with the three MNS at the end of the 2023/24 financial year.

**Section 12. Action plan.** List any actions you need to take which have been identified in this EIA, including post implementation review to find out how the outcomes have been achieved in practice and what impacts there have actually been on people with protected characteristics.

Action	Lead	By when	Progress	Monitoring arrangements
1. To review and seek views from the three MNS on the funding allocation methodology for the MNS Supplementary Funding Grant.	Howard Emmett – Asst. Director	Meetings: 29 March 2023 & 18 April 2023		
2. To report the proposed updated funding allocation methodology to Schools Forum	Howard Emmett – Asst. Director	18 May 2023		
3. To obtain approval for the proposed funding allocation methodology from the Corporate Director – CYPS and CYPS Executive Members	Howard Emmett – Asst. Director	30 May 2023		

**Section 13. Summary** Summarise the findings of your EIA, including impacts, recommendation in relation to addressing impacts, including any legal advice, and next steps. This summary should be used as part of the report to the decision maker.

The Equality Impact Assessment has assessed the impact of the proposal namely:

- The proposal for the allocation of the MNS Supplementary Funding Grant to be based on the following methodology:
  - A lump sum of £50,000 per MNS
  - The remainder of the funding distributed by:

80% universal 3 & 4-year-old funded hours (termly headcount data)  
10% 3 & 4-year-old post code deprivation Band A level (highest level – IMD score >34.17) (January headcount data)  
10% 3 & 4-year-olds eligible for DAF (3 year average)

- The provision of “funding floor” that provides a minimum of a 20% funding increase for each MNS for the 2023/24 financial year supplementary funding grant compared to the level of supplementary grant + teachers’ pay and pension grant received in the 2022/23 financial year.
- To consult with the three MNS operating within North Yorkshire on the review of the funding allocation methodology, associated modelling and development of a recommended proposal.
- To report findings, conclusions and recommendations to CYPS Executive Members (for decision) and to the Schools Forum (for information).

At this stage of the EIA there is no evidence to suggest that the proposal made will significantly disadvantage one or more protected characteristics

#### **Section 14. Sign off section**

This full EIA was completed by:

**Name:** Sally Dunn

**Job title:** Head of Finance – Schools, Early Years & High Needs

**Directorate:** Central Services

**Signature:** *Sally Dunn*

**Completion date:** 24 April 2023

**Authorised by relevant Assistant Director (signature):**

**Date:**

## Initial Climate Change Impact Assessment (Form created August 2021)

The intention of this document is to help the council to gain an initial understanding of the impact of a project or decision on the environment. This document should be completed in consultation with the supporting guidance. Dependent on this initial assessment you may need to go on to complete a full Climate Change Impact Assessment. The final document will be published as part of the decision-making process.

If you have any additional queries, which are not covered by the guidance please email [climatechange@northyorks.gov.uk](mailto:climatechange@northyorks.gov.uk)

<b>Title of proposal</b>	<b>Funding Allocation Methodology for the Maintained Nursery School Supplementary Funding Grant</b>
<b>Brief description of proposal</b>	<p>The proposal relates to the reviewing, modelling and developing of a recommended proposal for updating the funding allocation methodology for the Maintained Nursery School (MNS) Supplementary Funding Grant.</p> <p>The local authority determines the funding allocation methodology for the MNS Supplementary Funding Grant that is paid to MNS in recognition the additional operating costs that they incur compared other providers within the early years' sector e.g. statutory requirement to employ a headteacher.</p> <p>The proposed allocation methodology is as follows:</p> <ul style="list-style-type: none"> <li>• A lump sum of £50,000 per MNS</li> <li>• The remainder of the funding distributed by: <ul style="list-style-type: none"> <li>- 80% universal 3 &amp; 4-year-old funded hours (termly headcount data)</li> <li>- 10% 3 &amp; 4-year-old post code deprivation Band A level (highest level – IMD score &gt;34.17) (January headcount data)</li> <li>- 10% 3 &amp; 4 year olds eligible for DAF (3 year average)</li> </ul> </li> <li>• The provision of “funding floor” that provides a minimum of a 20% funding increase for each MNS for the 2023/24 financial year supplementary funding grant compared to the level of supplementary grant + teachers’ pay and pension grant received in the 2022/23 financial year.</li> </ul>
<b>Directorate</b>	<b>Central Services</b>
<b>Service area</b>	<b>Resources</b>
<b>Lead officer</b>	<b>Howard Emmett</b>

**Names and roles of other people involved in carrying out the impact assessment**

**Sally Dunn – Head of Finance – Schools, Early Years & High Needs**

The chart below contains the main environmental factors to consider in your initial assessment – choose the appropriate option from the drop-down list for each one.

Remember to think about the following;

- Travel
- Construction
- Data storage
- Use of buildings
- Change of land use
- Opportunities for recycling and reuse

<b>Environmental factor to consider</b>	<b>For the county council</b>	<b>For the county</b>	<b>Overall</b>
Greenhouse gas emissions	No effect on emissions	No Effect on emissions	No effect on emissions
Waste	No effect on waste	No effect on waste	No effect on waste
Water use	No effect on water usage	No effect on water usage	No effect on water usage
Pollution (air, land, water, noise, light)	No effect on pollution	No effect on pollution	No effect on pollution
Resilience to adverse weather/climate events (flooding, drought etc)	No effect on resilience	No effect on resilience	No effect on resilience
Ecological effects (biodiversity, loss of habitat etc)	No effect on ecology	No effect on ecology	No effect on ecology
Heritage and landscape	No effect on heritage and landscape	No effect on heritage and landscape	No effect on heritage and landscape

If any of these factors are likely to result in a negative or positive environmental impact then a full climate change impact assessment will be required. It is important that we capture information about both positive and negative impacts to aid the council in calculating its carbon footprint and environmental impact.

<b>Decision (Please tick one option)</b>	Full CCIA not relevant or proportionate: <input checked="" type="checkbox"/>	Continue to full CCIA: <input type="checkbox"/>
<b>Reason for decision</b>	No environmental factor effects have been identified with the proposed funding allocation methodology for the MNS Supplementary Funding Grant.	
<b>Signed (Assistant Director or equivalent)</b>		
<b>Date</b>		

## North Yorkshire Council

### Children & Young Peoples Services

#### Executive Members

30<sup>th</sup> May 2023

### Adult Learning and Skills Service Fees and Charging Policy 2023-24

#### Report of the Corporate Director Stuart Carlton

#### 1.0 PURPOSE OF REPORT

- 1.1 The purpose of this report is to introduce the revised Adult Learning and Skills Service (ALSS) Fees and Charging Policy for the academic year 2023 -24 and its associated Pound-Plus policy. Reviewing these policies will also require approval to increase charges for those learners who are eligible to pay fees.

#### 2.0 SUMMARY

- 2.1 The Adult Learning and Skills Engagement strategy details a changing curriculum offer that is designed to meet a number of competing challenges and priorities. Funding for this provision is largely provided by the Education and Skills Funding Agency and as such is bound by clear funding rules that are published on an annual basis and that reflect key priorities for adult education. These rules make clear stipulations on the types of programmes and types of learners that can receive full or partial funding. There is also an expectation that this funding gains added value through a process known as 'Pound-Plus'
- 2.2 This report details the key changes to the existing policy led by changes to the funding rules and the creation of a more robust 'Pound-Plus' policy. Due to increasing inflationary pressures for the small number of learners who are required to pay fees, (total collected in 22/23 £635) we are proposing a competitive increase in fee amounts of 6%

#### 3.0 BACKGROUND

- 3.1 In line with the ESFA funded adult education budget (AEB): funding rules 2023 to 2024 For the 2023 to 2024 funding year (1 August 2023 to 31 July 2024). (dated 17th March 2023). The Education and Skills Funding Agency (ESFA) in their annual [Funding Rules and Guidance document](#) stipulates that we must produce a clear updated policy and publish this on our web site.
- 3.2 To address the requirement to set out a clear Fee and Charging Policy and that all fees and charges are reviewed on an annual basis we have reviewed and updated the policy (Appendix A)
- 3.3 The allocation amount is determined and calculated annually and published in the March preceding the start of the new academic year (1st August to 31st July)

- 3.4 The funding comes into the Authority directly from the Education Skills Funding Agency (ESFA); the AEB funding is to support learners ages 19+. The Advanced Learning Loan funding is to support learners aged 24+ and Apprenticeship funds come through levy employers and supports Apprentices aged 16+.
- 3.5 The AEB is funded and calculated in two ways:
- Adult Skills (Accredited Learning) is calculated through a formula funding methodology and is allocated to fund accredited learning: £790,932
  - Fees charged for accredited courses are dependent on the learner's personal circumstances and costs are prescribed by the awarding bodies
  - Community Learning (Non accredited learning) which is non formula funded but has specific targets and should be used with the focus being to support learners who are the most disadvantaged and furthest from the labour market: £1,903,773
- 3.6 Learners who meet the Government's priorities as a 'targeted' learner are fee remitted and undertake their learning at no cost to themselves. A learner who does not fall within the targeted categories is a 'co-funded' learner which means that the Adult Learning and Skills Service receives 50% of the funding available for the chosen qualification and the service can determine the percentage that learners are expected to pay of the remaining 50%. The fees are set by the funding rates and there is no scope for local fee decisions.
- 3.7 In line with Government priorities, AEB funding aims to engage adults and provide the skills and learning they need to progress into, or within, work or equip them for an apprenticeship or other learning. It enables more flexible tailored programmes of learning to be made available, which may or may not require a qualification, to help eligible learners engage in learning, build confidence, and/or enhance their wellbeing.
- 3.8 The service is ensuring that learners who can pay for their learning do so. Our learning offer has become much more focussed on those who are most disadvantaged. Provision has been developed to support people who are furthest from the labour market to engage or re-engage with learning to develop their confidence, work skills or poor mental health with a view to them progressing.
- 3.9 The purpose of Community Learning is to be fee remitted and is to develop the skills, confidence, motivation and resilience of adults of different ages and backgrounds in order to:
1. progress towards formal learning or employment and/or
  2. improve their health and well-being, including mental health and/or
  3. develop stronger communities
- 3.10 Community learning courses are delivered and reported under the following 7 delivery strands which link to the Community Learning objectives below:
1. Engaging and/or building confidence
  2. Preparation for further learning
  3. Preparation for employment
  4. Improving essential skills (English, including English for Speakers of Other Languages, maths and digital provision)
  5. Equipping parents/carers to support children's learning
  6. Health and well-being
  7. Developing stronger communities
- 3.11 Community Learning objectives are to widen participation and transform people's destinies by supporting progression relevant to personal circumstances, to encourage and support all



learners to progress onto new or more stretching provision to help them into a more formal learning or employment:

- to focus public funding on people who are disadvantaged and least likely to participate, including in rural areas and people on low incomes with low skills
- collect fee income from people who can afford to pay and use where possible to extend provision to those who cannot
- widen participation and transform people's destinies by supporting progression relevant to personal circumstances, including:
  - improved confidence and willingness to engage in learning
  - acquisition of skills preparing people for training, employment or self-employment
  - improved digital, financial literacy and/or communication skills
  - parents/carers better equipped to support and encourage their children's learning
  - improved/maintained health and/or social well-being
- develop stronger communities, with more self-sufficient, connected and pro-active citizens, leading to:
  - increased volunteering, civic engagement and social integration
  - reduced costs on welfare, health and anti-social behaviour
  - increased online learning and self-organised learning
  - the lives of our most troubled families being turned around
- commission, deliver and support learning in ways that contribute directly to these objectives, including:
  - bringing together people from backgrounds, cultures and income groups, including people who can/cannot afford to pay
  - using effective local partnerships to bring together key providers and relevant local agencies and services
  - devolving planning and accountability to neighbourhood/parish level, with local people involved in decisions about the learning offer
  - involving volunteers and voluntary and community sector groups, shifting long term, 'blocked' classes into learning clubs, growing self-organised learning groups, and encouraging employers to support informal learning in the workplace
  - supporting the wide use of online information and learning resources
  - minimising overheads, bureaucracy and administration

3.12 The Service offers a small but growing provision through the Community Learning funding to enable learners to join learning activities for their own enjoyment and to learn, socialise with others or improve skills. This is mainly offered through the Arts and Crafts programmes, but we will be looking to further expand this offer into other areas of leisure.

3.13 We recognise there is an opportunity to grow and offer a more costed learning opportunity in line with the Funding Rules and Guidance document under the title of Pound Plus and local fee remission policy

3.14 The Service could have a bespoke full-cost offer to employers or agencies that request learning activities, this has not previously been widely promoted and we would not wish to compete with the Traded Services arm of the Authority but there could be a market with employers we already have relationships with. To date there has been very little demand however, we could market this in a small-scale pilot as an offer some targeted employers and establish if there is a need.

3.15 This would be fully costed and a “profit” making opportunity to the service as this provision would not be subsidised at all by any of the Grant Funding. The costing for this would be applied using the Full Cost calculator spreadsheet (Appendix 4)

**4.0 Core issue**

4.1 Our proposed offer is costed at £5.10 per hour (£4.80 22/23) for full fee-paying learner and £2.20 (£2.00 22/23) for fee remitted learner, this will be applied through the same funding entitlement and fee remission rules as Accredited Learning.

4.2 When we work in partnership with organisations and offer learning for free, we sometimes have learners who would ordinarily be unfunded due to their postcode area (devolved) in such instances, and only in this instance we propose a change of £7.40 per hour. This will enable them to participate with their peers. All other groups of unfunded learners are excluded.

4.3 The context for this review is that in February 2020, the County Council approved a new fees and charges policy which essentially states:

- Unless limited by Statute, fees and charges must be uplifted by the relevant inflation that the fees and charges relate to (finance would calculate the inflation rate specific to the relevant cost base)
- There must be a review of opportunities to introduce new fees and charges
- Fees and charges must be at full cost recovery including corporate and departmental overheads (unless limited by Statute as above)
- If it is not possible to charge/ uplift to a minimum of full cost recovery, then the service should be discontinued
- There must be clear benchmarking of fees and charges against other local authorities/ providers/ competitors that evidences why the recommended fees and charges are proposed

4.4 The Finance team have provided information on the scale of inflation applicable to the service and their estimate is that the composite rate of inflation between 22-23 and 23-24 is 6.0%. it is proposed to increase the fee for Community Learning from £4.80 per hour in 2032 to £5.10 per hour (an increase of 6.3%)

**5.0 CONSULTATION UNDERTAKEN AND RESPONSES** *(insert or delete)*

5.1 Some recent benchmarking has been undertaken by the service (see table below) – which was established that some authorities do charge at a higher rate than North Yorkshire.

