

CHILDREN'S SERVICES COMMITTEE

AGENDA



Tuesday 23 January 2024

at 4.00 pm

**in the Council Chamber,
Civic Centre, Hartlepool.**

MEMBERS: CHILDREN'S SERVICES COMMITTEE

Councillors Cowie, Harrison, Holbrook, Lindridge, Little, Moore and Sharp.

Co-opted Members: Tracey Gibson, C of E Diocese and Joanne Wilson, RC Diocese representatives.

School Heads Representatives: Adam Palmer (Secondary), Sue Sharpe (Primary), Zoe Westley (Special).

Parent Governor Representative: Martin Pout

Six Young Peoples Representatives

Observer: Councillor Buchan, Chair of Adult and Community Based Services Committee

1. APOLOGIES FOR ABSENCE

2. TO RECEIVE ANY DECLARATIONS OF INTEREST BY MEMBERS

3. MINUTES

- 3.1 Minutes of the meeting held on date 5 December 2023 (*previously circulated and published*).

4. BUDGET AND POLICY FRAMEWORK ITEMS

None.

CIVIC CENTRE EVACUATION AND ASSEMBLY PROCEDURE

In the event of a fire alarm or a bomb alarm, please leave by the nearest emergency exit as directed by Council Officers. A Fire Alarm is a continuous ringing. A Bomb Alarm is a continuous tone.

The Assembly Point for everyone is Victory Square by the Cenotaph. If the meeting has to be evacuated, please proceed to the Assembly Point so that you can be safely accounted for.

5. KEY DECISIONS

- 5.1 Dedicated Schools Grant – School Budget Shares 2024/25 and Central School Services Block 2024/25 – *Executive Director of Children’s and Joint Commissioning Services and Director of Finance, IT and Digital*
- 5.2 School Admission Arrangements for 2025-26 – *Executive Director of Children’s and Joint Commissioning Services*

6. OTHER ITEMS REQUIRING DECISION

None.

7. ITEMS FOR INFORMATION

- 7.1 Pupil Performance 2023 – Headline Indicator Summary – *Executive Director of Children’s and Joint Commissioning Services*

8. ANY OTHER BUSINESS WHICH THE CHAIR CONSIDERS URGENT

FOR INFORMATION

Date of next meeting – Tuesday 19 March 2024 at 4.00 pm in the Civic Centre, Hartlepool.



CHILDREN'S SERVICES COMMITTEE

23 JANUARY 2024



Subject: DEDICATED SCHOOLS GRANT –
SCHOOL BUDGET SHARES 2024/25 AND
CENTRAL SCHOOL SERVICES BLOCK 2024/25

Report of: Executive Director of Children's and Joint
Commissioning Services and Director of Finance, IT
and Digital

Decision Type: Key Decision – CJCS 139/23 tests (i) and (ii) applies

1. COUNCIL PLAN PRIORITY

Hartlepool will be a place:
- Where people are enabled to live healthy, independent and prosperous lives.
- Where those who are vulnerable will be safe and protected from harm.
- Of resilient and resourceful communities with opportunities for all.
- With a Council that is ambitious, fit for purpose and reflects the diversity of its community.

2. PURPOSE OF REPORT

2.1 To provide details of the 2024/25 schools block funding allocation and to propose school budget shares for 2024/25. The schools block funding forms part of the Dedicated Schools Grant (DSG).

3. BACKGROUND

- 3.1 The Education and Skills Funding Agency (ESFA) published indicative National Funding Formula (NFF) allocations for 2024/25 during July 2023 based on October 2022 census data. ESFA detected an error in the information provided so revised allocations were published during October 2023. The revised allocations were used to provide budget models for Schools' Forum.
- 3.2 On 19 December, 2023, ESFA released final funding information to reflect the October 2023 school census.
- 3.3 Members will recall that Hartlepool agreed to adopt the "hard" formula that mirrors the NFF. This approach continues to be supported by the Schools' Forum for 2024/25.
- 3.4 In adopting the "hard" formula, local authorities are still required to consider how they set their individual school budgets (ISBs) for 2024/25. Any transfers to and from the schools block from other DSG blocks must be considered. Also, a local approach to setting a Minimum Funding Guarantee (MFG) and Cap must be agreed and implemented.
- 3.5 Consultation on setting individual school budgets (ISBs) took place with Schools' Forum during November to December 2023. These discussions were on the basis of the corrected indicative NFF published in October 2023.
- 3.6 At their meeting on 23 November 2023, Schools' Forum voted in favour of applying the maximum possible MFG (the regulations allow an MFG of up to 0.5%), along with an appropriate cap. Following release of the Authority Pro Forma Tool (APT) on 19 December 2023, the cap has been calculated at 2.5%. This means that all schools will receive an increase of at least 0.5% per pupil but no more than 2.5% per pupil.
- 3.7 At their meeting on 23 November 2023, Schools' Forum confirmed the transfer of an estimated £0.093m from the Central School Services Block (CSSB) to the Schools Block. The transfer represents CSSB funding remaining, after permitted planned expenditure on historic and ongoing commitments. Following the receipt of updated allocations on 19 December 2023, the funding available for transfer is now confirmed as £0.097m.
- 3.8 At their meeting on 23 November 2023, Schools' Forum agreed to transfer growth funding estimated at £0.349m from the Schools Block to the High Needs Block in 2024/25. The actual growth funding was confirmed at £0.334m within the allocations issued on 19 December 2023.

