

Committee: Council

Date: 15 September 2021

Wards: All

Subject: Children and Young People with a focus on the Dedicated Schools Grant

Lead officer: Jane McSherry, Director Children, Schools and Families

Lead member: Councillor Eleanor Stringer

Contact officer: Nick Wilson, Interim Assistant Director, Education and Early Help

Recommendations: That Council:

- a) **Notes the outturn position of the Dedicated Schools Grant (DSG) as at 31st March 2021, and the cumulative DSG deficit position as at 31st March 2021.**
- b) **Notes the strategic intentions of the Council to create a sustainable high needs system, and the involvement of the local authority in the Department for Education's (DfE) 'Safety Valve Intervention Programme'**
- c) **Notes the situation with regard to school places, and of Pupil Premium and Recovery Premium allocations in Merton schools.**
- d) **Notes the work of the Children and Young People's Overview and Scrutiny Panel**

1 PURPOSE OF REPORT AND EXECUTIVE SUMMARY

- 1.1. This report outlines the position of the Dedicated Schools Grant (DSG) in Merton as of March 2021; the cost pressures which have resulted in this outturn; the action taken to date to try to reduce these cost pressures; the proposed focus for strategic next steps and the involvement of the Council in the Department for Education's (DfE) 'Safety Valve Intervention Programme' with the aim of agreeing a package of reform to the high needs system.
- 1.2. This report also provides an overview with regards pupil places in Merton schools; Pupil Premium and Recovery Premium in Merton schools; and of the work of the Children and Young People's Overview and Scrutiny Panel
- 1.3. Detailed analysis of Dedicated Schools Grant (DSG) budgets as at the end of March 2021 reports over and underspends within the four blocks of DSG that combine to an overall overspend of £12.231m as per table1 below and a cumulative DSG deficit of £24.981m. Appendix A details previous years DSG deficits.

TABLE 1 - DSG Outturn 2020/21	2020/21 Funding £'000s	2020/21 LESS Academy funding £'000s	2020/21 Funding received by Merton £'000s	2020/21 Projected Out-turn £'000s	(Surplus) / +Deficit Mar-21 £'000s
Schools Block – ISB	129,966	-27,922	102,045	101,281	-764
Central Block	1,016		1,016	817	-199
High Needs Block	36,177	-1,242	34,936	49,428	14,492
Early Years Block	16,337		16,337	15,039	-1,298
Total DSG 2020/21	183,496	-29,163	154,333	166,564	12,231
DSG deficit 2018/19 b/f					2,909
DSG deficit 2019/20 b/f					9,841
DSG out-turn cumulative					24,981

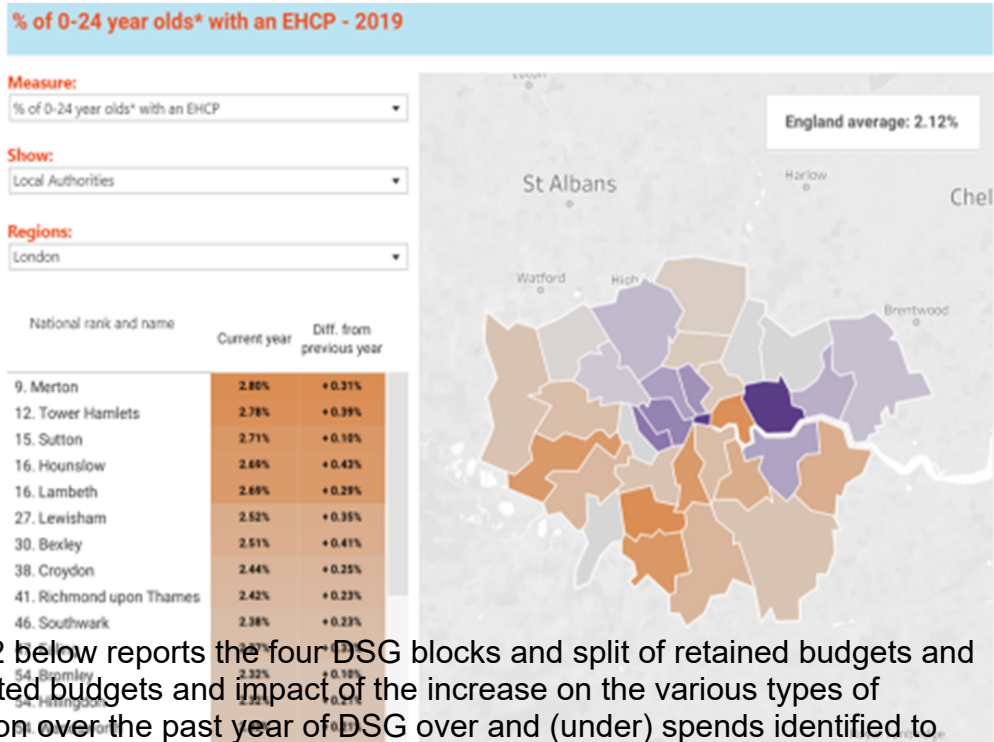
2 BACKGROUND TO THE DEDICATED SCHOOLS GRANT