5.2

<b>Organisation</b>	<b>Fee Information</b>
City of York Learning (ESFA Funding)	Courses in Community Learning for the general fee paying public have a different fee structure. Examples are: £13 per session – 2 hours (dressmaking course) £16 per session – 2.5 hours (cooking course) £65 for 10 week course – 15 hours (craft course) £28 per session – 5 hours (felting course) £60 10 week course – 15 hours (art course)

	rate a learner is therefore paying is to divide the £170 by 20hrs which equals £7.10 an hour.
The WEA (ESFA Funding)	Courses in Community learning all have the same fee structure and it is one cost for all learners. Examples are: £48 for 8 sessions – 16 hours (cooking) £201.60 for 21 sessions – 63 hours (sewing craft course) £43.20 for 6 sessions – 15 hours (craft sewing)
Stockton Council Adult Learning	Courses in Community Learning with no concessions, they are badged as Stockton Learning for pleasure Example is: £50 for 1 session – 2.5 hours (art class)
Middlesbrough College (Teesside Combined Authority Funding)	Very little Community Learning offered. Examples are: £80 – 7 weeks (art) £30 – 4 weeks (cooking)
Rossett School in Harrogate (Privately funded)	Large Community Learning offer but not Government funded from £4.50 per hour with no concessions.
North Tyneside Council	Two funding rates - £3.80 per hour and £4.90 per hour
Rutland Council	All courses are charged at £5.25 per hour
Nelson and Colne College Group	Current fee rate for community learning is £6.20 per hour. Where eligible for financial assistance learners are asked to pay a flat rate of £18 regardless of course length.
Buckinghamshire	£6.80 learning for personal development Small group learning £9.50 per hour Workshops (6 hours or less) £9.50 per hour Non funded learners £12 per hour

5.3 As fee increases are below inflationary levels and in line with council policy no public consultation has been undertaken.

## 6.0 CONTRIBUTION TO COUNCIL PRIORITIES

6.1 Adult Learning can provide support for all aspects of the council's key themes, to do so requires effective and efficient use of the resources available. The service strategy details how we are to do this, but an effective fees and charges policies and levels will ensure suitable funds are available.

## 7.0 ALTERNATIVE OPTIONS CONSIDERED

7.1 We have considered the impact of no-change and also increasing fees further. As fee contributions currently have minimal impact on service income, the potential for negative publicity of a larger increase has contributed to the decision to position at this level.

## **8.0 IMPACT ON OTHER SERVICES/ORGANISATIONS**

8.1 The service works closely with Training and Learning to support the development of North Yorkshire Council staff this is delivered through the learner entitlement, so no charge is applied.

## **9.0 FINANCIAL IMPLICATIONS**

9.1 The service currently has a deficit budget that through prudent working over the last two years should be balanced by the end of 2023/24. Due to the minimal income levels associated with fees charged it is not considered a financial risk to this aim

## **10.0 LEGAL IMPLICATIONS**

10.1 Failure to publish a fees and charges policy would be a breach of contract with the ESFA

## **11.0 EQUALITIES IMPLICATIONS**

11.1 Fees and charges are only levied on those individuals who exceed the financial income thresholds stated in the guidance. Whilst there may be an impact on individuals around this threshold point the level of fees charged should not indicate a significant financial disadvantage. Those learners who require support to purchase equipment, care for children while studying, have IT access or travel to learn issues the service does have the opportunity to provide a discretionary bursary.

## **12.0 CLIMATE CHANGE IMPLICATIONS**

12.1 The policy has no climate change implications as fees and charges do not dictate service operation

## **13.0 PERFORMANCE IMPLICATIONS**

13.1 There are no implications linked to service performance as this relates purely to management of service income in line with external funding arrangements. There is potential to have a minimal impact on learner recruitment but as the vast majority of learners are not required to pay fees this is likely only impacted by negative publicity.

## **14.0 POLICY IMPLICATIONS**

14.1 Although a contractual requirement to produce a new policy the only change to previous year versions is the necessary increase in fees and the widening of definitions of community learning within it, in line with national policy change.

## **20.0 REASONS FOR RECOMMENDATIONS**

20.1 For the service to continue to meet obligations to ESFA we must publish an annual fees policy and associated Pound Plus policy

20.2 In line with wider council charges policy we must uplift charges in-line with inflation

## **21.0 RECOMMENDATION(S)**

i) To approve the increase in fees charged to learners who are eligible

ii) To approve publication of the fees and charging and associated pound-plus policies

## **APPENDICES:**

Appendix A – Draft Adult Learning and Skills Service Fees and Charging Policy 2023-24  
Appendix B – ESFA Funded Adult Education Budget 2023 to 2024  
Appendix C – Advanced learner loan funding 2023 to 2024  
Appendix D – Full Cost Calculator  
Appendix E - ALSS Pound Plus Policy  
Appendix F – Equality Impact Assessment  
Appendix G – Climate Impact Assessment

## **BACKGROUND DOCUMENTS:**

[ESFA funding rules and guidance 2023/24](#)

*York and North Yorkshire Adult learning and Skills engagement strategy 2022-2025*

*Stuart Carlton  
Corporate Director – Children and Young Peoples Service  
County Hall  
Northallerton  
17<sup>th</sup> May 2023*

*Report Author – Paul Cliff – Shared Head of Adult Learning and Skills (York and North Yorkshire)  
Presenter of Report – as above*

Note: Members are invited to contact the author in advance of the meeting with any detailed queries or questions.

***PLEASE ALSO NOTE THAT IF ANY REPORTS / APPENDICES INCLUDE SIGNATURES THESE MUST BE REMOVED / DELETED PRIOR TO SENDING REPORTS / APPENDICES TO DEMOCRATIC SERVICES. Appendices should include an Equality Impact Assessment and a Climate Impact Assessment where appropriate***

**North Yorkshire County Council  
Adult Learning and Skills Service**

**Fees and Charges Policy 2023/24**

This information is published and used in conjunction with the Education and Skills Funding Agency (ESFA) document: ESFA funded adult education budget (AEB): funding rules 2023 to 2024 For the 2023 to 2024 funding year (1 August 2023 to 31 July 2024). As published on 17.03.23

**A summary of the levels of government contributions towards skills provision, excluding apprenticeships, see information below and Appendix A and B:**

The level of ESFA contribution we will fund is as follows:

ESFA funded AEB supports 4 legal entitlements to full funding for eligible adult learners. These are set out in the Apprenticeships, Skills and Children's Learning Act 2009, and enable eligible learners to be fully funded for the following qualifications:

- English and maths, up to and including level 2, for individuals aged 19 and over, who have not previously attained a GCSE grade 4 (C), or higher, and/or
- first full qualification at level 2 for individuals aged 19 to 23, and/or
- first full qualification at level 3 for individuals aged 19 to 23
- essential digital skills qualifications, up to and including level 1, for individuals aged 19 and over, who have digital skills assessed at below level 1

**Government contribution table – See Appendix A and B**

The level of government contribution for ESFA funded AEB is as follows

**1: 19- to 23-year-olds**

- English and maths for those aged 19 and over, up to and including level 2; Must be delivered as part of the legal entitlement qualifications; Fully funded
- Essential digital skills and digital functional skills qualifications up to and including level 1; Must be delivered as part of the digital legal entitlement qualifications; Fully funded
- First full level 2 (excluding English & maths and Digital); First full level 2 must be delivered as part of the legal entitlement qualifications. Level 2 provision from the local flexibility offer will not be funded for 19 to 23-year-olds who do not have a first full level 2. See local flexibility and legal entitlements section; Fully funded
- Level 3 legal entitlement (learners first full Level 3); First full level 3 must be delivered as part of the legal entitlement qualifications; Fully funded

- Level 3 free courses for jobs offer; Learners without a full level 3 or above can access a qualification on the free courses for jobs offer qualification list; Fully funded. Learners who already hold a level 3 or above and meet the definition of unemployed or who are in receipt of low wage; Fully funded
- Level 3 advanced learner loans; A learner has already achieved a full level 3 and exhausted their eligibility for the free courses for jobs offer; Loan funded
- Learning aims to progress to a full level 2 – up to and including level 1; Must be delivered as entry or level 1 provision from local flexibility; Fully funded
- Learning aims up to and including level 2, where the learner has already achieved a first full level 2, or above (see local flexibility and legal entitlements section); For those who meet the unemployed criteria or who are in receipt of a low wage; Fully funded. For those who do not meet the definition of unemployed or do not meet the eligibility criteria for learners in receipt of low wage: Co-funded
- English for speakers of other languages (ESOL) learning up to and including level 2; For those who meet the unemployed criteria or who are in receipt of a low wage; Fully funded. For those who do not meet the definition of unemployed or do not meet the eligibility criteria for learners in receipt of low wage: Co-funded
- Continuing traineeship Learners (16 to 24-year-olds); 16- to 18-year-old continuing learners must be eligible under the ESFA's young people's residency requirements; Excluding the flexible element where funding depends on age and level; Fully funded

## 2: 24+ year old

- English and maths for those aged 19 and over, up to and including level 2; Must be delivered as part of the legal entitlement qualifications; Fully funded
- Essential digital skills and digital functional skills qualifications up to and including level 1; Must be delivered as part of the legal entitlement qualifications; Fully funded
- Full level 2 (excluding English and maths); For those eligible through unemployed or in receipt of a low wage; Fully funded. For those who do not meet the definition of unemployed or do not meet the eligibility criteria for learners in receipt of low wage: Co-funded
- Level 3 free courses for jobs offer; Learners without a full level 3 or above accessing a qualification on the free courses for jobs offer qualifications list; Fully funded. Learners who already hold a level 3 or above and meet the definition of unemployed or in receipt of low wage; Fully funded. Where 24+ learners are not eligible for the free courses for jobs offer, providers must refer to advanced learner loans rules; Loan funded
- Learning to progress to level 2 (local flexibility and legal entitlements); For those eligible for their first full level 2 as they meet the unemployed criteria or who are in receipt of low wage; Fully funded. For those who do not meet the definition of unemployed or do not meet the eligibility criteria for learners in receipt of low wage: Co-funded
- Learning aims up to and including level 2, where the learner has already achieved a first full level 2, or above (local flexibility and legal entitlements); For those eligible for their first level 2 as they meet the unemployed criteria or who are in receipt of a low wage; Fully funded. For those who do not meet the definition of unemployed or do not meet the eligibility criteria for learners in receipt of low wage: Co-funded
- Learning aims up to and including level 2, where the learner has not achieved a first full level 2, or above (local flexibility and legal entitlements); For those eligible for their first level 2 as they meet the unemployed criteria or who are in receipt of a low wage; Fully funded. For those who do not meet the definition of unemployed or do not meet the eligibility criteria for learners in receipt of low wage: Co-funded
- English for speakers of other languages (ESOL) learning up to and including level 2; For those who meet the unemployed criteria or who are in receipt of a low wage; Fully funded. For those who do not meet the definition of unemployed or do not meet the eligibility criteria for learners in receipt of low wage: Co-funded



## **Learner eligibility – who is funded**

**All learners must be aged 19 or over on 31<sup>st</sup> August 2023 and must meet the residential eligibility criteria for funding.** Please refer to the [glossary](#) definition of ‘learner residency’ and the devolution [postcode checker data set](#). This is available from your local area Adult Learning and Skills Service (ALSS) office. The information below relates to qualifications which are approved for funding as defined by the Qualifications Information Guide.

## **Fee Remission**

The Education and Skills Funding Agency (ESFA) will meet the full cost of certain courses for learners in one of the following categories:

- receive Jobseeker’s Allowance (JSA), including those receiving National Insurance credits only
- receive Employment and Support Allowance (ESA)
- receive Universal Credit, and their take-home pay as recorded on their Universal Credit statement (disregarding benefits) is less than £617 a month (learner is sole adult in their benefit claim) or £988 a month (learner has a joint benefit claim with their partner)
- are released on temporary licence, studying outside a prison environment, and not funded by the Ministry of Justice

The ESFA may also fully fund learners who are employed, or self-employed, and would normally be co-funded for provision, up to and including level 2 if they meet the following criteria:

- You are eligible for co-funding
- You earn less than £20,319 annual gross salary

Additionally, at the discretion of the Adult Learning and Skills Service, the Education and Skills Funding Agency will meet the full cost of certain courses for those learners who are:

- In receipt of other state benefits (not listed above) and their takehome pay (disregarding benefits) is less than £617 a month (learner is sole adult in their benefit claim) or £988 a month (learner has a joint benefit claim with their partner), and
- motivated to be employed, or progress into more sustainable employment, and their take-home pay (disregarding benefits) is less than £617 a month (learner is sole adult in their benefit claim) or £988 a month (learner has a joint benefit claim with their partner), and you are satisfied identified learning is directly relevant to their employment prospects and the local labour market needs
- Learners aged 19 to 23 and aged 24 and over, who have already achieved at level 2, or above can undertake learning up to and including level 2 qualifications from the local flexibility offer or qualifications for the level 2 legal entitlement available on the [qualifications website](#) or [find a learning aim](#).
- Learners aged 24 and over who have not achieved a level 2 qualification can undertake learning up to and including level 2 qualifications from the local flexibility offer, or qualifications in the level 2 legal entitlement list available on the [qualifications website](#) or [find a learning aim](#).





## **Digital Skills Entitlement**

We support the Government's Digital Skills Framework which provides an entitlement to allow learners of all ages to thrive in the information and technological age. For adults with low digital skills, Essential Digital Skills Qualifications (EDSQ) aimed at both life and work will be funded through a legal entitlement (digital entitlement) which will bring ICT into line with maths and English by applying funding for these entry 3 and level 1 qualifications.

### **Examination Costs**

- Examination, membership and materials costs are in addition to the course fees, unless stipulated in the prospectus.
- Learners who are entitled to free accredited courses and who are fully funded do not pay examination, membership or materials costs.

### **GCSE English and maths**

We will fully fund individuals, including individuals who are employed, aged 19 or older, who have not previously attained a GCSE grade 4 (C), or higher, in English and maths, as part of their legal entitlement on the day they start the following qualifications:

- GCSE English language or maths
- Functional Skills English or maths from Entry to level 2
- Stepping-stone qualifications (including components, where applicable) in English or maths approved by the Department for Education and ESFA
- If a learner wants to 'retake' their GCSE English and maths qualification because they did not achieve a grade 4 (C), or higher, we will not fund the learner to only resit the exam.

