# HILLINGDON SCHOOLS FORUM

## AGENDA

### Tuesday 13th October 2026 at 1pm
### In Person – Ruislip Gardens Primary School

| Item | | Approx Timings | Lead | Paper/ Verbal |
|---|---|---|---|---|
| **1.** | Welcome, apologies & opening comments.<br>Any AOB items to be considered? | **5 mins** | Chair | Verbal |
| **2.** | Minutes and actions from previous meeting 15.09.2026 | **5 mins** | Chair | Paper |
| **3. Items for Decision** | | | | |
| a) | School Block Transfer – Consultation outcome and SF members Vote (all members) | **15 mins** | Chair & AP | Paper |
| b) | Education Statutory Duties De-delegation – Consultation outcome and SF members Vote (maintained schools only) | **15 mins** | Chair | Paper |
| c) | De-delegation - Pension admin 2027/2028 (financial year) | **10 mins** | LH/KK | Paper |
| d) | De-delegation - Trade Union Facilities Time 2027/2028 (financial year) | **10 mins** | NEU | Paper |
| **4. Items for Information** | | | | |
| a) | 2026/2027 DSG Budget Monitoring | **15 mins** | LH | Paper |
| b) | Feedback from SF Review | **5 mins** | AP | Verbal |
| **5. Items for Consultation** | | | | |
| a) | Proposed Consultations – Schools Block NFF | **10 mins** | LH/KK | Paper |
| **6. AOB** | | | | |
| **7. Next Meeting Date** | | | | |
| | Next meeting will be held on Thursday 19th January 2027 @ 1pm (Online). | | Chair | |
| **8. Closing Comments** | | | | |

**Actions from meeting 15.09.26**

| Item | Action | Responsibility |
|---|---|---|
| 3a | Members to complete annual review/feedback form by the end of September. **Completed** | SF Members |
| 3e | Members were asked to complete register of interest form by the end of September **Completed** | SF Members |
| 4a | SF members to provide feedback on the new forms via the SF Annual Review/Feedback form | SF Members |
| 4a | Additional free text box to be added to the School Block Transfer consultation to enable school leaders to provide additional comments. **Completed** | AP |
| 4a | Share further information on evidence/examples of other authorities using the cluster model | AP |
| 4a | Promote recruitment of members for Capital working group **Completed** | SF Members |
| 4a | Share cluster map/list with forum members **Completed** | AP/HB |
| 4a | Schools Block Transfer Consultation to be sent on Monday 21st September and be circulated via weekly education bulletin. SF Vote will take place on the proposal at the next meeting. **Completed, vote to be carried out at SF meeting 13.10.26** | HB |
| 4b | Collate and share EIP service survey feedback with forum members. **Completed** | AP |
| 4b | Consultation to be sent on Monday 21st September and be circulated via weekly education bulletin. SF Vote will take place on the proposal at the next meeting. **Completed, vote to be caried out at SF meeting 13.10.26** | HB |

**SCHOOLS FORUM MEMBERSHIP**

**Voting Members**

| ORGANISATION | | ROLE | Attendance | TERM ENDS |
|---|---|---|---|---|
| **Maintained Nursery (1)** | | | | |
| Shabana Aslam | McMillan Nursery school | Headteacher | Attended | Sep 2030 |
| **Maintained Primary (6)** | | | | |
| Becky Broadhurst | Hayes Park School | Headteacher | Apologies | Sep 2029 |
| Vicky Jarvis | Field End Infant School | Headteacher | Attended | Sep 2029 |
| Carly Rissen | Colham Manor | Headteacher | Attended | Sep 2028 |
| John Buckingham | Glebe Primary School | Governor | Attended | Sep 2028 |
| Tony Eginton | Minet Infant & Nursery Schools and Hillside Junior School | Governor | Attended | Sep 2028 |
| Phil Haigh | Cherry Lane Primary School & Meadow High School | Governor | Attended | Sep 2028 |
| **Maintained Secondary (1)** | | | | |
| Cathy Mosdell | Harlington School | Governor | Apologies | Sep 2029 |
| **Maintained Special (1)** | | | | |
| Pearl Greenwald | Hedgewood School | Headteacher | Attended | Sep 2027 |
| **Academy Primary (5)** | | | | |
| Harshindar Buttar | The Park Federation | Principal – Lake Farm Park Academy | Attended | Sep 2027 |
| Nicola Edwards | William Byrd School | Headteacher | Attended | Sep 2028 |
| Nicola Forster | Pinkwell | Principal | Attended | Sep 2030 |
| Nicola Kelly | Charville Academy | Headteacher | Attended | Sep 2029 |
| Roseline Wilkinson | Charville Academy | Governor | Apologies | Sep 2029 |
| **Academy Secondary (8)** | | | | |
| Gareth Davies | Ruislip High School | Headteacher | Apologies | Sep 2030 |
| John Garner | Ruislip High School | Governor | Attended | Sep 2030 |
| Roger Leighton | Partnership Learning Trust | CEO | Attended | Sep 2029 |
| Liam McGillicuddy | Bishopshalt School | Headteacher | Attended | Sep 2027 |
| Jaskamal Sidhu | Guru Nanak | Executive Principal | Apologies | Sep 2030 |
| Ben Spinks (Chair) | Middlesex Learning Partnership | CEO | Attended | Sep 2028 |
| Vacancy x 2 | | | | |
| **Special Academy (1)** | | | | |
| Sudhi Pathak | Eden Academy Trust | COO | Apologies | Sep 2026 |
| **Alternative Provision (1)** | | | | |
| Karon McCarthy | The Skills Hub | Head of School | Attended | Sep 2030 |
| **Private, Voluntary & Independent Early Years Providers (2)** | | | | |
| Elaine Caffary | 4 Street Nursery | Nursery Manager | Apologies | Sep 2028 |
| Naazish Haq | Little Companions | Manager/Owner | Attended | Sep 2027 |
| **14-19 Partnership (1)** | | | | |
| Dylan McTaggart | HRUC Group | Executive Principal | Attended | Sep 2030 |
| **Diocesan Representative (1)** | | | | |
| Nicola Dallibar | St Andrews CofE Primary School | Headteacher | Attended | Sep 2029 |

**Other attendees (non-voting)**

| NAME | REPRESENTING | ROLE |
|---|---|---|
| Nicky Bulpett | Ruislip Gardens | Headteacher |
| Louise Crook | Coteford Infant School | Headteacher |
| Graham Cunningham | Meadow High | Headteacher |
| **Officers** | | |
| Gary Binstead | LA Head of Education & SEND Commissioning | |
| Helen Boundy | LA (Clerk) | |
| Luisa Hansen | LA Head of Children's Finance | |
| Dominika Michalik | LA Assistant Director of SEND & Inclusion | |
| Nav Minhas | LA School Place Planning Manager | |
| Abi Preston | LA Director of Education & SEND | |
| Philip Ryan | LA Portage and Families' Information Service - Service Manager | |

# Hillingdon Schools Forum
## MINUTES
## 15 September 2026 – 1pm Online

**Voting Members**

| ORGANISATION | | ROLE | Attendance | TERM ENDS |
|---|---|---|---|---|
| **Maintained Nursery (1)** | | | | |
| Shabana Aslam | McMillan Nursery school | Headteacher | Attended | Sep 2030 |
| **Maintained Primary (6)** | | | | |
| Becky Broadhurst | Hayes Park School | Headteacher | Apologies | Sep 2029 |
| Vicky Jarvis | Field End Infant School | Headteacher | Attended | Sep 2029 |
| Carly Rissen | Colham Manor | Headteacher | Attended | Sep 2028 |
| John Buckingham | Glebe Primary School | Governor | Attended | Sep 2028 |
| Tony Eginton | Minet Infant & Nursery Schools and Hillside Junior School | Governor | Attended | Sep 2028 |
| Phil Haigh | Cherry Lane Primary School & Meadow High School | Governor | Attended | Sep 2028 |
| **Maintained Secondary (1)** | | | | |
| Cathy Mosdell | Harlington School | Governor | Apologies | Sep 2029 |
| **Maintained Special (1)** | | | | |
| Pearl Greenwald | Hedgewood School | Headteacher | Attended | Sep 2027 |
| **Academy Primary (5)** | | | | |
| Harshindar Buttar | The Park Federation | Principal – Lake Farm Park Academy | Attended | Sep 2027 |
| Nicola Edwards | William Byrd School | Headteacher | Attended | Sep 2028 |
| Nicola Forster | Pinkwell | Principal | Attended | Sep 2030 |
| Nicola Kelly | Charville Academy | Headteacher | Attended | Sep 2029 |
| Roseline Wilkinson | Charville Academy | Governor | Apologies | Sep 2029 |
| **Academy Secondary (8)** | | | | |
| Gareth Davies | Ruislip High School | Headteacher | Apologies | Sep 2030 |
| John Garner | Ruislip High School | Governor | Attended | Sep 2030 |
| Roger Leighton | Partnership Learning Trust | CEO | Attended | Sep 2029 |
| Liam McGillicuddy | Bishopshalt School | Headteacher | Attended | Sep 2027 |
| Jaskamal Sidhu | Guru Nanak | Executive Principal | Apologies | Sep 2030 |
| Ben Spinks (Chair) | Middlesex Learning Partnership | CEO | Attended | Sep 2028 |
| Vacancy x 2 | | | | |
| **Special Academy (1)** | | | | |
| Sudhi Pathak | Eden Academy Trust | COO | Apologies | Sep 2026 |
| **Alternative Provision (1)** | | | | |
| Karon McCarthy | The Skills Hub | Head of School | Attended | Sep 2030 |
| **Private, Voluntary & Independent Early Years Providers (2)** | | | | |
| Elaine Caffary | 4 Street Nursery | Nursery Manager | Apologies | Sep 2028 |
| Naazish Haq | Little Companions | Manager/Owner | Attended | Sep 2027 |
| **14-19 Partnership (1)** | | | | |
| Dylan McTaggart | HRUC Group | Executive Principal | Attended | Sep 2030 |
| **Diocesan Representative (1)** | | | | |
| Nicola Dallibar | St Andrews CofE Primary School | Headteacher | Attended | Sep 2029 |

**Attendees (non voting)**

| NAME | REPRESENTING | ROLE |
|---|---|---|
| Nicky Bulpett | Ruislip Gardens | Headteacher |
| Graham Cunningham | Meadow High School | Headteacher |
| Nicola Forster | Pinkwell Primary School | Principal |
| LA Officers | | |
| Kathryn Angelini | | Assistant Director of Education & SEND |
| Helen Boundy | | LA Clerk to Schools Forum |
| Luisa Hansen | | Head of Finance – Children & SEND |
| Michael Hawkins | | Head of Education |

| | | |
|---|---|---|
| Kamaljit Kaur | | Lead Finance Business Partner |
| Abi Preston | | Director of Education & SEND |
| Philip Ryan | | Families Information Service Manager |
| Sonal Sisodia | | SEND Service Manager |

| Item | |
|---|---|
| 1. | **Welcome, apologies & opening comments**<br>• BS welcomed everyone to the meeting, with formal introductions to the group.<br>• Apologies were received and accepted from Cathy Mosdell, Becky Broadhurst, Jaskamal Sidhu, Roseline Wilkinson, Elaine Caffray, Sudhi Pathak and Gareth Davies. |
| 2. | **Minutes and actions from previous meeting 07.07.26**<br>• Minutes were agreed as a true and accurate record. One small amendment John Buckingham is Governor at Glebe Primary School.<br>• Actions are listed below with an update of the status<br><br>3) Members were once again asked to encourage academy colleagues to join – Ongoing, Nicola Forster has agreed to join as a representative of the primary academy sector<br><br>4a) KK/LH to review accuracy of academy financial data provided from DfE and discuss further with academy members. KK/LH continue to work with Academies in regard to their financial data – **Action: Share DfE Academy Financial Information link.**<br><br>4b) Schools Forum to be informed of SEND reform plan funding outcome once DfE confirmation is received. – LBH are still awaiting an outcome from DfE.<br><br>4d) Capital team to review and update the capital contributions policy and improve communications to schools regarding the process and required contributions. Capital Contribution Policy is still being developed<br><br>4e) - Share SEND Reform presentation slides with Forum members. - Completed<br>- Arrange borough-wide SEND Reform briefing session in September.- Completed<br>- Establish co-design working groups with schools.- Ongoing<br>- Develop engagement process for support bases, sensory rooms and specialist provision bids. - Ongoing<br><br>5) LH to arrange payment of the Barnhill invoice of £39,844 for TUFT - Completed<br><br>6) Any school who wishes to host either the January or March meeting to contact HB. Completed |
| 3a | **Review Constitution**<br>• The constitution was reviewed and only minor updates were required:<br>o Updated role titles.<br>o Updated membership numbers based on current pupil data.<br>o Added conflict of interest declaration arrangements and introduce a formal register of interests/conflicts of interest process. Ensure transparency and identify potential conflicts in future funding decisions. Members were asked to complete the short form by the end of September.<br>o Update pupil numbers used to determine representation ratios.<br>o Adjust Forum membership numbers to reflect academy growth with an additional Primary Academy representative<br><br>The revised Constitution for 2026-2027 was formally adopted by Schools Forum |
| 3b | **Schools Forum Membership – review membership numbers against pupil numbers**<br>• Primary Academy representation increased from four to five members<br>• Nicola Forster was proposed and unanimous agreement was given that she is appointed as a Primary Academy representative. Confirmed that details of the vacancies on SF within the Academy sector have been widely and continuously shared.<br>• Terms of office expiring:<br>- Shabana Aslam and Sudhi Pathak terms of office agreement was given that both were extended for a further four years. |

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| | • John Garner's term of office was proposed for extension and approved by Academy representatives. Though John has already served two terms it was agreed sufficient promotion of the Academy vacancies have been made and there are still 2 vacancies so John's re-appointment could be approved. |
| 3c | Training Review – Members were asked to consider any training they feel they might need. |
| 3d | Reminder to complete SF Annual Review/Feedback form<br>• An annual SF review/feedback form has been circulated. Members were asked to complete this to provide feedback on all areas of forum including overall effectiveness, administration of meetings, training requirements and to suggest any improvements that could be made.<br>**Action: Members to complete SF annual review/feedback form by the end of September.** |
| 3e | Reminder to complete SF members declaration of interests<br>**Action: Members to complete register of interest form by the end of September.** |
| 4a | Schools Block Transfer (consultation to run to 29th Sept)<br>• AP highlighted the new report template that is being trialed. Intention is to provide further clarity to an agenda item, highlighting whether it is for consultation/information and decision. Ensuring the impact each decision will have for children/families It also clearly outlines voting rules for each decision.<br>**Action: SF members to provide any feedback to the new report templates via the SF Annual Review/Feedback form**<br>• Discussion focussing on the proposed 0.5% Schools Block Transfer consultation<br>• Demand for SEND support and EHCPs continues to increase significantly, and Hillingdon's deficit reduction progress may reverse this year because of increased demand. All areas are seeing this increased demand following SEND reforms being announced.<br>• The proposal reflects feedback received from schools last year<br>• The proposal outlines a new funding approach; it includes continuation of notional threshold funding and support for schools with high EHCP numbers where notional funding is insufficient.<br>• New proposal is around trialling the cluster-based model which will see schools organised into six locality clusters. Allocate approximately £100,000 per cluster allowing clusters to manage early intervention funding locally. It replaces the previous ESF-style centrally administered process.<br>• The model aims to support children earlier, reduce escalation to EHCPs where appropriate, encourage local collaboration, improve resource sharing and develop locality-driven solutions<br>• SF members raised concerns about the distribution of the funding and potential inequality of this. Providing equal funding allocations across the borough despite significant differing levels of need and variations in deprivation. It was clarified that each cluster has a different number of schools in it and the north has more schools compared to the south. Some members also felt that a fully equitable formula would be impossible to arrive at, suggesting that a flat allocation to trial the approach was a sensible starting point.<br>• SF members were also concerned about the issues of governance and accountability including decision making, accountability and the administrative arrangements<br>• Questions were raised regarding how outcomes will be monitored and what the criteria to access the funding will be.<br>• AP emphasised that the details of the process are yet to be fully developed but will be co-designed with schools. The working groups will shape the implementation and there will be clear financial controls and impacting monitoring requirements. Two working groups both require representatives. One group will devise the operational elements of how the clusters work along with how the Experts at Hand model will work in practice and the other is a Capital working group, request for HTs from secondary/primary and special who have some experience in capital projects and an expansion programme.<br>• Several members also raised their support to this new proposed model and welcomed the |