4. 2024/25 SCHOOLS BLOCK FUNDING

- 4.1 The following table shows the Hartlepool Schools Block allocation of £81.132m based on October 2023 census numbers. This shows an increase of £1.862m for 2024/25, or 2.3%.

Schools Block	Pupil Numbers (Oct 2023)	2024/25 Funding (£m)
Primary	7,564	40.711
Secondary	5,709	39.541
Premises		0.546
Growth		0.334
NFF Schools Block 2024/25		81.132
NFF Schools Block 2023/24, including Mainstream Schools Additional Grant		79.270
Funding increase		1.862
Percentage increase in funding		2.3%

- 4.2 The figures shown in the table include growth funding for 2024/25. Although growth funding is classed as part of the Schools Block by ESFA, the funding does not support Individual School Budgets. Historically, growth funding was disbursed under a growth policy agreed by Schools' Forum in 2019. Disbursements under the growth policy ended in 2023/24 and there are no current commitments on the Growth Fund. Schools' Forum agreed to transfer the growth funding to the High Needs Block in 2024/25.
- 4.3 Schools received a separate Mainstream Schools Additional Grant (MSAG) in 2023/24 to fund cost pressures, including energy increases. The separate grant has been mainstreamed into the NFF for 2024/25 onwards. The 2023/24 funding shown in the table at paragraph 4.1 includes the MSAG so as to show a meaningful comparison.
- 4.4 Units of funding for 2024/25 are £5,382 for primary pupils (£5,096 in 2023/24) and £6,926 for secondary pupils (£6,581 in 2023/24). Some of the increase in unit funding reflects the mainstreaming of the MSAG.
- 4.5 The guarantee of a minimum per-pupil funded amount per school remains within the NFF for 2024/25. The minimum per pupil funding levels in 2024/25 have increased to £4,610 (from £4,405) for all primary schools and £5,995 (from £5,715) for all secondary schools.

5. 2024/25 CENTRAL SCHOOL SERVICES BLOCK FUNDING

- 5.1 The Central Schools Services Block (CSSB) of the DSG funds local authorities for the statutory duties and other commitments they hold for maintained and academy schools.
- 5.2 CSSB funding of £0.692m for 2024/25 (£0.711m in 2023/24) has been published by ESFA on 19 December 2023 based on October 2023 census numbers.

- 5.3 The historic cost element of the CSSB (originally approximately 50% of the block) has been reduced by 20% in 2024/25 for the fifth successive year as part of government's strategy to gradually remove funding for historic items that are expected to reduce in cost over time.
- 5.4 Although a number of historic items for Hartlepool no longer require CSSB funding, there are two historic items remaining that will not reduce or come to an end in the short to medium term. These relate to the schools contribution to licences and the pension costs associated with the former Brierton school closure. Although the government's 20% reduction will eventually result in a financial pressure, this is not expected to materialise until 2026/27. Officers have raised this position in advance with EFSA.
- 5.5 Schools' Forum is required to agree each element of spending against the CSSB on an annual basis. At their meeting on 21 September 2023, Schools' Forum agreed to fund the elements amounting to £0.595m shown in the table below.

Historic Commitments		£m
Licenses		0.067
Termination of Employment costs		0.031
Total		0.098
Ongoing Responsibilities		£m
Retained Education Services		0.217
Admissions		0.156
Copyright licences		0.083
Servicing Schools Forum		0.041
Total		0.497
Grand Total		0.595

6. PROPOSALS / OPTIONS FOR CONSIDERATION

- 6.1 At their meeting on 23 November 2023, Schools' Forum voted unanimously to apply an MFG of 0.5% (the maximum allowed), along with an appropriate cap. The cap has been calculated at 2.5%.
- 6.2 ESFA made a late change to the National Funding Formula (NFF) in 2023/24. The funding factor for Sparsity became mandatory and authorities were obliged to allocate a minimum of 10% of the NFF factor to eligible schools. Two schools within Hartlepool were eligible for sparsity funding within the NFF.
- 6.3 The 2024/25 NFF includes sparsity funding and the same two primary schools are eligible. Allocation of the sparsity funding must be on the basis of a minimum 20% of the NFF factor but could be up to 100% at the discretion of Schools' Forum. At their meeting on 23 November 2023, Schools' Forum asked for further budget models affecting the sparsity factor so they could consider options available.

- 6.4 At their meeting on 7 December 2023, Schools' Forum voted unanimously to allocate 100% of the sparsity factor to the schools affected. This decision means that Hartlepool continues to follow the "hard" formula that mirrors the NFF.
- 6.5 The table below summarises the proposed school budget for 2024/25. Individual school budgets for 2024/25 would mirror the NFF plus the transfer of funding from CSSB. The table includes a comparison with 2023/24 individual school budgets. So as to provide a meaningful comparison, the MSAG funding has been included in the 2023/24 budget.

School Budget Shares 2024/25		Proposed Budget £m
Schools Block funding, excl growth		80.798
Transfer-in from CSSB		0.097
School Budget Shares Proposed 2024/25		80.895
School Budget Share Increase from 2023/24 (£m)		1.673
School Budget Share Increase from 2023/24 (%)		2.1%

7. RISK IMPLICATIONS

- 7.1 If individual school budgets are not approved, the local authority may not meet its requirement to notify the ESFA of individual school budgets by 22 January 2024. In addition, individual schools will not be able to plan their budgets.

8. FINANCIAL IMPLICATIONS

- 8.1 As outlined in this report, providing schools with an MFG of the maximum 0.5% per pupil, along with a 2.5% cap, is affordable within the 2024/25 NFF.