### **Examination Re sits**

Learners who have studied GCSE with ALSS and wish to re-sit their GCSE English or maths examination in November without any further learning will have to pay the appropriate costs, which are the full exam, registration and certification fee plus a £45 administration charge.

For all other qualification types (with the exception of Functional maths and English and Digital Skills) where there is an examination fee any re takes are to be paid for by the learners plus a £20 administration charge.

\*Please also refer to Absence information on Page 7

### **19+ Advanced Learning Loans**

From 1 August 2019, anyone who is 19 or over and wishes to study for a qualification at level 3 to level 6, will be able to apply for an Advanced Learning Loan to cover tuition fees.

Applications can take time to process please ensure you are in receipt of the loan prior to the start date of the course.

Student Loans Company are responsible for assessing eligibility and administering the loan. Further information on the application process is available from your local area Adult learning and Skills Service office or go to [www.gov.uk/advanced-learning-loans](http://www.gov.uk/advanced-learning-loans).

### **Level 3– free courses for jobs offer (FCFJ)**



As part of the Lifetime Skills Guarantee, a targeted level 3 adult offer has been developed to support adults without an existing full level 3 qualification and, from 1 April 2022, adults who meet the definition of 'low wage' or 'unemployed'. This offer is also known as the free courses for jobs offer.

The offer includes:

- level 3 qualifications which will support the development of new skills for adult learners and improve the prospects of eligible adults in the labour market. In particular, eligible adults aged 24+ can now access fully-funded level 3 provision from the list of level 3 free courses for jobs qualifications available via the [DfE list of qualifications approved for funding](#)
- additional level 3 qualifications for 19 to 23-year-olds that are not included in the legal entitlements
- Once a learner has been funded by FCFJ in line with guidance, they will have exhausted their eligibility for the offer and can no longer access FCFJ funding. Learners accessing the low wage and unemployment flexibilities cannot be funded if they have previously been funded via FCFJ. Please see the full ESFA funding rules for further upto date guidance.

### **Community Learning**

If you are **unemployed and actively seeking work and in receipt of one of the benefits** mentioned previously the cost of a course is **£2.20 per hour (plus the costs of any resources if required)**

If you are **not in employment and not in receipt of one of the benefits** mentioned previously and your income is below **£20,319.00 annual gross salary**, the cost of the course is **£2.20 per hour**

If you are **in employment and earning over £18,525.00 or not seeking work** the cost of a course is **£5.20** per hour

These courses are offered to enable you to develop or maintain your skills in a range of subjects. These courses are only partially subsidised by the Education and Skills Funding Agency and therefore incur a cost which is priced individually and available as publicised or on request.

In addition to course fees, The Adult Learning and Skills Service will determine measures to increase the value of funding received for community learning. This is in line with the Pound Plus concept. See ALSS Pound Plus document.

### **Family Learning**

Family Learning classes are run in many schools in the UK. They give parents and children the opportunity to find out how things are taught in their children's school as well as a chance to share ideas with other parents and develop their own skills.

Family Learning can benefit the parents and carers who attend the programmes as it is a powerful resource which enables people to take their first steps back into education. It's a valuable progression pathway to higher level skills and jobs.

These courses are offered to parents and carers to support their children's learning and are free.

### **Payment by instalment**

Our payment by instalment method is to help you spread the cost of fees and are available on all courses with tuition fees **greater than £100**.



The first payment is 30% of the tuition fee plus the cost of materials, examination and registration fees. The remaining amount due will be split over a maximum of six consecutive monthly payments, **or** for courses of a shorter duration at least one week before the expected end date of the course. The exam and registration fees are an additional cost to the course fees – these must be paid at the time of enrolment with the first instalment.

For example, if the course is for 10 months and the tuition fee is £700 and the other associated costs are £40, the instalment fee will be £210 + £40 initial payment, then a monthly payment of £81.66 over six months. If a learner wants to pay it off earlier, that can be adjusted at enrolment.

The first instalment must be paid prior to the course commencing. The six remaining payments must be paid over the next six consecutive months. The final payment must be made before the end of the course.

Learners cannot attend the course until the first payment has been received, including any of the additional costs are paid in full.

If learners leave the course early or do not complete they will still be required to pay the fees in full and must be made aware of this at the time of enrolment.

Signing the enrolment form is the contract to confirm acceptance of the payment plan.

Learners cannot pay for classes on a weekly basis. If the learner joins a class late they will still pay the full course fee.

For some of the courses there will be specialist resources required with the costs being paid directly to the teacher.

## **Refunds**

A full refund of course fees paid will only be made if the Service is unable to provide the course.

Pro Rata refund of fees may be claimed for: (a) temporary cancellation of classes for more than two meetings, where the revised arrangements for future meetings are not satisfactory to the student (b) permanent withdrawal from a course by a learner due solely to a long-term newly diagnosed medical condition which prevents attendance on the course (c) extenuating personal circumstance at the discretion of the Curriculum Manager

Other refund requests will only be granted in exceptional circumstances.

All requests for refunds should be put in writing to the relevant Curriculum Manager.

Examination entry fees are non-refundable once paid to the awarding organisation unless that organisation offers a refund and the Service has received the refund.

Refunds for original payments made by credit/debit card must be refunded onto the original card. As card details are not stored, the cardholder will be required to present the card or card details again before the refund can be processed.

When a class has to be closed due to bad weather every effort will be made to ensure that an additional class is provided in lieu as follows:

- An extra session may be added on to the end of the course



- An extra half hour may be added onto the remaining weeks of the course, up to the number of hours missed – e.g. for a 2 hour course an extra half hour could be added to the last 4 sessions.

Refunds for other reasons are not generally given, but if a refund is granted **there will be an administration charge of £20.00.**

## **Absence**

The Adult Learning and Skills Service will automatically withdraw a learner from a course because of non-attendance or non-participation of any element of their agreed learning plan after two consecutive weeks/sessions of absence from planned sessions of their course. If a learner knows of a reason why they are going to be absent for more than two weeks, they must send information to their teacher explaining why they are going to be absent, and the timeframe of this absence. The Adult Learning and Skills Service reserves the right to withdraw the learner after a two week absence if we are not satisfied that the learner is going to genuinely return to their programme of learning and to invoice for any outstanding fees.

\*Please refer to Learner Attendance and Absence Policy

Learners who fail to attend the exam without notice may be charged for subsequent exams or refused entry onto other courses.

## **Learner Support Fund**

Additional support and access to funds may also be available if you cannot meet the cost of your course. Funding is limited and we cannot guarantee its availability, but if awarded can be put towards your registration fees, professional membership fees and exam fees, travel, books or childcare. Funding must be applied for before you start the course, to apply you will need to have an interview with a Learner Engagement Officer who will provide you with further information and help you to complete an application form. This funding is only available to those wishing to attend an accredited course. You may be able to claim assistance to pay the course fees to help you start or stay in learning.

## **Additional Learning Support**

Adult Learning and Skills Service offers a range of additional support for learners to be able to start and stay in learning, these can be assessed following a discussion with your course teacher and / or a Learning Engagement Officer.

## **Non-eligible learners**

The Adult Learning and Skills Service does not ordinarily enrol learners onto **any** course where they do not meet the Education and Skills Funding Agency eligibility criteria, however a request can be made through relevant curriculum manager and if suitable a fee will be applied based on individual circumstances and the course applied for. If approved this will have a fee based on the full cost of the provision with no option for an instalment plan.

Residents of some postcodes which are part of a Devolved Authority area are not eligible for funded programmes in the North Yorkshire County, please seek the advice of the Adult Learning and Skills Service to discuss.

You can check your post code by using the following link:



## **Bespoke training for employers or at the request of external organisations**

The Adult Learning and Skills Service can offer bespoke training to meet the needs of Employers or external organisations, these can be discussed on an individual basis and will be costed by applying the formulas in the Full Cost Calculator.

**The Adult Learning and Skills Service reserves the right to amend a course fee, alter dates times even if it has been advertised previously. We exercised the right to amend if an error has been made, or if there are changes to funding rules, the type of provision, minimum numbers or costs. (E&OE)**

**All learners are informed at enrolment and through the prospectus that their learning is by Education Skills Funding Agency co-financing arrangement.**



# Subcontractor Fees and Charges Policy 2023/24

## Sub-Contracting Declaration

The Adult Learning and Skills Service receives a separate funding grant to deliver High Needs Study Programmes (HNSP) to young people who have an Education, Health and Care Plan (EHCP) to support the local offer.

The HNSP is individual to the young person and as such, there may be a number of bespoke requests. This would make it unrealistic for the Service to offer all of the provision in-house. It is likely to be cost ineffective in terms of the cost of acquiring all the necessary equipment and facilities to meet the needs of the individuals.

The High Needs Study Programme is provided in-house by the Adult Learning and Skills Service. However, the Approved Provider List (APL) relates to more specific specialist aspects of the High Needs Delivery (HND) which ALSS cannot meet internally. For example, provision of equine management or farming skills, work experience.

In line with North Yorkshire County Council procurement rules our subcontracting is undertaken through the YOR-Tender and NYCC procurement rules and procedures which ensures a robust due diligence procedure and ensures compliance with the ESFA subcontracting rules and guidelines. The subcontracting arrangements are also published on the Gov.uk website.

Payments are made to each subcontractor in accordance with NYCC financial procedures and the service level agreement and contract.

Currently we subcontract with the following organisations and we passport our funding to them and report to the ESFA on activity, we hold back a percentage per learner as a management fee (pro rata up to a maximum of 20%) to cover the supervision of the subcontracting which includes quality assurance processes for example including specialist careers advice, observation of teaching and learning, delivery of CPD activities and other bespoke support to the organisation to ensure the highest quality of learning delivery is made available, demonstrating value for money and a positive impact on learner lives.

Organisation Name	UKPRN
The Blueberry Academy Limited	10020954
Disability Action Yorkshire	10026987
Veloheads Community Interest Company	10084889
Living Potential Care Farming	10082446
Harrogate Skills4Living Centre	10040919
Supporting Choice Limited	10087225



# Pound Plus Policy 2022/23

## What is Pound Plus?

The purpose of Community Learning is to develop the skills, confidence, motivation and resilience of adults of different ages and backgrounds in order to:

- progress towards formal learning or employment and/or
- improve their health and well-being, including mental health and/or
- develop stronger communities

Community Learning Courses fall under the following four strands:

- Personal and Community Development Learning - learning for personal and community development, cultural enrichment, intellectual or creative stimulation and for enjoyment (in most cases not leading to a formal qualification)
- Family English, Maths and Language - learning to improve the English language and maths skills of parents, carers or guardians and their ability to help their children
- Wider Family Learning - learning to help different generations of family members to learn together how to support their children's learning
- Neighbourhood Learning in Deprived Communities - supports local Voluntary and other third sector organisations to develop their capacity to deliver learning opportunities for the residents of disadvantaged neighbourhoods

## Pound plus

Pound Plus is a term used by the Education and Skills Funding Agency to describe and represent additional income generated by providers of adult education over and above the core funding. It is anything else we can do to generate additional income, such as fee income or funding in kind, e.g. free venues. In generating additional income it allows us to maximise the value of public investment and is used to increase the offer we can provide to our communities and residents in North Yorkshire. Any Pound Plus fee income is used for the people who most at need, and can least afford, community learning provision.

## What we do

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.

North Yorkshire Council (NYC) Adult Learning and Skills Service (ALSS) adds value to the Adult Education Budget by working closely with partners. In doing so this reduces costs by sharing resources and attracting in kind funding to widen the offer available to disadvantaged learners who otherwise may not be able to afford course fees. We have a differentiated fees policy in place, which includes a mix of fee-paying public courses and free targeted provision.

The main contributors of Pound Plus in NYC ALSS include:



- Appropriate fee income (those who can afford to pay and reinvests this by providing access to courses free of charge to those who cannot)
- Provide a fee structure which is competitively priced, ranging from workshops and other community learning courses with concessionary fees available
- To work collaboratively with other providers in the County
- Curriculum efficiency – avoiding duplicate provision
- Curriculum planning – to ensure the course offer meets both the government priorities and the needs of the local communities
- Curriculum offer that is open to all adults in North Yorkshire
- The offer of progression opportunities leading to increased participation through to other funding streams including accredited courses
- Access to venues at no or reduced costs
- The use of volunteers to support learning
- The use of shared resources
- Partnership working and offering a bespoke curriculum to their client groups
- Access to other funding sources or equipment

## Partnerships

Our community learning outreach provision mainly developed with and delivered to community organisations consists of bespoke and specific programmes designed to meet the particular needs of targeted groups of learners, usually the clients of organisation. The programme of learning activities are proposed in partnership with local community and voluntary organisations and schools. There is an expectation that ALSS funding is a contribution to overall costs of delivery and that partners will add value by contributing in kind (such as offering free venue or expertise) or through cost savings (such as recruiting and supporting learners). There is an expectation that the provision will in turn reduce costs to other services for example, interventions to improve health and wellbeing to keep people mentally healthy and fit will reduce visits to GPs, through reducing rural and social isolation (which is a major cost to services). The ongoing partnerships with DWP Job Centre Plus aim to reduce costs to local government through a structure that helps unemployed people get back into work.

