

Cabinet

Date: Thursday 9 May 2024
Time: 1.45 pm
Venue: Committee Room 2, Shire Hall

Membership

Councillor Isobel Seccombe OBE (Chair)
Councillor Margaret Bell
Councillor Peter Butlin
Councillor Andy Crump
Councillor Yousef Dahmash
Councillor Kam Kaur
Councillor Sue Markham
Councillor Jan Matecki
Councillor Heather Timms
Councillor Martin Watson

Items on the agenda: -

1. General

(1) Apologies

(2) Disclosures of Pecuniary and Non-Pecuniary Interests

(3) Minutes of the Previous Meeting

To approve the minutes of the meeting held on 11 April 2024.

5 - 10

(4) Public Speaking

To note any requests to speak on any items that are on the agenda in accordance with the Council's Public Speaking Scheme (see footnote to this agenda).

2. Additions to the Education Capital Programme 2024/2025

To consider the addition of education capital projects and funding to the capital programme.

11 - 46

Cabinet Portfolio Holder - Councillor Kam Kaur

3. Establishment of Specialist Resourced Provision

A paper seeking approval of the establishment of specialist resourced provisions at primary/secondary schools in Warwickshire and

47 - 72

associated additions to the capital programme.

Cabinet Portfolio Holder – Councillor Kam Kaur

4. SEND Delivering Better Value Programme 73 - 78

A paper seeking endorsement of the four projects proposed in the SEND Delivering Better Value Programme.

Cabinet Portfolio Holder – Councillor Kam Kaur

5. Warwickshire Bus Service Improvement Plan (BSIP) Plus Funding for 2024-25 79 - 100

A report seeking approval of a programme of revenue-funded measures aligned to the Warwickshire Bus Service Improvement Plan in 2024-25.

Cabinet Portfolio Holder – Councillor Jan Matecki

6. Educational Attainment Working Group Report 101 - 132

A paper presenting the report of the Educational Attainment Working Group.

Cabinet Portfolio Holder – Councillor Kam Kaur

7. Reports Containing Exempt or Confidential Information

To consider passing the following resolution:

‘That members of the public be excluded from the meeting for the items mentioned below on the grounds that their presence would involve the disclosure of exempt information as defined in paragraph 3 of Schedule 12A of Part 1 of the Local Government Act 1972’.

8. Exempt Minutes of the 11 April 2024 Meeting of Cabinet 133 - 136

To consider the exempt minutes of the 11 April 2024 meeting of Cabinet.

9. WIF Bid for Approval 137 - 164

An exempt report setting out proposals to invest funds from the Warwickshire Investment Fund (WIF).

Cabinet Portfolio Holder – Councillor Peter Butlin

Monica Fogarty
Chief Executive
Warwickshire County Council
Shire Hall, Warwick

To download papers for this meeting scan here with your camera



Disclaimers

Webcasting and permission to be filmed

Please note that this meeting will be filmed for live broadcast on the internet and can be viewed on line at warwickshire.public-i.tv. Generally, the public gallery is not filmed, but by entering the meeting room and using the public seating area you are consenting to being filmed. All recording will be undertaken in accordance with the Council's Standing Orders.

Disclosures of Pecuniary and Non-Pecuniary Interests

Members are required to register their disclosable pecuniary interests within 28 days of their election of appointment to the Council. Any changes to matters registered or new matters that require to be registered must be notified to the Monitoring Officer as soon as practicable after they arise.

A member attending a meeting where a matter arises in which they have a disclosable pecuniary interest must (unless they have a dispensation):

- Declare the interest if they have not already registered it
- Not participate in any discussion or vote
- Leave the meeting room until the matter has been dealt with
- Give written notice of any unregistered interest to the Monitoring Officer within 28 days of the meeting

Non-pecuniary interests relevant to the agenda should be declared at the commencement of the meeting.

The public reports referred to are available on the Warwickshire Web
<https://democracy.warwickshire.gov.uk/uuCoverPage.aspx?bcr=1>

Public Speaking

Any member of the public who is resident or working in Warwickshire, or who is in receipt of services from the Council, may speak at the meeting for up to three minutes on any matter that features on the agenda. This can be in the form of a statement or a question. If you wish to speak please notify Democratic Services in writing at least two working days before the meeting. You should give your name and address and the subject upon which you wish to speak. Full details of the public speaking scheme are set out in the Council's Standing Orders.

This page is intentionally left blank

Cabinet

Thursday 11 April 2024

Minutes

Attendance

Committee Members

Councillor Isobel Seccombe OBE (Chair)
Councillor Margaret Bell
Councillor Peter Butlin
Councillor Andy Crump
Councillor Yousef Dahmash
Councillor Kam Kaur
Councillor Sue Markham
Councillor Jan Matecki
Councillor Heather Timms
Councillor Martin Watson

Officers

Monica Fogarty, Chief Executive
Nigel Minns, Executive Director for Children and Young People
Mark Ryder, Executive Director for Communities
Becky Hale, Executive Director for Social Care and Health
Andrew Harper, Head of Strategic Finance
Rob Powell, Executive Director for Resources
Virginia Rennie, Interim Director of Finance
Johnny Kyriakou, Director of Education
Jane Surman, Head of Communications
Amy Bridgewater-Carnall, Senior Committee Services Officer
Nic Vine, Head of Legal & Governance

Others Present

Councillor Jonathan Chilvers
Councillor Marian Humphreys
Councillor John Holland
Councillor Jerry Roodhouse
Councillor Tim Sinclair

1. General

The Chair welcomed everyone to the meeting.

(1) Apologies

There were no apologies for absence.

(2) Disclosures of Pecuniary and Non-Pecuniary Interests

There were none.

(3) Minutes of the Previous Meeting

The minutes of the meeting of Cabinet held on 5 March 2024 were agreed as an accurate record.

(4) Public Speaking

There was none.

2. Service Estimates 2024/25

Councillor Peter Butlin, Portfolio Holder for Finance and Property, introduced the report which set out how each service would use the resources allocated in 2024/25, following the budget setting meeting in February 2024.

Councillor Butlin gave an overview of the report, explaining that the Budget Delivery Oversight Group would monitor budget delivery over the next twelve months. The report also asked approval for the adjustments needed since the budget was agreed as outlined at section 3 of the report.

Members noted the significant financial pressures encountered during 2023/24 and recognised the potential impact these would continue to have during 2024/25.

Councillor Butlin highlighted the 61% of the Authority's planned spend on services was commissioned from third parties, 3% higher than last year and specifically in the cost of adults and children's social care and support.

He concluded by advising that any deviation in the finances would be recorded in quarterly reports and scrutinised regularly.

Having received no questions, Councillor Butlin proposed the recommendations as laid out.

Resolved

That Cabinet

- 1) Approve the detailed revenue budget, savings plan, and capital programme for each of the Authority's services set out in Appendices A to N;
- 2) Approve the adjustments to service revenue budgets following the realignment of budgets within and between directorates since the budget was set on 8 February 2024, as outlined in Section 3 and Appendix O; and
- 3) Approve the net transfer of £0.448m to reserves as outlined in Section 3 paragraph 2.

3. Council Delivery Plan

Councillor Yousef Dahmash, Portfolio Holder for Customer and Transformation introduced the report which presented the refreshed Council Delivery Plan (CDP) for the period April 2024 to March 2026.

He advised that this was a two-year rolling plan which set out key deliverables against the Council Plan approved by Council on 8 February 2022. He explained that this replaced the old Integrated Delivery Plan and aimed to simplify the information for residents to enable them to understand what the Council was doing. The previous document had contained 200 priorities, which had now been condensed to 40. Councillor Dahmash stressed that this did not mean any priorities were being discarded but had been refreshed to make them more succinct.

Councillor Izzy Secombe supported the report, stating that it was a very readable document that provided the information in a simple and straightforward manner.

Councillor Yousef requested approval of the recommendation as written.

Resolved that Cabinet approve the Council Delivery Plan as attached at Appendix 1 to the report.

4. Warwickshire Strategic Economic Plan 2024-2034

Councillor Martin Watson, Portfolio Holder for Economy, presented the report outlining the Strategic Economic Plan (SEP), which set out a vision for Warwickshire's economy. The SEP looked to leverage opportunities from innovation and positive investment, whilst facilitating sustainability and supporting inclusive growth for the residents and communities of the County.

Councillor Watson highlighted that this had increased from a five year to a ten-year plan, having received feedback during consultation. The document set out a clear vision for Warwickshire, which already had a well performing economy and would help to focus on how to continue that journey in an inclusive, ambitious and sustainable manner.

In addition, the delivery plan had been shortened to cover a two-year period with specific activities.

The Leader supported the plan, reflecting on the changes involving the Local Enterprise Partnership and recognised the engagement with District and Coventry partners.

Councillor Watson assured that there had been a lot of engagement and dialogue with local authority and industry partners, with the Coventry and Warwickshire economy relationship continuing to strengthen. He therefore moved the recommendation as laid out.