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|---|---|
| | more collaborative working with greater local decision-making about how funding is distributed. Positive that the LA is recognising the existing expertise within schools and it is an opportunity for innovation and its alignment with DfE SEND reform expectations.<br>• Forum members would like to see some evidence as to how this has worked in other LAs e.g. Hounslow and Hertfordshire and would welcome some case studies being shared. Noted that in some areas, these clusters are run by SENCOs so could consider this. One member shared a list of areas where this was in place and working well. Some members had experience of this model in their previous schools in other boroughs and fed back that it was an effective model.<br>• Suggestion was made to start as a small pilot with one cluster then roll it out across the borough. Other members fed back that they did not feel this would work and choosing who is the pilot could be a problem in and of itself.<br>• SF members requested some clarity regarding the timescales, role of working group and the development process.<br>• Schools Forum agreed that the Consultation should proceed with an additional free text box for schools to additional comments regarding the consultation and how the model would work.<br><br>**Action: Additional free text box to be added to the School Block Transfer consultation to enable school leaders to provide additional comments and suggestions on operation of the locality funding.**<br>**Action: Share further information on evidence/examples of other authorities using the cluster model**<br>**Action: Promote recruitment of members for SEN reforms working group and Capital working group**<br>**Action: Share cluster map/list with forum members**<br>**Action: Consultation to be sent on Monday 21st September and be circulated via weekly education bulletin. SF Vote will take place on the proposal at the next meeting.** |
| 4b | **Education Statutory Duties De-delegation (consultation to run to 5 October)**<br>• Proposal is to consult maintained schools on continuing de-delegation of funding for statutory education duties. Proposed charge is £12.36 per pupil (3% increase from previous year).<br>• This funding will support the delivery of statutory local authority duties for maintained schools that cannot be funded through other Dedicated Schools Grant allocations, including governance, attendance, financial oversight, staffing, compliance, and regulatory functions.<br>• Appreciated the pressures on school budgets but felt that Hillingdon offers value for money and can be seen to save schools money.<br>• Hillingdon charges less than many authorities and the contribution only covers part of the total cost.<br>• SF members requested that the feedback from the service satisfaction survey outcomes are shared and evidence of impact and value for money.<br><br>**Action: Collate and share EIP service survey feedback with forum members.**<br>**Action: Consultation to be sent on Monday 21st September and be circulated via weekly education bulletin. SF Vote will take place on the proposal at the next meeting.** |
| 5 | **Meeting Dates for 2026/2027**<br>Tuesday 13 October 2026 @ 1pm – In Person @ Ruislip Gardens Primary School<br>Tuesday 19 January 2027 @ 1pm - Online Tuesday<br>23 March 2027 @ 1pm – In Person location TBC<br>Tuesday 6 July 2027 @ 1pm - Online |

**Schools Forum Agreed Actions 15.09.26.**

| Item | Action | Responsibility |
|---|---|---|
| 3a | Members to complete annual review/feedback form by the end of September. | SF Members |
| 3e | Members were asked to complete register of interest form by the end of September | SF Members |
| 4a | SF members to provide feedback on the new forms via the SF Annual Review/Feedback form | SF Members |
| 4a | Additional free text box to be added to the School Block Transfer consultation to enable school leaders to provide additional comments. | AP |
| 4a | Share further information on evidence/examples of other authorities using the cluster model | AP |
| 4a | Promote recruitment of members for Capital working group | SF Members |
| 4a | Share cluster map/list with forum members | AP/HB |
| 4a | Schools Block Transfer Consultation to be sent on Monday 21st September and be circulated via weekly education bulletin. SF Vote will take place on the proposal at the next meeting. | HB |
| 4b | Collate and share EIP service survey feedback with forum members. | AP |
| 4b | Consultation to be sent on Monday 21st September and be circulated via weekly education bulletin. SF Vote will take place on the proposal at the next meeting. | HB |

## School Locality Clusters

| School Name | School Category | Ward | Cluster Group | School Name | School Category | Ward | Cluster Group |
|---|---|---|---|---|---|---|---|
| Harefield Infant & Junior School | Primary | Harefield Village | North 1 | Botwell House RC Primary School | Primary | Hayes Town | South East 2 |
| Harefield Academy | Secondary | Harefield Village | North 1 | Lake Farm Park Academy | Primary | Hayes Town | South East 2 |
| Breakspear School | Primary | Ickenham & South Harefield | North 1 | Global Academy | UTC/Studio | Hayes Town | South East 2 |
| Glebe Primary School | Primary | Ickenham & South Harefield | North 1 | Cherry Lane Primary School | Primary | Heathrow Villages | South East 2 |
| The Douay Martyrs RC School | Secondary | Ickenham & South Harefield | North 1 | Harmondsworth Primary School | Primary | Heathrow Villages | South East 2 |
| Vyners School | Secondary | Ickenham & South Harefield | North 1 | Heathrow Primary School | Primary | Heathrow Villages | South East 2 |
| Pentland | Special | Ickenham & South Harefield | North 1 | William Byrd Primary Academy | Primary | Heathrow Villages | South East 2 |
| Frithwood Primary School | Primary | Northwood | North 1 | Cranford Park Primary School | Primary | Pinkwell | South East 2 |
| Holy Trinity CofE Primary School | Primary | Northwood | North 1 | Pinkwell Primary School | Primary | Pinkwell | South East 2 |
| Hillside Infant School | Infant | Northwood Hills | North 1 | Harlington Community School | Secondary | Pinkwell | South East 2 |
| Hillside Junior School | Junior | Northwood Hills | North 1 | Guru Nanak Sikh Academy | All Through | Wood End | South East 2 |
| Harlyn Primary School | Primary | Northwood Hills | North 1 | Minet Infant School | Infant | Wood End | South East 2 |
| Haydon School | Secondary | Northwood Hills | North 1 | Minet Junior School | Junior | Wood End | South East 2 |
| Northwood School | Secondary | Northwood Hills | North 1 | Dr Triplett's CofE Primary School | Primary | Wood End | South East 2 |
| UTC Heathrow | UTC/ Studio | Northwood Hills | North 1 | Nanaksar Primary School | Primary | Wood End | South East 2 |
| Whiteheath Infant School | Infant | Ruislip | North 1 | Rosedale Primary | Primary | Wood End | South East 2 |
| Whiteheath Junior School | Junior | Ruislip | North 1 | Wood End Park Primary School | Primary | Wood End | South East 2 |
| Bishop Winnington Ingram CofE Primary | Primary | Ruislip | North 1 | Rosedale College | Secondary | Wood End | South East 2 |
| Warrender Primary School | Primary | Ruislip | North 1 | Parkside | UTC/ Studio | Wood End | South East 2 |
| Coteford Infant School | Infant | Eastcote | North 2 | Highfield Primary School | Primary | Hillingdon East | South West 1 |
| Newnham Infant & Nursery School | Infant | Eastcote | North 2 | Oak Farm Primary School | Primary | Hillingdon East | South West 1 |
| Coteford Junior School | Junior | Eastcote | North 2 | Ryefield Primary School | Primary | Hillingdon East | South West 1 |
| Newnham Junior School | Junior | Eastcote | North 2 | St Bernadette's RC Primary School | Primary | Hillingdon East | South West 1 |
| Bishop Ramsey CofE School | Secondary | Eastcote | North 2 | Oak Wood School | Secondary | Hillingdon East | South West 1 |
| Pinn River | Special | Eastcote | North 2 | Swakeleys School | Secondary | Hillingdon East | South West 1 |
| Lady Bankes Primary School | Primary | Ruislip Manor | North 2 | John Locke Academy | Primary | Hillingdon West | South West 1 |
| Sacred Heart RC Primary School | Primary | Ruislip Manor | North 2 | St Andrew's CofE Primary School | Primary | Hillingdon West | South West 1 |
| Ruislip High School | Secondary | Ruislip Manor | North 2 | Hermitage Primary School | Primary | Uxbridge | South West 1 |
| Field End Infant School | Infant | South Ruislip | North 2 | St Mary's RC Primary School | Primary | Uxbridge | South West 1 |
| Field End Junior School | Junior | South Ruislip | North 2 | Whitehall School | Primary | Uxbridge | South West 1 |
| Bourne Primary School | Primary | South Ruislip | North 2 | Uxbridge High School | Secondary | Uxbridge | South West 1 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Deanesfield Primary School | Primary | South Ruislip | North 2 | Colham Manor Primary | Primary | Colham & Cowley | South West 2 |
| Ruislip Gardens Primary School | Primary | South Ruislip | North 2 | Cowley and St Laurence CofE | Primary | Colham & Cowley | South West 2 |
| St Swithun Wells RC Primary School | Primary | South Ruislip | North 2 | Hillingdon Primary School | Primary | Colham & Cowley | South West 2 |
| Queensmead School | Secondary | South Ruislip | North 2 | Bishopshalt School | Secondary | Colham & Cowley | South West 2 |
| Yeading Infant School | Infant | Belmore | South East 1 | Meadow | Special | Colham & Cowley | South West 2 |
| Yeading Junior School | Junior | Belmore | South East 1 | Moorcroft | Special | Colham & Cowley | South West 2 |
| Grange Park Primary School | Primary | Belmore | South East 1 | Laurel Lane Primary School | Primary | West Drayton | South West 2 |
| Hayes Park Primary School | Primary | Belmore | South East 1 | St Catherine's RC Primary School | Primary | West Drayton | South West 2 |
| Charville Primary School | Primary | Charville | South East 1 | St Martin's CofE Primary School | Primary | West Drayton | South West 2 |
| Hewens Primary | Primary | Charville | South East 1 | West Drayton Academy | Primary | West Drayton | South West 2 |
| Hewens College | Secondary | Charville | South East 1 | Rabbsfarm Primary School | Primary | Yiewsley | South West 2 |
| Hedgewood | Special | Charville | South East 1 | St Matthew's CofE Primary School | Primary | Yiewsley | South West 2 |
| De Salis | UTC/ Studio | Charville | South East 1 | Park Academy | Secondary | Yiewsley | South West 2 |
| Belmore Academy | Primary | Yeading | South East 1 | Pride | Special | Yiewsley | South West 2 |
| Brookside Primary School | Primary | Yeading | South East 1 | Skills Hub | Special | Yiewsley | South West 2 |
| Barnhill Community School | Secondary | Yeading | South East 1 | | | | |
| Grand Union | Special | Yeading | South East 1 | | | | |
| Willows | Special | Yeading | South East 1 | | | | |

**LBH Schools**

- Nursery School
- Primary School
- All-Through School
- Secondary School
- Alternative Provision
- Special School
- Independant School
- Independant Special

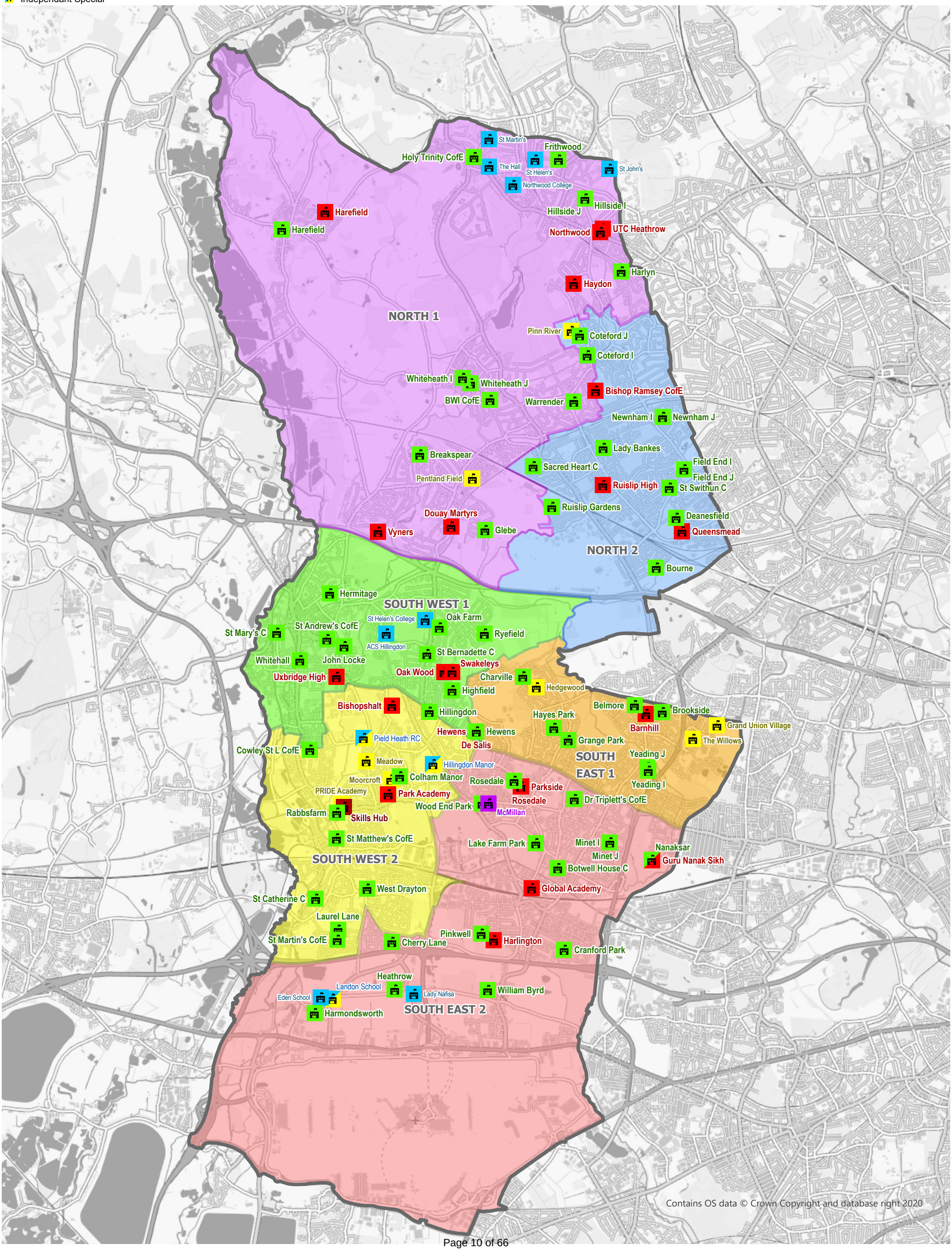
- North 1
- North 2
- South West 1
- South West 2
- South East 1
- South East 2
- LBH Boundary

# LB Hillingdon Schools

Robert Clark, London Borough of Hillingdon - 08/05/2026
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Kilometers
0 1 2 3

Miles
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# Schools Block Transfer 2027/28

## Schools Forum

**13th October 2026**

**Agenda item 3a**

| PAPER TYPE | ☐ INFORMATION | ☐ CONSULTATION | ☒ DECISION / VOTE |
|---|---|---|---|

| | |
|---|---|
| **Meeting date** | 13th October 2026 |
| **Agenda item** | 3a |
| **Report author** | Abi Preston & Luisa Hansen |
| **Appendices** | Feedback from previous year's consultation 2025/26<br>Feedback on delegated ESF funding approach |

## Purpose

| | |
|---|---|
| **Recommendation to Schools Forum** | **To approve the transfer 0.5% from the Schools block to High Needs block** |

## Decision and voting requirements

| QUESTION / PROPOSAL | Do you agree to de-delegate 0.5% from schools block to high needs block to fund threshold funding and ESF funding? |
|---|---|
| **Who may vote?** | • Maintained primary & secondary<br>• Academy primary and secondary |
| **Voting method** | Show of hands |

# 1. Executive summary

Schools Forum is asked to:

- note the continuing financial pressures within the High Needs Block;
- vote on a 0.5% transfer from the Schools Block to the High Needs Block for 2027/28.

# 2. Background and context

The Dedicated Schools Grant (DSG) is the principal source of education funding for local authorities and is made up of four blocks: the Schools Block, High Needs Block, Early Years Block and Central School Services Block.

The Schools Block is ringfenced. A local authority may transfer up to 0.5% of its Schools Block allocation to another block with the agreement of Schools Forum. A transfer above 0.5%, or any transfer without Schools Forum agreement, requires approval from the Secretary of State. The proposal in this report is, therefore, for the maximum transfer that can be agreed locally, subject to the applicable 2027/28 DSG conditions of grant and operational guidance when published.

Hillingdon continues to experience sustained High Needs pressure arising from growth in statutory activity, increasing complexity of need, inflationary placement costs and demand for specialist support. At the same time, the local area is implementing the SEND Reform Plan 2026-2029, which prioritises earlier identification and support, stronger mainstream inclusion, reduced escalation to statutory processes and high-cost provision, and long-term financial sustainability.

The proposed 0.5% transfer is intended to provide a bridge during this reform period by protecting early intervention and inclusion activity that is not fully covered by statutory High Needs duties.

High needs funding: 2025 to 2026 operational guide - GOV.UK states that *'The Schools Forum must be consulted on all transfers between Blocks. The Schools Block is ringfenced which means that this Block must be spent for the purposes specified in the conditions of grant. Local Authorities retain the ability to transfer up to 0.5% of funding out of the Schools Block, with the agreement of the Schools Forum. Formal permission from the Secretary of State (a disapplication of the DSG conditions of grant) will be required for transfers out of the Schools Block above 0.5%, or any amount without Schools Forum approval. This applies to any transfers even if approval has been given in previous years. Local Authorities should consult with local maintained schools and academies. The Schools Forum should take these views into account before making their decision.'*

**Rationale for the 0.5% transfer**

A 0.5% transfer is proposed for 2027/28. Based on current indicative modelling, this would transfer approximately £1.5m from the Schools Block to the High Needs Block. The final cash value will be confirmed once the 2027/28 Schools Block allocation and Authority Proforma Tool are available.