## Monitoring

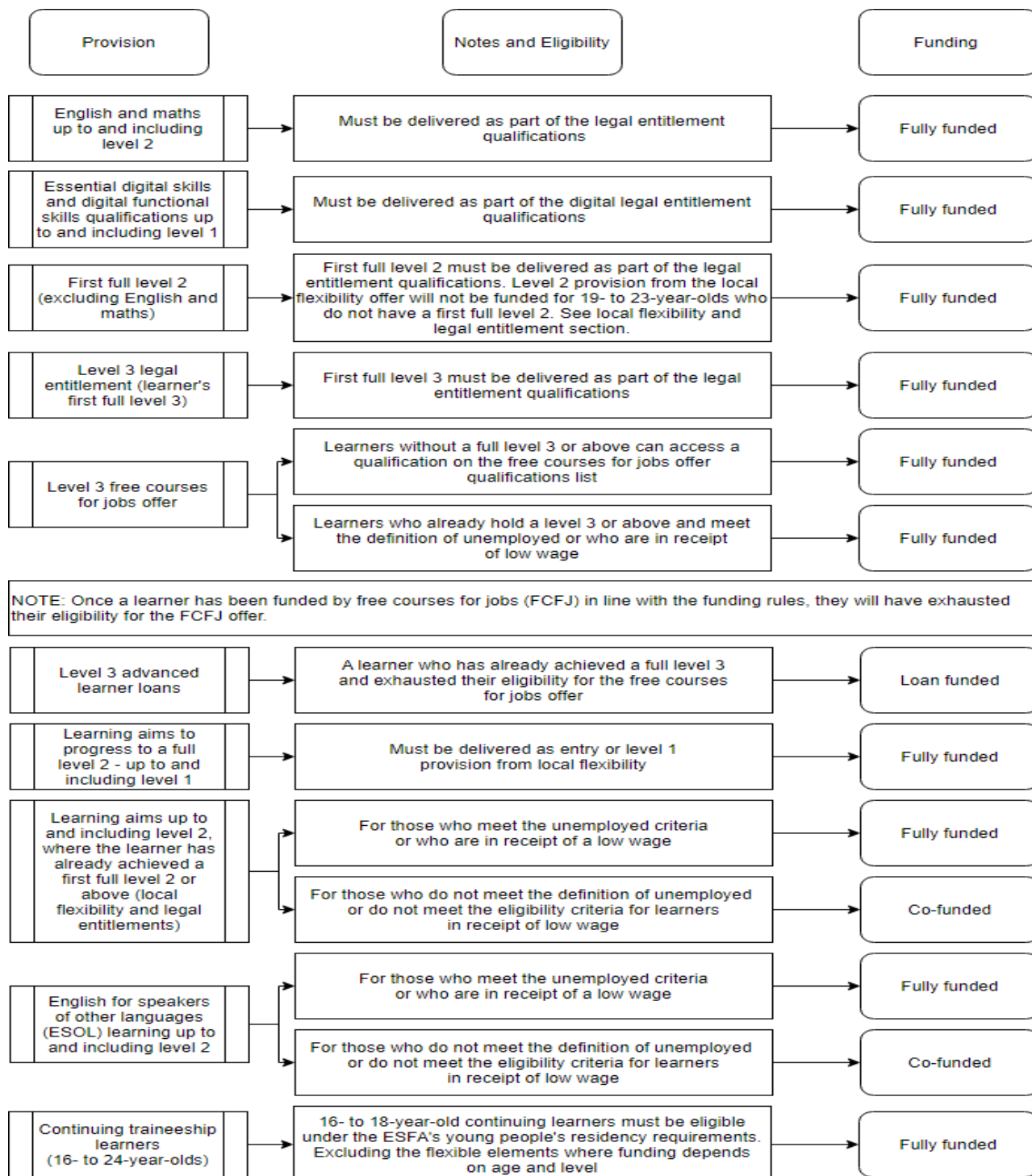
ALSS undertake regular reviews of provision and take feedback from partners and communities to widen participation. We monitor through our quality processes and self-assessment process.





# Appendix A

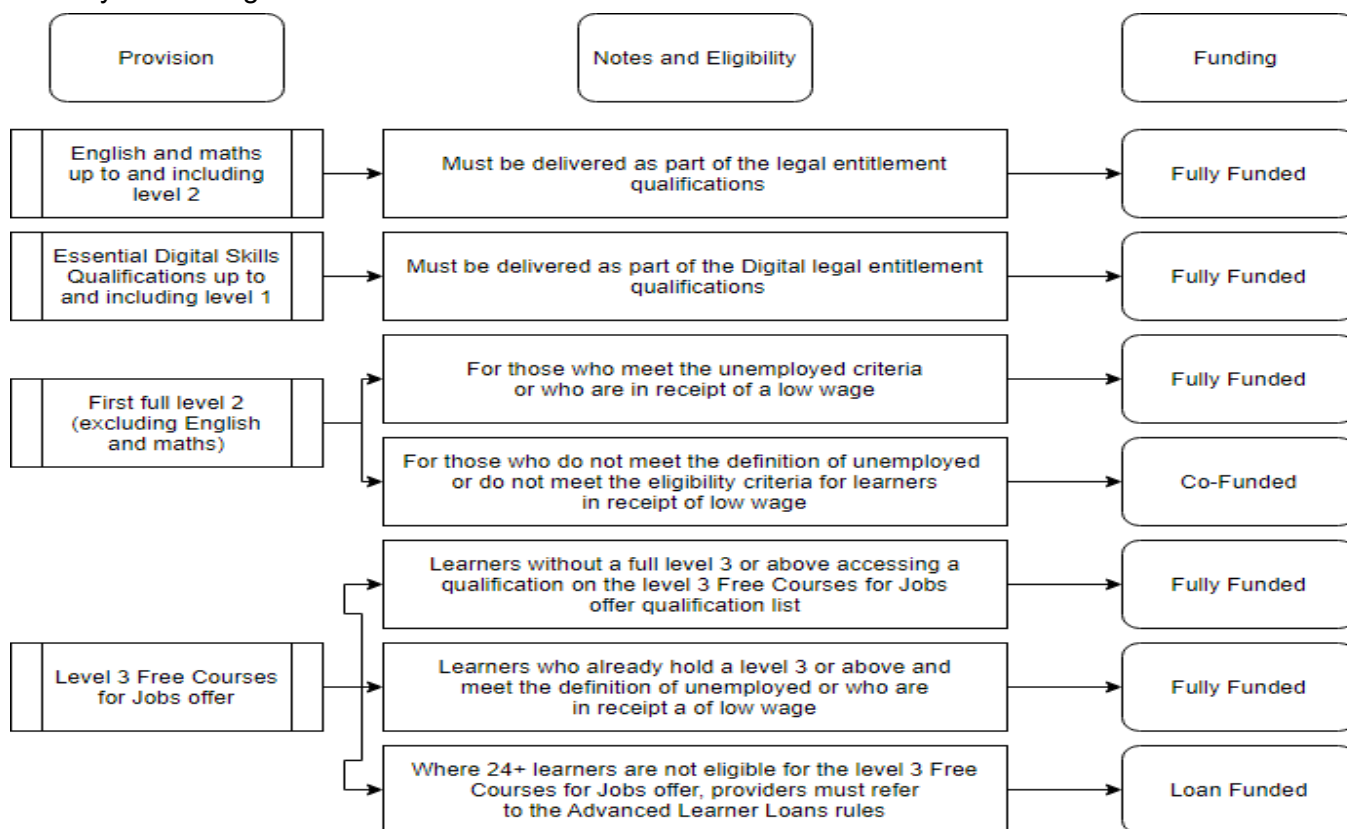
## Chart 1: 19 to 23 year olds



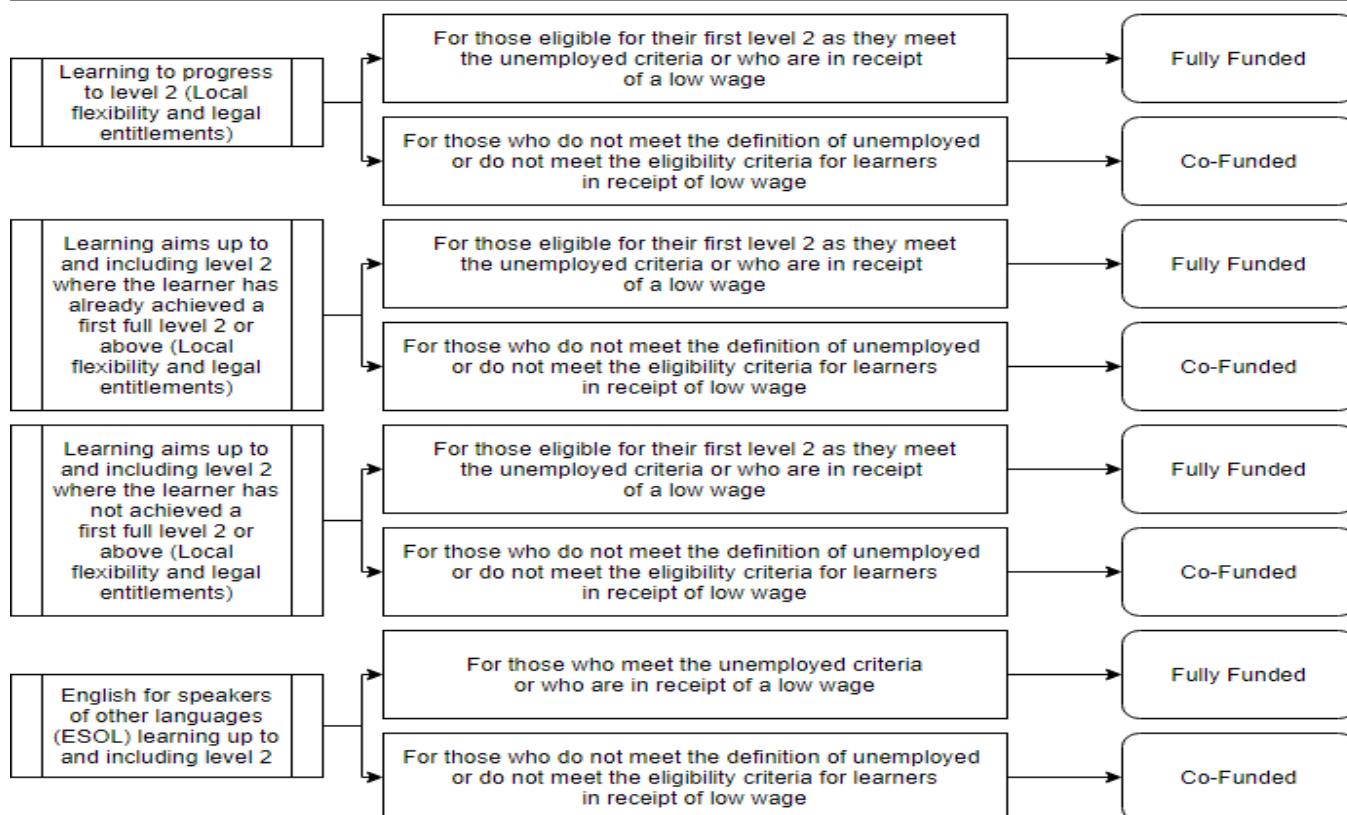
## Appendix B



Chart 2: 24+ A learner is classes as being 24+ for funding purposes if they have turned 24 by the first day of learning.



NOTE: Once a learner has been funded by Free Courses for Jobs (FCFJ) in line with the funding rules, they will have exhausted their eligibility for the FCFJ offer.





# ESFA funded adult education budget for 2023 to 2024

31 March 2023 version 1

## Total 2023 to 2024 allocation

**£2,766,065**

## ESFA funded adult education budget grant

August 2023 to March 2024	£1,844,135
April 2024 to July 2024	£921,930

## How your ESFA funded adult education budget grant is broken down

Adult skills allocation	£790,932
Community learning allocation	£1,903,773
Funding for innovative provision	£0
19 to 24 traineeships for continuing learners only	£0
National Skills Fund: level 3 free courses for jobs	£71,360
<hr/>	
Total ESFA funded adult education budget grant	£2,766,065

**Total 2023 to 2024 allocation** **£2,766,065**

Could my allocation change?



# Education & Skills Funding Agency

North Yorkshire County Council

UKPRN: 10004727

We can reduce or remove your allocation if there's evidence that public funds are at risk.

Allocation statements are not legally binding. They do not create any legal obligation against the Secretary of State for Education, acting through the Education and Skills Funding Agency.



# Advanced learner loans for 2023 to 2024

31 March 2023 version 1

## Total 2023 to 2024 allocation

**£89,682**

### Advanced learner loan facility

August 2023 to March 2024 £56,336

April 2024 to July 2024 £32,846

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Total advanced learner loan facility £89,182

### Advanced learner loan bursary

August 2023 to March 2024 £375

April 2024 to July 2024 £125

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Total advanced learner loan bursary £500

**Total 2023 to 2024 allocation £89,682**

### Could my allocation change?

We can reduce or remove your allocation if there's evidence that public funds are at risk.

Allocation statements are not legally binding. They do not create any legal obligation against the Secretary of State for Education, acting through the Education and Skills Funding Agency.

**tion**  
**d information in the white columns all shaded columns have calculations (do not change any calculations in the shaded columns)**  
**Company/organisation name**  
**Title of programme**  
**Course type - Accredited or Non Accredited**  
**Grade J hourly rate (top of scale April 2020)**  
**\* 45 minutes for every hour of teaching Accredited and \*30 minutes for non accredited learning**  
**Total hourly rate**  
**Pension contribution added**  
**NI contribution added**  
**Total of the salary rate per hour of teaching**  
**Enter how many hours for delivery**  
**This column will give the total salary costs for the length (GLH) of the course**  
**Room rate to be applied to the costs if charged (if for example it is a NYCC classroom, add £20 per hour) if it is on employer premises then zero costs**  
**This column will give the total room rate for the course/session**  
**Add total number of learners using ICT**  
**For the use of NYCC ICT resources there is a charge of £5 per head per hour**  
**Total ICT charges if applied (£5 per head x number of learners x GLH)**  
**Add learner numbers**  
**Add miles travel for teacher if claiming travel (42p per mile)**  
**Add time for travel for teacher if claiming travel (£22.64 X travel time)**  
**At least £10 per head minimum charge for resources but if there are books etc add the specific charge for those items.**  
**Total costs of all charges before 20% Mgmt charge**  
**Add a 20% management and admin fee to total costs**  
**Total charges to organisation/employer for courses for a non accredited course**  
**Blank column**  
**Add the accreditation, registration and certification costs**  
**Add 20% further costs for all accreditation on costs eg standardisation and admin**  
**Postage for certificates (3.50 per learner)**  
**This column will give the total accreditation costs**  
**Total charges to organisation/employer for courses with accreditation**

**These learners will not be reported to the ESFA or in scope of Ofsted**  
**There can be no costs to the service the fee must cover charges**  
**No minimum/maximum learner numbers but salary costs remain the same**

Course Title	Course type (accredited or non accredited)	Hourly teaching rate Top of Grade I (Was Band 10)	*.75 or *.5	Total	Pension @22.6%	NI @ 13.8%	Total Hourly Salary Rate	Enter GLH	Total Salary	Enter Room Hire Charge Per Hour	Total Room Hire	Number of ICT users (learner numbers)	Equipment charge £5 per hour per head if using NYCC ICT	Total Equipment	Enter Number of learners	Teacher Travel Costs (miles travel X 42p per mile)	Teacher £28.00 per hour for travel time (base salary rate without .75 uplift but with on costs)	Resources (books, handouts, etc.) £10 per head Unless known amounts	Total cost before 20% Mgmt fee	Management Fee 20% contribution	Total charge to organisation without accreditation	Accreditation fee per learner	Accreditation on costs 20%	Postage and Admin £3.50 per learner	Total Accreditation Fee	Total Cost to organisation with Accreditation
ICT	Non Accredited	£17.53	£8.77	£26.30	£5.94	£3.63	£40.00	20	£800.00	£20.00	£400.00	10	£5.00	£1,000.00	10	£1.26	£85.20	£100.00	£2,386.46	£477.29	£2,863.75	£0.00	£0.00	£0.00	£0.00	£2,863.75
Accounting	Accredited	£17.58	£13.19	£30.77	£6.95	£4.25	£45.00	10	£450.00	£0.00	£0.00	6	£5.00	£300.00	6	£0.00	£0.00	£60.00	£810.00	£162.00	£972.00	£400.00	£80.00	£21.00	£480.00	£1,452.00
		£17.06	£12.80	£29.86	£6.75	£4.12	£40.72		£0.00		£0.00		£5.00	£0.00				£0.00	£0.00	£0.00	£0.00	£0.00	£0.00	£0.00	£0.00	£0.00
		£17.06	£12.80	£29.86	£6.75	£4.12	£40.72		£0.00		£0.00		£5.00	£0.00				£0.00	£0.00	£0.00	£0.00	£0.00	£0.00	£0.00	£0.00	£0.00
		£17.06	£12.80	£29.86	£6.75	£4.12	£40.72		£0.00		£0.00		£5.00	£0.00				£0.00	£0.00	£0.00	£0.00	£0.00	£0.00	£0.00	£0.00	£0.00
		£17.06	£12.80	£29.86	£6.75	£4.12	£40.72		£0.00		£0.00		£5.00	£0.00				£0.00	£0.00	£0.00	£0.00	£0.00	£0.00	£0.00	£0.00	£0.00

£27.10



**North Yorkshire Council - Adult Learning & Skills Service (ALSS)**

**Pound Plus Policy**

Reviewed by:	Ann Featherstone
Date(s) approved	
Approved by	ALSS SMT
Next Review Date	February 2024
Version information	



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## INTRODUCTION

North Yorkshire Council Adult Learning and Skills Service (ALSS) aims to maximise the participation and learning impact gained from the Community Learning grant and to ensure equality of access and participation.