Resolved that Cabinet approve the Warwickshire Strategic Economic Plan 2024-2034, to be effective from 1 May 2024.

5. Approval to proceed with Procurement - Renewal of Microsoft 365 licences and support

Councillor Dahmash introduced the report which requested approval to use the Crown Commercial Services (CCS) contract to secure Microsoft 365 licences and support for the next three years.

Councillor Dahmash advised that as originally stated in the report, the price per licence had increased and therefore, this had resulted in an increase from the approved budget for 2024/25. This was due to a combination of licence cost increases and additional licences for increased headcount.

However, Members noted an adjustment to the costs likely to be incurred since the report was published. Councillor Dahmash advised that due to ongoing negotiations, the Council were able to access licences at pricing previously in force. This meant a reduction in the value of licences, reducing the overspend in 2024/25, although this would still be funded as originally provided for in the report. Confirmation of the figures was still awaited and would be circulated in due course.

Following a question from the Leader, Councillor Dahmash confirmed that education academies paid for their own licences.

Councillor Dahmash outlined the three recommendations as proposed.

Resolved

That Cabinet

- 1) Approves the use of the CCS (Crown Commercial Services) contract to secure its Microsoft 365 licences and support for the next three years from 1 June 2024;
- 2) Authorises the Executive Director for Resources to enter into all necessary agreements under the CCS contract to implement this decision, on terms and conditions acceptable to him; and
- 3) Approves the use of the Financial Management Reserve to meet the potential overspend in 2024/25, if offsetting reductions in in-year spending are not forthcoming, and a request for on-going funding is brought forward as part of the 2025/26 Medium-Term Financial Strategy refresh.

6. Coventry and Warwickshire Agreed Syllabus for Religious Education

The Portfolio Holder for Education, Councillor Kam Kaur, outlined the report which proposed the agreed syllabus for use in all of Warwickshire's Schools without a religious character, over the next five years (2024-2029).

Councillor Kaur explained that the previous syllabus had been due to run until 2022, however, the Covid pandemic had impacted on the delivery of the future syllabus. She referred to the beneficial work that continued to take place between Warwickshire and Coventry schools. If approved, the proposed syllabus would be used in schools from September 2024, with a launch date planned for April.

Councillor Seccombe referred to the membership of the Standing Advisory Council for Religious Education group (SACRE), which included Councillors Sarah Boad, Justin Kerridge and Parminder Singh Birdi. Councillor Kaur took the opportunity to thank all members who were part of the group and took the time to meet termly and support the collaborative working with Coventry.

Having considered the report, it was

Resolved that Cabinet approves the Agreed Syllabus for Religious Education for use in all of Warwickshire's Schools without a religious character over the next five years (2024-2029).

7. Warwickshire Education Strategy 2024-2029

The Portfolio Holder for Education, Councillor Kam Kaur, outlined the report which asked Members to endorse the Warwickshire Education Strategy 2024-29. She advised that as the Delivery Plan was in a very draft form, she was not requesting endorsement of it as it required further work.

She therefore proposed that the recommendations be amended to remove number 2) which referenced the Delivery Plan. Councillor Kaur gave an overview of the engagement undertaken with schools and the NHS, which had incorporated the diverse nature of the County and characteristics within schools.

Councillor Jan Matecki highlighted the input of the Educational Attainment Task and Finish Group and thanked members for the work they had put into the plan.

In response, Councillor Kaur echoed his points, advising that a report would be forthcoming with further recommendations from the Task and Finish Group.

Councillor Kaur proposed the revised recommendation.

Resolved

That Cabinet endorses the Warwickshire Education Strategy 2024 – 2029 and recommends it for approval to full Council.

8. Reports Containing Exempt or Confidential Information

Resolved:

That members of the public be excluded from the meeting for the items mentioned below on the grounds that their presence would involve the disclosure of exempt information as defined in paragraph 3 of Schedule 12A of Part 1 of the Local Government Act 1972.

9. Exempt Minutes of the 5 March 2024 Meeting of Cabinet

The exempt minutes of the Cabinet meeting held on 5 March 2024 were agreed as an accurate record.

10. Approval to tender Advocacy Services

Councillor Margaret Bell, Portfolio Holder for Adult Social Care and Health introduced the item and summarised the exempt report.

Resolved that the recommendations as set out in the report be approved.

11. Approval to procure contract(s) and leases for the operation of Reuse Shops at Warwickshire Household Waste Recycling Centres

Councillor Heather Timms, Portfolio Holder for the Environment, Climate and Culture, introduced the item and summarised the exempt report.

Resolved that the recommendations as set out in the report be approved.

12. Land at Coney Grey Farm

Councillor Peter Butlin, Portfolio Holder for Finance & Property introduced the item and summarised the exempt report.

Resolved that the recommendations as set out in the report be approved.

The meeting rose at 14.20

.....
Chair

Cabinet

9 May 2024

Additions to the Education Capital Programme 2024/2025

Recommendations

That Cabinet:

1. Approves the proposals relating to Lighthorne Heath Primary School as follows:
 - a) Relocate the school to a new school site and increase the capacity from 91 places to 420 places (two form entry)
 - b) Establish specialist resourced provision for up to 14 learners with SEND;
 - c) recommends to Council the addition of £16.467m to the capital programme to deliver the scheme at Lighthorne Heath Primary School which will be funded from developer contributions, the School Condition Allowance and the Department for Education (DfE) Basic Need Grant;
2. Approves the proposals relating to Shottery St Andrew's CofE Primary School as follows:
 - a) Relocate the school to a new school site and increase the capacity from 105 places to 420 places (two form entry);
 - b) Establish specialist resourced provision for up to 8 learners with SEND.
 - c) Recommends to Council the addition of £15.573m to the capital programme to deliver the scheme at Shottery St Andrews CofE Primary School which will be funded from developer contributions, the School Condition Allowance, an education capital receipt and the DfE Basic Need Grant;
3. Recommends to Council the addition of £5.347m to the capital programme to deliver the scheme at Myton Gardens Primary School. This will be funded by developer contributions and the DfE Basic Need Grant.
4. Approves the addition to the capital programme of £1.500 million to deliver the scheme at Stratford upon Avon School and £0.310 million to deliver the scheme at The George Eliot Academy. Both schemes will be funded by developer contributions.
5. Approves £0.600 million for the delivery of the disability and access block header and £0.163 million to deliver the scheme at the Coleshill Learning Pod. Both schemes will be funded by the High Needs Capital Grant.

6. Approves the addition to the capital programme of £0.400 million to deliver the safeguarding and security block header, to be funded from the School Condition Allocation.
7. Subject to Council's agreement to the required additions to the Capital Programme, the Executive Director for Children and Young People is authorised, in consultation with the Portfolio Holder for Finance and Property, to invite tenders and enter into the appropriate contracts or (where the scheme is school led) to make the necessary funding arrangements for these schemes on terms and conditions considered acceptable to the Executive Director for Resources.

1. Executive Summary

- 1.1 This report recommends proposals for allocating resources in the Education (Schools) Capital Programme to the specific projects set out in Section 3.
- 1.2 The Education Capital Programme is driven by the long-term strategic planning outlined in the Education Sufficiency Strategy and the [annual sufficiency update](#) to ensure Warwickshire can meet its statutory duty to provide school places. Projects are prioritised and brought forward according to the date the additional places will be required, as evidenced in the pupil forecast data, combined with the expected time required to design and deliver each scheme.
- 1.3 The 2021 census highlighted that Warwickshire's child-age population increased by almost 7% between 2011 and 2021, an increase of nearly 10,000 pupils. As such the county has seen significant education capital investment over recent years. To accommodate this growth Warwickshire County Council has delivered over 10,000 new permanent school places in the last ten years through numerous school expansions across the county and the opening of 11 new schools, comprising six Primary, two Secondary, one All-through and three special schools.
- 1.4 Over the next 10 years we expect a further increase in the total school age population (age 4-16) as a result of the housing developments that have received planning permission or are building out at present. This growth will require additional school places.
- 1.5 Warwickshire has also experienced increased demand for specialist education provision year on year with the number of children with EHCPs increasing annually by 9% over the past 5 years. This trend for increased demand for specialist education provision is anticipated to continue particularly in areas of housing and population growth.
- 1.6 There are currently 14 live capital projects, six in the North and Nuneaton & Bedworth and eight across the central and southern areas of the county, providing both primary, secondary and specialist places.