Following last year's consultation on the Schools Block transfer, schools overwhelmingly supported the idea of a transfer of 0.5%. When requesting 1% transfer for 2026-27, 27% agreed with the request. Out of 31 who answered 'no', 19 stated they would support a request of 0.5% or higher. **Therefore, the Council has listened to this feedback and are requesting 0.5% in line with the feedback.**

This proposal is necessary in response to the significant increase in SEND demand this year. Unlike previous years, Hillingdon has experienced substantial growth in EHC needs assessment requests and EHCP volumes with EHCP numbers increasing by 5.7% between January and August 2026. Schools are, therefore, supporting more children with increasingly complex needs, requiring a different approach to ensure support remains sustainable and effective.

The transfer would contribute towards sustaining the following activity:

Early Support Funding - £600k
This year, given the changes in the SEND reforms, the Council are considering a new approach to support early intervention. Previously, ESF was in place to meet the needs of children who have additional needs

and where additional intensive support would enable children to close the gap without requiring an EHCP. In 2026/27, this funding was paused due to the lower Schools Block transfer and the position of the High Needs Block. The Council are aware that ESF was having an impact and that many schools were keen to retain this wherever possible. As schools will now be working in clusters to prepare for the SEND reforms and support greater inclusion, the Council are proposing that the funding that would ordinarily be used for ESF is instead delegated to individual clusters to enable them to allocate funding to children in their cluster to have the greatest impact. Historically ESF has been budgeted at approximately £600k. Therefore, this year, if the schools block transfer is agreed, the Council are proposing to delegate £100k per cluster for the year to meet the needs of children earlier and close the gap without delay.

Notional Threshold Funding - £800k

Notional Threshold Funding supports schools financially with disproportionately high levels of pupils with EHCPs. This is to ensure that highly inclusive schools are not financially disadvantaged by supporting a higher number of pupils with EHCPs than the notional budget accounts for. This funding is important to enable schools to continue the high-quality support they provide.

The proposed Schools Block transfer is funding these two key elements, which is funding that goes back to schools. The small remaining amount would be a contribution towards the SEND Advisory Service (SAS) support. SAS is an additional non-statutory service which supports schools across the borough with inclusion and specialist support.

The proposed transfer is a contribution to these costs and will not fully fund them. The costs of providing the non-statutory funding streams along with the non-statutory SAS service totals approximately £2.9m.

# 3. Proposal or current position

## 3.1 Implementation and timescales

| When | Milestone / action | Lead |
|---|---|---|
| September 2026 | Paper brought to Forum to agree consultation | Director of Education & SEND/ Head of Finance for Children's Services |
| September 2026 | Survey to go live to school leaders to seek their views | Clerk |
| October 2026 | Forum to vote, using feedback from the consultation, on the decision to transfer 0.5% | Chair |
| November 2026 | Disapplication request to be submitted to the DfE if Schools Forum are not in support of the request. No disapplication request is necessary if Forum vote to approve this. | Finance |

# 4. Financial implications

| | |
|---|---|
| **Funding source** | Schools Block to High Needs Block |
| **Value** | c. £1.5m |

| | |
|---|---|
| **Financial year or academic year period** | Financial year |

School-level impacts cannot be confirmed until the DfE publishes the 2027/28 allocation and modelling data. Final school-level effects will be provided when the necessary funding data is available.

# 5. Impact on children, schools and the system

| Area | Expected impact | How it will be monitored |
|---|---|---|
| Children and young people | • Children with additional needs can benefit from non-statutory funding early on to close the gap without delay | Impact of ESF funding in clusters |
| Schools and settings | • Schools can benefit from additional funding to creatively find ways to meet needs without the need for a statutory process<br>• Schools with high levels of EHCPs will benefit from additional funding to support them with element 2 funding which would otherwise not be sufficient due to disproportionate numbers of EHCPs | Schools' financial positions and the impact of ESF in clusters |
| SEND and inclusion | • More children can have their needs met earlier, in line with the SEND reforms, without needs escalating and later needing more formal support. Schools can evidence increased impact on learning outcomes as a result. | Outcomes for children with SEND |
| Families and communities | • Families can be assured that children with additional needs can have additional intervention and support informally to close the gap | Feedback |

# 6. Statutory considerations

The High Needs Funding operational guide and the Schools operational guide provide the guidance on schools block transfers. The following links relate to the prior year as the guides are typically updated later in the term for the following year:

- High Needs Funding: 2026-27 operational guide
- Schools operational guide: 2026 to 2027

'Local authorities can transfer up to and including 0.5% of the schools block into another block, with schools forum approval. For a transfer exceeding 0.5%, or without schools forum approval, a disapplication request must be submitted to the Secretary of State.'

# 7. Consultation and engagement

| Who | When | Headline feedback | Response |
|---|---|---|---|
| Schools Forum members | 15th September to 5th October | To be decided in October meeting | TBD |
| Wider school community & Forum members via survey | 15th September to 5th October | 64% agree to de-delegate 0.5% schools block funding to funding Threshold and ESF support | TBC |

## Outcome of consultation with schools

1. Do you support the transfer of 0.5% of Schools Block to the High Needs Block which will enable the non-statutory funding to continue? Yes / No




2. If you have answered no, what percentage transfer would you support?

| | |
|---|---|
| 0% | 5 |
| 0.1% | 1 |
| 0.25% | 2 |

3. What are your thoughts on the new proposed approach to delegate some of the funding from this transfer to clusters to manage their own approach to Early Support Funding (ESF) for their locality? Clusters will have parameters about how to use their funding and record impact but will have some flexibility in how they arrange their approach to applying for funding and allocating it. Is there anything you feel should be standardised across the clusters to maximise impact?

*Please see attached document Appendix 2 for comments on this.*

# 8. Options considered

| Option | Benefits | Drawbacks / risks | Assessment |
|---|---|---|---|
| **Option 1: 0.5% transfer**<br><br>**[Preferred]** | This would provide an estimated £1.5m contribution to the High Needs Block while remaining within the level that Schools Forum can approve locally. It supports continuation of early intervention and inclusion activity and Hillingdon's transition to a more preventative and sustainable SEND system. | This would still lead to a lower amount of funding for schools compared with no transfer but this is a balanced approach following previous feedback from schools who stated they would support 0.5% transfer. | **PREFERRED** |
| **Option 2 - Transfer above 0.5%** | This could provide a greater contribution to High Needs block giving the area a better chance to close the gap between funding and demand. Funding would | This would require a disapplication request to the Secretary of State and would have a larger impact on individual school budgets. | **NOT PREFERRED** |

| Option | Benefits | Drawbacks / risks | Assessment |
|---|---|---|---|
| | almost entirely be redistributed to schools rather than support the HN block. | This option is not proposed for 2027/28 as the **Council are listening to feedback from schools from prior years.** | |
| **Do nothing** | Schools would see no reduction in funding. | This would remove an estimated £1.5m contribution to High Needs. It would increase the risk that non-statutory early intervention and inclusion support would need to be reduced, redesigned or funded from other sources. | **NOT PREFERRED** |

# 9. Next steps

- Schools Forum members will vote on the decision in the October meeting using the feedback from their cohort to vote.

# 10. Appendices

| Ref | Title |
|---|---|
| Appendix 1 - Prior year feedback | School Block Transfer Consultation Responses October 2025 |
| Appendix 2 | Feedback on delegating ESF funding to clusters to manage locally |

# General Education Duties De-delegation 2027-28

## Schools Forum

**13th October 2026**

**Agenda item 3b**

| PAPER TYPE | ☐ INFORMATION | ☐ CONSULTATION | ☒ DECISION / VOTE |
|---|---|---|---|

| | |
|---|---|
| **Meeting date** | 13th October 2026 |
| **Agenda item** | 3b |
| **Report author** | Michael Hawkins & Luisa Hansen |
| **Appendices** | Appendix 1 – Example modelling based on previous year's census return<br>Appendix 2 – Description of Services for All Schools and for Maintained Schools<br>Appendix 3 – Feedback on effectiveness of service |

## Purpose

| | |
|---|---|
| **Recommendation to Schools Forum** | **To approve the request to de-delegate funding for the statutory General Education duties from maintained schools block budgets of £12.36 per pupil.** |

## Decision and voting requirements

| | |
|---|---|
| **QUESTION / PROPOSAL** | Do you agree to the de-delegation of General Education duties from maintained schools block budgets of £12.36 per pupil to support the statutory duties required. |
| **Who may vote?** | Maintained schools only |
| **Voting method** | Show of hands |

# 1. Executive summary

Proposal to agree to a de-delegation of General Education duties from maintained schools block budgets of £12.36 per pupil to support the statutory duties required.

The de-delegation of General Education Duties enables the council to fund a range of **statutory** responsibilities on behalf of maintained schools through a small deduction from maintained school budget shares. The proposal for 2027/28 is £12.36 per pupil and will support the delivery of statutory local authority duties for maintained schools that cannot be funded through other Dedicated Schools

Grant allocations, including governance, attendance, financial oversight, staffing, compliance, and regulatory functions.

# 2. Background and context

Local authorities can fund services previously funded from the general funding rate of the Education Services Grant (ESG) from maintained schools budget shares, with the agreement of maintained school members of the Schools Forum. Until 1 April 2017, the Council received an ESG grant to cover the cost of delivering its responsibilities in respect of maintained schools. This had two elements: a retained duties element covering the Council's duties to all schools (which now forms the Central Schools Services Block of the Dedicated Schools Grant) and a general duties rate which related to maintained schools only. The general duties rate ended on 1 April 2017 with a transitional grant being payable to local authorities for 2017/18. This resulted in a reduction in the Council's grant income of c£2M from 2018/19 whilst the duties remain.

The Council proposes to charge the maintained school budget shares £12.36 per pupil to cover the costs of the services listed below, which were previously funded by ESG, totalling £217k. This is a small uplift of 3% to represent increased costs from the previous year.

- Monitoring of National Curriculum assessments (Schedule 2, paragraph 76)
- Expenditure on inspecting attendance registers under the Education (Schedule 2, paragraph 80)
- Appointment of governors and payment of governor expenses (Schedule 2, • paragraph 74)
- Functions under the Equality Act 2010 (Schedule 2, paragraph 72)
- Appointment or dismissal of employee functions (Schedule 2, paragraph 67) and consultation costs relating to staffing (Schedule 2, paragraph 68).
- Monitoring of compliance with requirements in relation to the scheme for financing schools and the provision of community facilities by governing bodies (Schedule 2, paragraph 60)

**Free School Meal checking** – As part of its ongoing commitment to supporting children and families, Hillingdon Council is now in the second year of its Free School Meals (FSM) auto-enrolment programme. The initiative uses existing Local Authority data to automatically identify and register eligible pupils, ensuring families do not miss out on support.

The programme has become even more important following the Department for Education's (DfE) reforms introduced from September 2026, which created two categories of benefits-based free school meals: Targeted FSM for pupils from households receiving Universal Credit with annual earnings of £7,400 or less and Expanded FSM for other pupils from households receiving Universal Credit. While Expanded FSM extends free meal entitlement, only pupils eligible for Targeted FSM attract Pupil Premium funding and form part of the Ever 6 FSM cohort.

To deliver the programme, a cross-Council working group was established, bringing together officers from Business Intelligence, Revenues and Benefits, Education, Data Protection, FIS, Public Health, Finance and Admissions. By combining datasets across services, the Council can proactively identify eligible families, maximise FSM uptake, and ensure residents receive the support and funding to which they are entitled.

**4198 pupils CYPS have been identified as being eligible for FSM but not recorded on the May census 2026.**

**Staffing**

Whilst the Education Improvement Service is often predominantly funded from the general education duties/ school improvement de-delegation, only a proportion of the service is funded through these contributions, and the rest is funded by the Council currently. This may be reviewed in future. EIP service costs: The structure for the EIP team totals £766,500 for staffing. This includes Education Improvement advisors and coordinators, governance and safeguarding officers, and the post 16 officer. The contribution of £217k is roughly 28% of the team's costs, with the remaining amount funded from General Fund. Please see appendix 3 for information on feedback received about the service.

# 3. Proposal or current position

## 3.1 Implementation and timescales

| When | Milestone / action | Lead |
|---|---|---|
| September 2026 | Paper brought to Forum to agree consultation | Michael Hawkins |
| September 2026 | Survey to go live to school leaders to seek their views | Clerk |
| October 2026 | Forum to vote, using feedback from the consultation, on the decision to de-delegate the General Education duties | Chair |
| November 2026 | Disapplication request to be submitted to the DfE if Schools Forum are not in support of the request. No disapplication request is necessary if Forum vote to approve this. | Finance |

# 4. Financial implications

| | |
|---|---|
| **Funding source** | Dedicated Schools Grant: Maintained Schools Block |
| **Value** | £208k (estimate based on 2026/27 pupil numbers) - 3% uplift from previous financial year |
| **Financial year or academic year period** | Financial year |

# 5. Impact on children, schools and the system

| Area | Expected impact | How it will be monitored |
|---|---|---|
| Children and young people | Positive impact due to delivering statutory support services to support education and education settings | Reviewed termly. Measured by effective delivery of services. |
| Schools and settings | Minimal financial impact. The support will ensure schools meet their statutory obligations, e.g. Pupil Premium, maximise the additional funding they receive and reduce workload due to enhanced support. | Reviewed termly. Measured by effective delivery of services |
| SEND and inclusion | As above | Reviewed termly. Measured by effective delivery of services |
| Families and communities | Enhanced support due to education services working closely with education settings to meet statutory duties. | Reviewed termly. Measured by effective delivery of services |

# 6. Statutory considerations

Schools operational guide: 2026 to 2027

The statutory considerations and duties are set out in Appendix 2.

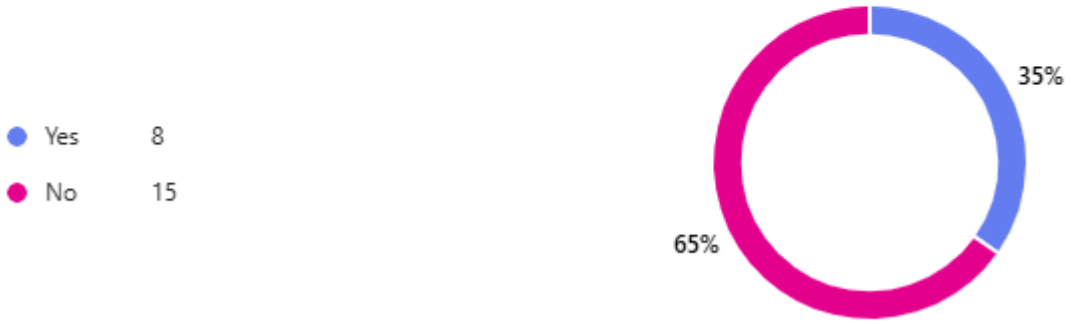
# 7. Consultation and engagement

| Who | When | Headline feedback | Response |
|---|---|---|---|
| Schools Forum members | 15th September to 5th October | To be decided in October meeting | TBD |
| Wider school community & Forum members via survey | 15th September to 5th October | 35% agree to de-delegate £12.36 per pupil to contribute towards the statutory education duties. | Findings shared with forum members to inform voting in October meeting |

## Outcome of consultation with schools

**Question asked:**

8. Do you agree to de-delegate £208k from schools block to fund the statutory general education duties for maintained schools? This equates to roughly £12.36 per pupil. More details




# 8. Options considered

| Option | Benefits | Drawbacks / risks | Assessment |
|---|---|---|---|
| **Option 1: Approval**<br><br>[Preferred] | Effective delivery of statutory services | Small additional cost to maintained schools | **PREFERRED** |
| **Option 2: No delegation** | Maintained schools save a small amount of funding | Risk to effective delivery of statutory services. Schools incur higher costs without the support of education services. | **NOT PREFERRED** |

# 9. Next steps

- Schools Forum members to vote on the decision in the October meeting

# 10. Appendices

| Ref | Title |
|---|---|
| Appendix 1 | Example modelling based on previous year's census return |
| Appendix 2 | Description of Services for All Schools and for Maintained Schools |
| Appendix 3 | Feedback on effectiveness of service |

## Appendix 1: Example modelling based on previous year's census return

NB. values will change but this demonstrates an example of the typical impact on each school.

| LAESTAB | School Name | NOR including reception uplift | Education functions for mainstream maintained schools |
|---|---|---|---|
| **Total** | | **16,829** | **208,006.44** |
| 3122003 | Bourne Primary School | 188 | 2,323.68 |
| 3122004 | The Breakspear School | 630 | 7,786.80 |
| 3122010 | Colham Manor Primary School | 524 | 6,476.64 |
| 3122012 | Coteford Infant School | 149 | 1,841.64 |
| 3122016 | Deanesfield Primary School | 617 | 7,626.12 |
| 3122019 | Field End Infant School | 207 | 2,558.52 |
| 3122020 | Glebe Primary School | 581 | 7,181.16 |
| 3122023 | Harefield Junior School | 211 | 2,607.96 |
| 3122024 | Harefield Infant School | 121 | 1,495.56 |
| 3122025 | Harlyn Primary School | 346 | 4,276.56 |
| 3122026 | Harmondsworth Primary School | 193 | 2,385.48 |
| 3122029 | Heathrow Primary School | 371 | 4,585.56 |
| 3122032 | Lady Bankes Primary School | 596 | 7,366.56 |
| 3122036 | Minet Junior School | 364 | 4,499.04 |
| 3122037 | Minet Infant and Nursery School | 294 | 3,633.84 |
| 3122038 | Newnham Junior School | 352 | 4,350.72 |
| 3122039 | Newnham Infant and Nursery School | 257 | 3,176.52 |
| 3122052 | Whitehall Junior School | 419 | 5,178.84 |
| 3122054 | Whiteheath Junior School | 275 | 3,399.00 |
| 3122059 | Yeading Junior School | 425 | 5,253.00 |
| 3122060 | Yeading Infant and Nursery School | 335 | 4,140.60 |
| 3122063 | Highfield Primary School | 236 | 2,916.96 |
| 3122064 | Rabbsfarm Primary School | 587 | 7,255.32 |
| 3122065 | Warrender Primary School | 400 | 4,944.00 |

| | | | |
|---|---|---|---|
| 3122069 | Whitehall Infant School | 279 | 3,448.44 |
| 3122074 | Whiteheath Infant & Nursery School | 197 | 2,434.92 |
| 3122076 | Frithwood Primary School | 352 | 4,350.72 |
| 3122080 | Ruislip Gardens Primary School | 255 | 3,151.80 |
| 3122084 | Cherry Lane Primary School | 503 | 6,217.08 |
| 3123300 | Bishop Winnington-Ingram CofE Primary School | 202 | 2,496.72 |
| 3123302 | Holy Trinity CofE Primary School | 180 | 2,224.80 |
| 3123307 | Dr Triplett's CofE Primary School | 405 | 5,005.80 |
| 3123400 | St Swithun Wells Catholic Primary School | 202 | 2,496.72 |
| 3123401 | Botwell House Catholic Primary School | 615 | 7,601.40 |
| 3123403 | St Catherine Catholic Primary School | 205 | 2,533.80 |
| 3123404 | St Mary's Catholic Primary School | 211 | 2,607.96 |
| 3123405 | Sacred Heart Catholic Primary School | 607 | 7,502.52 |
| 3125202 | Grange Park School | 571 | 7,057.56 |
| 3125204 | Hillside Infant School | 156 | 1,928.16 |
| 3125205 | Hillside Junior School | 208 | 2,570.88 |
| 3125208 | St Andrew's C of E Primary School | 181 | 2,237.16 |
| 3125211 | Hayes Park School | 598 | 7,391.28 |
| 3125409 | Oak Wood School | 1,104 | 13,645.44 |
| 3125411 | Harlington School | 1,120 | 13,843.20 |

## Appendix 2 - Description of Services for All Schools and for Maintained Schools

Below is a tabularised format of information from the Schools Operational Guide 2025-26 which shows the split of services between the two groups of duties, retained duties for all schools and general duties for maintained schools.