Pound Plus is a term used by the Education and Skills Funding Agency to describe and represent additional income generated by providers of adult education over and above the core funding. It is anything else we can do to generate additional income, such as fee income or funding in kind, e.g. free venues. In generating additional income, it allows us to maximise the value of public investment and is used to increase the offer we can provide to our communities and residents in North Yorkshire. Any Pound Plus fee income is used for the people who most at need, and can least afford, community learning provision.

North Yorkshire Council Adult Learning and Skills Service's strategy for Pound Plus focuses on:

- Cost savings
- Income generation

## COST SAVINGS

### PARTNERSHIP WORKING

Partnership activity is an important mechanism for generating Pound Plus. The overall level of resources available to community learning is enhanced because partners are contributing additional skills and resources over and above that provided by North Yorkshire Council Adult Learning and Skills Service. ALSS currently monitors the cost savings from partnerships working for the following areas:

- Venue provision.
- Providing support workers.
- Providing refreshments
- Providing marketing for courses.
- Creche provision.

Where costs are not identified, for ease, North Yorkshire Council Adult Learning and Skills Service count the following as the Pound Plus additional income from these resources.

Resource Provided	Cost saving calculation for full support
Venue hire	£20 per hour (based on average cost of venues within service that are paid for)
Providing support workers	£14.77 per hour. (Based on the median UK wage (Office for National Statistics (ONS), 28 <sup>th</sup> March 2023. ONS website, statistical bulletin, <a href="#">Low and high pay in the UK: 2022</a> )
Providing refreshments	£4 per hour
Providing marketing for courses.	£3.00 per hour and are applied to every course
Creche provision	£45 per hour. (Estimation based on 2.5 creche workers (£11.54 per hour per worker plus half of estimated room hire at £10 per hour) plus on costs for management and booking time.)
Other costs	Other costs will be included in reporting at the discretion of the curriculum manager and will be estimated using the value of cost if paid for.

## VOLUNTEERS

North Yorkshire Council Adult Learning and Skills Service utilise volunteers to enhance the provision provided and to support those that are interested in volunteering, either for career progression or for their own wellbeing.

Volunteers are supported by Adult Learning staff, including induction, CPD and progression advice.

For the purpose of calculating pound plus value added to the provision, we use the value of £12 per hour.

## **INCOME GENERATION**

North Yorkshire Council Adult Learning and Skills Service includes any income generated on top of the community learning grant in their pound plus calculations.

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## **FEE INCOME**

North Yorkshire Council Adult Learning and Skills Service charges fees for courses in the PCDL programme to learners that can afford to pay. The standard rate is currently £5.20 an hour, and £2.20 for learners in receipt of certain benefits or who have a low household income.

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## **GRANT INCOME**

Grant income from other sources may be used if available. In 2022 – 2025, the Multiply funding from DfE for North Yorkshire Council Adult Learning and Skills Service will be used to provide interventions for maths provision for the area.

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## **SALE OF PRODUCTS OR SERVICES**

There is not currently a plan for the sale of products or services within North Yorkshire Council Adult Learning and Skills Service. The service, however recognises that there are occasions where expertise of staff is purchased or equipment is sold, the amounts will be detailed in the Pound Plus reporting.

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## **FEE INCOME AND RESERVE FUNDING INVESTMENT**

It is a requirement of the ESFA funding rules for additional income from Community Learning Provision, such as fee income and any money that is underspent, to be reinvested into education locally. The final decision to invest this money is made by the Head of Service – Adult Learning.

<b>Initial equality impact assessment screening form</b>			
This form records an equality screening process to determine the relevance of equality to a proposal, and a decision whether or not a full EIA would be appropriate or proportionate.			
<b>Directorate</b>	CYPS		
<b>Service area</b>	ALSS		
<b>Proposal being screened</b>	Fees and Charging Policy		
<b>Officer(s) carrying out screening</b>	Paul Cliff		
<b>What are you proposing to do?</b>	Publish new policy and increase fees by 6% for those eligible		
<b>Why are you proposing this? What are the desired outcomes?</b>	Contractual requirement with increase in line with wider council policy		
<b>Does the proposal involve a significant commitment or removal of resources?</b> Please give details.	No		
<b>Impact on people with any of the following protected characteristics as defined by the Equality Act 2010, or NYCC's additional agreed characteristics</b>			
As part of this assessment, please consider the following questions:			
<ul style="list-style-type: none"> <li>To what extent is this service used by particular groups of people with protected characteristics?</li> <li>Does the proposal relate to functions that previous consultation has identified as important?</li> <li>Do different groups have different needs or experiences in the area the proposal relates to?</li> </ul>			
If for any characteristic it is considered that there is likely to be an adverse impact or you have ticked 'Don't know/no info available', then a full EIA should be carried out where this is proportionate. You are advised to speak to your <a href="#">Equality rep</a> for advice if you are in any doubt.			
Protected characteristic	Potential for adverse impact		Don't know/No info available
	Yes	No	
Age		✓	
Disability		✓	
Sex		✓	
Race		✓	
Sexual orientation		✓	
Gender reassignment		✓	
Religion or belief		✓	
Pregnancy or maternity		✓	
Marriage or civil partnership		✓	
People in rural areas		✓	
People on a low income		✓	
Carer (unpaid family or friend)		✓	
<b>Does the proposal relate to an area where there are known inequalities/probable impacts</b> (e.g. disabled people's access to public transport)? Please give details.	Policy change is a contractual requirement based on national rule changes, fee charges only impact the small proportion of individuals who are eligible for fees		
<b>Will the proposal have a significant effect on how other organisations operate?</b> (e.g. partners, funding criteria, etc.). Do any of these organisations support people with protected characteristics? Please explain why you have reached this conclusion.	No Impact on how organisations operate as in line with national policy		

<b>Decision (Please tick one option)</b>	EIA not relevant or proportionate:	✓	Continue to full EIA:	
<b>Reason for decision</b>	Changes have minimal impacts			
<b>Signed (Assistant Director or equivalent)</b>				
<b>Date</b>	17 <sup>th</sup> May 2023			

## Initial Climate Change Impact Assessment (Form created August 2021)

The intention of this document is to help the council to gain an initial understanding of the impact of a project or decision on the environment. This document should be completed in consultation with the supporting guidance. Dependent on this initial assessment you may need to go on to complete a full Climate Change Impact Assessment. The final document will be published as part of the decision-making process.

If you have any additional queries, which are not covered by the guidance please email [climatechange@northyorks.gov.uk](mailto:climatechange@northyorks.gov.uk)

<b>Title of proposal</b>	<b>ALSS Fees and Charging Policy 2023-24</b>
<b>Brief description of proposal</b>	<p>The Adult Learning and Skills Engagement strategy details a changing curriculum offer that is designed to meet a number of competing challenges and priorities. Funding for this provision is largely provided by the Education and Skills Funding Agency and as such is bound by clear funding rules that are published on an annual basis and that reflect key priorities for adult education. These rules make clear stipulations on the types of programmes and types of learners that can receive full partial funding. There is also an expectation that this funding gains added value through a process known as 'Pound-Plus'</p> <p>This report details the key changes to the existing policy led by changes to the funding rules and the creation of a more robust 'Pound-Plus' policy. Due to increasing inflationary pressures for the small number of learners who are required to pay fees, (total collected in 22/23 £635) we are proposing a competitive increase in fee amounts of 6%</p>
<b>Directorate</b>	<b>CYPS</b>
<b>Service area</b>	<b>ALSS</b>
<b>Lead officer</b>	<b>Paul Cliff</b>
<b>Names and roles of other people involved in carrying out the impact assessment</b>	<b>None</b>





The chart below contains the main environmental factors to consider in your initial assessment – choose the appropriate option from the drop-down list for each one.

Remember to think about the following;

- Travel
- Construction
- Data storage
- Use of buildings
- Change of land use
- Opportunities for recycling and reuse

Environmental factor to consider	For the county council	For the county	Overall
Greenhouse gas emissions	No effect on emissions	No Effect on emissions	No effect on emissions
Waste	No effect on waste	No effect on waste	Choose an item.
Water use	No effect on water usage	No effect on water usage	No effect on water usage
Pollution (air, land, water, noise, light)	No effect on pollution	No effect on pollution	No effect on pollution
Resilience to adverse weather/climate events (flooding, drought etc)	No effect on resilience	No effect on resilience	No effect on resilience
Ecological effects (biodiversity, loss of habitat etc)	No effect on ecology	No effect on ecology	Choose an item.
Heritage and landscape	No effect on heritage and landscape	No effect on heritage and landscape	No effect on heritage and landscape

If any of these factors are likely to result in a negative or positive environmental impact then a full climate change impact assessment will be required. It is important that we capture information about both positive and negative impacts to aid the council in calculating its carbon footprint and environmental impact.

<b>ivi</b>	Full CCIA not relevant or proportionate:	✓	Continue to full CCIA:	
<b>Reason for decision</b>	Policy is not linked to increased or decreased activity			
<b>Signed (Assistant Director or equivalent)</b>				
<b>Date</b>	17 <sup>th</sup> May 2023			

## Introduction

September 2021 saw the appointment of a new Shared Head for Adult Learning and Skills to determine a clear strategic vision for the adult learning provision provided by North Yorkshire County Council and City of York Councils. This strategy and direction is required to support adults to access the training and support that can be provided by engagement in education.

Aligning both services across a common strategy is important to support the wider economic requirements of the region but also enable strong lobbying support for the services once the adult education budget is devolved under a combined mayoral authority which is expected in the 2024/2025 academic year

## Background

The provision provided by both services is, in the majority, funded by grants from the ESFA for community learning and adult learning. Additional income into the areas comes in the form of additional funding for high needs provision in both services and through apprenticeship provision supported via the apprenticeship digital account as grant funded apprenticeship contracts are wound down.

The funding received by both services is grant delivered with the expected income each year provided through an annual funding statement, there is an expectation that at least 97% of this funding is used, as defined by the ESFA, 'to engage adults and provide the skills and learning they need to progress into, or within, work; or equip them for an apprenticeship or other learning. It enables more flexible tailored programmes of learning to be made available, which may or may not require a qualification, to help eligible learners engage in learning, build confidence, and/or enhance their wellbeing.'

The ESFA specify that the purpose of Community Learning is to develop the skills, confidence, motivation and resilience of adults of different ages and backgrounds in order to:

- progress towards formal learning or employment
- improve their health and well-being, including mental health
- develop stronger communities

Community learning courses are delivered and reported under the following 4 delivery strands:

- Personal and Community Development Learning
- Family English, Maths and Language –
- Wider Family Learning
- Neighbourhood Learning in Deprived Communities

In contrast to FE colleges and other independent providers of adult education, community learning makes up a significant proportion of the funding provided to both services. This funding reflects the expectation on local authority adult education who are seen to have the reach and community engagement points to reach a wide and diverse range of learners.

Expectations on the post 16 education sector have never been greater, with the focus of national policy firmly fixed on the sector as a cornerstone of post Covid-19 recovery. The 'Skills for Jobs – Lifelong Learning for Opportunity and Growth' whitepaper published in January 2021 laid out a bold ambition to place employer skills needs at the heart of the post-16 system and to empower individuals to use learning to progress into work and in the workplace to higher paid and higher skilled jobs. Local Authority adult education is discussed in this paper alongside FE colleges as a key cornerstone of the policy and the importance of community level education is stressed, but the context stresses the importance of progression to higher level qualifications and in offering provision that meets local and national skills needs.

The paper added detail on targeted funding to support those without full Level 3 qualifications and discussed the introduction by 2025 of personal study funding accounts that will fund flexible learning up to

levels 5 and 6. Recent announcements of schemes such as ‘multiply’, the targeted scheme to improved numeracy in adults, indicate that the funding landscape may be further complicated with funding for targeted initiatives to come from bids into the Shared Prosperity Fund. This fund being the replacement for schemes previously funded through the European Union.

An education landscape that is driven by the skills needs of employers is essential for economic development. The importance of this is set out in the Skills Strategy devised by York and North Yorkshire Local Enterprise Partnership, (YNYLEP) through its co-ordination of the Skills and Employability Board. Co-ordinated local skills plans are a cornerstone of ‘Skills for Jobs’ and although likely to have a different format will consult and set strategy for the development of skills in the area. This may be at a more local level than the LEP strategy document but likely to use the comprehensive strategy as a basis for working. This strategy details four ambitions:

- Young people are equipped to make quality decisions about education, training and careers
- Employers have the skills to grow inclusive and productive workplaces where everyone can achieve their potential
- The local skills market meets the needs of local businesses in a dynamic economy
- Communities are empowered by learning and skills that enable everyone to participate fully in society

Local Government re-organisation that will create two unitary authorities in 2022 is seen as the first stage of a move toward a devolved mayoral authority as potentially early as 2023. A devolved authority will have responsibility for its own adult learning funding. Whilst the decision making process will be determined by a team set up by the elected mayor it is clear that work such as the skills strategy will determine a direction of travel for this funding. It is therefore essential that we are able to support a strong argument for protection (or growth) in our funding to support the needs of our communities.