- 1.7 The projects outlined in this report, including three new primary school builds, are set to meet existing and future demand for delivery between September 2024 and September 2026 in Nuneaton & Bedworth, Stratford and Warwick and will be delivering 136 early years places, 1050 primary school places, 330 secondary school places and 36 places at specialist resourced provisions.
- 1.8 A further seven schemes delivering additional primary and secondary school places for 2026/2027 in Nuneaton & Bedworth and Rugby are proposed to be presented to Cabinet and Council later this year.
- 1.9 The expected education capital requirements associated with proposed strategic housing development across the county are identified as part of the District and Borough Local Plan process. As strategic housing developments progress across the county, and planning permission is granted, the pupil forecast data is updated and the prioritisation of education capital projects amended as needed to ensure sufficient school places exist to meet the expected demand. Availability of education capital resources limits the ability to deliver additional school places in advance of the requirement for those places being evidenced in the pupil forecast data.
- 1.10 Whilst the issue of sufficiency of provision must take priority, it is important to ensure that schools that are not expanding are able to continue to meet existing sufficiency needs and to operate within their existing accommodation. Details of proposed schemes to make improvements to existing settings are set out in section 3.
- 1.11 Where possible, and where economies of scale allow, expansions and building works will also address other factors such as: encouraging infant and junior to become primary, pre-school requirements in an area, providing specialist resourced provision, and any outstanding disability access requirements
- 1.12 All proposed education capital projects are considered against independently published third-party data to benchmark the cost to the Council of providing school places and ensuring effective allocation of resources.
- 1.13 The current available funding is set out in Section 2.

2. Financial Implications

- 2.1 The Basic Need capital grant allocation available for 2024/25 is £27.131 million. The Department for Education has confirmed the Council will receive zero in 2025/26.
- 2.2 The High Needs Capital Grant allocation received for 2023/24 is £2.546 million, of which £0.982 million remains unallocated. The Department for Education (DfE) has just announced that the Council has been allocated £7.015 in total for the 2023/24 (additional £4.987m) and 2024/25 (£2.028m) High Needs capital allocation.

- 2.3 The project costs outlined within this report total £40.360 million of which £27.131 million is from the Basic Need Fund, £6.924 million is from developer contributions, £3.429 million is from the School Condition Allowance, £0.763 million uses the High Needs Capital Allocation and £2.113 million utilises an education capital receipt.

Recommendation	Total	Basic need	S106 Funds	Capital Receipt	School Condition	High Needs
Rec 1	16.467	10.801	3.603	0	2.063	0
Rec 2	15.573	11.330	1.164	2.113	0.966	0
Rec 3	5.347	5.000	0.347	0	0	0
Rec 4	1.810	0	1.810	0	0	0
Rec 5	0.763	0	0	0	0	0.763
Rec 6	0.400	0	0	0	0.400	0
Total	40.360	27.131	6.924	2.113	3.429	0.763

The Service holds resources for school investment which are not currently included in the approved Capital Programme, this is largely from the following:

- confirmed yet unallocated Basic Need grant to be received up to 2025/26,
- other grants/contributions held for specific purposes,
- developer contributions currently held but unallocated; and
- one historically earmarked capital receipt

The available funding set out in the table below is as at 29 April 2024 and doesn't take into account the projects in this report or other relevant reports on 9 May 2024 Cabinet agenda.

Available Resources (unallocated)	2024/25
	£m
Basic Need Grant	27.131
High Needs Grant	7.997
Schools Condition Allocation	6.259
Special Provision Fund	0.162
s.106*	17.845
Earmarked Capital Receipts	2.113
	61.507

* The s.106 balance consists of funds the authority currently holds in cash as received from developers but is linked to over 200 separate s.106 agreements and, therefore, flexibility of funding is limited to the conditions of the individual agreements.

- 2.4 Funding from developer contributions can only be used for a limited range of purposes specified in the relevant agreement. Colleagues in the Infrastructure

Team and Finance have confirmed the use and availability of the funding in line with the relevant agreement.

- 2.5 The larger scale capital projects at Lighthorne Heath and Shottery St Andrews are at a stage which allows further design and development and surveys to be undertaken to increase the level of cost certainty. Contingency and risk allowance are included in the project budgets to provide some mitigation against further cost increases.
- 2.6 The establishment of specialist resourced provision is part of the strategy to mitigate the overspend on the Dedicated Schools Grant (DSG) allowing learners to be placed in more cost-effective provision, and ensuring that, where possible, more learners with an EHCP can be taught alongside, and within, a mainstream school environment.
- 2.7 The recommendations in this report utilise all the Basic Need grant funding available until the next allocation in 2026/27. Following the recommendations from this report going to Council for approval, further capital resources will be required to deliver further schemes in Nuneaton and Rugby to ensure sufficient school places exist to meet demand. A report will be presented to Cabinet and Council in July 2024 outlining the capital requirements for September 2026 and seeking approval for the use of corporate resources to deliver the projects where insufficient grant funding and/or developer contributions are available.
- 2.8 The challenge around future levels of Basic Need grant funding and developer contributions being sufficient to meet the cost of delivering schemes will influence our future approaches to prioritising projects, procurement routes and delivery options.

3. Proposals for addition to the 2024/25 Education Capital Programme

Lighthorne Heath Primary School

- 3.1 Lighthorne Heath Primary School currently has 91 places for children aged 4-11 years.
- 3.2 As a result of local growth, 3,000 new homes will be provided on the Upper Lighthorne development with construction now underway.
- 3.3 Pupil forecasts indicate reception cohorts and growth in other year groups will start to increase above existing capacity from September 2025. To ensure sufficient school places in the village of Lighthorne Heath as the housing development builds out it is proposed to relocate and increase the capacity of Lighthorne Heath Primary School from 91 to 420 pupils.

- 3.4 Land has been secured via Section 106 agreements to deliver a new 2FE Primary School (with site capacity to accommodate expansion to 3FE in future if required) and increased provision for early years.
- 3.5 Lighthorne Heath Primary School's existing site is located circa 0.5 miles from the new school site.
- 3.6 It is also proposed to establish education provision for children with special educational needs in the form of specialist resourced provision for up to 14 primary aged pupils with Social, Emotional and Mental Health (SEMH) needs or Communication and Interaction needs at Lighthorne Heath Primary School. The specific type of need that the provision will be focusing on is still to be determined.
- 3.7 As part of the process to relocate and increase the number of school places at Lighthorne Heath Primary School, a 4-week statutory consultation was carried out with key stakeholders between 26th February and 22nd March 2024. Eleven responses were received. 91% of respondents agreed with the proposal to increase capacity with 9% not agreeing with the proposal.
- 3.8 With regards to establishing a specialist resourced provision 82% agreed with the proposal and the remaining 18% provided a neutral response.
- 3.9 Those respondents that provided narrative highlighted the need for the school to be bigger and the need for provision for SEND pupils in Lighthorne Heath and Warwickshire. There was a single response that disagreed with the proposal citing the lack of need for school places and the impact the expansion would have on other local schools in the wider local area. The 3,000 homes at Upper Lighthorne could generate over 3 forms of entry of pupils. This demand could not be accommodated by schools in the wider local area nor would it create a sustainable solution to meeting demand generated from the development. Parental preference could also increase the number of pupils from the Upper Lighthorne attending schools in the wider local area. A summary of responses can be found in Appendix 2.
- 3.10 It is proposed that the new school building will be operational for the school to relocate during the 2025/26 academic year.
- 3.11 The school's energy performance will go beyond Part L minimum compliance requirement. This entails the use of high efficiency building materials, advanced insulation, and energy efficient lighting, appliances and heating, ventilation and air conditioning systems. These stringent energy performance standards will minimise the school's carbon footprint. The school will be fossil fuel free from opening, ensuring this it is net zero carbon ready.
- 3.12 With the need to address other education capital priorities within a tight financial envelope it is not proposed to provide the school as Net Carbon Zero. Based on current market data the uplift to achieve Net Carbon Zero on new build school projects is approximately 20%. This would increase the

overall total project cost from the estimated £15.901 million to circa £19.000 million.

- 3.13 Officers aim to achieve feasibility and development works up to RIBA (Royal Institute of British Architects) stage 3 before presenting to Cabinet and Council to ensure a greater degree of cost certainty (circa 60% cost certainty). It should be noted to keep on programme to deliver the project for Autumn 2025, the costs are based on enhanced Stage 2 development providing an estimated cost certainty of circa 40%. An increased amount of contingency is included to account for this reduced cost certainty.
- 3.14 It is proposed to allocate £16.467 million with £3.603 million funded from collected developer funding. A remaining estimated £2.156 million is due to be collected towards this capital project in instalments over future years and will be returned to the education capital balance on its receipt.
- 3.15 Cabinet is asked to agree the proposal to allocate £16.467 million funded as follows and recommend to Full Council its addition to the Capital Programme:

Basic Need Funding	£10.801 million
Developer Funding	£3.603 million
School Condition Allowance	£2.063 million

Shottery St Andrew's CofE Primary School

- 3.16 Shottery St Andrew's CofE Primary School is currently a 0.5 FE primary school with 105 places for children aged 4-11.
- 3.17 The development Land West of Shottery was approved at appeal in October 2012. The development is for 800 homes and a 1.66ha site was secured for a primary school via Section 106 agreement ensuring the medium to long term sufficiency of primary school places in Stratford upon Avon town as a result of the demand for school places that circa 2000 homes proposed in the local area over the next 10 years could generate.
- 3.18 To ensure sustainability of existing provision, access to high quality sustainable education facilities and sufficient school places are available in Stratford upon Avon town over the next 10 years, it is proposed to relocate and expand the existing Shottery St Andrew CE Primary School from 105 places to 420 places.
- 3.19 Shottery St Andrew's CE Primary School's existing site is located circa 0.6 mile from the Shottery View new school site. The existing school site is not big enough to accommodate demand from the new housing development. The relocation to a larger site also allows access to improved educational

facilities which the existing school site currently does not have such as dedicated hall/dining space, group/intervention space and a playing field.