From 2017-18, the general duties rate ended and funding previously allocated through the ESG retained duties rate (£15) was transferred into the schools block. Local authorities are able to fund central services previously funded within the retained duties rate (for all schools), with the agreement of schools forum – this is via the Central Block of DSG.

Local authorities are able to fund services previously funded within the general duties rate (for maintained schools only) from maintained school budgets shares with the agreement of maintained school members of the schools forum.

The split of services between the two groups is shown below. References are to the relevant schedules in the Schools and Early Years Finance (England) Regulations 2020.

| Responsibilities held for all schools | Responsibilities held for maintained schools only |
|---|---|
| **Statutory and regulatory duties** | |
| Director of children's services and personal staff for director (Schedule 2, paragraph 15a)<br><br>Planning for the education service as a whole (Schedule 2, paragraph 15b)<br><br>Authorisation and monitoring of expenditure not met from schools' budget shares (Schedule 2, paragraph 15c)<br><br>Formulation and review of local authority schools funding formula (Schedule 2, paragraph 15d)<br><br>Internal audit and other tasks related to the local authority's chief finance officer's responsibilities under section 151 of the 'Local Government Act 1972' except duties specifically related to maintained schools (Schedule 2, paragraph 15e)<br><br>Consultation costs relating to non-staffing issues (Schedule 2, paragraph 19)<br><br>Plans involving collaboration with other local authority services or public or voluntary bodies (Schedule 2, paragraph 15f)<br><br>Standing 'Advisory Committees for Religious Education' (sacres) (Schedule 2, paragraph 17)<br><br>Provision of information to, or, at the request of The Crown other than relating specifically to maintained schools (Schedule 2, paragraph 21)<br><br>Revenue budget preparation, preparation of information on income and expenditure relating to education, and external audit relating to education (Schedule 2, paragraph 22) | Functions of local authority related to best value and provision of advice to governing bodies in procuring goods and services (Schedule 2, paragraph 58)<br><br>Authorisation and monitoring of expenditure in respect of schools which do not have delegated budgets, and related financial administration (Schedule 2, paragraph 59)<br><br>Monitoring of compliance with requirements in relation to the scheme for financing schools and the provision of community facilities by governing bodies (Schedule 2, paragraph 60)<br><br>Internal audit and other tasks related to the local authority's chief finance officer's responsibilities under section 151 of the 'Local Government Act 1972' for maintained schools (Schedule 2, paragraph 61)<br><br>Functions under regulations made under section 44 of the 'Education Act 2002' (Consistent Financial Reporting) in so far as the functions related to maintained schools (Schedule 2,paragraph 62)<br><br>Investigations of employees or potential employees, with or without remuneration to work at or for schools under the direct management of the headteacher or governing body (Schedule 2, paragraph 63)<br><br>Functions related to local government pensions and administration of teachers' pensions in relation to staff working at maintained schools under the direct management of the headteacher or governing body (Schedule 2, paragraph 64)<br><br>HR duties, including advice to schools on the management of staff, pay alterations, conditions of service and composition or organisation of staff (Schedule 2, paragraph 65)<br><br>Determination of conditions of service for non-teaching staff (Schedule 2 , paragraph 66)<br><br>Appointment or dismissal of employee functions (Schedule 2, paragraph 67)<br><br>Consultation costs relating to staffing (Schedule 2, paragraph 68)<br><br>Compliance with duties under the 'Health and Safety at Work etc Act 1974' (Schedule 2, paragraph 69)<br><br>Provision of information to, or, at the request of The Crown relating to maintained schools (Schedule 2, paragraph 70)<br><br>School companies (Schedule 2, paragraph 71)<br><br>Functions under the 'Equality Act 2010' (Schedule 2, paragraph 72)<br><br>Establish and maintaining computer systems, including data storage (Schedule 2, paragraph 73)<br><br>Appointment of governors and payment of governor expenses (Schedule 2, paragraph 74)<br><br>Budgeting and accounting functions relating to maintained schools (Schedule 2, paragraph 75) |

| | |
|---|---|
| | Retrospective membership of pension schemes where it would not be appropriate to expect a school to meet the cost (Schedule 2, paragraph 77) |
| **Education Welfare** | |
| Functions in relation to school attendance (Schedule 2, paragraph 16)<br><br>Responsibilities regarding restrictions on the employment of children (Schedule 2, paragraph 18)<br><br>Functions in relation to the exclusion of pupils from schools, excluding any provision of education to excluded pupils (Schedule 2, paragraph 20) | Inspection of attendance registers (Schedule 2, paragraph 80) |
| **Asset Management** | |
| Management of the local authority's capital programme including preparation and review of an asset management plan, and negotiation and management of private finance transactions (Schedule 2, paragraph 14a)<br><br>Landlord responsibilities, including those in relation to land leased to academies for schools (Schedule 2, paragraph 14b) | General landlord duties for all maintained schools (Schedule 2, paragraphs 78a & b (section 542(2)) 'Education Act 1996'; 'School Premises (England) Regulations 2012') to ensure that school buildings have:<br><br>- appropriate facilities for pupils and staff (including medical and accommodation)<br>- the ability to sustain appropriate loads<br>- reasonable weather resistance<br>- safe escape routes<br>- appropriate acoustic levels<br>- lighting, heating and ventilation which meets the required standards<br>- adequate water supplies and drainage<br>- playing fields of the appropriate standards<br><br>General health and safety duty as an employer for employees and others who may be affected (Health and Safety at Work etc. Act 1974)<br><br>Management of the risk from asbestos in community school buildings<br><br>'Control of Asbestos Regulations 2012' |
| **Central Support Services** | |

| | |
|---|---|
| No functions | Clothing grants (Schedule 2, paragraph 54)<br><br>Provision of tuition in music, or on other music-related activities (Schedule 2, paragraph 55)<br><br>Visual, creative, and performing arts other than music (Schedule 2, paragraph 56)<br><br>Outdoor education centres (but not centres mainly for the provision of organised games, swimming, or athletics) (Schedule 2, paragraph 57)<br><br>Services set out above will also include administrative costs and overheads relating to these services (regulation 1(4)) for:<br>• expenditure related to functions imposed by or under chapter 4 of part 2 of the 'School Standards and Framework Act 1998' (financing of maintained schools), the administration of grants to the local authority (including preparation of applications) and, where it is the local authority's duty to do so, ensuring payments are made in respect of taxation, national insurance, and superannuation contributions<br>• expenditure on recruitment, training, continuing professional development, performance management and personnel management of staff who are funded by expenditure not met from schools' budget shares and who are paid for services<br>• expenditure in relation to the investigation and resolution of complaints<br>• expenditure on legal services |
| **Premature Retirement and Redundancy** | |
| No functions | Dismissal or premature retirement when costs cannot be charged to maintained schools (Schedule 2, paragraph 79) |
| **Monitoring National Curriculum Assessments** | |
| No functions | Monitoring of national curriculum assessments (Schedule 2, paragraph 76) |
| **School Improvement** | |
| No functions | Expenditure related to core school improvement activities of local authorities with respect to maintained schools (Schedule 2, 54) |
| **Other Ongoing Duties** | |
| Licences negotiated centrally by the Secretary of State for all publicly funded schools (Schedule 2, paragraph 8); this does not require schools forum approval<br><br>Operation of the system of admissions and appeals (Schedule 2, paragraph 9)<br><br>Fees or expenses payable in connection with the attendance of non-SEN pupils at schools not maintained by any local authority (Schedule 2, paragraph 10)<br><br>Remission of boarding fees at maintained schools and academies (Schedule 2, paragraph 11)<br><br>Servicing of schools forums (Schedule 2, paragraph 12) | No Functions |

| | |
|---|---|
| Back-pay for equal pay claims (Schedule 2, paragraph 13)<br><br>Writing to parents of year 9 pupils about schools with an atypical age of admission, such as university technical colleges (UTCs) and studio schools, within a reasonable travelling distance (Schedule 2, paragraph 23) | |
| **Historic Commitments** | |
| Capital expenditure funded from revenue (Schedule 2, paragraph 1)<br><br>Prudential borrowing costs (Schedule 2, paragraph 2(a))<br><br>Termination of employment costs (Schedule 2, paragraph 2(b))<br><br>Contribution to combined budgets (Schedule 2, paragraph 2(c))<br><br>SEN transport costs (Schedule 2, paragraph 2(d)) | |

# Appendix 3 - Education Improvement & Partnership Service Feedback Report 2025–26

## Introduction

The Education Improvement & Partnership (EIP) Service provides a broad range of support to schools across Hillingdon, helping to strengthen leadership, enhance educational outcomes and support continuous school improvement.

The service brings together specialist expertise through Early Years Quality Improvement Advisers, Primary and Secondary Education Advisers, the SEND Education Adviser and the Post-16 Coordinator, Governance Officer and Education Safeguarding Officer, alongside a comprehensive offer of professional development, school improvement support and networking opportunities. Schools can access leadership development, governor training, school-to-school support, workshops and borough-wide improvement programmes, as well as governance support and the LEAP platform, which provides access to guidance, resources and professional advice.

Through this integrated approach, the service supports schools to respond to local and national priorities, address emerging challenges and share effective practice across the borough.

This report brings together feedback from schools on the impact of the Education Improvement & Partnership Service and associated events. The findings are drawn from a range of evaluations and feedback surveys, capturing 115 responses, completed throughout the academic year and provide a collective overview of how schools have experienced and benefited from the service, together with insights into the value it continues to provide across Hillingdon's education community.

While response rates to the general EIP Service survey were lower than anticipated, feedback was received through a range of Achievement for All programme evaluations, training events and engagement activities throughout the year. The consistency of themes emerging across these different sources provides strong evidence of the positive contribution the service continues to make. Feedback demonstrates that schools view EIP not simply as a service provider, but as a trusted strategic partner that offers expertise, professional challenge, specialist support, opportunities for collaboration and access

to borough-wide initiatives that would be difficult, costly or impossible for individual schools to secure independently.

### The Context Schools Are Operating Within

Feedback highlights that schools continue to face significant challenges, particularly increasing levels of SEND need, attendance concerns, financial pressures and the growing overlap between disadvantage and additional needs. These themes emerged consistently across primary and secondary settings and provide important context for understanding both the support schools value and the areas where further support is sought.

### Strengthening Leadership & Driving School Improvement

Schools consistently reported that support from Education Advisers and the Early Years Quality Improvement Team has strengthened leadership capacity and enhanced strategic decision-making. Leaders valued access to experienced professionals who understand local contexts and provide both support and constructive challenge.

Schools identified positive impact in:

- Self-evaluation and school improvement planning.
- Inspection readiness and organisational resilience.
- Strategic leadership and governance.
- Organisational change and improvement planning.
- Leadership confidence and capacity building.

Feedback included:

*"Supportive yet held us to account and her questioning was robust. It was a really successful and collaborative experience."*

*"Useful to have a SIP we can email for advice or to escalate issues."*

*"Michael and his team have been vital to support our progression moving forward."*

This feedback demonstrates that schools are recognising tangible benefits from adviser engagement, with support directly contributing to improved leadership practice, enhanced confidence and stronger school improvement outcomes.

### High-Impact SEND & Inclusion Support

SEND and inclusion support continues to be one of the most highly valued aspects of the EIP offer. Schools consistently praised the quality, responsiveness and expertise of the SEND Education Adviser and highlighted the impact of support on both leadership practice and pupil outcomes.

Schools reported benefits through strategic SEND leadership support and support for complex pupil cases.

Schools commented:

*"This support has been excellent."*

*"Meeting with Caroline has been extremely helpful as always."*

*"She acts on things immediately and has been a huge help to us."*

*"Extremely useful to help put us in touch with people at the LA."*

The consistency of this feedback across multiple schools demonstrates the critical role SEND support plays in helping schools respond effectively to increasingly complex learner needs and deliver inclusive provision for all pupils.

**Facilitating Collaboration & System Leadership**

One of the strongest themes emerging from the feedback is the value schools place on collaboration facilitated through EIP programmes and networks.

Across multiple evaluations, schools highlighted the importance of:

- Professional networking opportunities.
- Sharing effective practice across schools.
- Borough-wide improvement initiatives.
- Professional dialogue and peer support.
- Opportunities to work collectively on shared priorities.

Feedback included:

*"A game changer in terms of the content of the programme, but also the collaboration it has allowed us to do on a wider range of initiatives."*

*"I really enjoyed the opportunity to meet with other schools."*

Schools increasingly value opportunities to work together and see the EIP Service as an important facilitator of partnership working, system leadership and shared improvement across the borough.

**Delivering High-Quality Professional Learning**

Professional development continues to be a core strength of the EIP Service. Through ‘Achievement for All’ programmes, governor training, moderation activities, leadership development opportunities and specialist workshops, schools have been able to access high-quality professional learning aligned to local priorities.

Feedback indicates that these programmes are not only valued by participants but are resulting in tangible changes to leadership practice, teaching and learning, curriculum development and provision for disadvantaged pupils.

Importantly, schools described practical changes to policy, planning and classroom practice rather than simply positive experiences of attendance. Schools particularly valued the practical, evidence-informed nature of the programmes and the opportunity to learn alongside colleagues from other schools.

**Strengthening Quality Assurance & Consistency**

The KS2 Writing Moderation Programme 2026 continued to be a highly valued element of the borough's school improvement offer, providing both robust quality assurance and a significant professional development opportunity for participating primary schools.

During 2025–26, the programme was supported by a comprehensive schedule of training, moderation events and professional support delivered by the LA’s moderation team. All primary schools had the opportunity to attend moderation briefings, a cluster session and participate in professional discussions designed to build confidence in teacher assessment and strengthen consistency across the borough.

In summer 2026, a total of 148 teacher assessment judgements were reviewed across 15 schools through the moderation visits process. Of these, 88% were confirmed as accurate, demonstrating a high level of consistency and confidence in teacher assessment across participating schools.

The programme also contributed significantly to workforce development, with 26 teachers undertaking moderator training and 17 successfully achieving moderator accreditation. This has strengthened local moderation capacity, increased assessment expertise and created a sustainable model of peer support and collaboration.

Feedback from moderated schools was overwhelmingly positive:

*"A fair, transparent and professionally delivered process."*

*"Strong collaboration and supportive challenge."*

*"Clear explanations that enhanced staff understanding of standards."*

Beyond its statutory function, the programme is recognised as an important school improvement activity. It promotes professional learning, strengthens assessment literacy, supports curriculum leadership and encourages collaboration between schools.

The strong moderation outcomes, high levels of engagement and positive feedback demonstrate that the programme continues to provide significant value to schools and remains an important contributor to raising standards across Hillingdon primary schools.

**Communication, Information Sharing & Resources**

Effective communication and timely information sharing remain an important part of the EIP Service offer. Throughout the year, schools have continued to benefit from regular updates and access to key information through the LA Education Weekly Update and the LEAP platform.