9. LEGAL CONSIDERATIONS

- 9.1 The local authority is required to consult all schools on annual changes to their formula, along with any proposed block transfers.

10. OTHER CONSIDERATIONS/IMPLICATIONS

CHILD AND FAMILY POVERTY	There are no specific equality and diversity considerations.
EQUALITY AND DIVERSITY CONSIDERATIONS	There are no specific equality and diversity considerations.
STAFF CONSIDERATIONS	There are no staff considerations.
ASSET MANAGEMENT CONSIDERATIONS	There are no asset management considerations.
ENVIRONMENT, SUSTAINABILITY AND CLIMATE CHANGE CONSIDERATIONS	There are none.

11. CONSULTATION

- 11.1 Schools' Forum and the Head Teachers they represent, have been consulted on ISB options for 2024/25.

12. CONCLUSION

- 12.1 Updated funding arrangements for the School's Block in 2024/25 allow for an MFG of the maximum 0.5% increase per pupil compared to 2023/24 funding, along with a cap of 2.5%.
- 12.2 Following consultation, Schools' Forum recommended a block transfer of £0.097m from the CSSB.
- 12.3 Following consultation, Schools' Forum recommended a block transfer of growth funding to the High Needs Block in 2024/25. Growth funding was estimated at £0.349m and is confirmed at £0.334m in the December update from ESFA.
- 12.4 After reviewing options to allocate varying percentages of the sparsity factor, Schools' Forum agreed to allocate the factor at 100% in line with the NFF.

13. RECOMMENDATIONS

13.1 It is recommended that Members:

- a) Note the contents of this report;
- b) Note the agreement by Schools' Forum to centrally retain funding of £0.595m, with the residual £0.097m being transferred to the Schools Block as outlined in paragraph 5.5;
- c) Note the agreement by Schools' Forum to transfer the 2024/25 growth funding of £0.334m to the High Needs Block as outlined in paragraph 4.2;
- d) Note the recommendation by Schools' Forum to allocate the sparsity factor at 100% in line with the NFF as outlined in section 6 of the report;
- e) Agree the MFG to be used for 2024/25 as outlined in paragraph 6.1 of this report and noting the recommendation from Schools' Forum of applying an MFG of 0.5%, alongside an appropriate cap which has been calculated at 2.5%;
- f) Approve the ISB for 2024/25 as summarised in the table at paragraph 6.2 of this report.

14. REASONS FOR RECOMMENDATIONS

- 14.1 It is a statutory requirement for local authorities to consult and agree individual school budget allocations so that figures can be confirmed to ESFA by the deadline of 22 January 2024. Members are asked to note that figures will be provided to ESFA by the deadline, stating the date of Committee is 23 January 2024. ESFA will contact the Council to confirm details of the decisions taken at Committee as part of their validation checks.

15. BACKGROUND PAPERS

- 15.1 Schools' Forum Report and minutes 23 November 2023 and 7 December 2023.

16. CONTACT OFFICERS

Sally Robinson
Executive Director of Children's and Commissioning Services
sally.robinson@hartlepool.gov.uk
01429 523914

James Magog
Director of Finance, IT and Digital
James.Magog@hartlepool.gov.uk
01429 523003

Sign Off:-

Managing Director	Date: 9 January 2024
Director of Finance, IT and Digital	Date: 11 January 2024
Director of Legal, Governance and HR	Date: 15 December 2023

CHILDREN'S SERVICES COMMITTEE

23RD JANUARY 2024



Subject: SCHOOL ADMISSION ARRANGEMENTS FOR 2025-26

Report of: Executive Director, Children's and Joint Commissioning Services

Decision Type: Key Decision - CJCS 137/23

1. COUNCIL PLAN PRIORITY

Hartlepool will be a place:

- Where people are enabled to live healthy, independent and prosperous lives.
- Where those who are vulnerable will be safe and protected from harm.

2. PURPOSE OF REPORT

- 2.1 To consider and agree the proposed admission arrangements for community schools in Hartlepool for 2025-26 academic year. As the local authority, the Council is the admission authority it is therefore responsible for determining the admission arrangements for these schools.

3. BACKGROUND

- 3.1 It is a mandatory requirement of the national School Admissions Code that all schools must have admission arrangements that clearly set out how children will be admitted to schools, including the criteria that will be applied if there are more applications than places at the school (oversubscription). Admission arrangements are determined by admission authorities. The local authority (LA) is the admission authority for community schools, while the Governing Body is the admission authority for Voluntary Aided and Foundation Schools, and the relevant Trust for an Academy or Free School.
- 3.2 All admission authorities must set admission arrangements and their published admission number annually. Where changes are proposed to admission arrangements, the admission authority must first consult on those

arrangements. If there are no changes proposed they only need to be consulted on at least every seven years. Consultation must be for a minimum of six weeks and must take place between 1 October and 31 January of the school year before those arrangements are to apply. The consultation period allows parents and carers, other schools, religious authorities and the local community to raise any concerns about proposed admission arrangements.

4. STATUTORY REQUIREMENTS AND FUTURE IMPLICATIONS

- 4.1 It is a statutory requirement of all admission authorities must determine arrangements every year, even if they have not changed from previous years and a consultation has not been required. Admissions authorities must determine admissions arrangements for entry in September 2025 by 28 February 2024 and these must be published on their website for the whole offer year. The LA must receive a copy of the admission arrangements of other admission authorities, including Academies, before 15 March in the determination year and provide details on its website of where these can be viewed. Information on how to refer objections to the Schools' Adjudicator (which must be made by 15 May 2024) will also be available on the website.
- 4.2 The LA must publish online, with hard copies available for those who do not have access to the internet, a composite prospectus for parents by 12 September 2024, which contains the admission arrangements for each of the state-funded schools in the LA area to which parents and carers can apply.