- 2.1. The DSG is paid in support of the local authority's schools budget. It is the main source of income for the schools budget.
- 2.2. The DSG is a ring fenced specific grant and can only be used in support of the schools' budget and spent on school/pupil activity as defined by the School and Early Years Finance (England) Regulations (2020). It can be used for no other council purposes.
- 2.3. The DSG is split between four different funding blocks – schools, central school services, early years, and high needs. Each Council's allocation is largely based upon actual pupil numbers from the October pupil count preceding the actual financial year. Although separate allocations are received for each block, transfers are allowed between blocks but subject to certain restrictions.
- 2.4. Most of the grant is allocated to schools – the Individual School's Budget (ISB) or delegated budget – this is mainly formula driven; the remainder is the Centrally Retained School's Budget – the non-delegated budget.
- 2.5. Overspends on the DSG are carried forward and are a first call on the following year's allocation of DSG. Underspends on the DSG are carried forward to support the future year's school's budget.
- 2.6. The Authority must ensure that DSG is correctly spent and has to report the outturn position to inform the impact upon the following year's budget position. The budget monitoring of the Authority distinguishes between how services are funded, namely by DSG or by the Local Authority.
- 2.7. The LA receives its DSG allocation gross (including allocations relating to academies and post 16 provision), and then the Education & Skills Funding Agency (ESFA) recoups the actual budget for these settings to pay them direct, leaving a net or LA allocation.
- 2.8. Local authorities are responsible for determining the split of the grant between central expenditure and the individual schools budget (ISB) in conjunction with local schools forums. Local authorities are responsible for allocating the ISB to individual schools in accordance with the local schools' funding formula.

3 DSG DETAIL

- 3.1. Merton's Schools, Central Schools Services, and Early Years blocks underspent during 2020/21 while the High Needs Block (HNB) overspent. Some of these underspends were as a result of management action to reduce the overall overspend expected in the DSG as a whole.
- 3.2. The main reason for the overspend in the HNB is increased numbers of Education Health and Care Plans (EHCPs) over the past years which have not been met with corresponding increases in grant funding. This has resulted in the HNB overspend becoming progressively larger each year and growth in demand for specialist SEN placements.
- 3.3. These have all resulted in the HNB overspend becoming progressively larger each year and growth in demand for specialist SEN placements.
- 3.4. In the three years from January 2013 to January 2016, the total number of statements and EHCPs increased from 888 to 1,075 (increase of 187 cases, 21%). In the six years from January 2016 to January 2021, the total number of statements and EHCPs increased from 1,075 to 2,252 (increase of 1,177 cases, 109%). As of August 2021, the number of EHCPs is 2463.
- 3.5. The National government statistics report¹:
 - 3.3% of all pupils in schools in England have an Education, Health and Care (EHC) plan, a rise from 3.1% in 2019;
 - A further 12.1% of all pupils have SEN support, without an EHC plan, up from 11.9% in 2019;
 - The most common type of need for pupils with an EHC plan is autistic spectrum disorders (ASD) and for pupils with SEN support is speech, communication and language needs;
 - SEN is more prevalent in boys than girls, with boys representing 73.1% of all pupils with an EHC plan and 64.6% of pupils with SEN support.
- 3.6. The extract below reports Merton's increases in EHCP's as 9th in the country (DfE Statistics 2019) with an average increase of 2.12% from previous year and Merton reporting 2.80%. (Torquay was the highest 3.85%).