The LA Education Weekly Update provides schools with a single, coordinated source of information, ensuring leaders remain informed about local authority developments, statutory requirements, consultations, funding opportunities, training events, school improvement activity and national education developments. The LEAP platform continues to serve as a central hub for schools, providing access to guidance, resources, model policies, templates, training materials, recordings, educational updates and service information.

Together, these communication channels help strengthen communication between schools and the LA, improve access to support and resources and ensure school leaders can easily access the information needed to support effective decision-making and school leadership.

**Governing Board Support**

Although no responses were received to the governor training survey, engagement data demonstrates the continued value of the Governor Services offer in supporting effective governance across Hillingdon schools. Throughout 2025–26, the service provided governance advice, compliance and process support, governance reviews, constitutional guidance, governor recruitment and a comprehensive programme of professional development.

A significant achievement during the year was the successful recruitment or re-appointment of 20 LA Governors, reducing vacancies across maintained school governing boards from 11 at the start of the academic year to 5 by July 2026. Recruitment activity was strengthened through introduction of a new online expression of interest process, promotion through Council communication channels, attendance at local engagement events and increased use of social media and community outreach. These initiatives proved highly effective in attracting prospective governors, leading to the majority of governor vacancies across schools being successfully filled.

In addition to direct support, a new half-termly Governor Newsletter was introduced to keep governors informed of local and national governance developments, DfE guidance, training opportunities and

emerging issues. The newsletter is also shared through the Education Weekly Update, ensuring headteachers remain informed of key governance developments.

Professional development remained a key focus, with 13 governor training events delivered during the year, attracting more than 500 governor and clerk/governance professional registrations.

Training covered:

| Date | Training | Presenter | Number of Governors /Clerks Registered |
|---|---|---|---|
| Autumn Term 2025 | | | |
| 10/09/25 & 11/09/25 | Clerks/Governance Professionals Autumn term Briefing | Helen Boundy | 15 |
| 30/09/25 | School Food Matters - How Governors can Support the Healthy Schools | Julia Heggie | 23 |
| 15/10/25 | Safeguarding Training for Governors | Michael Hawkins | 107 |
| 03/11/25 | Introduction to Understanding Governor Responsibilities in Suspension & Exclusions | Neil Kenny | 28 |
| 18/11/25 | Understanding the Ofsted Inspection Updates for School Governors | Jason Hughes | 56 |
| Spring Term 2026 | | | |
| 01/12/25 | Overview of Schools Finance for Governors | Ndenko Asong | 38 |
| 26/01/26 | Understanding Governor Responsibilities when Handling Complaints | Richard Woodfinn | 24 |
| 05/02/26 & 10/02/26 | Clerks/Governance Professionals Spring term Briefing | Helen Boundy | 15 |
| 24/02/26 | Understanding Responsibilities for all Governors for SEND & Inclusion Provision within Schools | Caroline Ryder & Hannah Sheridan | 45 |
| 23/03/26 | Understanding School Performance Data | Jason Hughes | 39 |
| Summer 2026 | | | |
| 12/05/26 | Ofsted Inspection Update for School Governors | Jason Hughes with contributions from CoG's from Warrender Primary School and Bourne Primary School | 57 |
| 18/06/26 | School Governors In-person Networking Event | Helen Boundy/Nicki O'Flanagan/ Jason Hughes/Richard Woodfinn | 24 |
| 22/6/26 | An Introduction into Understanding the Use of AI in Schools for School Governors | Jason Hughes | 35 |

Collectively, this work has strengthened governance capacity across the borough, improved governors' knowledge and confidence and helped ensure governing boards remain well equipped to provide effective challenge and strategic support for their schools.

**Additional Areas of Support & Expertise**

In addition to the core school improvement, SEND, governance and professional development offer, the EIP Service provides a range of specialist support services that help schools meet their statutory responsibilities, strengthen operational effectiveness and respond to emerging challenges.

**Health and Safety Support** - Schools continue to benefit from specialist health and safety advice and guidance, supporting compliance, risk management, policy development and safe learning environments.

**Educational Visits and EVC Support** - Working in partnership with Evolve, the service provides community-maintained school access to the Educational Visits Portal, annual EVC training and specialist educational visits advice. This enables schools to plan and manage visits safely and effectively whilst meeting LA requirements. Although schools are asked to make an annual contribution towards EVC training at a subsidised rate, the full cost of the Evolve offer is funded through the EIP budget.

**Financial Support and Challenge** - Targeted support is provided to schools experiencing financial pressures or operating in deficit positions. This includes budget planning, recovery planning, resource management and financial sustainability support.

**Careers Education and Post-16 Support** - Schools and colleges continue to benefit from support provided through the Post-16 Coordinator and wider careers network, including support with CEIAG, destination tracking, Gatsby Benchmarks and employer engagement.

**Education Safeguarding** - Education safeguarding remains a key area of support. Schools benefit from safeguarding audits and feedback, training, advice, updates and guidance to help maintain effective safeguarding arrangements and respond appropriately to emerging issues. From September 2026, the EIP Service will also coordinate and host the termly DSL Cluster Meetings, providing DSLs with regular opportunities to receive updates, share good practice and strengthen professional networks.

Feedback:

*"Thank you very much for this. Many of the things on the report are in place now. I have a standalone Code of Conduct policy and all the senior leaders have level 3 safeguarding training completed for example. I am reassured that everything we do here is correct. It is also nice to have had robust feedback from the audit as it is extremely time consuming and every year I send it to the LA and don't hear anything back."*

*"Thank you for such positive feedback about safeguarding at XXXXX."*

**Complaints and Compliance Advice** - Schools continue to receive advice and support relating to complaints, exclusions and admissions processes, helping ensure compliance, transparency and effective decision-making.

Collectively, these additional services demonstrate the breadth of the EIP offer and highlight the extensive support available to schools beyond traditional school improvement activity.

**Demonstrating Value**

Schools repeatedly highlighted the aspects of the EIP Service they find most valuable:

- Access to specialist expertise
- Responsive professional advice and support
- Trusted relationships with Education Advisers

- High-quality professional development
- Opportunities for collaboration and networking
- Access to wider local authority expertise and services
- Practical support linked directly to school priorities

Importantly, feedback suggests that the value of the service lies not only in individual activities but in the combined offer available to schools throughout the year. Schools can access leadership support, SEND expertise, governor services, moderation, safeguarding guidance, educational visits support, professional development, careers education and borough-wide networking through a single coordinated service. This integrated approach enables schools to access expertise and support that would often be significantly more expensive if commissioned independently.

By bringing together leadership development, school improvement, inclusion, moderation, governance and collaboration, the EIP Service contributes to a stronger, more connected education system across Hillingdon.

**Areas for Further Development**

While overall feedback was very positive, schools also identified several areas where further support would be welcomed. The most frequently identified priority was attendance, particularly persistent absence, EBSNA and attendance intervention strategies.

Key themes:

Attendance and EBSA

Schools requested:

- Attendance support
- Persistent absence strategies
- EBSA support
- Practical attendance interventions

*Response*: We recognise that schools would welcome more practical support with attendance, persistent absence and emotionally based school non-attendance. Earlier this year, we introduced the Check In, Check Up, Check Out framework, which supports schools to strengthen belonging, identify barriers to attendance earlier and embed consistent, supportive routines across the school. This is supported by revised attendance guidance and closer working across education, SEND, Early Help, health and safeguarding services. We are also exploring a potential traded offer to provide schools with additional tailored support beyond the Council's statutory attendance duties. There will be more support offered to schools around EBSNA also once the new Experts at Hand model is fully implemented.

SEND

Whilst support provided around SEND is highly valued, schools are also saying, "We need more of it." Several schools highlighted increasing complexity of pupil need and challenges meeting demand.

*Response*: We understand the pressures school face with meeting a range of needs in mainstream schools. With the delivery of the new Experts at Hand model expected to commence in the coming months, it is hoped that schools feel they have more access to specialists who can provide further support and advice to schools who are navigating a wider range of needs in their settings.

Better Signposting and Service Visibility

- Difficulty navigating services
- Variable awareness of support available

- Requests for clearer signposting

*Response*: The Council intend to introduce a new approach to support schools with navigating services and available support. The School-Linked Family Help Key Worker model will provide schools with a named Family Help contact who offers advice, guidance and signposting to appropriate universal, targeted and specialist services. Through regular liaison with school staff, Key Workers will help improve awareness of available support, strengthen early identification of need, and ensure children and families can access the right help at the right time. The model complements, but does not replace, schools' existing safeguarding, attendance, SEND and pastoral responsibilities

Schools also requested further support for middle leadership development, subject leadership, curriculum design and implementation and inclusion leadership. Feedback relating to Headteachers' Termly Meetings and borough-wide events highlighted a desire for more face-to-face discussion opportunities, increased collaboration between schools and greater opportunities to share practice. Some schools also stated that online meetings are the best way and they wouldn't/ couldn't attend in person meetings. A small number of schools also suggested that communication about available services and support pathways could be strengthened further and requested greater flexibility in how support is delivered.

## Conclusion

Feedback received throughout 2025–26 demonstrates that the Education Improvement & Partnership Service continues to have a positive and meaningful impact on schools across Hillingdon. Schools consistently describe the service as supportive, responsive, collaborative and professionally credible. The evidence demonstrates impact across leadership development, school improvement, SEND and inclusion, governance, professional learning, moderation, safeguarding and collaborative working. Most importantly, feedback shows that the EIP Service is helping schools build leadership capacity, strengthen professional practice, access specialist expertise and work collectively to improve outcomes for children and young people.

As one school reflected:

*"Working together helps foster our connected approach and necessary working relationships to place children and families at the heart of everything we do."*

The feedback received during 2025–26 demonstrates that the service remains a valued and trusted partner for schools and continues to play an important role in supporting educational excellence across Hillingdon.

# Teacher's Pension Administration De-delegation

## Schools Forum

**13 October 2026**

**Agenda item 3c**

| PAPER TYPE | ☐ INFORMATION | ☐ CONSULTATION | ☒ DECISION / VOTE |
|---|---|---|---|

| | |
|---|---|
| **Meeting date** | 13 October 2026 |
| **Agenda item** | 3c |
| **Report author** | Luisa Hansen – Head of Finance |
| **Appendices** | Appendix 1 – Example modelling based on previous year's census return |

## Purpose

This paper outlines the proposal to de-delegate the Teachers Pensions Administration for Maintained Schools for financial year 2027/28 and seeks approval by the relevant members of schools forum to support this proposal.

| | |
|---|---|
| **Recommendation to Schools Forum** | It is recommended that members approve the de-delegation of **£1.60** unit cost for the Teachers Pensions Administration for maintained schools for the financial year 2027/28. |

## Decision and voting requirements

| QUESTION / PROPOSAL | Agree the de-delegation of Teachers Pension Administration from maintained schools block budgets of £1.60 per pupil. |
|---|---|
| **Who may vote?** | Maintained schools only |
| **Voting method** | Show of hands |

# 1. Executive summary

Approval is sought from maintained school representatives to continue the de-delegation of funding for Teachers' Pension Administration in 2027/28 at a rate of £1.60 per pupil. The current rate of £1.47 per pupil covers approximately 70% of the cost of the dedicated post that delivers this service to maintained schools. Following a reduction in the employee's contracted hours, the proposed rate is expected to

generate approximately £27,000, which will fully fund the post and ensure the service can continue without subsidy from other Local Authority budgets.

# 2. Background and context

The Local Authority provides a centralised Teachers' Pension Administration service for maintained schools, ensuring compliance with Teachers' Pension Scheme requirements and reducing the administrative burden on individual schools. The service is delivered by a dedicated employee whose role is solely focused on teachers' pension administration.

For 2026/27, Schools Forum approved de-delegation funding at a rate of £1.47 per pupil**.** This generated funding sufficient to cover approximately 70% of the employee costs associated with delivering the service, with the remaining costs being met from Local Authority budgets. Following a reduction in the employee's contracted hours, the overall cost of the post has reduced. As a result, increasing the de-delegation rate to £1.60 per pupil for 2027/28 is expected to generate approximately £27,000, which will fully fund the post and ensure the service can continue on a financially sustainable basis without requiring subsidy from other Local Authority budgets.

# 3. Proposal or current position

It is proposed that the de-delegation rate for Teachers' Pension Administration be increased to £1.60 per pupil for maintained schools in 2027/28. The service is provided by a dedicated officer whose role is exclusively focused on administering teachers' pensions on behalf of maintained schools.

# 4. Financial implications

| | |
|---|---|
| **Funding source** | Dedicated Schools Grant: Maintained Schools Block |
| **Value** | £1.60 per pupil, based on 26/27 pupil numbers approximately £27k. |
| **Budget treatment** | Annual de-delegated budget |
| **Impact on schools** | Increase of £0.13 per pupil compared to 2026/27 |

# Appendices

| Ref | Title |
|---|---|
| Appendix 1 | Example modelling based on previous year’s census return |

# Appendix 1: Example modelling based on previous year's census return

| LAESTAB | School Name | NOR including reception uplift | Education functions for mainstream maintained schools |
|---|---|---|---|
| **Total** | | **16,829** | **26,926.40** |
| 3122003 | Bourne Primary School | 188 | 300.80 |
| 3122004 | The Breakspear School | 630 | 1,008.00 |
| 3122010 | Colham Manor Primary School | 524 | 838.40 |
| 3122012 | Coteford Infant School | 149 | 238.40 |
| 3122016 | Deanesfield Primary School | 617 | 987.20 |
| 3122019 | Field End Infant School | 207 | 331.20 |
| 3122020 | Glebe Primary School | 581 | 929.60 |
| 3122023 | Harefield Junior School | 211 | 337.60 |
| 3122024 | Harefield Infant School | 121 | 193.60 |
| 3122025 | Harlyn Primary School | 346 | 553.60 |
| 3122026 | Harmondsworth Primary School | 193 | 308.80 |
| 3122029 | Heathrow Primary School | 371 | 593.60 |
| 3122032 | Lady Bankes Primary School | 596 | 953.60 |
| 3122036 | Minet Junior School | 364 | 582.40 |
| 3122037 | Minet Infant and Nursery School | 294 | 470.40 |
| 3122038 | Newnham Junior School | 352 | 563.20 |
| 3122039 | Newnham Infant and Nursery School | 257 | 411.20 |
| 3122052 | Whitehall Junior School | 419 | 670.40 |
| 3122054 | Whiteheath Junior School | 275 | 440.00 |
| 3122059 | Yeading Junior School | 425 | 680.00 |
| 3122060 | Yeading Infant and Nursery School | 335 | 536.00 |
| 3122063 | Highfield Primary School | 236 | 377.60 |
| 3122064 | Rabbsfarm Primary School | 587 | 939.20 |
| 3122065 | Warrender Primary School | 400 | 640.00 |
| 3122069 | Whitehall Infant School | 279 | 446.40 |
| 3122074 | Whiteheath Infant & Nursery School | 197 | 315.20 |
| 3122076 | Frithwood Primary School | 352 | 563.20 |
| 3122080 | Ruislip Gardens Primary School | 255 | 408.00 |
| 3122084 | Cherry Lane Primary School | 503 | 804.80 |
| 3123300 | Bishop Winnington-Ingram CofE Primary School | 202 | 323.20 |
| 3123302 | Holy Trinity CofE Primary School | 180 | 288.00 |
| 3123307 | Dr Triplett's CofE Primary School | 405 | 648.00 |
| 3123400 | St Swithun Wells Catholic Primary School | 202 | 323.20 |
| 3123401 | Botwell House Catholic Primary School | 615 | 984.00 |
| 3123403 | St Catherine Catholic Primary School | 205 | 328.00 |
| 3123404 | St Mary's Catholic Primary School | 211 | 337.60 |
| 3123405 | Sacred Heart Catholic Primary School | 607 | 971.20 |
| 3125202 | Grange Park School | 571 | 913.60 |

| | | | |
|---|---|---|---|
| 3125204 | Hillside Infant School | 156 | 249.60 |
| 3125205 | Hillside Junior School | 208 | 332.80 |
| 3125208 | St Andrew's C of E Primary School | 181 | 289.60 |
| 3125211 | Hayes Park School | 598 | 956.80 |
| 3125409 | Oak Wood School | 1,104 | 1,766.40 |
| 3125411 | Harlington School | 1,120 | 1,792.00 |

**Item 3d.** **The NEU and NASUWT Case for De-delegation of Facilities Time Arrangements for Trade Union Local Officers 2027-28**

## 1. Summary

1.1 Every London Borough has an established 'facilities pot,' as does the majority of Local Authorities in England and Wales. This is a fund paid into by schools to provide paid release of a teacher for trade union duties and activities across a defined authority. This report presents the case for adequate facility time arrangements for schools in Hillingdon, to give local trade union officers the time they need to support educators and strengthen employer-union relationships in schools. These arrangements allow schools to fulfil their legal obligations including representation and consultation with staff.

1.2 Trade union local officers play a crucial role in carrying out complex and demanding activities. This includes providing advice and representation for educators, negotiating with school leaders, engaging in statutory consultations, helping manage workplace change, handling casework, promoting equality, and promoting workplace health and safety.

1.3 The London average yearly funding figure for facility time is around £5 per pupil (equivalent to £200,000 for 40,000 pupils). In 2023 Hillingdon's funding figure was £2.19 per pupil (equivalent to £87,600 for 40,000 pupils). We believe that Hillingdon is an outlier in the current buy in level. It is also a clear outlier in its decision not to de-delegate Trade Union Facility Time.