5. CONSULTATION FOR ADMISSIONS FOR 2025-26 ACADEMIC YEAR

- 5.1 As Admissions Authority for Kingsley Primary School, the Local Authority is required by the School Admissions Code 2021 to consult on a reduction of the published admission number for entry into Reception for 2025/2026 academic year. A consultation was carried out in accordance with the Code (as detailed in 3.2 above). The proposal is to reduce the admission number from 60 to 55 from September 2025.
- 5.2 The reason for this reduction is that the school is receiving a high level of children with special educational needs & disabilities (SEND) and this means extra space and resources are required to accommodate these children. The capacity of the school building is the main factor in requesting to reduce the admission number due to the unsuitability of the school in relation to the number of children with high levels of need and consequently the additional space is required.
- 5.3 There were no responses received at the end of the consultation period. Children's Services Committee are therefore asked to consider the proposed changes to Kingsley Primary School admissions arrangements.

- 5.4 There were no responses received at the end of the consultation period. Children's Services Committee are therefore asked to consider the proposed changes to Kingsley Primary School admissions arrangements.

6. PROPOSALS

- 6.1 The published admission number for each community school is detailed in **APPENDIX 1** to this report which Committee are asked to approve.
- 6.2 The admission arrangements including the over-subscription criteria in respect of community schools are included in **APPENDIX 2**.

7. OTHER CONSIDERATIONS/IMPLICATIONS

RISK IMPLICATIONS	There are none
FINANCIAL CONSIDERATIONS	There are no financial considerations
LEGAL CONSIDERATIONS	There will be a breach of statutory duty imposed on the LA if admission arrangements for 2025/26 are not determined by 28 February 2024 and published on the Council's website by 15 March in the determination year (2024), The School Admissions Code 2021.
CHILD AND FAMILY POVERTY	There are none
EQUALITY AND DIVERSITY CONSIDERATIONS	There are none
STAFF CONSIDERATIONS	There are none
ASSET MANAGEMENT CONSIDERATIONS	There are none
ENVIRONMENT, SUSTAINABILITY AND CLIMATE CHANGE CONSIDERATIONS	There are none

CONSULTATION	Members of the Admissions Forum have been informed that the Local Authority are carrying out a consultation to reduce admission number at Kingsley Primary School.
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8. RECOMMENDATIONS

8.1 Children's Services Committee is asked to approve the following in respect of community schools, when determining the admission arrangements for 2025-26:

- The admission numbers, which includes a reduction for Kingsley Primary School, as detailed in **APPENDIX 1**;
- The current admission arrangements, detailed in **APPENDIX 2**.

9. REASONS FOR RECOMMENDATIONS

9.1 To comply with the statutory requirements of the School Admissions Code 2021.

10. BACKGROUND PAPERS

10.1 There are no background papers.

11. CONTACT OFFICERS

Amanda Whitehead
Children's & Joint Commissioning Services
Email: Amanda.Whitehead@hartlepool.gov.uk
Telephone: 01429 523736

Sign Off:-

Managing Director	Date: 15 December 2023
Director of Finance, IT and Digital	Date: 15 December 2023
Director of Legal, Governance and HR	Date: 15 December 2023



PROPOSED ADMISSION NUMBERS 2025-26

Community Schools	2024/2025
Clavering Primary School	60
Fens Primary School	60
Golden Flatts Primary School	30
Grange Primary School	50
Kingsley Primary School	55
Lynnfield Primary School	55
Rift House Primary School	36
Throston Primary School	60



Hartlepool Borough Council

School Admissions Arrangements 2025-26

ADMISSION ARRANGEMENTS FOR COMMUNITY SCHOOLS DETERMINED ADMISSIONS POLICY FOR 2025-26

The admissions policy for entry to community and voluntary controlled primary schools, effective from 2025/26 admissions round, is as follows:

Pupils with an Education, Health and Care Plan where the school is named in the Plan, will be admitted to the school. The remaining places will be awarded in the following priority order:

Oversubscription Criteria:

1. Looked after children and children who were previously looked after but immediately after being looked after became subject to adoption, child arrangements order, or special guardianship order¹ including those who appear [to the admission authority] to have been in state care outside of England and ceased to be in state care as a result of being adopted. A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989).
2. Those children who have brothers or sisters who will be attending the school at the time of admission;
3. Those children who live in the school's admission zone;
4. Those children who are distinguished from the great majority of other applicants whether on medical grounds or by other exceptional circumstances and who would suffer significant hardship if they were unable to attend the school;
5. Those children who live closest to the school as determined by a straight line distance measurement; from the address point for the child's home to the address point of the school, using the Local Authority's computerised measuring system, with those living closer to the school receiving the higher priority.

¹ A 'looked after child' is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989) at the time of making an application to a school. A child is regarded as having been in state care outside of England if they were in the care of or were accommodated by a public authority, a religious organisation, or any other provider of care whose sole or main purpose is to benefit society. This includes children who were adopted under the Adoption Act 1976 (see Section 12 adoption orders) and children who were adopted under the Adoption and Children Act 2002 (see Section 46 adoption orders). A 'child arrangements order' is an order settling the arrangements to be made as to the person with whom the child is to live under Section 8 of the Children Act 1989 as amended by Section 14 of the Children and Families Act 2014. Section 14A of the Children Act 1989 defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or special guardians).