- 3.20 As part of the process to relocate and increase the number of school places at Shottery St Andrew's CofE Primary School, a 4-week statutory consultation was carried out with key stakeholders between 26th February and 22nd March 2024. 23 responses were received. 65% of respondents agreed with the proposal and 5% provided a neutral response. 30% of respondents disagreed with the proposal to increase capacity.
- 3.21 With regards to establishing a specialist resourced provision 85% agreed with the proposal, 5% provided a neutral response, and 10% disagreed with the proposal.
- 3.22 Those respondents in agreement with the proposal to increase the capacity of the school cited the poor condition of the current school building and the limited facilities available to fully support pupils learning. Those respondents not in agreement with the proposal to increase the capacity highlighted the loss of a small school which was the reason it was a preferred choice for some families. There was also a concern raised with the increase to 2 forms of entry and the impact this would have on other local schools. In addressing this concern, although the new build has capacity for two forms of entry the school will initially grow to operate as one form entry (210 places) and only increase to two forms of entry when demand in the town requires it. A summary of consultation responses can be found in Appendix 3.
- 3.23 Engagement with the Diocese is planned with regards to a joint approach to the future use or disposal of the existing school building.
- 3.24 It is anticipated that the new school would be ready for occupation during the Autumn term 2025.
- 3.25 The school's energy performance will go beyond Part L minimum compliance requirement. This entails the use of high efficiency building materials, advanced insulation, and energy efficient lighting, appliances and heating, ventilation and air conditioning systems. These stringent energy performance standards will minimise the school's carbon footprint. The school will be fossil fuel free from opening, ensuring this it is net zero carbon ready.
- 3.26 With the need to address other education capital priorities within a tight financial envelope it is not proposed to provide the school as Net Carbon Zero. Based on current market data the uplift to achieve Net Carbon Zero on new build school projects is approximately 20%. This would increase the overall total project cost from the estimated £14.895 million to circa £18.000 million.
- 3.27 Officers aim to achieve feasibility and development works up to RIBA (Royal Institute of British Architects) stage 3 before presenting to Cabinet and Council to ensure a greater degree of cost certainty (circa 60% cost certainty). It should be noted to keep on programme to deliver the project for Autumn

2025, the costs are based on enhanced Stage 2 development providing an estimated cost certainty of circa 40%. An increased amount of contingency is included to account for this reduced cost certainty.

- 3.28 It is proposed to allocate £15.573 million with £1.164 million funded from collected developer funding. A remaining estimated £1.7 million is due to be collected towards this capital project in instalments over future years and will be returned to the education capital balance on its receipt.
- 3.29 Cabinet is asked to agree the proposal to allocate £15.573 million funded as follows and recommend to Full Council its addition to the Capital Programme:

Basic Need Funding	£11.330 million
Developer Funding	£1.164 million
School Condition Funding	£0.966million
Education Capital Receipt	£2.113 million

Myton Gardens Primary School

- 3.30 In September 2022 Council approved the addition of £13.4 million to capital programme to deliver a new 2fe primary school to the South of Leamington/ Warwick, now known as Myton Gardens Primary School.
- 3.31 The new school will deliver early years provision (40 fte places ages 0-4), a 2fe (420 places) primary and SEND resource provision (8-14 places).
- 3.32 The trust has been appointed and the school will be opening in the new accommodation temporarily for the 2024/25 academic year at Oakley School for its first reception intake in September 2024.
- 3.33 As the project progressed through design and development revised costs by the original appointed contractor indicated a shortfall of £11.0 million which WCC determined to not present value for money, and therefore WCC have appointed a new contractor.
- 3.34 While the new contractor represents better value for money a shortfall in funding still exists due to costs incurred through the re-procurement process to change contractor along with increased costs associated with additional ecological surveys and mitigation works, site and planning abnormal costs and ground condition remediation.
- 3.35 The total project cost is now estimated to be in the order of £18.845 million, a shortfall of £5.347 million.
- 3.36 Cabinet is asked to agree the proposal to allocate £5.347 million funded as follows and recommend to Full Council its addition to the Capital Programme:

Basic Need Funding	£5.000 million
Developer Funding	£0.347 million

The George Eliot Academy

- 3.37 The George Eliot Academy have agreed to offer an additional 30 places for September 2024 to meet the forecast demand for year 7 places in the Nuneaton area.
- 3.38 Currently, there aren't sufficient science classrooms suitable for an additional class of 30 pupils.
- 3.39 To be able to deliver the full curriculum across the school, two classrooms need to be reconfigured and equipped to make them suitable for teaching practical subjects.
- 3.40 Cabinet is asked to agree the proposal to allocate £0.310 million funded as follows:

Developer Funding	£0.310 million
-------------------	----------------

Stratford School

- 3.41 The existing project to deliver a 2FE expansion, an additional 350 pupils, was approved by Cabinet in December 2020 with a budget of £11.573 million. Following the approval of additional funding in July 2022 and March 2023 the total approved budget to complete the 2FE expansion is £17.489 million.
- 3.42 Following further revised costs by the original appointed contractor which were 4.6 million over the approved budget and which WCC determined to not present value for money, WCC have appointed a new contractor.
- 3.43 Whilst the introduction of a new contractor has saved £2.5 million on the cost of the project presented by the first contractor, subsequent delays to the project has created further budget pressures as a result of re-procurement costs associated with changing contractor and the temporary accommodation in the form of nine classrooms required from September 2024 to ensure the school can continue to accommodate the increase to their intake.
- 3.44 Cabinet are asked to agree the proposal to allocate £1.500 million, funded as follows:

Developer Funding	£1.500 million
-------------------	----------------

Disability and Access Block Header

- 3.45 Children with additional needs and levels of support are entitled to a full education and have the same rights of admission to school as their non-disabled peers. This means that no child should be denied admission or prevented from taking up a place in school because arrangements for their accessibility needs have not been made.
- 3.46 Under the Equality Act there is a duty to make reasonable adjustments to enable access. Whilst some of the projects can have a significant cost, this is offset against a longer-term investment in school access, whilst enabling children and young people to attend their local community school saving on school transport costs.
- 3.47 It is proposed that £0.600 million of the High Needs' Capital Allocation is allocated to a Block Header to enable the necessary adaptations and capital works to be carried out to ensure that pupils with physical disabilities, sensory and/or complex health access needs, are able to access mainstream education and have their specific needs met. These adaptations could include "changing place" hygiene facility, outdoor ramping, widening of door thresholds, and the improving of acoustics within a classroom. The budget has been derived using the allocations for previous years and historic trend data to forecast future requirements as further school placements are made.
- 3.39 Cabinet are asked to agree the proposal to allocate £0.600 million, funded as follows:
- | | |
|-------------------------------|----------------|
| High Needs Capital Allocation | £0.600 million |
|-------------------------------|----------------|

Safeguarding and Security Block Header

- 3.48 The existing Schools Estates maintenance funds provides our maintained schools with support for all building fabric, mechanical & electrical and compliance (Asbestos, Fire & Water) with a planned and reactive service that maintains the current stock using condition surveys to prioritise activity. This equates to circa.£7.5m of capital funding per year to deliver this work. From a fencing perspective, the fund covers repairs and/or replacement of existing fencing if damaged. It does not cover the replacement of fencing deemed unsuitable by schools due to height.
- 3.49 Education and Property are regularly contacted by headteachers, governing bodies and health and safety colleagues with concerns about inadequate fencing creating safeguarding concerns. Typically, this is related to the height of fencing and concerns that it does not support them to keep children safe within the school grounds. The proportion of pupils with behavioural issues has also increased in mainstream schools in recent years meaning that fencing that may have been adequate in the past is now creating greater further challenges to keep children safe.