## 2. Recommendations

2.1 NEU and NASUWT is recommending that:

2.2 The Schools Forum returns to de-delegated funding for Trade Union Facilities Time, as existed before the 6th of December 2023.

2.3 The per pupil funding is to temporarily remain at the previous 2023 level recognising the continued pressures on school budgets and acknowledging the priority to return to effective industrial relations in Hillingdon.

However, this can only be a temporary level of funding, and it is not a realistic level to cover the requirement for appropriate levels of release time for branch caseworkers. This figure will be based on the total pupil numbers of all maintained schools @ £2.19 per pupil.

2.4 As with maintained schools, all academies receive funding to contribute to facilities time. We recommend that **all** Academy Schools in the London Borough of Hillingdon should buy into the facilities funding agreement. We believe they should contribute on a basis of equity to allow their staff access to trained trade union officers at the same rate as the maintained schools.

## 3. Background

3.1 Until 2023, Hillingdon maintained a de-delegated fund intended for compensating the paid release of local officers representing school trade unions. However, in December 2023, the Forum raised concerns regarding the lack of evidence of how the money was spent and its impact, and issues of transparency and fairness in relation to the funding being taken only from maintained schools and not academies.

3.2 The trade unions have committed to continuing to provide termly reports on trade union duties.

3.3 The trade unions have acknowledged the issue of fairness in respect of the funding only being taken from maintained schools and has developed fairer casework strategies in Hillingdon.

3.4 Hillingdon LBC have agreed to hold a one cost centre for trade union activity, all income and expenditure will be coded to this cost centre, this will hold de-delegated funds from both maintained and academy schools.

3.5 Given these developments, there is a compelling necessity to reinstate this fund. Doing so would enable the allocation of resources for the purpose of releasing school-employed staff members capable of effectively performing the duties associated with the Branch Secretary role.

## 4. Steps For De-delegation

4.1 **Casework in maintained Schools 2027-28** – If the Schools Forum vote for de-delegation, TU branch reps will have the facility to apply their local knowledge to support and co-ordinate workplace reps, carry out complex casework and referrals to the regional team in all maintained schools.

4.2 **Casework in Academies 2027-28 –** If the Schools Forum vote for de-delegation, TU branch reps will have the facility to apply their local knowledge to support and co-ordinate workplace reps, carry out complex casework and referrals to the regional team in all academy schools that pay into the TU facility pot.

4.3 **Reporting of Trade union Duties 2027-28 –** Trade Unions will submit termly reports and accounts to the facility potholder and Schools Forum. This will be anonymised as it is not appropriate to highlight specific schools, but the data will identify primary, secondary, maintained and academy casework. It should be noted that this will not fully acknowledge the branch work as many cases are manged directly with members and are often prevented from going through the formal school processes.

4.4 **Hillingdon LBC and the Facility Pot 2027-28 -** Hillingdon LBC have agreed to hold a one cost centre for trade union activity, all income and expenditure will be coded to this cost centre, this will hold de-delegated funds from maintained schools and funds from academies that agree to pay into the pot.

4.5 **Membership Data –** Calculations for splitting the facility pot will be made collectively by all trade unions. The existing Hillingdon LBC calculators will still be used. All trade unions will provide membership numbers through their national databases. Trade unions will share the calculations with the facility potholder and the Schools Forum.

4.6 **Hillingdon LBC and Academies 2027-28 -** Hillingdon LBC have agreed that the trade unions will be responsible for the calculations, the finance team will only

be dealing with payments and raising invoices and can provide quarterly reports of expenditure and income. The trade unions will be able to ask Hillingdon LBC to raise invoices for academy contributions. Hillingdon LBC will be able to send the trade unions the debt report to chase Academies to pay the invoices.

## 5. Conclusion

5.1 Returning to a de-delegated pot for trade union local officers is a prudent investment that yields substantial benefits for schools, employers, and society at large. The valuable contributions of these officers, ranging from managing change and resolving issues to promoting productivity and providing training, justify the modest financial support. By pooling resources, schools can ensure efficient and timely access to the expertise of trade union local officers, contributing to the effective delivery of education and the overall success of the educational system.

5.2 Reinstating the de-delegated funding will bring Hillingdon in line with standard practice and avoid Hillingdon remaining an outlier amongst London Boroughs.

**Item 3d**

**Hillingdon Facilities Time: NEU and NASUWT system proposal 2027-28.**

**SUMMARY**

**Current status:**

- Historically, the Facilities Time Pot was held by Schools HR. Facilities Time funds were de-delegated, resulting in all maintained schools' contributions being collected automatically. Academies were then invoiced but not all would pay in.
- There was a failure to systematically follow-up with those academies that did not pay in. This has resulted in a lack of parity between those that contributed and those that did not.
- Currently, due to the decision of Schools Forum to delegate in December 2023, no maintained or academy schools have been invoiced, and no funds have been collected in the academic years 2025-27. This is an unacceptable situation that leaves Hillingdon as a complete outlier in the London and wider national context.
- Historically, there has not always been full communication of the reporting of union case workers to Schools Forum.
- There is currently no mechanism to fund the release of local trade union caseworkers.

**Proposal:**

**Affecting Maintained Schools**: Schools Forum vote to reverse the decision and instead de-delegate funds to a Facilities Pot to be held by the LBC. This will reduce the administrative burden of maintained schools having to process delegated funds back to a centrally held pot.

**Affecting Academies**: Invoices to be sent in October and reminders in December. Academies that do not pay in will not receive the same conditions of access and engagement with local trade union case workers. Academies that do not pay in will be systematically contacted by local union officials or workplace representatives to resolve the matter.

**Reporting:** The continued reporting system by local union officials is to take place once per term. For transparency a breakdown by type of case, academy or maintained school, academy pay in or not will be reported. Data will need to be anonymous, and individual school caseloads should not be identified.

**Responding to School Forum Concerns:**

**Clarity:** It is accepted that information, data and reporting of trade union facility time has not always been communicated effectively to Schools Forum.

**Parity:** Whilst previous papers shared with Schools Forum did suggest that a substantial amount of facility time was spent in academies, there was no data that differentiated between time spent in academies that pay in and academies that do not. The new system will ensure data recognises this divide.

**Parity:** The new system will ensure that academies that do not pay in will not receive the same conditions of access and engagement with local trade union caseworkers.

**Parity:** Academies that do not pay in will be systematically contacted by local union officials or workplace representatives to resolve the matter

**Reporting:** The branch and regional officers will ensure that these reports are made regularly to the Schools Forum, in person.

**Note on PAYGO Model:** Trade union release is not a "traded service" to buy in to. It is a statutory obligation on every employer. The efficient way to meet that obligation, which schools are funded for, is via the standard system that exists across the vast majority of LBCs – that is de-delegation of funding by the Schools Forum and in the interests of equity matched by academy buy in.

**Protection of Public and School Funds:** Whether it is de-delegated or delegated, schools have a statutory responsibility to ensure that DSG contributions are used for trade union facility.

**Appendices (Attachments):**

Appendix 1: NEU and NASUWT Trade Union Facilities Report to Schools Forum October 2026

Appendix 2: Hillingdon Facilities Time Spreadsheet Explanation Document

**TU Facility Time Calculations Example**

TU Total membership numbers with breakdown of membership for each TU.

TU Total membership % breakdown for each TU.

NAHT: Calculation Membership multiplied by £24.69. Higher rate to cover expected higher cost for caseworker daily rate.

NASUWT & NEU: Calculation Membership multiplied by £14.82. to cover expected cost for caseworker daily rate.

GMB & UNISON: Calculation Membership multiplied by £8.23. Lower rate to cover expected lower cost for caseworker daily rate.

Total available spend, calculated through Total **Facility Time Budget Spend.**

Total LA contribution. Calculation for each school Per Pupil multiplied by £2.19 per pupil. £2.19 was negotiated and agreed at a previous Schools Forum.

Total Academy contribution. Calculation for each school Per Pupil multiplied by £2.19 per pupil. Total depends on which academies have agreed to pay into the facilities pot.

Pervious underspend may be because some TUs did not have a caseworker claiming available budget.

## HILLINGDON UNION FACILITY TIME 2023/24

| Union | Members 2023/24 | Members of Total (%) | Budget |
|---|---|---|---|
| NAHT | 161 | 2.6% | £3,975 |
| NASUWT | 1141 | 18.6% | £16,904 |
| NEU | 2586 | 42.2% | £38,311 |
| Totals | 3888 | 63.4% | £59,190 |
| GMB | 917 | 14.9% | £7,547 |
| UNISON | 1330 | 21.7% | £10,947 |
| UNITE | 0 | 0.0% | £0 |
| Totals | 2247 | 36.6% | £18,494 |
| | 6135 | 100.0% | £77,684 |
| | | Local Authority Schools - DSG Contribution: | £40,524 |
| | | Academy Contribution: | £13,540 |
| | | Previous year underspend: | £26,000 |
| | | Schools HR Administration Costs: | -£1,750 |
| | | **Total Facility Time Budget Spend:** | **£78,314** |

***Please note: Day rates may vary dependent upon the cost of the person to the school or local authority. The calculated facility days above are based upon the agreed **nominal rates** of teaching staff and support staff. Please use the calculator below to work out the actual facility days based upon your union's representative costs (**to include oncosts and any potential day rate uplift - notably the cost of living rise and increment rises in April/September**), and the associated budget allocated for your union. The school or local authority will be able to draw down, through invoice, the actual employment costs incurred to include costs of absence where the employer would have to cover the costs of the secondment.

**IMPORTANT: TERMLY INVOICES FROM SCHOOLS THAT EXCEED THE TOTAL BUDGET ALLOCATED WILL NOT BE PAID.**

| Select from Drop-down | Input | | | |
|---|---|---|---|---|
| Union | Actual Day Rate | Budget | Facility Days | Days per term week |
| NEU | | £ 38,311 | | |

Total Facility Days available for each TU Caseworker.

Actual Day Rate for each TU Caseworker.

Available Budget for each TU Caseworker.

**TU Facility Time Report Example**

| Union | Budget |
|---|---|
| NAHT | £ 2,870.83 |
| NASUWT | £ 13,546.60 |
| NEU | £ 26,670.91 |
| GMB | £ 5,661.39 |
| UNISON | £ 6,426.95 |

Total Facility Budget available for each TU Caseworker.

| Academies Buying in to Facilities Time Agreement |
|---|
| Charville |
| Grangewood (incl. Sunshine House Specialist Provision) |
| Laurel Lane |
| Moorcroft (incl. Sunshine House Specialist Provision) |
| St Matthew's |
| Pentland Field |
| St Martin's |
| Cranford Park |
| Wood End Park |
| West Drayton |
| Lake Farm Park |

Confirmation of Academies that paid into facility pot.

***Please note: Day rates may vary dependent upon the cost of the person to the school or local authority. The calculated facility days above are nominal days based upon the nominal rate and are for illustration purposes. Please use the calculator below to work out the actual facility days based upon your union's representative costs to include oncosts, and the associated budget allocated for your union. The school or local authority will be able to draw down, through invoice, the actual employment costs incurred to include costs of absence where the employer would have to cover the costs of the secondment.

CALCULATOR

| Select from Drop-down | Input | | | |
|---|---|---|---|---|
| Union | Actual Day Rate (INCLUDING ONCOSTS) | Budget | Facility Days | Days per term week |
| NEU | £107.56 | £26,671 | 248 | 6.36 |

Total Facility Budget available for each TU Caseworker. (Drop down menu).

Each union representative will need to ensure that a fully descriptive invoice is produced to include facility days taken and the applicable day rate which should be provided from the school. Final invoices for the financial year should be received by our office at the beginning of March and to account for planned facility time during the course of March. As part of the funding arrangement a termly return, as set out below, is required from each representative to provide feedback to Schools Forum, the Academy contributors and the unions themselves.

Timescale of requirement of TU caseworkers to provide invoices to LA.

**Termly Returns**

| | | | | | |
|---|---|---|---|---|---|
| Name of Union Representative | Carol Jumpp-Graham | | | | |
| Union | NEU | | | | |
| School | Barnhill Community High | | | | |
| Term | Autumn | Date | for Ending of December 2023 | Maintained | Academy |
| | | | Number of specific cases dealt with | £25 | 70 |
| | | | Number of meetings attended supporting members | £10 | 30 |
| | | | Number of meetings attended supporting members where school management or HR are present | £6 | 20 |
| | | | Number of formal panel hearings attended | £5 | 10 |
| | | | Number of Local Authority meetings attended | £4 | 10 |
| | | | Days spent on training courses and seminars | | 9 |
| | | | Cases by type | Maintained | Academy |
| | | | Absence | 8 | £20 |
| | | | Capability | 5 | £15 |
| | | | Disciplinary | 5 | £15 |
| | | | Grievance | 3 | £10 |
| | | | Other | 4 | £15 |

Example of termly report. These are generalised and it is important not to identify specific schools. There could be room for planning to identify support in academies that do not pay in.

Note typo – should be just numbers of visits with no financial value.

# DSG Budget Monitoring 2026/27

Schools Forum

13 October 2026

Agenda item 4a

| PAPER TYPE | ☒ INFORMATION | ☐ CONSULTATION | ☐ DECISION / VOTE |
|---|---|---|---|

| | |
|---|---|
| **Meeting date** | 13 October 2026 |
| **Agenda item** | 4a |
| **Report author** | Luisa Hansen – Head of Finance |
| **Appendices** | None |

## Purpose

This report provides Schools Forum with an update on the Dedicated Schools Grant (DSG) financial position at Month 5 of the 2026/27 financial year. The report summarises the current forecast outturn position across the DSG blocks, highlights the key drivers of the High Needs Block overspend and outlines the actions being taken to manage the financial position.

| | |
|---|---|
| **Recommendation to Schools Forum** | **Schools Forum is asked to note the current DSG forecast position and the actions being taken to mitigate the High Needs Block deficit.** |

# 1. Executive summary

- The DSG is currently forecasting an in-year overspend of £13.1m.
- The overspend is driven almost entirely by pressures within the High Needs Block, which is forecasting a deficit of £13.4m.
- The High Needs pressure continues to reflect increasing demand for specialist provision and the rising cost of supporting children and young people with SEND.
- The Early Years Block is forecasting an underspend of £306k and the Central Services Schools Block an underspend of £8k, which partially offset the High Needs pressure.
- The local authority continues to implement a range of measures to manage demand, strengthen inclusive practice, expand local provision where appropriate and improve the long-term financial sustainability of the DSG.

- Schools Forum is asked to note the current position and ongoing mitigation activity.

# 2. Background and context

The Dedicated Schools Grant (DSG) funds local authority responsibilities for schools, early years provision and support for children and young people with special educational needs and disabilities (SEND). Nationally, local authorities continue to experience significant pressure within High Needs budgets due to increasing levels of demand, rising placement costs and the growing number of Education, Health and Care Plans (EHCPs).

In Hillingdon, the DSG position continues to be dominated by pressures within the High Needs Block, where expenditure is increasing at a faster rate than available funding. While the Council continues to implement measures to strengthen inclusive practice, expand local provision and manage demand for specialist placements, the cumulative DSG deficit remains significant and requires ongoing focus to ensure the long-term sustainability of the High Needs Block and wider DSG.

# 3. Current position

The current DSG forecast is an in-year overspend of **£13.1m** at Month 5.

| Dedicated Schools Grant (DSG) Blocks | Budget 2026/27 | | | Month 5 | Variance |
|---|---|---|---|---|---|
| | DSG Settlement | Academy Recoupment | LBH Maintained | | |
| | £m | £m | £m | £m | £m |
| Schools Block | 306.3 | 198.0 | 108.3 | 108.3 | 0.0 |
| Early Years Block | 58.0 | 0.0 | 58.0 | 57.7 | -0.3 |
| Central Schools Block | 2.5 | 0.0 | 2.5 | 2.5 | 0.0 |
| High Needs Block | 80.0 | 14.9 | 65.1 | 78.5 | 13.4 |
| **Total** | **446.8** | **212.9** | **233.9** | **247.0** | **13.1** |
| Balance Brought Forward 1 April 2026 | | | | | 75.8 |
| In Year Deficit 2026/27 | | | | | 13.1 |
| **Total Deficit at 31 March 2027** | | | | | **88.9** |

**Schools Block**

The Schools Block is currently forecasting a balanced outturn position, with no material variances projected at Month 5. Funding distributed through the national funding formula is expected to be fully allocated in line with grant conditions, and no significant financial risks have been identified within the block at this stage. The position will continue to be monitored throughout the year as part of the Council's routine DSG budget monitoring process.

### High Needs Block

The High Needs Block is forecasting an overspend of £13.4m in 2026/27. Increasing numbers of children and young people requiring specialist support, together with rising placement costs, continue to place significant pressure on available resources. The Council continues to progress a range of initiatives aimed at strengthening inclusive practice, increasing local provision and improving the long-term sustainability of the High Needs budget.

### Early Years Block

The Early Years Block is currently forecasting an underspend of £306k. This is largely attributable to staffing vacancies within centrally managed services and lower than anticipated expenditure across a small number of budgets. The position will continue to be monitored throughout the year as participation data and funding adjustments are updated to reflect actual take-up of early years entitlements.