¹ [Education, health and care plans, Reporting Year 2021 – Explore education statistics – GOV.UK \(explore-education-statistics.service.gov.uk\)](https://explore-education-statistics.service.gov.uk)



3.7 Table 2 below reports the four DSG blocks and split of retained budgets and delegated budgets and impact of the increase on the various types of provision over the past year of DSG over and (under) spends identified to the end of March 2021:

TABLE 2- DSG (underspends) and overspends 2020/21 split of retained and delegated budgets	Schools Block	Central Block	High Needs Block	Early Years Block	Total all Blocks
	£'000	£'000	£'000	£'000	£'000
Delegated expenditure	(671)	-	2,740	(1,392)	677
Retained Items	(93)	(199)	11,752	94	11,554
Total	(764)	(199)	14,492	(1,298)	12,231

3.8 Table 3 below details the impact of the increase on the various types of provision over the past year of DSG over and (under) spends identified to the end of March 2021:

TABLE 3- Dedicated Schools Grant, (underspends) and overspends 2020/21	Schools Block	Central Block	High Needs Block	Early Years Block	Total all Blocks
	£'000	£'000	£'000	£'000	£'000
Rate adjustments	(6)				(6)
Bulge class funding	(89)				(89)
SEN statement payments to Merton maintained schools			2,496		2,496
SMART Centre			29		29
Special schools			303		303
ARP			(88)		(88)
Early Years 2/3/4 YO Offer				(1,392)	(1,392)
Schools Formula	(576)				(576)
Delegated expenditure	(671)	-	2,740	(1,392)	677
Independent placements			9,611		9,611
Out of Borough provision			2,260		2,260
FE and post 16 ISP			577		577
Sensory Team			(25)		(25)
Early years support				94	94
Parenting cover	(9)				(9)
Schools causing concern	(20)				(20)
Prudential Borrowing		(177)			(177)
School Admissions		(22)			(22)
School Meals (equipment)	(3)				(3)
Behaviour support	(17)				(17)
Attain	(39)				(39)
Tree work	(11)				(11)
School Improvement	6				6
Education Welfare			(26)		(26)
Independent Hospital provision			14		14
EHCP's Independent Residential placements			(521)		(521)
Early SEN help 0-5 years			(138)		(138)
Retained Items	(93)	(199)	11,752	94	11,554
Total	(764)	(199)	14,492	(1,298)	12,231

4 TRAJECTORY OF SEND COST PRESSURES OVER TIME AND ACTIONS TAKEN TO MITIGATE PRESSURE

4.1. The overall cost for SEND has increased significantly over the past five years as a result of the increase in the number EHC Plans, underpinned by the following factors:

- The change/increase in age range of young people with EHCPs to 0- 25; the extended period of support up to 25 has resulted in the numbers of young people with EHCPs post 16 increasing from 35 to 302;
- Early identification of need;
- The development of the SEND regional market, which has seen private sector investment, and a desire amongst parents to access non-maintained independent special schools;

- The change in profile of provision attended by children and young people with EHCPs:

Provision type	Proportion of EHCPs attending in 2016	Proportion of EHCPs attending in 2020
State funded mainstream schools (Inc. ARPs)	49%	42%
Non Maintained and Independent Special Schools	12%	16%
Merton Special Schools	33%	23%

- The use and cost of non-maintained and independent special schools (£17m spend);
- Curriculum, inclusion profile and local school organisation.

4.2. The following table 4 details the impact of the increase in EHCPs.

TABLE 4 - EHCP's and type of Provision	Jan 2016 Total Statements and EHCPs		Jan 2017 Total Statements and EHCPs		Jan 2018 Total Statements and EHCPs		Jan 2019 Total Statements and EHCPs		Jan 2020 Total Statements and EHCPs		Jan 2021 Total Statements and EHCPs	
	No	%	No	%	No	%	No	%	No	%	No	%
Early Years (incl. Private & Voluntary Settings)	0	0%	1	0%	7	0%	7	0%	7	0%	8	0%
Mainstream Schools (incl. Academies, Free and Independent)	422	39%	461	37%	526	35%	584	34%	707	37%	816	36%
Additional Resourced Provision	110	10%	111	9%	116	8%	125	7%	125	6%	133	6%
State Funded Special Schools	358	33%	388	31%	416	27%	440	26%	474	25%	520	23%
Independent Special Schools	132	12%	153	12%	176	12%	228	13%	280	15%	367	16%
Post 16 College and traineeships	25	2%	93	7%	183	12%	212	12%	199	10%	268	12%
Post 16 Specialist	10	1%	25	2%	44	3%	37	2%	35	2%	44	2%
Alternative Education (incl. EOTAS, Hospital Schools and EHE)	15	1%	10	1%	22	1%	28	2%	61	3%	37	2%
No placement (including NEET)	3	0%	0	0%	28	2%	51	3%	40	2%	59	3%
Total	1075	100%	1242	100%	1518	100%	1712	100%	1928	100%	2252	100%
Change over previous year				16%		22%		13%		11%		17%