A key area of consideration is the use of community learning funding, a report commissioned by YNYLEP published in February 2021 detailed that, ‘90% of CL provision is delivered by three providers, which has both positive and negative impact’. Two of these three providers are York Learning and North Yorkshire Adult Learning and Skills Service. The report suggested that innovation in community learning was limited by the significant presence of the largest grant funded providers and that widening the base of providers would offer greater flexibility. The report going on to detail that ‘There has been a major change in the types of CL provision delivered with a substantial reduction in Family English, Maths and Language (FEML) and Neighbourhood Learning in Deprived Communities provision (NLDC). This has resulted in a decrease in capacity building activity in the VCSE sector, which is seen as an issue by many providers and stakeholders.’ Should the report’s recommendations be considered as part of any funding devolution this could have a marked impact upon the viability of the current curriculum offer delivered by each service.

The YNYLEP report on community learning and its companion reports, ‘Analysis of Adult Education Budget (AEB) funded provision in York and North Yorkshire – June 2020’, ‘Digital Skills in York & North Yorkshire: An Assessment of Supply and Demand – April 2021’ and ‘Upskilling and Reskilling across York and North Yorkshire – Stakeholder and Provider perspectives – March 2021’ paint a picture of an educational landscape that has the intention to meet the demands of the community but a failure to engage individuals in the breadth of learning experiences necessary to meet the aims of skills strategy. The reports stress the disconnect between the majority of adults and the skills sector, with largest proportions of training being in English and Maths or delivered to those already in work, largely in Health and Social Care. Engagement from adults tends to be in general, (some exceptions exist) low level in FE institutions when compared to provision for 16-18 year olds or is very targeted with large groups of employed individuals under the legal entitlements. National and local strategy as set out in ‘Skills for Jobs’, the LEP Skills Strategy and City of York’s own 10-year Skills and Employment Strategy are, by design, based upon the needs of employers, local economies and future jobs markets. The digital skills report however details that there is a clear disconnect. ‘There is a gap between digital skills needs in the community, and the extent to which these are translated into demand for learning. Lack of confidence, fear of the unknown, and “not knowing what you don’t know” contribute to this, and learning is likely to revolve around informal routes.’ Although this statement relates specifically to digital skills it should be similarly applied across the whole adult learning provision. This strategy must seek to provide a solution to this. Whilst some work has started with City of York’s 10 year draft plan this does not yet go far enough in detailing how learners are to be targeted or identify the key gateway points for this activity.

The two services receive further income for the support of individuals who are aged between 16-25 and are subject to an Education, Health and Care plan. This is managed through subcontracting within City of York Service and a combination of Subcontracting and delivery through the Personalised Learning College which is direct delivery from North Yorkshire ALSS. Provision and particularly progression for learners on an EHCP has received significant national negative publicity, following publication by Ofsted of a number of local authority reports. NYCC have recently published a draft SEND strategy and it is essential that the strategic direction of the service in relation to these High Need's learners is set against the outcomes of these two key contexts and as such will not form part of this document, but will be covered in a subsequent review to be concluded by the end of December 2021.

Both services have coped admirably to adapt to new ways of working due to the pandemic. Delivery moved swiftly online and across two funding years have enabled the full grant funding to be received for work carried out with only minimal clawback due to ring-fenced funding initiatives that have taken place after curriculum planning has taken place. Movement to online delivery has for some programmes been effective and led to more efficient deliver models, but this movement has been taken as a direct result of the pandemic and not through formal strategic planning for a modern and responsive service. The significant learning gained by the team needs to be capitalised on but any strategic review of curriculum needs to reflect and develop a strong blended learning offer matched to programme type, demand and opportunity.

Significant to this discussion is the two pronged need to digitally upskill individuals, whilst also meeting the digital demand for skills from employers. AEB funding contains a similar entitlement to digital qualifications that exist for English and Maths. This stated by the ESFA as, 'We will fully fund individuals aged 19 or older and assessed at below level 1, including individuals who are employed, as part of their legal entitlement on the day they start the following qualification: Essential Digital Skills qualification (EDSQ up to and including level 1).' Unsurprisingly the pandemic has limited the ability of those who are not digitally skilled to learn, whilst some uptake issues have been driven by limited ranges of awarding body offers and associated curriculum, significant digital poverty in relation to hardware and stable broadband access have also impacted on this vital area of provision.

Both services are rated as 'good' by Ofsted, but these outcomes were not based on the new Education Inspection Framework (EIF) with its greater emphasis upon intent, implementation and impact. Early feedback from other LA providers inspected under the EIF have stressed that Intent is key so this must be clearly articulated with in strategy and effectively translated down to course level. This intent must be shown to flow through the impact upon individual learners through robust assessment and individualised learning plans linked to assessed RARPA where appropriate, but with clear emphasis upon progression. Sessions must demonstrate impact that is wider than the subject area and be linked back to the overall intent for the provision for the learner and forward to their next stage progression, there is an expectation that this will linked to an employment or economic impact focus. Careers guidance and advice should be accessible to all and evidenced within the ILP activity and clear impacts should be seen on life opportunity, job prospects and confidence to progress further.

## **Aims**

Against this backdrop the strategy must meet the following aims:

1. To clearly define the purpose of the adult learning services
2. To develop a curriculum offer that is in line with local skills needs
3. To reach and inspire learning for the full breadth of the community demographic with the offer
4. To be the provider of choice for those furthest away from the skills offer
5. To protect the full aims of community learning within York and North Yorkshire
6. To grow provision into areas not well supported by other providers
7. To support a clear progression pathway for all adult learners from entry through to higher education
8. To provide effective value for money for the communities of York and North Yorkshire

1. To clearly define the purpose of the adult learning services

## **Why is this important?**

To support adults to engage in learning that will improve prospects and benefit their communities we need simplicity in what could be seen to be a complex offer. It is clear that the majority of adults, of almost all demographics, are not engaging in further learning. With those with the lowest base level qualifications the least likely to engage. The complexity of the skills landscape may be one of the reasons, whilst duplication of offer, difficulties in accessing provision or fear built on previous poor experience may be further challenges. It is therefore important for both services to be able to communicate to learners what we are about and why they should engage with us.

### **What will success look like?**

- A clearly defined mission statement for both services
- A publicly communicated purpose and strategy communicated to all stakeholders, funders and partner organisations
- Clear pathways for engagement with learning developed in collaboration with local partners and within the authorities
- Increased engagement and recruitment of learners from a wider demographic that encompasses differences including prior qualification levels and employment status

### **What do we plan to do?**

- Use the full range of available media to clearly position the adult learning services as the gateway to learning and future progression
- Develop a marketing strategy that conveys our passion for learning and the positive impact that life-long learning can have for individuals, families and their communities
- Work in partnership with other local educational providers to develop key progression pathways from engagement into programmes that support local and national skills strategies
- Increase collaboration with internal stakeholders within both authorities to support engagement with learners and to maximise the outputs from adult education provision.
- Develop relationships with a greater range of community groups and partners to provide community level engagement points that will allow progression into wider learning
- Strengthen progression from all strands of community learning into adult education budget funded learning and in turn into specialist skills progression and higher education

2. To develop a curriculum offer that is in line with local skills needs

### **Why is this important?**

The pandemic has had a marked impact upon the world of work, whilst the expected increase in unemployment has not yet had a marked impact the experience has led many people to re-evaluate what is important to them. Many workplaces have also seen changes in the way that they do business, increasing demand for digital and transferable skills, whilst areas such as care, hospitality and logistics have seen marked increases in job vacancies.

The challenge for the area, ahead of potential devolution of skills funding, is that there was pre-Covid challenges in moving toward a greener economy, dealing with an ageing workforce and increased automation also impacting on the demand for skills to increase productivity.

Although this strategy firmly places a flag in the ground to determine that local authority adult learning should be the gateway to skills learning, this must be set into the context of progression into learning that supports the skills needs of the local economy.

Developing a curriculum that leads to effective up-skilling and re-skilling is therefore essential, it must however be set in a context of ensuring that is progression through the most appropriate provider of those skills and facilities rather than a one-size fits all curriculum that is too broad and therefore inefficient.

The LEP skills strategy describes the importance of building the capacity and resilience of the community and voluntary sector, supporting this aim maximises the engagement points for future learning, but will enable the community as a whole to be more resilient.

## What will success look like?

- A curriculum offer where each course is designed with individual learning progression in mind
- A curriculum offer that supports engagement with a digital community
- Programmes of learning in literacy, numeracy, ESOL that allow a non-threatening gateway to qualifications
- A wider family learning offer that supports parents to fully understand the skills landscape and local Labour Market Information to support their own progression as well as that of their children
- A community learning offer that supports individuals to develop and recognise their transferable skills to maximise their opportunities to develop in or change career or to seek out opportunities for self-employment
- An effective commissioning approach for community learning funding that will support a range of partners and increase the opportunities for touch-points for further learning

## What do we plan to do?

- Use an appropriate combination of digital and face-face IAG to work with learners to identify appropriate next steps at the start of provision
- Use RARPA to maintain 'next-steps' focus and measure progress in the development of transferable skills
- Develop a suite of gateway provision that matches learner communities of interest to literacy, numeracy, communication or digital learning outputs
- Use partnerships with LEP, NYBEP and within the authorities to create learning opportunities for parents to better understand the local skills landscape and its opportunities for their children (and in turn themselves)
- Work with the local Community Learning Partnerships to develop a commissioning framework that will see a ring-fenced proportion of community learning funding co-delivered by the adult learning teams and community groups to meet a wide range of community aims.

3. To reach and inspire learning for the full breadth of the community demographic with the offer

## Why is this important?

For the local skills strategies to succeed members of the local community will need to see themselves as learners. As reports, cited in the background, suggest this is not currently the case. There is a clear disconnect between the needs of local employers, local economy, local skills offer and the majority of the local adult population. Whilst some provision targets, for very good reasons particular groups, the wider offer is not attractive to the majority of people who will benefit from it. The impact of cuts in careers funding since the late 1980's cannot be underestimated with the vast majority of individuals currently in work, likely to have secured jobs and currently working within them, without having given any thought to planning a career. These individuals are making an active financial contribution but the difference between having a job and doing a job you enjoy can have a marked effect on an individual's mental health.

Shaping a service offer that engages these individuals is as important as the targeted work as movement across workplaces, the development of new businesses and a happier workforce will all make from increased productivity as it is very likely that many of the skills needed within developing and priority industries are already in the current workforce. The key being that individuals do not see that these roles are opportunities for them. Setting out an intent to recruit wider, recognising our starting points and strengths will enable the services to have a marked impact on the local economic needs and support a greater range of individuals to meet their potential.

## What will success look like?

- A wider range of gateway partners that services work with to provide the 'right door' that learners will choose to step through to engage with the wider progressive learning offer
- Greater proportionate levels of engagement with learning programmes
- Reduced levels of job vacancies in key sectors

- Greater progression from engagement programmes into main curriculum offer and onwards to specialist skills and higher education provision.

### **What do we plan to do?**

- Use established links with community learning partnerships, CVS, intra- and inter-authority networks to develop a wider network of community groups to plan engagement opportunities with
- Provide key partnership development roles within authority teams to reach out to wider communities of interest to identify potential 'communities of interest' that can support learning opportunities.
- Use intelligence from the partnership roles to inform curriculum planning activity
- Use end of programmes to support engagement with progression focused IAG linked to the local skills strategy and captured through RARPA
- Use a range of media to reach out to groups that are not linked into existing collaborative groups

4. To be the provider of choice for those furthest away from the skills offer

### **Why is this important?**

Data on a local and national scale clearly demonstrates that those with the lowest skills are those least likely to engage with further education and training. Often this is a result of poor experiences at school or college and the perceived fear of further 'failure'. This perception creates a significant barrier to engagement with provision and whilst some will engage in creative or leisure provision this is likely to be either later in life or to overcome other barriers.

For this group of people engagement with FE colleges can seem particularly daunting particularly when coupled with the high number of 16-18 learners that these centres support. It is important to note that this FE demographic is a result of funding restraints and not direct actions on behalf of the institutions themselves. However these barriers must be overcome to support adults to engage with the high quality provision that FE and HE colleges provide. Exceptions to this do exist, particularly in Craven, and good practice seen here can create elements of an effective engagement blueprint.

It is therefore essential that the offer provided via the adult learning services seeks to overcome these barriers in a way that can support individuals to engage in learning that progresses them, through effective curriculum design and collaborative arrangements, to the best provider to meet their skills and progression goals

### **What will success look like?**

- As previously stated, a wider range of gateway partners that services work with to provide the 'right door' that learners will choose to step through to engage with the wider progressive learning offer
- Effective and locally driven collaborative arrangements with FE colleges, training providers and HE to support progression into specialist skills provision and apprenticeships were appropriate
- Co-delivery that shares resources and staff to support progression through shared curriculum planning that offers clear progression in line with local skills needs.
- Greater progression from authority-led adult learning programmes into specialist skills and higher education provision.

### **What do we plan to do?**

- Use established links with community learning partnerships, CVS, intra- and inter-authority networks to develop a wider network of community groups to plan engagement opportunities with hardest to reach individuals
- Promote through case studies, shared in a variety of formats, the success stories that indicate the benefit of engagement with adult and community learning
- Celebrate our entry point into the market and encourage cross-promotion across community and education partners.



- Seek to work closely with other education providers to develop clear progression pathways for learners through our provision onto the most appropriate specialist provider
- Develop relationships with other providers that reduce duplication in the offer to adults

5. To protect the full aims of community learning within York and North Yorkshire

### **Why is this important?**

As stated earlier the ESFA specify that the purpose of Community Learning is to develop the skills, confidence, motivation and resilience of adults of different ages and backgrounds in order to:

- progress towards formal learning or employment
- improve their health and well-being, including mental health
- develop stronger communities

Community learning courses are delivered and reported under the following 4 delivery strands:

- Personal and Community Development Learning
- Family English, Maths and Language –
- Wider Family Learning
- Neighbourhood Learning in Deprived Communities

The community learning report commissioned by the LEP heavily criticised the provision across York and North Yorkshire showing a bias towards personal and community development learning as gateways to English and maths at the expense of the other strands, largely as a result of the majority of funding being allocated to the adult education service of both authorities. It was suggested that this ‘monopoly’ resulted in reduced innovation in delivery. Whilst it is recognisable that this pattern exists it is driven by the successful gateway to learning that we offer and does result in some effective progression to AEB funded programmes.