### Central Services Schools Block

The Central Services Schools Block (CSSB) is forecasting a small underspend of £8k and is expected to remain broadly within budget by year end. No significant budget pressures have been identified within the block and expenditure is currently in line with expectations.

## 4. Financial implications

| | |
|---|---|
| **Funding source** | Dedicated Schools Grant |
| **Value** | £13.1m forecast in-year overspend in 2026/27 |
| **Budget treatment** | High Needs Block overspend partially offset by underspends in EY and CSSB |
| **Impact on schools** | No direct impact on Schools Block allocations |

The Government has confirmed additional support for local authorities with DSG deficits through the High Needs Stability Grant. Subject to Department for Education approval of the Council's SEND reform plan, the Council expects to receive approximately £70m.

The statutory override for DSG deficits remains in place until 31 March 2028, ensuring that DSG deficits are held separately from the General Fund and do not impact the Council's general reserves. The Government has also indicated that further support may be available for deficits arising in 2026/27 and 2027/28, although this funding will be subject to conditions and will not be unlimited.

# Schools Forum Annual Survey Feedback

## Schools Forum

**13th October 2026**

**Agenda item 4b**

| PAPER TYPE | ☒ INFORMATION | ☐ CONSULTATION | ☐ DECISION / VOTE |
|---|---|---|---|

| | |
|---|---|
| **Meeting date** | 13th October 2026 |
| **Agenda item** | 4b |
| **Report author** | Abi Preston – Director of Education & SEND |
| **Appendices** | Appendix 1 - Full results breakdown<br>Appendix 2 - Comparison of results 2023-2026 |

## Purpose

| | |
|---|---|
| **Recommendation to Schools Forum** | **To note the feedback from members and consider next steps** |

# 1. Executive summary

This paper presents the findings of the 2026 Schools Forum member survey, undertaken between 15 September and 2 October 2026. The results show that the Forum has a strong foundation: 94.1% of respondents understand its purpose and their own role, 94.1% consider the Constitution clear and appropriate, and all respondents felt meeting arrangements are communicated sufficiently in advance. Members also reported that papers are increasingly timely and informative, meetings are well organised and inclusive, and the quality of chairing is a particular strength.

The survey also identifies areas for further development. Members would benefit from greater clarity about the Forum's strategic priorities, key risks and statutory decision-making powers. Communication beyond the Forum remains the clearest priority, including concise summaries of decisions, stronger links with headteacher and sector groups, better engagement with Early Years and private, voluntary and independent providers, and improved public visibility of meetings.

Overall, the feedback indicates that recent improvements to governance, papers, meeting organisation and leadership are recognised by members. Schools Forum is asked to note the findings and consider these priorities when agreeing to the next steps.

# 2. Background and context

Hillingdon Schools Forum conducted a survey to gather feedback from its members regarding their roles, understanding, and perceptions of the forum's activities and effectiveness.

The survey was open for 2.5 weeks to allow time for members to review and respond.

**Strengths**

- Clear understanding of purpose and individual roles - Members demonstrate a strong understanding of the role of Schools Forum, with 94.1% responding positively. The same proportion said they were clear about what is expected of them as a member.

- Strong governance arrangements - The Constitution is viewed very positively, with 94.1% considering it clear and appropriate. Minutes are also regarded as clear and sufficiently detailed by 82.4% of respondents.

- Well-organised meeting arrangements - All respondents felt that meeting dates and arrangements are communicated sufficiently in advance. 82.4% also felt papers are received in good time.

- Useful and informative papers - 82.4% felt papers enable them to understand key developments and issues and to brief the sector or phase they represent.

- Effective meeting management and leadership - Qualitative feedback is particularly positive about the way meetings are chaired. Respondents describe meetings as increasingly well organised, focused and inclusive, with opportunities for members to contribute to debate issues.

- Evidence of recent improvement - Comments suggest that the timeliness and presentation of papers, meeting organisation and communication have improved over the recent period.

**Areas to develop further**

- Increase understanding of strategic priorities and risks - While understanding of the Forum's overall role is strong, confidence is lower when members are asked about its future priorities and risks. 64.7% said they understood the priorities for the next two years, while 52.9% felt confident that they understood the risks being addressed.

- Clarify decision-making powers - 58.8% felt fully confident about when Schools Forum can and cannot exercise its decision-making powers, with 41.2% responding only partially. This suggests value in reinforcing the Forum's statutory responsibilities and decision-making boundaries.

- Provide targeted member development - Responses suggest an appetite for development rather than a universal need for formal training: 47.1% said they partially needed further training and development. Comments point particularly to induction for new members, finance and budget-setting processes, funding arrangements, and the Forum's roles and powers.

- Strengthen communication with the wider sector - This is one of the clearest development areas. Only 35.3% felt that Schools Forum communicates effectively with wider schools and providers, while 47.1% answered partially. Feedback suggests clearer summaries of decisions, better links with existing headteacher and sector forums, and improved mechanisms for engaging Early Years and PVI providers.

- Improve public visibility and accessibility - Awareness that members of the public can attend appears comparatively weak: 23.5% felt meetings are widely advertised, while 35.3% did not know. There is therefore scope to make the Forum, its meetings and opportunities for public engagement more visible.

**Summary**

Schools Forum appears to have a strong foundation: members understand its purpose, governance is regarded positively, meetings are well organised and the quality of chairing is a particular strength. The next stage of development should focus less on fundamental governance arrangements and more on member knowledge and confidence, strategic clarity, communication beyond the Forum, and wider engagement and visibility. These improvements would help members participate even more effectively and strengthen the Forum's connection with the schools and providers it represents.

# 3. Consultation and engagement

| Who | When | Headline feedback | Response |
|---|---|---|---|
| Survey opened to members | 15th September 2026 – 2nd October 2026 | See report for full feedback | Review responses and plan next steps |

# 4. Next steps

Forum to review the feedback and consider next steps to further improve confidence in the key areas highlighted above and below.

# Appendices

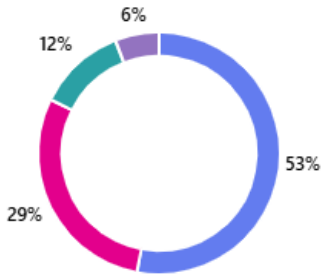
| Ref | Title |
|---|---|
| Appendix 1 | Full results breakdown |
| Appendix 2 | Comparison of results 2023-2026 |

# **Appendix 1 -** Full Schools Forum Review Responses 2026

1. In what capacity are you responding to this survey?

More details

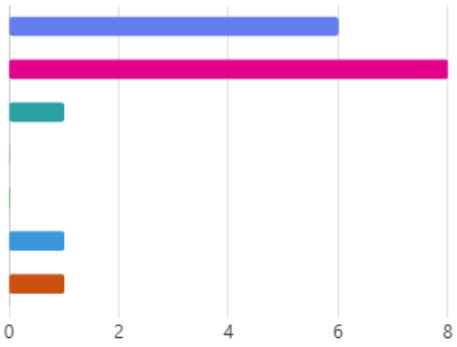
| | |
|---|---|
| As a Headteacher | 9 |
| As a Governor | 5 |
| Representative of an Academy | 2 |
| Other | 1 |




2. Which of the following do you represent?

More details

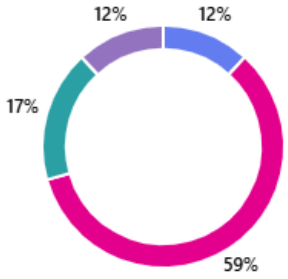
| | |
|---|---|
| Academy School | 6 |
| Maintained School | 8 |
| Early Years Provider | 1 |
| 16-19 Provider | 0 |
| Maintained Special School | 0 |
| Academy Special School | 1 |
| Other | 1 |




3. Which of the following phases do you represent?

More details

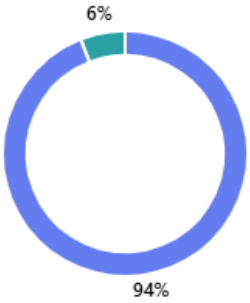
| | |
|---|---|
| Early Years | 2 |
| Primary | 10 |
| Secondary | 3 |
| Other | 2 |



4. Do you know what the role of Hillingdon Schools Forum is?

More details

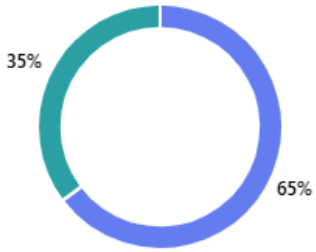
| | |
|---|---|
| Yes | 16 |
| No | 0 |
| Partially | 1 |
| Don't Know | 0 |




5. Do you know what the priorities are for Hillingdon Schools Forum over the next 2 years?

More details

| | |
|---|---|
| Yes | 11 |
| No | 0 |
| Partially | 6 |
| Don't Know | 0 |




6. Would you be confident in saying you would know what the risks are that Schools Forum is working to address over th e next 2 years?

More details

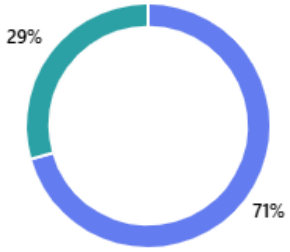
| | |
|---|---|
| Yes | 9 |
| No | 0 |
| Partially | 8 |
| Don't Know | 0 |



7. Do you feel that the two sub-groups of Schools Forum (High Needs and Early Years) are effective and contribute well t o the larger group?

More details

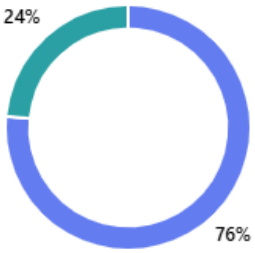
| | |
|---|---|
| Yes | 12 |
| No | 0 |
| Partially | 5 |
| Don't Know | 0 |




8. Do you feel that Schools Forum makes a positive contribution to improving the lives of children and young people in Hillingdon?

More details

| | |
|---|---|
| Yes | 13 |
| No | 0 |
| Partially | 4 |
| Don't Know | 0 |




9. Are you clear what is expected of you in your role on Schools Forum?

More details

| | |
|---|---|
| Yes | 16 |
| No | 0 |
| Partially | 1 |
| Don't Know | 0 |



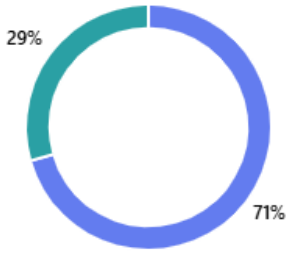
10. Do you feel confident in knowing when Schools Forum can use its powers to make decisions and when it cannot? More details

| | |
|---|---|
| Yes | 10 |
| No | 0 |
| Partially | 7 |
| Don't Know | 0 |




11. Do you feel Schools Forum fosters inclusive participation for all phases and types of members and you are confident i n contributing to discussions and debates? More details

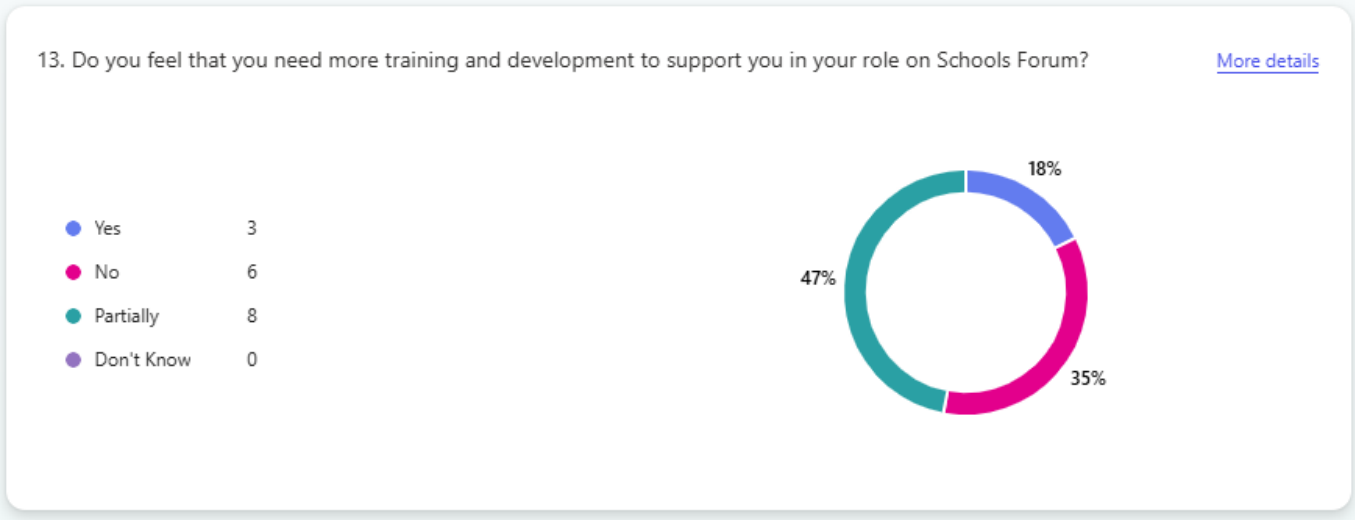
| | |
|---|---|
| Yes | 12 |
| No | 0 |
| Partially | 5 |
| Don't Know | 0 |




12. Do you feel that the meetings are well managed, ensuring that all are able to contribute to the agenda items, that no bias towards any sector is evident and that no single person or organisation is able to dominate the discussion?

| ID | Responses |
|---|---|
| 1 | Yes |
| 2 | Yes I agree with the above statement. All contributions are valued and meeting process is well organised via the Chair. |
| 3 | Yes |
| 4 | Mostly |
| 5 | Yes |
| 6 | Should not be online |
| 7 | Yes and I personally think the meetings are even more productive when in person |
| 8 | Much better than it used to be, but I would still welcome greater contribution from headteachers in particular. |
| 9 | Yes |

| | |
|---|---|
| **10** | Yes. |
| **11** | Yes - better now with [redacted] [*new chair*] |
| **12** | The management of meetings is improving and without bias, but, although it is easy for all members to contribute a number fail to do so, possibly through lack of confidence. However, new members may not understand some of the restrictions under which we are operating, and may need training. During meetings, a number rarely do so. It could be through lack of confidence, or possibly lack of knowledge |
| **13** | Yes |
| **14** | Partially. There are times when one person dominates proceedings. The relatively new chair though is making a difference and this has now reduced considerably. |
| **15** | Yes |
| **16** | I think the current chair manages the time and conversation well in the schools forum. I think he is particularly skilled when the conversation falls into matters which do not concern the forum, to bringing things back to the agenda and also managing individuals who go off track. |
| **17** | I believe the meetings are well managed and without bias. On the whole, members come to the meeting fully prepared and ready to ask questions. Members listen to and join in the debate in order to make informed decisions. |



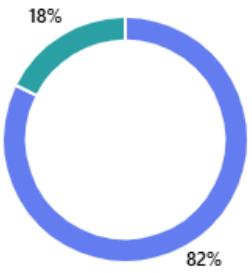

14. Please identify any specific areas for training and development?

| ID | Responses |
|---|---|
| **1** | As a relatively new member of Schools Forum, I'm not sure that specific training is in order- more development alongside others in the role that will come with experience. |
| **2** | Finance |
| **3** | Roles and responsibilities in terms of decisions and powers - greater understanding about how the safety valve is reviewed |
| **4** | Additional training to enhance knowledge is always going to be welcomed. |
| **5** | Nothing desperately specific but always happy to undertake training updates. |
| **6** | The mechanisms and timetable for budget setting and an overview of how grant income is distributed across schools |
| **7** | I think ongoing training is always helpful in any role. In particular with schools forum, a refresher on all areas is really useful. |
| **8** | I am a new member of Schools Forum and still finding my feet. I've also missed a couple of meetings due to a surgical procedure however I am now ready to take a more active role within Schools Forum. |

15. Do you feel that you receive the papers in good time, ahead of meetings?

More details

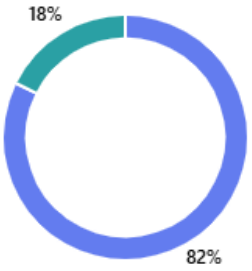
| | |
|---|---|
| Yes | 14 |
| No | 0 |
| Partially | 3 |
| Don't Know | 0 |




16. Do you feel that the papers presented to Schools Forum help you to understand the key developments and issues and enable you to effectively brief the sector / phase you are representing?

More details

| | |
|---|---|
| Yes | 14 |
| No | 0 |
| Partially | 3 |
| Don't Know | 0 |




17. Are there any key areas you feel Schools Forum need more information about?

| ID | Responses |
|---|---|
| 1 | No |
| 2 | None Currently |
| 3 | no |
| 4 | N/A |
| 5 | No |
| 6 | NA |
| 7 | No comment |
| 8 | Papers are much better and continue to improve, but still assume knowledge, particularly about Council services, on occasion. |
| 9 | SEN funding formula |
| 10 | Not specifically |

| | |
|---|---|
| **11** | Possibly new members need more explanation. |
| **12** | No |
| **13** | The direction of travel in respect of special schools and how this will impact provision across the borough |
| **14** | I Don't think so |
| **15** | I think we need to always have information on how the funding is impacting on outcomes and also areas which often judge schools and PVIs on. |
| **16** | As a new member of Schools Forum, I'm still learning the ropes. I feel confident in questioning the papers or debate if topics under consideration are new to me. |

18. Are meeting dates set in well advance and details (including time and venue) published in an accessible manner to en able interested parties to plan their attendance?