4.3. Table 5 below details numbers of EHCPs and ages of children

Table 5: Children and young people with an EHC plan¹ by local authority and age group²
 Year: January 2019
 Coverage: England

LA code	LA name	Number of children and young people with EHC plans ¹ :					
		Under 5 years of age	Aged 5-10	Aged 11-15	Aged 16-19	Aged 20-25	Total
ENGLAND		14,094	117,222	126,332	77,587	18,760	353,995
E09000024	315 Merton	71	625	584	343	89	1,712

Source: SEN2 2019

Notes:
 1. Includes a very small number of children and young people with statements not yet transferred to EHC plans.
 2. Age breakdown refers to age as at 31 August 2018

4.4. EHCPs within Merton have grown an average of 16% over the 5 years yet the HNB funding growth has seen an average growth of 4% increase since 2018/19, since the reporting deficit. This lack of funding has been a contributing factor to the DSG deficit as well as huge growth and demand for SEN provision within Merton.

DSG - HNB	£'m	Increase £'m	%
2018/19	32.662	0.306	0.9%
2019/20	33.085	0.423	1.3%
2020/21	36.177	3.092	9.3%
2021/22*	39.926	3.749	10.4%

* reduced TPG/TPECG allocation

4.5. Further analysis of National Government data for 2019/20 reports the category of first need as Speech Language and Communication needs (SLC) on school census as the highest number of EHCPs in Merton as table 6 below and Autistic Spectrum Disorder (ASD) as the second recorded level of need:

2019/20	TABLE 6 - Data Analysis Statement or EHC by first type of Need													
Sector	ASD	HI	MLD	MSI	other Difficulty/ Disability	Physical Disability	PMLD	SEN support	SLD	SEMH	SLD	SLC	VI	Total
PRU	1									2				3
PRIMARY	562	16	95	6	46	96	6	1	40	301	130	702	6	2,007
SECONDARY	339	16	99	4	28	37				166	98	340	11	1,138
Special	228		431		10	32	274		458	160	3	182		1,778
	1,130	32	625	10	84	165	280	1	498	629	231	1,224	17	4,926

[Special educational needs in England, Academic Year 2019/20 – Explore education statistics – GOV.UK \(explore-education-statistics.service.gov.uk\)](https://www.gov.uk/explore-education-statistics)

4.6. The current in-year deficit of £12.4m at Month 3 will further increase the DSG unusable reserve to an estimated £37.4m by the end of March 2022.

5 ACTIONS TO MITIGATE SEND COST PRESSURES

5.1. To try to mitigate the increases in cost we have undertaken the following:

- We have increased the number of special school placements. The number of places in 2016 was 358; by 2020 it had risen to 520. There are plans for an 80 additional places.
- We have increased the number of ARP places. The number of places in 2016 was 101; by 2020 it had risen to 150.
- We have reduced independent provision placement inflation through joint working with South London Consortium including use of a Dynamic Purchasing System.
- We have implemented a presumption to assess to reduce delay, promote SEN support and reduce tribunals.
- We have invested in the EHCP coordinators who manage assessments to meet demand.
- We have reviewed the special school Element 3 (top up) banding.

6 SEND NEXT STEPS

6.1. Merton's six strategic responses to creating a sustainable high needs system are as follows:

- With partners develop a shared understanding of a sustainable high needs system.
- Further test the EHCP assessment threshold to ensure consistency of approach.
- Target investment on effective early intervention.
- Strengthen the local SEN support offer
- Strengthen the annual review process.
- Develop local provision to reduce reliance on high cost non-maintained and independent places

7 DfE SAFETY VALVE INTERVENTION PROGRAMME

7.1. The DfE have recently invited Merton to participate in the second round of their 'safety valve' intervention programme with the aim of agreeing a package of reform to the high needs system that will bring the DSG deficit under control.

7.2. This will start in September, with a meeting involving senior officers, when the local authority will set out our perspective on and reasons for the deficit position, and the particular challenges within the local authority. The department's team will ask questions and introduce their initial lines of enquiry based on a rigorous review of the data.