It does however move away, particularly in North Yorkshire, from the reason that the local authority is funded in this way. North Yorkshires geography creates a significant barrier to learning and the flexibilities in community learning funding should support the authority to address these rural issues in line with the fullest use of the funding strands. What this means for an educational landscape post-Covid is not clear, but it does provide a clear opportunity to re-evaluate the current usage of the funding and should support innovative approaches.

Many local AEB skills devolutions have resulted in less money being directed toward community learning with a greater budget proportion given over to skills funding through mainstream AEB. With potential devolution of skills funding on the horizon it is important that we are able to realise the potential of community learning now so that it is protected.

This re-defined approach to community learning should take key learning from the LEP report and seek to be innovative, collaborative and supportive of communities.

### **What will success look like?**

- Collaborative commissioning of community learning programmes that support targeted community work, that will see co-delivery of programmes by local authority and community partners negating the need for complex sub-contracting arrangements
- Closer working relationships within authorities that result in community learning funded programmes that support the learning needs of schools and their communities
- As detailed earlier, a wider family learning offer that supports parents to fully understand the skills landscape and local Labour Market Information to support their own progression as well as that of their children

- An effective blended community learning offer to support individuals in rural communities to learn with others
- A RARPA based focus on the wider progression into further adult education learning that supports a gateway to funded adult education learning

### **What do we plan to do?**

- Use established links with community learning partnerships, CVS, intra- and inter-authority networks to develop a wider network of community groups to plan engagement opportunities with hardest to reach individuals
- Work with the local Community Learning Partnerships to develop a commissioning framework that will see a ring-fenced proportion of community learning funding co-delivered by the adult learning teams and community groups to meet a wide range of community aims.
- Support the work of school improvement teams, NEET steering groups and other similar steering groups to effectively target community learning to support areas of greatest need
- Develop a suite of community learning provision around key themes that can start on a small cohort basis but again economy of scale and richness in collaborative learning by moving to online learning. For example, provision that may start as a small scale session that links local single parents on low income to learn how to cook on a budget as a gateway to numeracy and financial literacy could develop into an online digital community sharing recipe ideas and cook-alongs across the county. This in turn will be developing digital literacy, communication skills and may enable a greater development of transferable skills and self confidence that would lead to engagement in employment.
- Use transferable and progression skills through RARPA outcomes as a core part of curriculum planning. This creates a genuine and directly measurable link between all engagement and progression learning and skills outcomes.
- Plan the 2022/23 curriculum offer to ensure effective representation of all aspects of community learning funding.

6. To grow provision into areas not well supported by other providers

### **Why is this important?**

The importance of growth should be considered from two distinct aspects, the first is geographical the second economical.

The geography of North Yorkshire combines large conurbations with areas of rural isolation, in addition not all of the larger conurbations are supported by easy access to learning institutions particularly at times that fit around work and family life. The funding offered to North Yorkshire County Council in particular is directed to support this wide diversity. This has traditionally meant offering small provision in remote areas which has not necessarily been cost-effective and may have limited learning through smaller group sizes. The rapid move toward on-line learning has partially addressed the cost-effectiveness of provision but has in some ways made isolation worse in those areas not well served by digital infrastructure or not open to any learning in the first place. Provision must be developed to meet these combined geographical and skills development needs. Effective library partnerships already underway offer a possible solution as will further work with community groups, but this must be aligned with a curriculum that will allow progression into a wider funded offer.

Funding for the services comes largely from ESFA grant funding, this sets the parameters for all activity. This funding is lag funded so reflects the provision offered within the previous academic year. Within a usual funded year there is a requirement to meet 97% of the funding allocated to receive the full grant with the option to deliver over by 3%, which should result in additional funding the following year. Within the grant two particular areas are ring-fenced for funding these are 19-24 Traineeships and the level 3 National Skills fund offer. Neither of these areas have seen successful take up on a national scale but as ring-fenced provision will see a funding reduction the following year if not spent. Being able to capitalise on this ring-fencing is therefore essential but a challenge but one that can be faced by a flexible and county wide offer.

Additional areas of funding growth can now be seen through the delivery of apprenticeships, (and work to support effective transition into apprenticeships). Apprenticeships are seen as key to the development of a strong economy and with an ageing workforce are seen as an effective way of developing talent pipelines. Within York and North Yorkshire there is a very high proportion of micro and small enterprises which will struggle to provide the levels of supervision needed to effectively support an apprentice. In areas of work delivered by the local authority the ability to grow apprenticeship volumes and support the development of a skilled workforce would make an important contribution to the circular economy but also would enable additional income to be received into the adult learning services.

Support for apprenticeships is challenging in sectors such as care where standards are not high in monetary value, making it difficult for local providers to be able to support teams to assess and support delivery. The scale of delivery across the services allows for an economy of scale that will support employers in sectors such as these to access the training opportunities offered by apprenticeships.

Grant funding supports learners to gain access to additional learning support where necessary. This funding comes directly out of the allocation at a flat rate, enabling us as a provider to support learners to overcome what may have been previous barriers to learning. Many adults with low level qualifications have undiagnosed learning difficulties that have led to poor exam results in Maths and English in particular. More effective use of this funding should enable a greater proportion of learners to succeed and progress.

### **What will success look like?**

- A suite of blended community and adult learning that is available to support learners in all parts of the county
- Full utilisation of ring fenced funding in both services
- An adult learning service supported suite of traineeships, apprenticeships and supported internships allowing progression into roles within the authority and onwards to support local micro-enterprises to support trained staff.
- Achieving over 100% of grant funding across both services

### **What do we plan to do?**

- Develop a curriculum offer that will support learners in any part of the county to be able to engage with learning through community learning or wider AEB funding. This will combine opportunities for face to face with on demand content, live teaching sessions and high quality tutorial and ILP support
- Develop a collaborative approach in consultation with other providers of National Skills fund Level 3 learning to enable these intensive programmes to be delivered at a time and place that suits the individual in line with the previously discussed model.
- Work with partners across both authorities to raise the profile and viability of an adult learning service supported suite of traineeships, apprenticeships and supported internships allowing progression into roles within the authority and onwards to support local micro-enterprises to support trained staff.
- Ensure that learners are fully aware of their entitlement to learning support in a way that reduces stigma but overcomes barriers to learning. Providing support through the availability of support sessions, learning support assistance and technological adaptations as necessary.
- Consider the development of a commercial offer that supports local skills priorities or offers further engagement opportunity in areas not supported by grant funding

7. To support a clear progression pathway for all adult learners from entry through to higher education

### **Why is this important?**

The AEB Skills Report stated that, 'The nature of the approach to the allocation of AEB funding by ESFA with the lack of a place-based focus means that the link between the level of need at district level and the level of funding available to meet it has become weakened over time' as detailed earlier Adult education funding is lag-funded so is representative of provision in previous years. This statement does not however reflect if supply of training has just not been met by demand for it. As discussed nationally there is an issue of those with the lowest qualifications being the least likely to take up further training, but if the only training

that is visible to them does not feel relevant they are even less likely to engage in it. As a key business principle is for supply to meet demand then it is not surprising that programmes will fall back to what has been done before, therefore potentially excluding those most in need.

What is needed is a clear progressive offer that starts with courses that feel relevant, that engage, build confidence and offer suitable routes of progression. This offer should not have points of duplication, but should be simple to navigate and known by all stakeholders. With all of those stakeholders playing to their strengths and collaborating on provision not competing.

It is not however a case of, 'if you build it they will come'. This must be built on the pathways to engagement discussed within earlier aims and supported by a strategic community and skills infrastructure that is built at a local level. The role of the adult learning services being that gateway point with community partners, being the vanguard of engagement, using on programme IAG to support effective progression to specialist providers when necessary.

### **What will success look like?**

- Clear curriculum offers that are promoted to learners and understood by all stakeholders at a local level.
- Effective progression ladders that show clear pathways (both forwards and sideways) from engagement through to specialist skills development and HE opportunities that are in line with local skills priorities
- Regular attendance and contribution to local skills boards to support the most appropriate curriculum offers for local residents

### **What do we plan to do?**

- Hold discussions at a local level with all providers of post 16 to gain support and traction for co-ordinated skills planning
- Seek opportunities for combined curriculum planning with other providers to support the brokerage of learners from engagement into specialist study
- Work with local providers to develop a collaborative approach in consultation with other providers of National Skills fund Level 3 learning to enable these intensive programmes to be delivered at a time and place that suits the individual

8. To provide effective value for money for the communities of York and North Yorkshire

### **Why is this important?**

Adult Education Services must be seen to provide an effective investment of the public pound. Adult Education budget funding as discussed has the aim of 'engaging adults and providing the skills and learning they need to progress into work or equip them for an apprenticeship or other learning. It enables more flexible tailored programmes of learning to be made available, which may or may not require a qualification, to help eligible learners engage in learning, build confidence, and/or enhance their wellbeing'.

To offer the greatest return on this investment provision must be cost-effective, must reach the widest possible range of participants and not duplicate other investment made with other providers or with other services.

### **What will success look like?**

- Full utilisation of grant funding on a wide ranging and well supported adult learning offer
- Services operating within effectively set budgets and not requiring further investment of additional public funds
- A co-investment structure that is fully reflective of need on all provision
- Greater integration of adult learning services within the authorities they are part of to reduce duplication of offer and increase engagement
- Greater integration of the teams delivering across York and North Yorkshire reducing staffing costs freeing up a greater portion of the budget to support learning resources and infrastructure

**What do we plan to do?**

- Increase community knowledge of the curriculum offer and its benefits using the full range of available media to clearly position the adult learning services as the gateway to learning and future progression
- Develop a marketing strategy that conveys our passion for learning and the positive impact that life-long learning can have for individuals, families and their communities
- Increase collaboration with internal stakeholders within both authorities to support engagement with learners and to maximise the outputs from adult education provision
- Conduct joint curriculum planning across both services to support integration of offer
- Consider a joint role first approach to vacancies within each service

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## NORTH YORKSHIRE COUNCIL

### CHILDREN AND YOUNG PEOPLE'S SERVICE

#### CORPORATE DIRECTOR'S MEETING WITH EXECUTIVE MEMBERS

30 May 2023

#### School Term and Holiday Dates 2024/2025

##### 1.0 PURPOSE OF REPORT

- 1.1 To brief Executive Members on responses to the proposed school term and holiday dates for 2024/25 and to seek their approval to the proposed calendar.

##### 2.0 ISSUES AND BACKGROUND

- 2.1 School employers are required to set the term dates of their school year. Employers are: the local authority in community, voluntary controlled and community special schools and maintained nursery schools; the governing body in foundation and voluntary aided schools; the academy trust in academies and Free Schools. The Education (School Day and School Year) (England) regulations 1991 require all maintained schools to educate their pupils for at least 380 sessions (190 days) in each school year. These regulations do not apply to academies and Free Schools; the academy trust is responsible for deciding the length of the school year. It is hoped that for consistency across North Yorkshire all schools will adopt the recommended term dates.
- 2.2 In addition to these teaching days each school has five professional development (PD) days for teaching staff. As in previous years the authority has proposed three of these days. The remaining two days will be identified by each school from the calendar.
- 2.3 The Local Government Association (LGA) continues to urge local authorities (LAs) to try to achieve a common approach when determining term dates. North Yorkshire Council is part of the group of LAs across Yorkshire which has agreed a set of guiding principles the aim of which is to achieve more consistent holiday dates across local LA areas. These guiding principles were applied to the production of our proposals for consultation.
- 2.4 Currently the local authority is still required to set term and holiday dates for community schools, community special schools, voluntary controlled schools, pupil referral units and maintained nursery schools.
- 2.5 Members are reminded that it had been intended that when the Deregulation Act 2015 came into force, the education clauses would allow all schools to vary school dates. However, the provision within the Act to give the governing bodies of community, voluntary controlled, community special schools, and maintained nursery schools in England the responsibility for setting their own school term and holiday dates was not commenced. These schools have not therefore been given the power to set their own term dates.

### 3.0 FINANCIAL IMPLICATIONS

- 3.1 The authority continues to propose three professional development days. The purpose of this is to continue to achieve efficiency savings by rationalising transport across the county and to make life easier for parents who have children attending different schools. It also enables greater consistency in planning for services such as transport and school meals.

### 4.0 LEGAL IMPLICATIONS

- 4.1 As noted above at paragraph 2.1, the LA currently has a duty to set dates of terms and holidays for community, voluntary controlled, community special schools and maintained nursery schools under the Education Act 2002 Section 32.

### 5.0 CONSULTATION UNDERTAKEN AND RESPONSES

- 5.1 Following discussions with other LA's and based on our agreed guidelines, a single version of a draft calendar was produced which identified 190 days when teachers are available to work and three proposed professional development (PD) days. The headteacher of each school has the discretion to determine two further PD days from the calendar. A copy of the draft calendar is at Appendix 1.

- 5.2 The consultation to determine a school calendar for 2024/2025 was launched on 28 February and closed on 11 April 2023. All maintained schools and academies, teachers' associations, trade unions and other local authorities across Yorkshire and the North East were consulted.

- 5.3 The authority received 31 responses from the online survey. These were from 20 primary schools, 1 primary Federation (4 schools), 1 secondary school and one response from a Pupil Referral Unit (PRU). There were 9 individual responses from teachers.

- 5.4 There were no comments from other authorities or trade unions.

- 5.5 Of the online respondents the majority made more than one comment. There were 21 comments regarding Professional Development (PD) Days, seven relating to changes to shorter terms and setting the Easter break. Two agreed to the term dates and two disagreed with the term dates. There was one comment that the term dates did not always match Durham local authority and one on the shortness of summer term (23 days), but accepted that this was due to the lateness of Easter. Appendix 2 records all responses received.

- 5.6 The setting of an Easter break had been explored previously in 2020 but was not an option the majority of schools agreed with. The comments received from schools in relation to a new approach to the setting of terms dates represented only 1.5% of the schools consulted.

It is the view of the officers that none of the issues raised as part of the consultation greatly affect the proposed term dates for 2024-2025. However, in recognition of the comments received in relation to the PD day in December 2024 (originally proposed for 20 December 2024) this has been moved to the suggested alternative date of 6 January 2025.