- 3.50 A number of primary schools have been identified with fencing and other security/safety concerns with a total estimated cost of addressing the issues of £2.00 million. It is recognised that a solution is necessary to provide confidence in the safety and welfare of children and young people in our schools. Therefore, to limit pressure on capital resources is proposed that a phased approach is put in place to address those fencing and security concerns that are presented.
- 3.51 It is proposed to allocate £0.400 million of funding from the School Condition Fund to address inadequate perimeter fencing at the initial set of primary schools.
- 3.52 Cabinet are asked to agree the proposal to allocate £0.400 million, funded as follows:

School Condition Allowance	£0.400 million
----------------------------	----------------

Coleshill Learning Pod

- 3.53 Recent data shows an 129% increase in exclusions from pre-pandemic levels with increasing demands for Alternative Provision (AP) to be available in the right areas of the county.
- 3.54 AP settings are places that provide education for children who can't go to a mainstream school. It is used by local authorities to arrange education for pupils who, because of exclusion, illness or other reasons, would not otherwise receive suitable education. It is also used by schools to arrange education for pupils on a fixed-period exclusion or to improve behaviour off-site.
- 3.55 Warwickshire currently does not have an AP state funded school, relying on independent provision and services to provide intervention and education provision for those young children unable to attend a mainstream school.
- 3.56 The Local Authority owns a building in Coleshill that has been used previously to provide education services for children and young people. It is proposed to refurbish this building to enable an AP service to operate within the North Warwickshire and Nuneaton & Bedworth area.
- 3.57 Refurbishment costs including external works (parking, fencing, ramps), internal works (flooring, new kitchen and toilets, and fixtures and furniture are estimated at £0.163 million. It is proposed to fund the works from the High Needs Capital Allocation.
- 3.58 Cabinet are asked to agree the proposal to allocate £0.163 million, funded as follows:

High Needs Capital Allocation	£0.163 million
-------------------------------	----------------

4. Environmental Implications

- 4.1. The County Council will look to use modern methods of construction to achieve efficiencies and benefits particularly in terms of time, cost, and the environment.
- 4.2. Environmental risk assessments, together with mitigation statements to reduce any potential environmental impacts, are required for any capital project.
- 4.3. All future school capital projects will be developed in accordance with statutory regulations which include the revised Building Regulations 2021. These new building regulations include significant changes to the regulations around ventilation, energy efficiency and overheating, electric vehicle charging and a number of smaller supporting elements of the regulations. Schools will therefore be built to new standards that are expected to produce lower carbon dioxide omissions compared to previous standards.
- 4.4. As part of the feasibility work on capital projects, where feasible net zero options and associated costs have been explored and considered.
- 4.5. Extensions to existing buildings make environmental improvements a challenge. However, where possible new build elements will be fossil fuel free and will be net zero carbon enabled.
- 4.6. Proposed schemes aim to ensure the sufficiency of, and accessibility to, provision in local settings avoiding the need to travel further afield to access education or childcare provision. The provision and access to local education provision supports the promotion of active travel and the health and well-being, economic and environmental benefits this can bring.

5. Supporting Information

- 5.1 None

6. Timescales associated with the decision and next steps.

- 4.7. Subject to Cabinet approval, those schemes requiring Council approval will be submitted on 14 May 2024.

Appendices

Appendix 1: Finance Summary

Appendix 2: Summary of responses to consultation – Lighthorne Heath

Appendix 3: Summary of responses to consultation – Shottery St Andrew's

Background Papers

1. Equality Impact Assessment

	Name	Contact Information
Report Author	Emma Basden-Smith - Strategy and Commissioning Manager, Claire Thornicroft - Education Capital Coordinator, Bern Timings - Strategy and Commissioning Manager	emmabasdensmith@warwickshire.gov.uk clairethornicroft@warwickshire.gov.uk berntimings@warwickshire.gov.uk
Director	Johnny Kyriacou - Director of Education	johnnykyriacou@warwickshire.gov.uk
Executive Director	Nigel Minns - Executive Director for Children and Young People	nigelminns@warwickshire.gov.uk
Portfolio Holder	Kam Kaur – Portfolio Holder for Education, Peter Butlin -Portfolio Holder for Finance and Property	kamkaur@warwickshire.gov.uk peterbutlin@warwickshire.gov.uk

The report was circulated to the following members prior to publication:

Local Member(s): Cllr Christopher Kettle, Cllr Jenny Fradgley, Cllr Parminder Singh Birdi, Cllr Richard Baxter-Payne

Other members: Councillors Marian Humphreys, Jerry Roodhouse and Barbara Brown

SCHOOL CAPITAL PROGRAMME (May 2024 report) - FINANCE BREAKDOWN

Appendix 1

Available Resources £m	
2023/24 Confirmed Basic Need Grant (Remaining Unallocated)	5.765
2024/25 Confirmed Basic Need Grant	21.366
Other capital resources - Earmarked Capital Receipts	2.113
Other capital resources - School Condition Allocation	4.279
Total Available Resources	33.523

Projects Recommended for Support in May 2024 Cabinet Report	Total Cost £m	Proposed Use of Basic Need Resources £m	Proposed Use of Developer funding Resources £m	Proposed Use of Schools Condition Resources £m	Proposed Use of Capital Receipts Resources £m	Proposed Use of High Needs Resources £m
Lighthorne Heath Primary School	16.467	10.801	3.603	2.063		
Shottery St Andrews CofE Primary School	15.573	11.330	1.164	0.966	2.113	
Myton Gardens Additional Funding	5.347	5.000	0.347			
Stratford upon Avon School Additional funding	1.500		1.500			
The George Eliot Academy	0.310		0.310			
The Coleshill Learning Pod	0.163					0.163
Disability and Access Blockheader	0.600					0.600
Safeguarding and Security Blockheader	0.400			0.400		
Total	40.360	27.131	6.924	3.429	2.113	0.763
Revised Unallocated/ (Shortfall) in Resources		0.000		0.850	0.000	

This page is intentionally left blank

Appendix 2: Proposal to increase capacity at Lighthorne Heath Primary School– Overview of Consultation Responses

Reasons In Agreement with Proposal	% of respondents for proposal	WCC response
The school is struggling with capacity and is too small	22%	Proposal aims to increase capacity
Current building is falling apart	11%	Existing building is maintained to ensure health and safety of pupils
More SEND provision needed in Warwickshire	11%	Proposal includes specialist resourced provision
More specialist provision in Lighthorne Heath is needed	11%	Proposal includes specialist resourced provision
Reasons Against Proposal	% of respondents against proposal	WCC response
There are other local schools with surplus places. The size of the new school will have a detrimental impact on those smaller rural schools.	9%	The expansion of Lighthorne Heath Primary School is needed to meet the significant demand created by 3000 homes at Upper Lighthorne. This demand could not be met by other schools in the wider local area. Parental preference could also potentially increase numbers looking at other schools in the wider local area having a positive impact on numbers rather than a negative one.
Reasons neither agree/disagree with Proposal	% of respondents proposal	WCC response
None provided		

This page is intentionally left blank

Appendix 3: Proposal to increase capacity and establish specialist resourced provision at Shottery St Andrew's CE Primary School – Overview of Consultation Responses

Reasons In Agreement with Proposal	% of respondents for proposal	WCC response
The school is struggling with capacity and is too small with limited facilities to provide an adequate teaching environment for the pupils	38%	Proposal aims to increase capacity
Current building is in very poor condition	15%	Existing building is maintained to ensure health and safety of pupils. New building will provide improved learning environment
More SEND provision needed in Warwickshire	8%	Proposed to establish a specialist resourced provision
Make sure original building is retained	8%	Building is owned by Church of England Diocese. Options for existing building will be considered in discussion with the Diocese
Need to improve facilities for local people as a result of the housing development	8%	Proposal aims to provide improved facilities, included a nursery, for the local area
Is one form entry sufficient	8%	The school will be built as two form entry. The school will gradually grow to operate as one form entry and expand when there is a requirement
Reasons Against Proposal	% of respondents against proposal	WCC response
Retain the small school ethos for those children that need it. Children with learning needs will	29%	The school will continue to create a nurturing, supportive environment. The pupil numbers will grow gradually and the establishment of a specialist resourced provision will bring additional SEND expertise into the school.

struggle in a bigger school		
There is no need for things to change	14%	Existing building no longer able to adequately meet pupil's needs
Community/heritage of the school will be lost	14%	Existing building no longer able to adequately meet pupil's needs
Understand the need to replace the school building but School does not need to be two forms of entry (one form entry would be sufficient)– too many places will have a negative impact on other primary schools in the town	29%	The school is being built as 2 forms of entry to provide future additional capacity as proposed housing builds out in the medium to long term. The school will be growing gradually to one form entry (210 pupils). The SRP will be using some of the additional space available.
Reasons neither agree/disagree with Proposal	% of respondents who neither agree/disagree	WCC response
Retain the small school ethos for those children that need it.	100%	The school will continue to create a nurturing, supportive environment.
Hope it remains a church school	100%	The designation of the school will not change

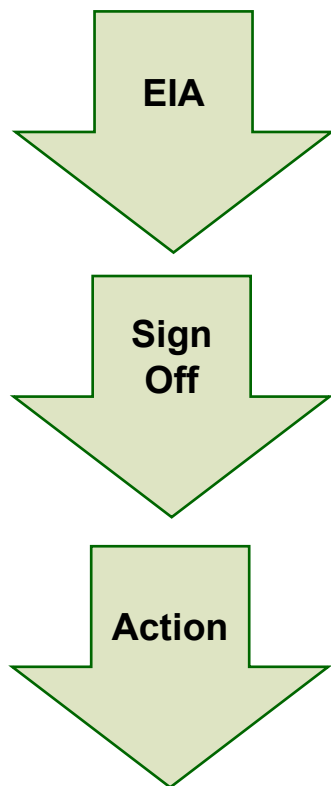
Warwickshire County Council (WCC) Equality Impact Assessment (EIA) Form

The purpose of an EIA is to ensure WCC is as inclusive as possible, both as a service deliverer and as an employer. It also demonstrates our compliance with Public Sector Equality Duty (PSED).