7.3. Over the autumn, the department's team will then work closely with the local authority to challenge and support the development of the DSG management plan through detailed discussions. During this process, the local authority will be working towards submitting a proposal to the department setting out:

- How the authority will go about reaching an in-year balance on the DSG, and the timeframe for achieving this;

- How the authority will itself reduce the historic cumulative deficit, and what support might be required from the department to eliminate the deficit in full.
- 7.4. Final proposals will be submitted to the department in early December. The negotiation teams will assess the proposals and determine whether they secure the sustainability of the authority's high needs systems and spending appropriately and quickly, and whether any request for support represents value for taxpayer money.
- 7.5. The final decision on whether to enter into an agreement with any authority lies with the Secretary of State.
- 7.6. If the authority's proposals are agreed to by the Secretary of State, they will form the basis of a published agreement. The agreement will require the authority to implement reforms to the agreed timetable, alongside maintaining an agreed savings profile.
- 7.7. It will also set out additional funding which the department will release to support the reduction of your cumulative deficit and any potential resources required from LBM.
- 7.8. The authority's progress against the agreement will subsequently be monitored by the department, and will determine the release of further funding.

8 SCHOOL PLACE PLANNING

PRIMARY SCHOOLS

- 8.1. After an unprecedented 35% increase in pupil numbers in the 11 years to 2017/18 (a rise of 4,367 from 12,683 to 17,050), 2017/18 was the peak in primary school numbers and we are now experiencing a significant fall, with a drop of 1,184 pupils (7%) to 2020/21 .
- 8.2. Reception year numbers decreased in 2020/21 for the fifth consecutive year and a further fall is forecast – the extent of the further fall is dependent on the forecast model used. As the lower numbers flow to all year groups, the total primary school roll by the GLA forecast model is 15,108 in 2025/26, nearly 2,000 less than the 2017/18 peak.
- 8.3. There are now a number of schools with surplus places compared to their net capacity, although following previous expansions most primary schools are of a good size to enable admission numbers to be reduced and for the school to operate to at least one form of entry.
- 8.4. The broad strategy is as follows:
- Continue to encourage schools to reduce admissions numbers to multiples of 30 for education efficiency when practical to do so
 - Encourage schools to work in cluster areas with the council to agree reductions in admission numbers at an area level
 - Consider use of compatible alternative uses for space where appropriate such as primary age SEND Additional Resourced Provision when it can be agreed with schools

- Where appropriate consider alternative models to operate schools for school improvement and to manage a balanced budget e.g. hard and soft federations
 - No plans to close schools
- 8.5. Ten schools have already formally reduced their admission number for reception year but presently the only official decrease in physical capacity has been at Stanford where SEND additional resourced provision is being provided in the space; the council is actively considering others although for safeguarding reasons surplus space in primary schools is not easy to re-purpose, but provides helpful additional space to schools.
- 8.6. Our planned review process for this year will again be as follows:
- By 30 September 2021 – Review actual intakes in September along with the latest pupil forecasts, especially in reception year, to consider whether we should encourage schools to reduce their admission number for 2022/23 (requiring an application the Schools Adjudicator) and/or a reduction as part of the council’s annual statutory school admissions consultation in late 2021 for 2023/24 entry.
 - 15 January 2021 – Admissions offer closing date. Review whether, based on actual admissions applications, any of the decisions made in the autumn need to be reviewed for 2022/23 reception entry.
- 8.7. A more detailed report is being considered by CSF overview and Scrutiny Panel on 29 September 2021

SECONDARY SCHOOLS

- 8.8. The significant increased pupil numbers has reached secondary age in the last 5 years and the Year 7 roll has broadly plateaued following the significant increase to September 2018 when the council facilitated the opening of the Free School Harris Academy Wimbledon for September 2018 and which moved to its permanent site in autumn 2020.
- 8.9. However, the lower numbers flowing through primary school will reach year 7 within the next 2-3 years and so there is concern there will be surplus places and a need to reduce the capacity of some schools.
- 8.10. The level of demand continues to be dependent on the pupil retention from year 6, as there is extensive cross border movement.
- 8.11. There has been some concern regarding the impact of a proposed second new Free School in Sutton some 700 metres from the boundary, and there is also concern regarding the proposed opening of a new Voluntary Aided school in Kingston that is also close to the Merton border. After successful lobbying, initially by Merton Council and Merton schools and followed by Sutton schools, it has very recently been confirmed that the mainstream Sutton Free School will not be progressed. There will however be a 56 place special school there, due to open in 2024.