More details




19. Do you feel that Schools Forum communicates effectively to the wider schools and providers in the Borough, on the decisions it makes?

More details



**HILLINGDON SCHOOLS FORUM**

20. Do you think there are any areas that Schools Forum could improve communications and engagement?

| ID | Responses |
|---|---|
| 1 | No |
| 2 | None Currently |
| 3 | Papers are circulated and available to look up, but possibly an executive summary once a term through the HT briefing of matters considered/decisions taken might be useful. |
| 4 | Not sure |
| 5 | I think in person discussions at Primary and Secondary forums would help with engagement rather than only email updates or online via headteachers termly. |
| 6 | Yes |
| 7 | No comment |
| 8 | Ensure there is an opportunity for key consultations to be discussed at Primary and Secondary Heads |
| 9 | No |
| 10 | There still isn't a mechanism for early Years to communicate with the sector as it is fully reliant on the LA connecting everyone. PVI sector are mostly all private businesses. There have been many discussions over the years on setting up a consultancy group to feed information in and out using clusters, however this never seems to come to fruition. |
| 11 | It may help if the minutes of Forum meetings were distributed to all Head Teachers |
| 12 | Communication is much better over the last year |
| 13 | Not sure |
| 14 | I think historically there hasn't been enough time given or the timing of consultation has fallen on holidays , weekend etc, which does not help support the feedback coming back in time and also creates additional workload at a time where workload may be high. |
| 15 | Unsure, at the moment |

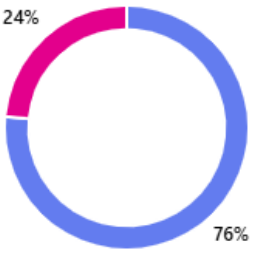
21. Schools Forum is a meeting open to the public, do you feel that this is widely advertised enabling non-members regularly attend the meetings.

More details



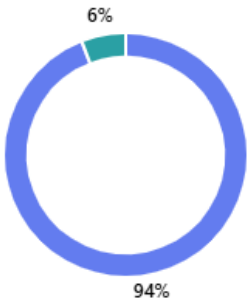
22. Schools Forum papers are publicly available. Would you know where to find the published meeting papers? More details

| | |
|---|---|
| Yes | 13 |
| No | 4 |



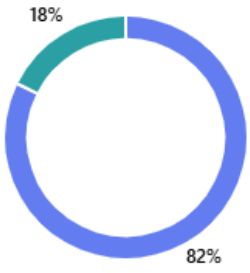

23. Do you feel the Constitution is clear and appropriate? Including for example: - a clear process for ensuring proportio nal representation - the process for electing members and their tenure - the timescale for review is clearly set out - th e process for dealing with repetitive non attenders More details

| | |
|---|---|
| Yes | 16 |
| No | 0 |
| Partially | 1 |
| Don't Know | 0 |




24. Are the minutes clear and unambiguous, with sufficient detail to illustrate the discussions with clear actions and outc omes? More details

| | |
|---|---|
| Yes | 14 |
| No | 0 |
| Partially | 3 |
| Don't Know | 0 |



## HILLINGDON SCHOOLS FORUM

25. Please highlight any areas you feel are working particularly well in Schools Forum?

| ID | Responses |
|---|---|
| 1 | The Chair does this role very well. He ensures that those who want to contribute something are given the time to do so. He allows discussions to take place on agenda items. He brings discussions to a reasoned end before any voting process - if needed. The meeting is managed fairly and efficiently by the chair. |
| 2 | Better organisation and [redacted] is a good chair who manages the time really well |
| 3 | Significant improvement in recent months in terms of the timeliness of papers being distributed and the more regular attendance of LA officers is appreciated |
| 4 | Well managed. |
| 5 | The management of Early Years Funding is, and always has been, very efficiently managed, although there is, and always has been a lack of engagement from much of the private sector. |
| 6 | N/A |
| 7 | Papers are being circulated in good time and in a clear format matching the agenda |
| 8 | Chair is very efficient and keeps to time and allowing all who want to speak get time to contribute. |
| 9 | I think the meetings are now better organised, everyone has an opportunity to air their points of view and the meetings are led well to enable people to feel they can contribute. I like the new format of the agenda and how it makes it easier to locate the papers. |
| 10 | The papers are comprehensive and the LA officers present well. Debate is encouraged. |

26. Do you feel that any areas that could be improved in order to become a more effective Schools Forum?

| ID | Responses |
|---|---|
| 1 | Length of time a member can stay on The Schools Forum - which may block others who wish to apply and learn from the experience. |
| 2 | Continue with the above (25) |
| 3 | No |
| 4 | Whilst online is the easiest for strong attendance continuing with at least 2, if not 3 in person a year is beneficial for connections and working collaboratively |
| 5 | Understanding many of the financial issues that Forum members have to deal with is an issue, especially when they join Forum. They could possibly benefit from an Induction Program |
| 6 | N/A |
| 7 | Some further training |
| 8 | Not Sure |
| 9 | I think that, historically, some figures and papers have not been circulated sufficiently in advance to allow members adequate time to review the information and make fully informed decisions. As a result, I have often felt that decisions were being rushed and that the matters concerned had not received the level of scrutiny they deserved. I believe that, where papers are not submitted within the agreed timescales, any decision should be deferred until members have had a reasonable opportunity to consider the information, rather than papers being presented for the first time during the meeting. |
| 10 | Unsure |

27. Please use the space below to provide any further feedback, ideas or suggestions to Schools Forum, to inform the review.

| ID | Responses |
|---|---|
| 1 | I have preferred the face to face meetings which were trialed last academic year rather than online Teams meetings. I hope these continue as it is much easier to assess the mood and responses, discuss and share in a face to face meeting. I do realise that Teams is better for some members. So good to have a mix of these. |
| 2 | The bigger issues need to be given priority in the agenda rather than being left towards the end when we may run out of time and need to carry things over to the next meeting. |
| 3 | N/A |

| | |
|---|---|
| **4** | N/A |
| **5** | High needs group to provide to schools forum a written overview of issues discussed and actions taken rather than a verbal update |
| **6** | None |

## **Appendix 2 –** Comparison of results 2023-2026

Following the establishment of a Task and Finish Group in 2023, a review of Schools Forum was undertaken to assess its effectiveness and identify opportunities to strengthen its role. A member survey was used to inform the review, providing valuable feedback on the Forum's strengths and areas for development.

Since then, the Local Authority has worked closely with the Schools Forum Chairs and members to implement a broad range of improvements. Collectively, these actions have enhanced the Forum's strategic leadership, governance arrangements, transparency and member engagement. As a result, Schools Forum is now better equipped to provide robust challenge, informed scrutiny and effective decision-making in support of improved educational outcomes for children and young people across Hillingdon.

The range of actions included:

- Refreshed Hillingdon Schools Forum Constitution to clarify responsibilities, membership, elections, voting rights, terms of office, quorum and meeting arrangements.
- Introduced an annual forward plan covering meeting dates, planned decisions, consultations, budget items, membership reviews, training and constitutional review.
- Set deadlines for pre-meetings, submission and circulation of papers, publication of decisions and issue of minutes.
- Introduced a standard paper template with clear recommendations, decision and voting requirements, financial implications, statutory considerations, options and impacts.
- Categorised agenda items as information, consultation or decision items and identified who is entitled to vote.
- New Chair who has supported with management of time, debate, relevance and member participation.
- Formalised clerking responsibilities for papers, minutes, elections, vacancies, voting, member support, website content and Schools Bulletin updates.
- Introduced action logs and follow-up reporting to track delivery between meetings.
- Used an annual member survey to monitor effectiveness and identify priorities for further improvement.
- Planned a blend of online and in-person meetings to support both accessibility and collaborative discussion.

## Comparable questions: “Yes” responses

| Measure | 2023 | 2026 | Change |
|---|---|---|---|
| Understand the role of Schools Forum | 75% | 94% | +19 pp |
| Understand Forum priorities | 25% | 65% | +40 pp |
| Understand risks being addressed | 45% | 53% | +8 pp |
| Sub-groups are effective | 35% | 71% | +36 pp |
| Forum positively contributes to outcomes | 40% | 76% | +36 pp |
| Clear about expectations as a member | 65% | 94% | +29 pp |
| Confident about decision-making powers | 35% | 59% | +24 pp |
| Confident to contribute / inclusive participation | 55% | 71% | +16 pp |
| Receive papers in good time | 20% | 82% | +62 pp |
| Communication with the wider sector is effective | 5% | 35% | +30 pp |
| Know where to find published papers | 30% | 76% | +46 pp |

## Comparable questions: “Yes + Partially” responses

| Measure | 2023 | 2026 | Change |
|---|---|---|---|
| Understand the role of Schools Forum | 95% | 100% | +5 pp |
| Understand Forum priorities | 75% | 100% | +25 pp |
| Understand risks being addressed | 90% | 100% | +10 pp |
| Sub-groups are effective | 70% | 100% | +30 pp |
| Forum positively contributes to outcomes | 85% | 100% | +15 pp |
| Clear about expectations as a member | 90% | 100% | +10 pp |
| Confident about decision-making powers | 70% | 100% | +30 pp |
| Confident to contribute / inclusive participation | 80% | 100% | +20 pp |
| Receive papers in good time | 45% | 100% | +55 pp |
| Papers support understanding and sector briefing | 80%* | 100% | +20 pp |
| Communication with the wider sector is effective | 45% | 82% | +37 pp |
| Know where to find published papers | 30% | 76% | +46 pp |

***The 2023 survey asked separate questions about understanding and sector briefing. The 80% figure is the lower of the two combined-positive results and is used as the cautious comparator.***

The 2026 survey presents a markedly stronger and better-supported Schools Forum. The most substantial gains are in the timeliness of papers, access to information, understanding of priorities, confidence in decision-making powers and the effectiveness of the sub-groups. The governance and administrative actions taken since 2023 have addressed many of the areas of development raised in the earlier review. The next phase should consolidate these changes and translate stronger internal arrangements into more consistent communication, wider engagement and visible impact across the education sector.

# NFF Funding Consultation 2027/28

Schools Forum

**13th October 2026**

**Agenda item 5a**

| PAPER TYPE | ☐ INFORMATION | ☒ CONSULTATION | ☐ DECISION / VOTE |
|---|---|---|---|

| | |
|---|---|
| **Meeting date** | 13 October 2026 |
| **Agenda item** | 5a |
| **Report author** | Kamaljit Kaur – Lead Finance Business Partner |
| **Appendices** | None |

## Purpose

This report sets out the proposed implementation of the National Funding Formula (NFF) for the 2027/28 financial year and seeks the views and recommendations of the Schools Forum on the local funding arrangements to be applied. The funding settlement continues the Department for Education's policy of bringing local funding formulae into closer alignment with the NFF, while retaining a limited degree of flexibility for local authorities in the allocation of schools funding.

| Recommendation to Schools Forum | **Schools Forum is asked to note the changes to the National Funding Formula (NFF) for 2027/28** |
|---|---|

# 1. Executive summary

1.1. The Department for Education is expected to publish the 2027/28 Schools Operational Guide, NFF factor values and school-level allocations during autumn 2026.

1.2. The Department for Education (DfE) has not yet published a full national policy document specifically for the 2027/28 NFF. However, local authority consultations and DfE transition rules provide clear indications of expected changes.

**1.3.** It is anticipated that the 2027/28 schools NFF will use the same factors as in 2026/27. These are summarised and described in detail in 2026/27 operational guidance**.**

# 2. Schools Funding NFF Policy Update/Changes

2.1. Based on information currently available, the DfE is expected to retain the existing NFF factor structure for 2027/28, although final factor values and allocations have not yet been published.

2.2. For 2027/28, the main confirmed change is that local authorities must move at least 10% closer to full NFF factor values, with options of 10%, 15%, or 20% being consulted on by local forums. This reflects the Department for Education's continued transition toward a hard NFF and maintains the Minimum Funding Guarantee at a maximum of +0% per pupil.

2.3. The Government has confirmed that the extension of free school meals (FSM) to all children in households receiving Universal Credit will be funded through a separate grant rather than through changes to National Funding Formula (NFF) factors. As a result, the expansion does not directly affect NFF allocations. However, the longer-term funding arrangements beyond the initial implementation phase remain uncertain and will be an important consideration for schools and local authorities when planning 2027/28 budgets

2.4. The 2025/26 Schools Budget Support Grant (SBSG) and National Insurance Contributions (NICs) Grant were incorporated into the 2026/27 National Funding Formula (NFF), increasing schools' baseline funding allocations and simplifying funding arrangements. As a result, funding comparisons for 2027/28 should be made against these higher embedded baselines rather than against the previously separate grant allocations.

Please see the table below:

| | **Primary Pupil Rate** | **Key stage 3 Pupil Rate** | **Key stage 4 Pupil Rate** |
|---|---|---|---|
| Basic Rates | £58 | £81 | £91 |
| Lumb sum | £2,200 | £2,200 | £2,200 |
| FSM 6 | £50 | £75 | £75 |
| The base funding rates for 2026/27 provide support for pay rises covering: | | | |
| April 2026 – March 2027 for support staff<br>September 2026 - March 2027 for teachers | | | |

2.5. Hillingdon's area cost adjustment (ACA) calculation will be applied to the above values, just as it has been to the SBSG 2026 grant, to reflect geographical variation in labour market costs. Hillingdon's area cost adjustment was 1.11447 in 2026-27.

2.6. The government have stated that the Inclusive Mainstream Fund grant for mainstream schools will not initially be incorporated into core budget allocations, so we expect this to continue as a separate grant for 2027/28, but that they will consider opportunities to roll this grant into the schools NFF in future years.

2.7. The Department for Education has confirmed that employer contribution rates for the Teachers' Pension Scheme (TPS) will reduce from 28.68% to 17.68% from 1 April 2027. To ensure the change is cost neutral at national level, funding provided to schools will be reduced to reflect the lower pension costs. For mainstream schools (Reception to Year 11), the adjustment will be incorporated into the 2027-28 National Funding Formula (NFF) through reductions to the basic per-pupil entitlement (AWPU), the lump sum and the FSM6 factor values. Consequently, schools will see lower funding allocations through these factors, offset by the corresponding reduction in employer pension expenditure. Please see the reduction table from Teachers' pension employer contributions funding adjustment: methodology - GOV.UK

2.8. The 2027 to 2028 financial year factor values will be adjusted to account for the pension adjustment using the following rates:

basic per-pupil reductions of:

- £178 for primary pupils, including pupils in reception
- £250 for key stage 3 pupils
- £281 for key stage 4 pupils
- lump sum reduction of £6,600
- FSM6 per-pupil reductions of:
- £155 per eligible primary pupil
- £225 per eligible secondary pupil

# 3. Principles for NFF application in FY2027/28

3.1. The schools' NFF for the 2027/28 financial year will be published in the autumn. Final factor values, reflecting adjustments for teachers' pension contributions and other annual changes, will be confirmed at that time. These values are expected to be lower than in 2026/27 due to reduced pension costs.

3.2. While the change is intended to be broadly cost-neutral, as it is offset by a reduction in teacher pension contribution costs, there will be variations across settings. The extent of these variations will depend on the proportion of funding each setting allocates to teacher salaries.

3.3. The Income Deprivation Affecting Children Index (IDACI), one of the deprivation factors used within the NFF, was updated in 2025 as part of the standard five-year review cycle. The updated dataset will be used in the 2027/28 NFF and may alter the proportion of pupils attracting funding through the IDACI factor, thereby affecting the distribution of Schools Block funding. However, the DfE may adjust factor values or the funding methodology to mitigate the impact of these changes. Consequently, the full effect will not be known until the DfE publishes the 2027/28 NFF allocations and final factor values in autumn 2026.

3.4. The expansion of Free School Meals (FSM) to all pupils in Universal Credit households will affect the FSM factor in the 2027/28 funding formula, but it is not expected to increase FSM6-led deprivation funding. This aligns with recent DfE guidance on FSM expansion and the distinction between FSM eligibility and FSM6 eligibility. For primary schools, the financial impact is expected to be offset by a corresponding reduction in Universal Free School Meals (UFSM) grant funding. In secondary schools, the main impact is likely to be a reduction in paid meal income. No significant change is expected to the FSM6 factor value. This is because pupils who qualify under the expanded FSM eligibility criteria, but were not previously eligible for free school meals, will not satisfy the requirements for the FSM6 element of the Pupil Premium and therefore will not generate additional funding through the FSM6 factor.

3.5. The Minimum Funding Guarantee (MFG) protects schools from experiencing a significant reduction in funding per pupil from one year to the next. The MFG level is determined by the Council, following consultation with schools and the Schools Forum, and must remain within the range prescribed by the Government. The permitted MFG range for 2027/28 will be confirmed and published during the autumn term.

# 4. Recommendations

4.1. It is recommended that the Forum gives its in-principle approval to the proposed variation of the basic entitlement, as required to operate within the Schools Block funding allocation.

4.2. It is recommended that the Forum approves limiting any variation to funding factors to within +/-2.5% of the published National Funding Formula (NFF) values, in line with funding guidance.