Tie-breaker:

If more children qualify under a particular criterion than there are places available, priority will be given to those children who live closest to the school (as described under criteria 5). Should it not be possible to separate two or more applications, for example two applicants who live at an equal distance from the school, the Local Authority's computerised system will use random selection.

Definitions:

Sibling: Sibling refers to brother or sister, half brother or sister, adopted brother or sister, step brother or sister, or the child of the parent/guardian's partner and, in every case, the child should be living in the same family unit at the same address. In all cases the responsible parent will hold the child benefit for those children permanently living at that address. A brother or sister living at the same address must be attending the preferred school at the same time as the child who is applying. *Please note, this criteria only applies to siblings who are of compulsory school age, not younger siblings who attend a nursery setting attached to a school*

Twins or multiple birth children: If you have more than one child who are twins or part of a multiple birth going through the application process this year, you must make a separate application for each child and indicate on each online or paper form that your child has a sibling also going through the process. For community and voluntary controlled schools, we will offer a place to the other child(ren) if one of your twins/multiple birth children is offered the last place available and you have applied to the same school for the other child(ren).

Distance: Distance will be measured by a straight line measurement from the address point of the child's home address to the address point of the school, using the Local Authority's computerised measuring system, with those living closer to the school receiving the higher priority.

Admission Zone: All Community and Voluntary Controlled schools in Hartlepool have a defined geographic area called an Admission Zone. Do not assume that you live within a particular schools admission zone as some streets are split. To find out which admission zone you live in contact the School Admissions Team on telephone number 01429 523765 or 01429 523768. Please note, a child is not guaranteed a place at an admission zone school.

Medical Grounds/Exceptional Circumstances: A panel of specialist officers will determine whether the evidence provided is sufficiently compelling to meet the requirements for this criterion. If you think your child has a particular medical or social need to go to a certain school, you must provide supporting evidence from a doctor, psychologist or other professional involved with your child. The supporting evidence must relate specifically to the school you are claiming medical grounds/exceptional circumstances for, and clearly demonstrate why it is only that school that can meet your child's needs in a way that no other school can. If you are applying on-line for a place under this criterion, please send your supporting evidence to the Admissions Team by the National closing date, which should include your child's name and date of birth.

NB: Exceptional social reasons do not, in the view of the Authority, include domestic inconvenience arising from parents' work patterns, child-minding problems, separation from particular nursery/primary school friends. Problems of this kind are widespread and cannot be classed as exceptional. Medical reasons do not include temporary conditions. They are permanent medical conditions which require special treatment available at the preferred school only. Medical evidence must be provided and the Authority's officers must be satisfied that the child would suffer to a significant degree if he/she went to any other school.

NOTES:**Criteria 1 Applications**

- Applications from children who are looked after must be accompanied by a letter from the Social Worker confirming the legal status of the child and the reasons for the school preferences. Any change of legal status and/or placement arrangements must be notified to the Admissions Team.
- Applications for previously looked after children must be accompanied by a copy of any Special Guardianship Order, Adoption Order or Child Arrangements Order.
- Applications for children previously in state care outside of England must provide evidence of their child's previously looked after status with accompanying paperwork to evidence this eg a UK adoption order or a copy of the adoption order from the child's country of origin.

Criteria 2 Applications

To obtain a school place under the sibling criteria the sibling must still attend the school at the time when the child for whom the place is sought joins the school. This criterion only applies to siblings who are of compulsory school age, not younger siblings who attend a nursery setting attached to a school.

Criteria 4 Applications

A panel of officers will determine whether the evidence provided is sufficiently compelling to meet the requirements for this rule. The evidence must relate specifically to the school applied for under Criteria 4 and must clearly demonstrate why it is the only school that can meet the child's needs. Criteria 4 applications will only be considered at the time of the initial application, unless there has been a significant and exceptional change of circumstances within the family since the initial application was submitted.

All schools in Hartlepool have experience in dealing with children with diverse social and medical needs. However in a few very exceptional cases, there are reasons why a child has to go to one specific school. Few applications under Criteria 4 are agreed. All applications are considered individually but a successful application should include the following:

- specific professional evidence that justifies why only one school can meet a child's individual needs, and/or
- professional evidence that outlines exceptional family circumstances making clear why only one school can meet the child's needs
- if the requested school is not the nearest school to the child's home address clear reasons why the nearest school is not appropriate
- Medical cases – a clear explanation of why the child's severity of illness or disability makes attendance at only one specific school essential.

Evidence should make clear why only one school is appropriate.

Examples of cases which have been accepted under Criteria 4

- A child with limited mobility who is only able to walk to their nearest school, as their admission zone school is further away.
- A child for whom only one school is suitable due to child protection issues.

Examples of cases which have not been accepted under Criteria 4

- Case made for continuity of child minding arrangements, such as using a childminder that children are already familiar with who caters for children attending certain schools, or childminding by family members living close to a specific school. These cases were not upheld because they are not exceptional. Many families rely on complex childminding arrangements.
- Cases made for children with specific learning and/or behavioural needs where the professional evidence submitted is not school specific. All schools are able to support

children with a wide variety of individual needs. If a child's individual needs warrant an Education, Health and Care Plan, this will name the appropriate school.

- Medical cases where even though there is a severe illness, more than one school could deal with the child's needs.