FACTORS AFFECTING PUPIL NUMBERS

- 8.12. The most significant factor affecting LA primary school numbers is the live births. However, over the past 5 or so years we have found that the migration patterns between birth and starting school have changed quite

significantly, with a 6% fall in birth to reception year retention by 2020/21 compared to 2015/16.

8.13. The reduction in demand in primary schools is also undoubtedly impacted by changing migration patterns which stem from the time of the Brexit referendum, and have been exacerbated by Covid 19 impacts.

8.14. With regard to secondary schools, local authority boundary movement is a significant factor. This is best illustrated by the retention percentage from LB Merton state funded school roll in year 6 to year 7. This retention dropped from circa 85% in the early 2010s to a low of 74.4% for 2017/18, but has since risen over the last two years to almost 80%, illustrating the significance and difficulty of planning when LB Merton is a net exporter of pupils.

9 PUPIL PREMIUM AND COVID CATCH UP FUNDING

9.1. The total Pupil Premium allocation for Merton for 2021/22 is £8,300,327. This is made up of the following

Primary school funding (deprivation)	£5,081,410
Secondary school funding (deprivation)	£2,670,657
Service Child Pupil Premium	£18,290
Pupil Premium Plus for Post-LAC	£242,640
Pupil Premium Plus for Looked After Children	£267,330

9.2. Individual school allocations can be found on the GOV.UK website [here](#).

9.3. Schools are required to report on spending associated with the Pupil Premium, and also to publish strategies for future spend. Each school will plan for this differently, dependent on the needs faced by their pupils, but could include:

- Extra one-to-one or small-group support for children within the classroom.
- Employing extra teaching assistants to work with classes.
- Running catch-up sessions before or after school, for example for children who need extra help with maths or literacy.
- Running a school breakfast club to improve attendance.
- Providing extra tuition for able children.
- Providing music lessons for children whose families would be unable to pay for them.
- Funding educational trips and visits.
- Paying for additional help such as speech and language therapy or family therapy.
- Funding English classes for children who speak another language at home.
- Investing in resources that boost children's learning, such as laptops or tablets.

9.4. During 2020/2021, in addition to the Pupil Premium funding, Merton schools received a total of £916,278 in Covid Catch Up Premium. Schools were

required to produce plans to identify how this premium would be used, and this differed from school to school. Some schools invested in the National Tutoring Programme; others implemented their own tutoring programmes and invested in staffing to enhance the offer for these pupils. Schools identified pupils to benefit from the funding on the basis of various different types of assessment. Details of allocations made to individual schools can be found on the GOV.UK website [here](#).

- 9.5. During 2021/22 schools nationally will benefit from the new 'Recovery Premium', which builds on the 'Pupil Premium'. Schools' allocations from the Recovery Premium are calculated based on the numbers of their pupils who are eligible for the pupil premium. This will provide each mainstream school with a total of £145 for each eligible pupil and special, AP, hospital schools and special units within mainstream schools, with £290 for each eligible pupil, across the 2021/22 academic year. No primary school will receive less than £2000 and no secondary school will receive less than £6000. We expect the allocations to be published in November.
- 9.6. In addition, schools will also benefit from the 'School Led Tutoring Grant'. All state-funded primary, middle and secondary schools in England, including academies and free schools, will receive £203 for 60% of pupils eligible for Pupil Premium, from Year 1 to Year 11. This payment is ring-fenced to fund tutoring provision that can be locally sourced by schools. Final allocations will be confirmed to schools at the beginning of the Autumn Term.

10 CHILDREN AND YOUNG PEOPLE'S OVERVIEW AND SCRUTINY PANEL

- 10.1. The Children and Young People Overview and Scrutiny Panel has played an important role in scrutinising services during the pandemic. The Director of Public Health has attended every meeting to provide an update on the local impact. Panel members asked questions about issues that had arisen in their communities such as concerns around a possible backlog of registration of newborns during lockdown one. The panel were reassured that this had been resolved.
- 10.2. Panel Members were particularly concerned about; support for students who had fallen behind in their education as a result of the pandemic, the rise in referrals to children's social care and children's mental health and wellbeing. Plans are in place to address these issues and the Panel will continue to review them during the next year.
- 10.3. The Panel considered the budget and business plan at the November, January and February meetings. There were updates on the deficit in the Designated Schools Grant, some panel members asked if the department were pursuing commercial opportunities to help to mitigate the shortfall. The work programme for the coming year will include a report on Education Health and Care Plans alongside an update on the Designated School Grant.