This document is a planning tool, designed to help you improve programmes of work by considering the implications for different groups of people. A guidance document is available [here](#).

Please note that, once approved, this document will be made public, unless you have indicated that it contains sensitive information. Please ensure that the form is clear and easy to understand. If you would like any support or advice on completing this document, please contact the Equality, Diversity and Inclusion (EDI) team via equalities@warwickshire.gov.uk, or if it's relating to health inequalities, please contact Public Health via padmin@warwickshire.gov.uk.

Page 31



- Having identified an EIA is required, ensure that the EIA form is completed before any work is started. This includes gathering evidence and / or engaging the relevant stakeholders to inform your assessment.
- Brief the relevant Assistant Director for sign off and upload the completed form here: [Upload Completed Equality Impact Assessments](#). Please name it “EIA [project] [service area] [year]”
- Undertake further research / engagement to further understand impacts (if identified).
- Undertake engagement and / or consultation to understand if EIA has identified and considered impacts.
- Amend accordingly to engagement / consultation feedback and brief decision makers of any changes.
- Implement proposed activity.
- Monitor impacts and mitigations as evidence of duty of care.

*Working for
Warwickshire*

Section One: Essential Information

Service / policy / strategy / practice / plan being assessed	Additions to the Education Capital Programme
Business Unit / Service Area	Education Services
Is this a new or existing service / policy / strategy / practice / plan? If existing, please state date of last assessment.	Relocation and expansion of existing provision, establishment of specialist resourced provision, funding to improve accessibility requirements
EIA Authors N.B. It is best practice to have more than one person complete the EIA to bring different perspectives to the table.	Emma Basden-Smith
Do any other Business Units / Service Areas need to be included?	SENDAR
Does this EIA contain personal and / or sensitive information?	No

Are any of the outcomes from this assessment likely to result in complaints from existing services users, members of the public and / or employees?

No

1. Please explain the background to your proposed activity and the reasons for it.

The relocation and expansion of existing provision are related to meeting the growth from proposed housing development, ensuring the sustainability of existing provision and improving the education facilities to meet a greater range of pupil needs.

Establishing specialist resourced provision is a key project within the SEND & Inclusion Change Programme and part of the SEND & Inclusion Strategy and DSG Recovery Plan. It allows learners with SEND to attend local settings and provides a bridge between mainstream and specialist provision.

There has been significant growth in both generic and specialist special schools. The main growth and investment has been in specialist provision for pupils with communication and interaction needs and social, emotional and mental health (SEMH) difficulties.

In line with the statutory guidance issued by the Department for Education 'Making Prescribed Alterations to Maintained Schools' any proposals to increase capacity to a school or establish, remove or alter SEN provision (including Resourced Provision) at a mainstream school requires the local authority to undertake a statutory process including a consultation period of at least 4 weeks.

2. Please outline your proposed activity including a summary of the main actions.

Warwickshire County Council is proposing to:

- Relocate and Increase the capacity of Lighthorne Heath Primary School and Shottery St Andrews CE Primary School from 210 places to 420 places.
- Establish provision for children with special educational needs in the form of specialist resourced provision for between 8 and 14 primary aged pupils

If approved the additional places would be implemented for between September 2025 and September 2026

- Pupils in the specialist resourced provision will benefit from accessing education at a mainstream primary school through a flexible approach, tailored and adapted to their needs.
- A statutory planning application would need to be submitted to for the new school building on the new school sites.

3. Who is this going to impact and how?

Customers	Members of the Public	Employees	Job Applicants
	Local residents		
Other, please specify:	SEND pupils/Families, Schools/existing pupils		

Section Two: Evidence

Please include any evidence or relevant information that has influenced the decisions contained in this EIA. This could include demographic profiles; audits; research; health needs assessments; national guidance or legislative requirements and how this relates to the protected characteristic groups and additional groups outlined in Section Four.

A – Quantitative Evidence

This is evidence which is numerical and should include the number people who use the service and the number of people from the protected characteristic groups who might be affected by changes to the service.

Lighthorne Heath: Pupil forecasts indicate reception cohorts and growth in other year groups will start to increase above existing capacity from September 2025. To ensure sufficient school places in the village of Lighthorne Heath as the housing development (3000 homes) builds out it is proposed to relocate and increase the capacity of Lighthorne Heath Primary School from 105 to 420 pupils.

Shottery St Andrews CE Primary School: Pupil forecasts indicate housing development in Stratford upon Avon will start to put pressure on school places in the town from September 2026. To ensure sustainability of existing provision, access to high quality sustainable education facilities and sufficient school places are available in Stratford upon Avon town over the next 10 years, it is proposed to relocate and expand the existing Shottery St Andrew CE Primary School from 105 places to 420 places. The relocation to a larger site also allows access to improved educational facilities which the existing school site currently does not have such as dedicated hall/dining space, group/intervention space and a playing field

Warwickshire has experienced increased demand for specialist education provision year on year with the number of children with EHCPs increasing annually by 9% over the past 5 years. This trend for increased demand for specialist education provision is anticipated to continue particularly in areas of housing and population growth. The Council will continue to work in partnership with schools to progress successful establishment and development of further provision.

B – Qualitative Evidence

This is data which describes the effect or impact of a change on a group of people, e.g. some information provided as part of performance reporting.

Establishment of Specialist Resourced Provision (places for pupils with an EHCP): The LA believes that all children should be educated as close to their home as possible, which not only reduces the time they spend travelling, but also enables them to be an integral part of their local community, where they are able to feel welcomed, included and valued as equal members of society. We want to support children, young people and their families by encouraging and challenging schools to cater for as wide a range of needs and abilities as is possible. We want mainstream settings to nurture positive attitudes to children and young people with SEND, both in their own school and in their wider community.

Section Three: Engagement

Engagement with individuals or organisations affected by the proposed activity must take place. For further advice and support with engagement and consultations, click [here](#).

<p>Has the proposed activity been subject to engagement or consultation with those it's going to impact, taking into account their protected characteristics and socio-economic status?</p>	<p>A statutory consultation on the relocation, expansion and establishment of the specialist resourced provision at Lighthorne Heath Primary School and Shottery St Andrews CE Primary School from 26th February to 22nd March 2024</p>
<p>If YES, please state who with.</p>	<p>Details were published in the local press and on the WCC website. Proposals were sent to the parents and carers of pupils at the school, other schools in the area and democratic representatives for the area. Feedback was collated and evaluated.</p>
<p>If NO engagement has been conducted, please state why.</p>	

How was the engagement carried out?	Yes / No	What were the results from the engagement? Please list...
Focus Groups		
Surveys	Y	Ask Warwickshire
Public Event		
Displays / Exhibitions		
Other (please specify)	Y	Local paper
Has the proposed activity changed as a result of the engagement?	No	A small number of respondents shared concerns relating to losing the ethos of a small school and building to much capacity into an area too quickly and the impact this can have on existing schools.
Have the results of the engagement been fed back to the consultees?	Following a Cabinet decision	
Is further engagement or consultation recommended or planned?	Yes	If the proposal is approved, there will need to be a planning application to deliver the accommodation required.
What process have you got in place to review and evaluate?	Mainstream and Specialist provision within the county regularly reviewed to ensure meeting the need and demand for places.	

Section Four: Assessing the Impact

Protected Characteristics and other groups that experience greater inequalities

What will the impact of implementing this proposal be on people who share characteristics protected by the Equality Act 2010 or are likely to be affected by the proposed activity? This section also allows you to consider other impacts, e.g. health inequalities such as deprivation, socio-economic status, vulnerable groups such as individuals who suffer socio-economic disadvantage, armed forces, carers, homelessness, people leaving prison, young people leaving care etc.

On the basis of evidence, has the potential impact of the proposed activity been judged to be positive (+), neutral (=), negative (-), or positive and negative (+&-), for each of the protected characteristic groups below and in what way?

N.B In our Guidance to EIAs we have provided you with potential questions to ask yourself when considering the impact of your proposed activity. Think about what actions you might take to mitigate / remove the negative impacts and maximize on the positive ones. This will form part of your action plan at Section Six.