How to apply under Criteria 4

- Parents/guardians should submit all relevant information including professional evidence, with their application. If applying online, written information should be received before the closing date for applications and include the child's name and date of birth. Information provided after the closing date will only be considered when there are significant changes of circumstances.
- Applications under Criteria 4 will only be considered when supported by a letter from a professional involved with the child or family, for example, a doctor, psychologist or police officer. Supporting evidence should demonstrate why only one named school can meet the social/medical needs of the child or family.

Criteria 5 Applications

Should it not be possible to separate two or more applications the Local Authority's computerised system will randomly select.

Admission of Children below Compulsory School Age and Deferred Entry

A child is entitled to a full-time place in the September following their fourth birthday. A child's parents may defer the date at which their child, below compulsory school age, is admitted to the school, until later in the school year but not beyond the point at which they reach compulsory school age, or beyond the beginning of the final term of the school year for which an offer was made. A child may take up a part-time place until later in the school year, but not beyond the point at which the child reaches compulsory school age. Upon receipt of the offer of a place a parent should notify the school in writing, as soon as possible, that they wish to either defer their child's entry to the school or take up a part-time place.

Admission of Children outside their Normal Age Group

A request may be made for a child to be admitted outside of their normal age group, for example, if the child is gifted and talented or has experienced problems such as ill health.

Any such request should be made in writing to the headteacher of the school. The Local Governing Committee will make its decision about the request based on the circumstances of each case and in the best interests of the child. In addition to taking into account the views of the headteacher who has statutory responsibility for the internal organisation, management and control of the school, the Local Governing Committee will take into account the views of the parents and of appropriate medical and education professionals.

Summer Born Children

The parents of a summer born child, i.e. a child born between 1 April and 31 August, may request that the child be admitted out of their normal age group, to the reception class in the September following their fifth birthday and that that the child will remain in this cohort as they progress through school.

Parents who want to make this request should make an application for their child's normal age group at the usual time. The application to the local authority should include this request and in addition it should be made in writing to the headteacher of the school. The local authority will liaise with the Local Governing Committee that will make its decision about the request based on the circumstances of each case and in the best interests of the child. In addition to taking into account the views of the headteacher, who has statutory responsibility for the internal organisation, management and control of the school, the Local Governing Committee will take into account the views of the parents and of appropriate medical and education professionals.

Parents will be informed of the outcome of the request before primary national offer day.

If the request is agreed by the Local Governing Committee, the application for the normal age group may be withdrawn before a place is offered. If the request is refused, the parent must decide whether to accept the offer of a place for the normal age group, or to refuse it and make an in year application for admission to year one for the September following the child's fifth birthday.

Where a parent's request is agreed, they must make a new application as part of the main admissions round the following year.

One admission authority cannot be required to honour a decision made by another admission authority on admission out of the normal age group. Parents, therefore, should consider whether to request admission out of the normal year group at all their preference schools, rather than just their first preference schools.

Waiting Lists

In addition to their right of appeal, applicants will be offered the opportunity to be placed on a waiting list. This waiting list will be maintained in order of the oversubscription criteria set out below

and not in the order in which applications are received or added to the list. Waiting lists for admission will operate throughout the school year. The waiting list will be held open until the last day of the summer term. Inclusion on the school's waiting list does not mean that a place will eventually become available.

Infant Class Size Regulations

Infant classes may not, by law, contain more than 30 pupils with a single qualified teacher (subject to the provisions in the School Admissions Code for 'excepted children'). Parents do have a right of appeal in accordance with the infant class size regulations if the school is oversubscribed and their child is refused a place.

The Local Governing Committee will, where logistically possible, admit twins and all siblings from multiple births where one of the children is the last child ranked within the school's PAN.

In-Year Applications

An application can be made for a place for a child at any time outside the admission round and the child will be admitted where there are available places. Applications should be made by contacting the local authority admission team at School Admissions, Hartlepool Borough Council, Centre for Excellence in Teaching & Learning, Brierton Lane, Hartlepool, TS25 4BY, on 01429 284368 or by email at admissionsteam@hartlepool.gov.uk

Where there are places available but more applications than places, the published oversubscription criteria will be applied.

If there are no places available, a request can be made that the child is added to the waiting list.

Right of Appeal

Where a parent has been notified that a place is not available for a child, every effort will be made by the local authority to help the parent to find a place in a suitable alternative school. Parents who are refused a place have a statutory right of appeal. Further details of the appeals process are available by writing to the chair of governors at the school address or in the local authority schools admissions team, details above

Fair Access Protocol

The school is committed to taking its fair share of children who are vulnerable and/or hard to place, as set out in locally agreed protocols. Accordingly, outside the normal admission round the Local Governing Committee is empowered to give absolute priority to a child where admission is requested under any local protocol that has been agreed by both the school and the Local Governing Committee for the current school year. The Local Governing Committee has this power, even when admitting the child would mean exceeding the published admission number (subject to the infant class size exceptions).

Nursery

For children attending the school's nursery, application to the reception class of the school must be made in the normal way, to the home local authority. Attendance at the school's nursery does not automatically guarantee that a place will be offered at the school.

False evidence

The Local Governing Committee reserves the right to withdraw the offer of a place or, where a child is already attending the school, the place itself, where it is satisfied that the offer or place was obtained by deception.

This policy should be read in conjunction with the Local Authority's admission guidance for parents.

CHILDREN'S SERVICES COMMITTEE

23 JANUARY 2024



Subject: PUPIL PERFORMANCE 2023 – HEADLINE INDICATOR SUMMARY

Report of: Executive Director of Children's and Joint Commissioning Services

Decision Type: For information

1. COUNCIL PLAN PRIORITY

Hartlepool will be a place:
- Where people are enabled to live healthy, independent and prosperous lives.
- Of resilient and resourceful communities with opportunities for all.