11 ALTERNATIVE OPTIONS

- 11.1. The Council must cooperate with the DfE to address the DSG situation, see legal and statutory implications below.

12 CONSULTATION UNDERTAKEN OR PROPOSED

- 12.1. Statutory consultation has been undertaken about extending special school provision. The Schools Forum review progress on the DSG management plan and the deficit.

13 TIMETABLE

- 13.1. The Safety Valve timetable is set out in paragraphs 7.1-7.8

14 FINANCIAL, RESOURCE AND PROPERTY IMPLICATIONS

- 14.1. Finance implications have been covered by the main body of this report, finance colleagues will continue to support the ongoing work on the DSG deficit.

15 LEGAL AND STATUTORY IMPLICATIONS

- 15.1. The Dedicated Schools Grant is a specific grant under section 14 of the Education Act 2002 provided to local authorities to support the schools budget which funds individual school budgets and other provision for individual pupils including provision made by the council for pupils with special educational needs and disabilities. The Council is required to comply with the published conditions of grant for the DSG. DSG conditions require that any local authority that has an overall deficit on its DSG account at the end of the 2020 to 2021 financial year must cooperate with the DfE to address the situation.

16 HUMAN RIGHTS, EQUALITIES AND COMMUNITY COHESION IMPLICATIONS

- 16.1. None

17 CRIME AND DISORDER IMPLICATIONS

- 17.1. None

18 RISK MANAGEMENT AND HEALTH AND SAFETY IMPLICATIONS

- 18.1. None

19 BACKGROUND PAPERS

- 19.1. Links to external papers are included in the report; Appendix A (detailing 2018/19 and 2019/20 DSG blocks outturn) is attached.

Appendix A

2018/19 and 2019/20 DSG blocks outturn

2019/20 Dedicated Schools Grant	Schools Block	High Needs Block	Early Years Block	Total all Blocks
	£'000	£'000	£'000	£'000
Rate adjustments	-86			-86
Bulge class funding	-240			-240
SEN statement payments to Merton maintained schools		1,188		1,188
ARP		-35		-35
Income recovered from other local authorities		-297		-297
Early Years 3/4 YO Offer			-533	-533
Other small over and (under) spends	-14		-47	-61
Delegated expenditure	-340	856	-580	-64
Additional SEN provision		1,489		1,489
Independent day school provision		6,799		6,799
SEN & Early Help staffing		-80		-80
Independent residential school provision		-132		-132
FE and post 16 ISP		-12		-12
Out of borough maintained school and academy places		2,012		2,012
Alternative education		326		326
SEN statement payments to Merton academies		286		286
Recoupment income		-242		-242
Sensory Team		-22		-22
Language and learning team		240		240
Early years support team			-56	-56
Parenting cover	-222			-222
Schools causing concern	-194			-194
Other small over and (under) spends	-108	-179		-287
Retained Items	-524	10,485	(56)	9,905
Total	-864	11,341	(636)	9,841

2018/19 Dedicated Schools Grant	Schools Block	Central Schools Services Block	High Needs Block	Early Years Block	Total all Blocks
	£'000	£'000	£'000	£'000	£'000
Rate adjustments	-107				-107
Growth fund underspend	-305				-305
SEN statement payments to Merton maintained schools			457		457
ARP			-92		-92
Special schools			81		81
Additional HN grant allocation			-483		-483
Early Years 3/4 YO Offer				-692	-692
Other small over and (under) spends	-18				-18
Delegated expenditure	-430	0	-37	-692	-1159
Additional SEN provision			1,426		1,426
Independent day school provision			3,601		3,601
Other LA maintained provision			866		866
Independent residential school provision			-1,046		-1,046
FE and post 16 ISP			120		120
Parenting cover	-186				-186
Attain	-50				-50
Other small over and (under) spends	-33	-32	29	-13	-49
Retained Items	-269	-32	4,996	-13	4,682
Total	-699	-32	4,959	-705	3,523
Earmarked DSG reserves					-614
DSG Deficit 2018/19					2,909