## 6.0 ENVIRONMENTAL IMPACTS/BENEFITS

6.1 Many school buses and other vehicles provide a shared service to more than one school. One of the benefits of having three common PD days is that it enables transport to operate at optimum capacity and reduces the environmental impact.

## 7.0 REASONS FOR RECOMMENDATIONS

7.1 The draft calendar has taken account of consultation and feedback, the term dates have not changed except that one set PD has been moved from 20 December 2024 to 6 January 2025. The draft calendar is broadly in line with proposals from those neighbouring LAs in which the majority of cross border pupils reside.

## 8.0 RECOMMENDATION

8.1 To approve the term and holiday dates for community, voluntary controlled, community special schools and maintained nursery schools for 2024/25 as set out in the calendar identified at Appendix 1.

STUART CARLTON  
CORPORATE DIRECTOR – CHILDREN AND YOUNG PEOPLE'S SERVICE

Report prepared by Lisa Herdman, Lead for Admissions  
17 May 2023

Appendix 1 – Proposed term dates calendar for 2024/25  
Appendix 2 – Responses to the consultation.

# DRAFT North Yorkshire School Term Dates

## Academic Year 2024/2025

	AUGUST 2024	SEPTEMBER 2024	OCTOBER 2024	NOVEMBER 2024	DECEMBER 2024	JANUARY 2025
Monday	5 12 19 26	2 9 16 23 30	7 14 21 28	4 11 18 25	2 9 16 23 30	6 13 20 27
Tuesday	6 13 20 27	3 10 17 24	1 8 15 22 29	5 12 19 26	3 10 17 24 31	7 14 21 28
Wednesday	7 14 21 28	4 11 18 25	2 9 16 23 30	6 13 20 27	4 11 18 25	1 8 15 22 29
Thursday	1 8 15 22 29	5 12 19 26	3 10 17 24 31	7 14 21 28	5 12 19 26	2 9 16 23 30
Friday	2 9 16 23 30	6 13 20 27	4 11 18 25	1 8 15 22 29	6 13 20 27	3 10 17 24 31
Saturday	3 10 17 24 31	7 14 21 28	5 12 19 26	2 9 16 23 30	7 14 21 28	4 11 18 25
Sunday	4 11 18 25	1 8 15 22 29	6 13 20 27	3 10 17 24	1 8 15 22 29	5 12 19 26

	FEBRUARY 2025	MARCH 2025	APRIL 2025	MAY 2025	JUNE 2025	JULY 2025
Monday	3 10 17 24	3 10 17 24 31	7 14 21 28	5 12 19 26	2 9 16 23 30	7 14 21 28
Tuesday	4 11 18 25	4 11 18 25	1 8 15 22 29	6 13 20 27	3 10 17 24	1 8 15 22 29
Wednesday	5 12 19 26	5 12 19 26	2 9 16 23 30	7 14 21 28	4 11 18 25	2 9 16 23 30
Thursday	6 13 20 27	6 13 20 27	3 10 17 24	1 8 15 22 29	5 12 19 26	3 10 17 24 31
Friday	7 14 21 28	7 14 21 28	4 11 18 25	2 9 16 23 30	6 13 20 27	4 11 18 25
Saturday	1 8 15 22	1 8 15 22 29	5 12 19 26	3 10 17 24 31	7 14 21 28	5 12 19 26
Sunday	2 9 16 23	2 9 16 23 30	6 13 20 27	4 11 18 25	1 8 15 22 29	6 13 20 27

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Autumn Term	40	75	195
	35		
Spring Term	30	60	
	30		
Summer Term	23	60	
	37		

	Bank Holiday
	School Holiday
	PD /training days

Pupils must be taught for a minimum of 190 days. The number of term days shown is 192. Three recommended professional development (PD) days for teaching staff have also been highlighted; pupils will not attend school on these days. Schools will need to identify a further **two** PD days from the calendar. Please could you send your remaining **two** PD days to the Business Support Team, Jesmond House, Harrogate via email [schoolwelfare@northyorks.gov.uk](mailto:schoolwelfare@northyorks.gov.uk) when you have agreed them.

Response	Please provide your comments on the proposed school term
1	We do not think that the teacher training day proposed for the last day of the December term is a very good idea at all and would asked that this is moved. It will end up not being very well used as everyone will be shattered at the end of term - we agree it is a long term so a training day in that term would be good, but definitely not on the last day of the term. Thanks
2	We are most concerned re the compulsory PD/Training day being placed on the 20th December and feel this is an absolute no for our school. This term is a particularly hard term for teachers and staff and to have a training day on the last day of this term is not productive or appropriate. We would request that this compulsory PD/Training day either be on the 4th November 2024 or the 6th January 2025. Thank you.
3	As a head teacher who works across the border from where she lives and her children go to school, it would be helpful to have the holidays the same as County Durham and I know that I am not the only teacher in this situation and it is making childcare extremely difficult. There have never been any problems until this February half term and next year 3 of the holidays including February half term, one week at Christmas and one week at Easter do not line up. For 2024/2025 this is the case for February half term and Easter. Durham dates are 21st Feb - 3rd March and Easter is 11th-28th April and it would be so helpful if North Yorkshire could line up with these dates.
4	I would suggest an alternative to 20 December 2024 as by that date, most staff are exhausted and not in a fit state to take on board training. Monday 4 Nov, Monday 6 Jan or Tuesday 22 April would be more productive in my view.
5	I completely understand that it must be a complete nightmare to generate an LA term-time calendar for each academic year - I wouldn't want the responsibility! I appreciate that for those colleagues who will tell you that you've got it right, a significant proportion will tell you you've got it wrong! I'm afraid that I'm in the latter camp! I've never bothered writing to you previously because of the empathy I've attempted to show above, but I thought that if I don't show my hand, everything will just continue to roll out in the same way each year. For us, as a federation of primary schools, we find this type of arrangement hard to manage for the following reasons: 1. We really value holding a 5 training day. We get loads of CPD and school/federation improvement done each time. 2. Therefore, we get frustrated with the insistence of continually forcing us to take 2 training days right at the end of the school year. a. I know there's usually only 1 listed in yellow (in the case the Tuesday 22nd July) - but who, in their right mind, would make children come in on Monday 21st July?! b. Staff are exhausted at this stage of the year. There is no point in attempting to do anything worthwhile with them, in terms of CPD etc. c. I know that we could 'twilight' these sessions. However - this opens a can of worms when you consider the number of part-time staff, different working days, number of hours involved to compensate the day etc. etc. A complete and utter minefield of issues to resolve to simply twilight a single day, let alone two days (40% of our annual allocation.) We would ask you to consider removing the 22nd July as an LA training day and exchanging it for either: • Mon 4th Nov • Mon 6th Jan • Fri 4th Apr • Tues 22nd Apr The impact of this would be to allow schools to choose to hold 2 training days at the end of the academic year (or to twilight them if they wish) - or to have the children in school on these days and choose 2 other days throughout the school yr
6	We would rather not have 20th December as a training day, this is a very busy term (in Primary schools) and staff will not take on information at training sessions as easily as other times.. Perhaps a day in November or April would suit better for staffs
7	My only comment would be around the PD day on the 20th December. It would be more beneficial as a school to hold this on the 6th January so after the Xmas holidays not before.
8	When will Headteachers meet as a group in localities to determine whether the outdated system of terms and holidays be reviewed to further reflect the current needs in society. As a school on the coast, we have a number of families for who the 6 week summer holidays is the time when

	they make the majority of their money as a business or as an employee. This often means, that families are taking holidays at other times of the year. Children's resilience at a young age often means that half terms of longer than 5 weeks often result in absence within the last week. A fresh approach to children's planned learning needs to take place and should not just be considered from a NYCC whole county view but by a locality view. I propose that children should spend 8 lots of 5 weeks in school, interspersed with breaks where needed. Why does every holiday have to be a week long? Why does Easter have to be two weeks? Why still a 6 week break? As Headteacher of a coastal school, I would be very happy to meet and propose a new way of thinking that reflects the needs of our school and our community.
9	Good idea to break up the school year more effectively.
10	I feel that 6 half terms are now outdated and we should be looking at 8 shorter half terms to ensure children's learning is better in schools.
11	I have been teaching for 25 years and the pressures on teachers are greater than ever. Like myself, most teachers give everything they have in pursuit of ensuring the best education possible for the children in their care. Like many teachers, I have always struggled with the 'work life' balance and from Monday to Friday work 12 hour days. Weekends are often spent catching up on extra paperwork, watching educational videos, researching resources, etc. Any 'family time' is accompanied with feelings of guilt at not working and worrying how I will find the time to get through the never ending workload. This is exhausting and the majority of teachers continually count down the days to the next 'holiday', not because they are lazy, but because they are usually ready to drop! In order to have enthusiastic, well resourced, energetic and mentally and physically well staff at the front of classrooms, the current structure of the education timetable needs careful consideration. Teachers cannot be at their best if they are dropping from exhaustion. Staff absence is increasing and this places added pressure on existing staff in schools. The same can be said for children. Often we find that our pupils attendance rate decreases as we move through a half term. Children are also exhausted approaching a half term or end of term break. Parents frequently comment "they are exhausted". I believe that decreasing the length of each half term would make a huge difference and have a significant impact on the quality of education and the mental health and well being of both staff and pupils. Half terms should be not longer than 6 weeks. This would also mean that the summer holidays could decrease from 6 weeks to 4 weeks, which is long enough for teachers to feel well rested and ready for the new academic year.
12	The training day scheduled for 20th December is likely to be very unproductive given that it is at the end of a term and right before the Christmas holidays. As Executive Headteacher of 3 schools, I think that moving this to the start of a term would be far more beneficial for schools. I imagine the majority of schools will allocate 21st July as a training day too, rather than opening for one day that week.
13	by picking 22nd July - you are in effect forcing schools to use one of their ' chosen days' as the 21st July . can you imagine thew backlash from parents expecting children to come in for one day. Easter when is North Yorkshire going to follow the lead of other LAs and fix a spring break regardless of Easter to avoid theses silly bitty terms
14	Summer 1 is incredibly short at 23 school days but I appreciate that it looks as though Easter is late. No other significant points to mention.
15	I do not wish to have a training day on the last day of term in December when my staff are exhausted. This should instead be at the start of January -Monday 6th January
16	I am unclear how this would affect holidays or what terms would then be... I would need to know this in order to comment.
17	I agree with the proposed term and holiday dates - allowing terms to stretch to 8 weeks for better learning opportunities.

Consultation comments – Term Dates 2024-2025

Appendix 2

18	It is good to see that most of the half terms are 6 weeks, however the first one is 8 weeks! This is always a difficult one to navigate. This again would be much better if not so long Also the Easter holiday Ends with the Bank holiday Monday. This, like other bank holidays is not supportive of part time staff. When it is incorporated within the main holiday all staff get the same deal. Training Days, should also not always be placed on a Monday, and some suggestions for a Friday would again be beneficial to part time staff
19	The proposed changes will have little impact on pupils wellbeing and learning. The Autumn Term is too long (8 weeks and a 7 weeks). A short fix would be to move a week from the 6 weeks holidays to give 2 weeks during October break to make a 7 week and 7 week. Long term, the whole structure needs re-looking at. The impact on pupils learning and mental health from having 6 weeks off is too long. Pupils regress, it is too long since the transition. Current structure: 8 weeks (1 off) 7 weeks (2 off) 6 weeks (1 off) 6 weeks (2 off) 5 weeks (1 off) 7.2 weeks (6 off) Idea: 6 weeks (2 off) 7 weeks (2 off) 6 weeks (2 off) 6 weeks (2 off) 7 weeks (2 off) 7.2 weeks (3 off) Start and end of year would need to be moved around to incorporate Christmas and Easter (this could just be a longer weekend with movement of a couple of days).
20	The structure of the school terms needs to change. The way it stands currently has a significant impact on the mental health of our staff. We see that towards the end of the longer terms (7 or 8 weeks in length) the children are tired and need to have a break from their learning. As they are tired, this affects their ability to concentrate in class and therefore their behaviour. The quality of work they produce is lower and they do not learn as well as what they could. This consequently impacts on the teachers and support staff. Shorter terms would be more effective in helping the children sustain their concentration and effort on working which would in effect improve the mental health of the professionals.
21	I feel the proposed PD day of 20th December is not suitable. Staff are exhausted at the end of term and this would not be a productive use of valuable training days. Could this day not be moved to 6th January when staff are refreshed and in a better place to take on professional development! Also my staff are not keen on the Easter holidays commencing 2 weeks before actual Easter. Would this not best fit either side of the event and would also allow for summer holidays to commence July 21st.
22	The term dates given are all acceptable, however, the training day on 20th December 2024 is not suitable & would be more appropriately placed on 6th January 2025.
23	Rather than the training day on the Friday before Xmas, it would be much more useful on the first day back in Jan 25. Staff will be refreshed and ready to start the term. Thanks
24	We will not be able to accommodate a training day on the 20th December there is simply too much amazing stuff going on in the last week of term to lose a day in that week, please reconsider and move to the 6th January as staff appreciate a training day at the start of each term. Thank you.
25	It would be more beneficial to have the training day on 6th January 24 instead of 20.12.23. We would prefer it if the Easter Holiday was 14th - 27th April and the extra day from moving this would negate having to have 22nd of July as a training day.
26	The proposed date in December for a professional learning day would be best used elsewhere in the calendar. Fridays do not work well for PD Days in our opinion. If this date goes ahead, school will look to move it to an alternative date in our term date return.
27	Our only comment was that we didn't feel the training days on the 20th December and 22nd July would be the most productive days.
28	We would request our two extra inset dates will 3rd September and 21st July if this suggested calendar of dates go ahead.
29	We would want to add another PD day on Sept 3rd. We would want to move the 20th Dec PD day to 6th Jan. We would want to add another PD day at start of summer term - 22nd May and one at the end of the summer term - 21st July.

**Consultation comments – Term Dates 2024-2025**

Appendix 2

30	I feel that the PD/ training days are a good idea to have the same across schools in North Yorkshire as it has massive benefits. I however feel that the PD day on the last day of term on 20th December would not be an effective use of the day and should be on 6th January 2025. After a half term of teaching, especially in that season, fatigue levels are high which would result in ineffective training.
31	I feel that the PD/ training days are a good idea to have the same across schools in North Yorkshire as it has massive benefits. I however feel that the PD day on the last day of term on 20th December would not be an effective use of the day and should be on 6th January 2025. After a half term of teaching, especially in that season, fatigue levels are high which would result in ineffective training.