2. PURPOSE OF REPORT

2.1 To provide a summary of the pupil performance measures for Hartlepool from the public examinations in the summer of 2023.

3. BACKGROUND

3.1 The report provides headline data from 2019 to 2023 across all Key Stages and including EYFS. It is to be noted that there was no testing in 2020 and 2021.

3.2 The report provides a four year comparison from 2019 to 2023 (Pre COVID and the last test results) within Hartlepool, and provides a comparator against national outcomes.

4. OUTCOMES SUMMARY

- 4.1 The published pupil performance measures for 2023, along with national averages, are presented at **APPENDIX A**.
- 4.2 Hartlepool's quartile placement for each 2023 measure is also presented in the table at **APPENDIX A**. Quartile A is the top quartile (top 25%) of all local authorities nationally; quartile D is the bottom quartile (bottom 25%).
- 4.3 The headline performance measures of a Good Level of Development (GLD) at the end of early years and the Phonics Screening Check at the end of Year 1 are now well embedded in primary schools. These measures have been in place since 2013 and 2012 respectively. Variations in performance in these measures at school level are now likely to be due to cohort characteristics rather than changes to assessment and testing regimes. For this reason a 'direction of travel' arrow appears next to these measures in **APPENDIX A** showing whether performance has increased or decreased since 2019.
- 4.4 The summer of 2022 marked the first year of testing arrangements since 2019 data, the last testing regime and data set before COVID. Both nationally and locally we expected to see a drop in all measures as a result of missed education.
- 4.5 In summary:
- a) Standards at the end of reception year are further below national benchmarks compared to previous years where we have been in line.
 - b) Children's understanding and use of letters and the sounds that they make (phonics) dropped in 2023. Speech, Language and Communication continue to be an issue alongside gross and fine motor skills.
 - c) Standards at the end of key stage 1 in reading, writing and in mathematics are mixed. At Expected levels Reading is above national levels, writing and maths is above but science is below. All have dropped since 2019. At the higher levels Hartlepool is below national in all reading, writing and maths and has dropped from 2019 levels.
 - d) Standards at the end of Key Stage 2 exceeded national for reading, writing, maths and combined at expected levels; grammar, punctuation and spelling (GPS) and science were in line with national. GPS, writing, maths, science and combined all increased from 2022 whilst there was a small decrease for reading. At the higher levels, all subjects were below national with the exception of writing which was above and all subjects increased from 2022 with the exception of reading which remained the same.
 - e) Progress made by children from Key Stage 1 to Key Stage 2 in reading and maths is below national levels whilst writing is above.

f) Standards at the end of Key Stage 4 were below 2022 with Average Attainment 8, Progress 8 score and % achieving grade 4-9 in basics remaining below national averages.

g) Standards at A Level in Hartlepool are still to be verified.

4.6 Currently the DfE are working with the education sector across Hartlepool as part of the Priority Investment Area programme to help address areas where there are weaker attainment and progress outcomes. A Delivery Plan has been developed by the DfE which covers four key funded areas. These include:

Primary reading and language development:

Currently, a number of primary schools, who requested to take part in Phase 1 of this programme have engaged. The focus of the programme is to look at specific and targeted reading interventions at KS2. The schools taking part are: Brougham, Golden Flatts, Lynnfield, Grange, Jesmond Gardens, Rossmere, Stranton, Ward Jackson and West View.

Phase 1 of the program is nearly at the end and we hope remaining Primary schools will be offered the same resource at Phase 2. All of the Hartlepool schools have had a representative at all of the core programme days and have provided very positive feedback. A lot of school heads as well as their literacy leads have been attending and feedback is that they do see this program as a precipice for change.

Transitions:

High Tunstall, Jesmond Gardens, Throston, Dyke House, Stranton and Eldon Grove have been working on an information sharing system that enables key information for pupils transitioning from Year 6 to Year 7 to outline what reading interventions have been put in place. This should provide information to ensure planning is targeted towards provision that has not already been provided.

Secondary Literacy:

The delivery model for secondary literacy is similar to the work we are doing with the primaries. All 5 of the secondaries are involved with literacy leads to develop subject overview.

Whole School Improvement: 2 schools involved in this program; St Hild's being supported by NET and Golden Flatts being supported by Lingfield. The next step is for a roundtable expert support and challenge session to review both proposed plans.

An additional funded priority around Speech, Language and Communication is currently being developed to target EYFS.

5. OTHER CONSIDERATIONS/IMPLICATIONS

RISK IMPLICATIONS	None.
FINANCIAL CONSIDERATIONS	None.
LEGAL CONSIDERATIONS	None.
CHILD AND FAMILY POVERTY	Disadvantaged Pupils (FSM) continue to have poorer outcomes than Non FSM Pupils.
EQUALITY AND DIVERSITY CONSIDERATIONS	None.
STAFF CONSIDERATIONS	None.
ASSET MANAGEMENT CONSIDERATIONS	None.
ENVIRONMENT, SUSTAINABILITY AND CLIMATE CHANGE CONSIDERATIONS	None.
CONSULTATION	n/a

6. RECOMMENDATIONS

- 6.1 It is recommendation that Children's Services Committee notes the contents of the report.