	Impact type (+) (=) (-) or (+&-)	Nature of impact including health inequalities Will your proposal have negative or positive implications for each group, including on health inequalities? Think about whether outcomes vary across groups and who benefits the most and least, for example, the outcome for a woman on a low income may be different to the outcome for a woman a high income.	Mitigating Actions for Negative Impacts What can you do to mitigate any identified negative impacts or health inequalities? Think about offering for example benefits advice, access to bus routes, community support, flexible opening times, creche facilities etc. Use this column to form the basis of Section 6.
Age	+	Increasing 'local' specialist provision for SEND learners Increasing mainstream primary provision within the local area	
Disability Consider:	+	Increasing 'local' specialist provision for SEND learners.	

<ul style="list-style-type: none"> Physical disabilities Sensory impairments Neurodiverse conditions (e.g. dyslexia) Mental health conditions (e.g. depression) Medical conditions (e.g. diabetes) 		It allows learners with SEND to attend local settings and provides a bridge between mainstream and specialist provision. Improving facilities and learning environment for existing pupils	
Gender Reassignment	=		
Marriage and Civil Partnership	=	Not applicable	
Pregnancy and Maternity	=	Not applicable	
Race Including: <ul style="list-style-type: none"> Colour Nationality Citizenship Ethnic or national origins 	=		
Religion or Belief	=	Admission to the schools and SRP is open to all faiths and beliefs.	
Sex	=		

Sexual Orientation	=		
Groups who may require support: <ul style="list-style-type: none"> • Individuals who suffer socio-economic disadvantage • Armed Forces (WCC signed the Armed Forces Covenant in June 2012) • Carers • Homelessness • People leaving Prison • People leaving Care 	=		
Other Identified Health Inequalities (HI) Many issues can have an impact on health: is it an area of deprivation, does every population group have equal access, unemployment, work conditions, education, skills, our living situation, rural, urban, rates of crime etc.		<p>What health inequalities already exist? Establishment of the SRPs aim to increase the local offer for SEND learners and reduce the need for travel</p> <p>Will your proposal have a negative or positive implications on health inequalities? Positive</p> <p>What can you do to mitigate any identified health inequalities? Feeding into the strategy to deliver the best system of education, health and social care for learners with SEND</p>	

		within our allocated resources, including the most vulnerable learners.	
Other Groups If there are any other groups			

Public Sector Equality Duty (PSED)

Public Authorities must have 'due regard' to the need to eliminate unlawful discrimination, advance equality of opportunity and foster good relations. Please evidence how your proposed activity meets our obligations under the PSED.

	Evidence of Due Regard
Eliminate unlawful discrimination (harassment, victimisation and other prohibited conduct):	
<p>Advance equality of opportunity:</p> <p>This involves</p> <ul style="list-style-type: none"> removing or minimising disadvantages suffered by people due to their protected characteristics; taking steps to meet the needs of people with certain protected characteristics where these are different from the needs of other people, for example, taking steps to take account of people with disabilities; encouraging people with certain protected characteristics to participate in public life or in other activities where their participation is disproportionately low. 	<p>The proposed change is part of the wider SEND programme to promote inclusion in all mainstream and educational settings Supporting the aspiration for every child and young person to have their health, social care and education needs met within their local community and for every child to attend a good local school that is appropriate for their level of need or disability.</p>

Foster good relations:

This means tackling prejudice and promoting understanding between people from different groups and communities.

Section Five: Partners / Stakeholders

Which sectors are likely to have an interest in or be affected by the proposed activity?	Yes / No	Describe the interest / affect
Businesses		
Councils		
Education Sector	Y	Other schools in the area
Fire and Rescue		
Governance Structures		
NHS	Y	SEND learners may also have additional health needs
Police		
Voluntary and Community Sector	Y	Where involved in the provision of service for SEND children
Other(s): please list and describe the nature of the relationship / impact		

Section Six: Action Planning

If you have identified impacts on protected characteristic groups in Section Four, please summarise these in the table below detailing the actions you are taking to mitigate or support this impact. It is also important to consider how often this E.I.A. will be reviewed, and who is responsible for doing this. If you are not taking any action to support or mitigate the impact, you should complete the No Mitigating Actions section below instead.

Mitigating Actions

Consider:

- Who else do you need to talk to? Do you need to engage or consult?
- How you will ensure your activity is clearly communicated
- Whether you could mitigate any negative impacts or build on positive impacts for protected groups or health inequalities
- Whether you could do more to fulfil the aims of the PSED
- How you will monitor and evaluate the effect of this work
- Anything else you can think of!

Identified Impact	Action(s)	Timescale incl. evaluation and review date	Name of person responsible
Where responses to the consultation have highlighted where further information regarding the proposal needs to be communicated to stakeholders	<p>Pass this feedback on to the school to ensure continued communication to the school/parent community around the development of the proposal.</p> <p>Ensure LA maintains communication channels with interested stakeholders</p>	May 2024 to September 2025	Emma Basden-Smith/Dale Bromfield

No Mitigating Actions

Please explain why you do not need to take any action to mitigate or support the impact of your proposed activity.

Section Seven: Assessment Outcome

Only one of following statements best matches your assessment of this proposed activity. Please select one and provide your reasons.		
No major change required	x	No significant negative impact identified

The proposal has to be adjusted to reduce impact on protected characteristic groups and/or health inequalities		
Continue with the proposal but it is not possible to remove all the risk to protected characteristic groups and/or health inequalities		
Stop the proposal as it is potentially in breach of equality legislation		

Section Eight: Sign Off

N.B To be completed after the EIA is completed but before the area of work commences.

Name of person/s completing EIA	Emma Basden-Smith
Name and signature of Assistant Director	Jonny Kyriacou
Date	18/04/24
Date of next review and name of person/s responsible	

This page is intentionally left blank

Cabinet

9 May 2024

Establishment of Specialist Resourced Provision

Recommendations

That Cabinet:

- 1) Approves the establishment of specialist resourced provision and approves the following addition to the capital programme to deliver the prescribed alterations required:
 - a) For Park Hill Junior School, Kenilworth an addition of £0.113 million to the capital programme to be funded from the Special Provision Fund;
 - b) For St Paul's CofE Primary School, Nuneaton, an addition of £0.013 million to the capital programme to be funded from Developer contributions;
- 2) Approves the establishment of specialist resourced provision at Briar Hill Infant School, Leamington Spa at no additional cost to the Council;
- 3) Supports the establishment of specialist resourced provision at Nicholas Chamberlaine School, Bedworth and in order to deliver the alterations required approves an addition to the capital programme of £0.090 million to deliver the scheme at Nicholas Chamberlains School, Bedworth. This will be funded from the High Needs Capital Grant and to be drawn down subject to the Department for Education approval of the required change application; and
- 4) Authorises, the Executive Director for Children and Young People, in consultation with the Portfolio Holder for Finance and Property and the Portfolio Holder for Education, to invite tenders and enter into the appropriate contracts on terms and conditions considered acceptable to the Executive Director for Resources.

1. Executive Summary

- 1.1 The number of pupils with an Education, Health and Care Plan (EHCP) in Warwickshire has increased annually by 9% over the past 5 years, which is in line with national growth. There have also been changes in the complexity and type of need.
- 1.2 This increase in demand places further financial pressure on the High Needs Block of the Dedicated Schools Grant (DSG) and budget to deliver and source the most appropriate provision. The DSG is the main source of government

funding for the provision of education by local authorities and schools in England.

- 1.3 As part of the Delivering Better Value (DBV) programme of work, the Council is seeking to increase the number of Specialist Resourced Provision places commissioned over the next five years, from the current position of just under 200 places to over 500 places by 2028.
- 1.4 The continued development of specialist resourced provision across the county enables pupils with an education, health and care plan (EHCP), who are cognitively able to access the curriculum, to have their needs met and benefit from being located on site alongside a mainstream school environment.
- 1.5 Warwickshire now has 18 specialist resourced provisions (16 primary and two secondary), with two in North Warwickshire, five in Nuneaton and Bedworth, six in Rugby, two in the Warwick/Leamington area, and three in the Stratford on Avon area.
- 1.6 The main growth and investment is in specialist provision for pupils with communication and interaction needs and social, emotional and mental health (SEMH) difficulties. The demand for specialist educational provision is expected to continue to rise, and the Council will continue to work in partnership with schools to progress successful establishment and development of further provision. The highest priority is to establish secondary school specialist resourced provision in the South and North of the County where there is no provision.
- 1.7 Warwickshire County Council is proposing to establish four further specialist provisions in Leamington Spa, Kenilworth, and Nuneaton and Bedworth with implementation for September 2024, as outlined in Section 3.
- 1.8 The establishment of the specialist resourced provision will not impact on the school's current published admission numbers. Admissions to the specialist resourced provisions follow a different procedure from that operating for the rest of the school. Admissions into the specialist resourced provision will be through the Warwickshire County Council process for specialist admissions.