7. REASONS FOR RECOMMENDATIONS

- 7.1 It is important that Committee scrutinises pupil performance data in order to support and challenge Hartlepool schools and Council officers to ensure that children receive a first class education in Hartlepool. This will also help to realise this Committee's stated ambition that every school in Hartlepool will be graded at least GOOD by Ofsted.

8. BACKGROUND PAPERS

8.1 None.

9. CONTACT OFFICERS

Amanda Whitehead
Assistant Director of Education
Children's & Joint Commissioning Services
Hartlepool Borough Council
Tel: (01429) 523 736
Email: amanda.whitehead@hartlepool.gov.uk

Sign Off:-

Managing Director	Date: 11 December 2023
Director of Finance, IT and Digital	Date: 11 December 2023
Director of Legal, Governance and HR	Date: 11 December 2023

Key Stage Summary - 3 year trend
Appendix A

Early Years Foundation Stage	2019		2022*				2023**			
	% Achieving									
	LA	National	LA	Trend	Quartile	National	LA	Trend	Quartile	National
Good Level of Development	72.2	71.8	64.4	↓	C	65.2	64.5	↑	TBC	67.2
Expected levels cross all early learning goals	71.5	70.7	62.5	↓	C	63.4	61.3	↓	TBC	65.7

* Data from 2022 onwards is not comparable with previous years due to changes to the EYFS framework

** Non-published data used

Phonics	2019		2022				2023			
	% of Pupils working at standard									
	LA	National	LA	Trend	Quartile	National	LA	Trend	Quartile	National
Year 1	84.0	82.0	77.0	↓	B	75.0	79.0	↑	C	79.0
By the end of Year 2	91.0	91.0	88.0	↓		87.0	90.0	↑		89.0

Key Stage 1	2019		2022				2023			
	% of Pupils meeting the expected standard									
	LA	National	LA	Trend	Quartile	National	LA	Trend	Quartile	National
Reading	74.0	75.0	67.0	↓	C	67.0	70.0	↑	B	68.0
Writing	70.0	69.0	60.0	↓	B	58.0	62.0	↑	B	60.0
Maths	75.0	76.0	67.0	↓	C	68.0	72.0	↑	B	70.0
Science	80.0	82.0	76.0	↓	C	77.0	78.0	↑	C	79.0

Key Stage 1	2019		2022				2023			
	% of Pupils meeting the higher standard									
	LA	National	LA	Trend	Quartile	National	LA	Trend	Quartile	National
Reading	22.0	25.0	14.0	↓	D	18.0	15.0	↑	D	19.0
Writing	16.0	15.0	7.0	↓	C	8.0	7.0	-	C	8.0
Maths	21.0	22.0	14.0	↓	C	15.0	16.0	↑	C	16.0

Key Stage 2	2019		2022				2023			
	% of Pupils meeting the expected standard									
	LA	National	LA	Trend	Quartile	National	LA	Trend	Quartile	National
GPS	79.0	78.0	70.0	↓	D	73.0	72.0	↑	C	72.0
Reading	76.0	73.0	76.0	-	B	75.0	74.0	↓	B	73.0
Writing	81.0	78.0	71.0	↓	B	70.0	75.0	↑	A	71.0
Maths	82.0	79.0	72.0	↓	B	72.0	75.0	↑	B	73.0
Science	82.0	83.0	79.0	↓	C	79.0	80.0	↑	C	80.0
RWM (combined)	68.0	65.0	63.0	↓	A	59.0	65.0	↑	A	59.0

Key Stage 2	2019		2022				2023			
	% of Pupils meeting the higher standard									
	LA	National	LA	Trend	Quartile	National	LA	Trend	Quartile	National
GPS	34.0	36.0	23.0	↓	D	28.0	26.0	↑	D	30.0
Reading	24.0	27.0	27.0	↑	C	28.0	27.0	-	C	29.0
Writing	20.0	20.0	12.0	↓	C	13.0	14.0	↑	B	13.0
Maths	22.0	27.0	17.0	↓	D	23.0	21.0	↑	C	24.0
RWM (combined)	8.0	11.0	5.0	↓	D	7.0	7.0	↑	C	8.0

Key Stage 2	2019		2022				2023			
	Average Scaled Score									
	LA	National	LA	Trend	Quartile	National	LA	Trend	Quartile	National
GPS	106.0	106.0	104.0	↓		105.0	104.0	-		105.0
Reading	104.0	104.0	105.0	↑		105.0	105.0	-		105.0
Maths	105.0	105.0	103.0	↓		104.0	104.0	↑		104.0

GCSE	2019		2022				2023			
	LA	National	LA	Trend	Quartile	National	LA	Trend	Quartile	National
% achieving Basics (9-4 grades)	60.0	64.6	65.4	↑	C	68.8	59.5	↓	D	64.8
Average Attainment 8 score	42.9	46.7	45.0	↑	D	48.8	41.2	↓	D	46.2
Average Progress 8 score	-0.34	-0.03	-0.43	↓	D	-0.03	-0.46	↓	D	-0.03

National refers to All state funded schools

A Levels	2019		2022				2023			
	LA	National	LA	Trend	Quartile	National	LA	Trend	Quartile	National
% achieving 3 A*-A grades (or equivalent)	6.8	10.2	6.4	↓	D	20.0	3.7	↓	D	13.3
% achieving 2AAB grades in facilitating subjects	8.5	13.4	5.3	↓	D	20.6	9.8	↑	D	15.6

Data from All state funded schools & colleges

Quartile refers to banding of local authorities - **A** = top quartile of all local authorities nationally, then **B**, then **C**, and **D** = bottom quartile of all local authorities nationally