2. Financial Implications

- 2.1 The High Needs Capital Grant allocation received for 2023/24 is £2.546 million, of which £0.982 million remains unallocated. The Department for Education (DfE) has just announced that the Council has been allocated £7.015 in total for the 2023/24 (additional £4.987m) and 2024/25 (£2.028m) High Needs capital allocation.

Available Resources (unallocated)	2024/25
	£m
Basic Need Grant	27.131
High Needs Grant	7.997
Schools Condition Allocation	6.259
Special Provision Fund	0.162
s.106*	17.845
Earmarked Capital Receipts	2.113
	61.507

*The s.106 balance consists of funds the authority currently holds in cash as received from developers but is linked to over 200 separate s.106 agreements and, therefore, flexibility of funding is limited to the conditions of the individual agreements.

- 2.2 The project costs outlined within this report total £0.216 million of which £0.113 million is from the Special Provision Fund, £0.090 million is from the High Needs Capital Grant and £0.013 million is from developer contributions.
- 2.3 Funding from developer contributions can only be used for a limited range of purposes specified in the relevant agreement. Colleagues in the Infrastructure Team and Finance have confirmed the use and availability of the funding in line with the relevant agreement.
- 2.4 The establishment of resourced provision is part of the strategy to limit the overspend on the Dedicated Schools Grant (DSG) allowing learners to be placed in more cost-effective provision, and ensuring that, where possible, more learners with an EHCP can be taught alongside, and within, a mainstream school environment.
- 2.5 Increasing the local offer of specialist resourced provision also aims to reduce travel distance and times for the learner subsequently reducing home to school transport expenditure.
- 2.6 The available funding set out in the table is as at 29 April 2024 and doesn't take into account the projects in this report or other relevant reports on the agenda today.

3. Proposals for Prescribed Alterations

Briar Hill Infant School

- 3.1 Briar Hill is a 3-form entry infant school, with an Ofsted rating of 'Outstanding', with 270 places for children aged 4-7 years.
- 3.2 As part of meeting the demand for specialist provision and increasing the local spread of specialist resourced provision it is proposed to formally establish specialist resourced provision for up to 8 pupils with an EHCP whose primary needs are communication and interaction.
- 3.3 As part of the process to establish the specialist resourced provision at Briar Hill Infant School, a 4-week statutory consultation was carried out with key stakeholders between 11th March 2024 and 19th April 2024. Details were published in the local press and on the Council's website. Proposals were sent to the parents and carers of pupils at the school, other schools in Warwick District and democratic representatives in the area. A summary of the consultation responses is provided in Appendix 2.
- 3.4 A total of 15 responses were received during the consultation period. 80% of respondents agreed with the proposal and the remaining 20% disagreed with the establishment of the specialist resourced provision.
- 3.5 Those in agreement with the proposal cited the need for more SEND provision and supported the inclusion within a mainstream setting. Those not in agreement with the proposal had concerns relating to the impact the provision would have on existing pupils. Respondents also stated the need to ensure the provision was adequately staffed and resourced. A Summary of responses is provided in Appendix 1.
- 3.6 The specialist resourced provision would initially accommodate up to five pupils using an existing teaching space before expanding to eight pupils from September 2026 by utilising the recently built classroom previously approved by Cabinet in July 2022 to accommodate additional reception pupils in September 2023 who will be moving out of the school to Junior provision from September 2026.
- 3.7 This approval will not require any further additional capital works or funding.

Park Hill Junior School

- 3.8 Park Hill is a 2-form entry junior school, with an Ofsted rating of 'Good', with 264 places for children aged 7-11 years.
- 3.9 As part of meeting the demand for specialist provision and increasing the local spread of specialist resourced provision it is proposed to establish specialist resourced provision for up to 8 pupils with an EHCP whose primary needs are communication and interaction.
- 3.10 As part of the process to establish the specialist resourced provision at Park Hill Junior School, a 4-week statutory consultation was carried out

with key stakeholders between 11th March 2024 and 19th April 2024. Details were published in the local press and on the Council's website. Proposals were sent to the parents and carers of pupils at the school, other schools in Warwick District and democratic representatives in the area. A summary of the consultation responses is provided in Appendix 2.

- 3.11 A total of 18 responses were received during the consultation period. 89% of respondents agreed with the proposal and the remaining 11% of respondents did not support the establishment of specialist resourced provision at Park Hill Junior School.
- 3.12 Those respondents in agreement with the proposal cited a much needed addition to the school community and SEND provision in the County that supported the education of pupils with communication and interaction needs alongside their mainstream peers. Points were also raised in relation to ensuring the provision was resourced and accommodated appropriately. A summary of responses is provided in Appendix 2.
- 3.13 In order to accommodate the specialist resourced provision, it is proposed to remodel an existing underutilised area within the school (current use of this space can be timetabled into other areas of the school). The redesign will include a staff admin room, calm room, reading area and toilet off the main classroom. There will also be a raised outdoor play area created. The cost of these capital works has been estimated at £0.113 million and would be funded from the Special Provision Fund.
- 3.14 Cabinet is asked to agree the proposal to allocate an additional £0.113 million as follows:

Special Provision Fund	£0.113 million
------------------------	----------------

St Paul's CofE Primary School, Nuneaton

- 3.15 St Paul's CofE Primary School is a 2-form entry primary school, with an Ofsted rating of 'Good', with 420 places for children aged 4-11 years.
- 3.16 As part of meeting the demand for specialist provision and increasing the local spread of specialist resourced it is proposed to establish specialist resourced provision for up to 8 pupils with an EHCP whose primary needs are communication and interaction.
- 3.17 As part of the process to establish the specialist resourced provision at St Paul's CofE Primary School, a 4-week statutory consultation was carried out with key stakeholders between 11th March 2024 and 19th April 2024. Details were published in the local press and on the Council's website. Proposals were sent to the parents and carers of pupils at the school, other schools in Nuneaton and Bedworth and democratic representatives in the area. A summary of the consultation responses is provided in Appendix 2.

- 3.18 A total of 15 responses were received during the consultation period. 80% of respondents agreed with the proposal, 7% disagreed with the proposal and 13% provided a neutral response.
- 3.19 The respondents who provided comment highlighted the need for more of this type of provision in the area and there were also concerns raised around disruption to classes at times of integration. A summary of responses is provided in Appendix 2.
- 3.20 In order to accommodate the specialist resourced provision, it is proposed to utilise the existing before and after care facility attached to the school to house the specialist resourced provision which will require no major alterations, however there will be some cosmetic and sensory improvements that will need to be done to the internal space.
- 3.21 The cost of these capital works has been estimated at £0.013 million and would be funded from developer contributions.
- 3.22 Cabinet is asked to agree the proposal to allocate an additional £0.013 million as follows:

Developer Funding	£0.013 million
-------------------	----------------

Nicholas Chamberlaine School

- 3.23 Nicholas Chamberlaine School is a 10-form entry secondary school, with an Ofsted rating of 'Requires Improvement', with 1500 places for children aged 11-16 years.
- 3.24 As part of meeting the demand for specialist provision and increasing the local spread of specialist resourced provision for learners it is proposed to establish specialist resourced provision for up to 24 pupils with an EHCP whose primary needs are communication and interaction.
- 3.25 In order to accommodate the specialist resourced provision, it is proposed to remodel an existing classroom area that is currently used for providing intervention and additional pupil support. The redesign will include a large classroom which will have capacity to be zoned into separate areas, a nurture room with kitchen and comfortable seating area, a disabled, single use toilet, plus four additional toilets located off the main corridor. There will also be a designated landscaped outdoor area for the specialist resourced provision cohort to provide a relaxed, sensory space.
- 3.26 The cost of these capital works has been estimated at £0.090 million and would be funded from the High Needs Capital Grant.
- 3.27 As part of establishing the specialist resourced provision, the academy trust will be required to submit a 'significant change' application to the Department for Education for approval. As part of this process Nicholas Chamberlaine School carried out a 4-week statutory consultation with key

stakeholders between 11th March 2024 and 19th April 2024. A summary report will be published on the School and Trust website in due course and submitted to the Department for Education.

- 3.28 Cabinet is asked to agree the proposal to allocate an additional £0.090 million as follows:

High Needs Capital Grant £0.090 million

4 Environmental Implications

- 4.1 Anticipated to be minimal with the additional accommodation requirements involving small scale internal alterations.
- 4.2 There is also the positive impact with the increasing development of resourced provision aiming to provide more ‘local’ education provision and reduce journey times for the learner.

5 Supporting Information

- 5.1 None

6 Timescales associated with the decision and next steps.

- 6.1 If approved, necessary works would take place over the summer to enable all four provisions to be opened and operational in September 2024.

Appendices

1. Appendix 1 - Summary of responses to consultation

Background Papers

1. Equality Impact Assessment

	Name	Contact Information
Report Author	Emma Basden-Smith - Strategy and Commissioning Manager, Dale Bromfield - Commissioning Manager, Claire Thornicroft – Education Capital Co-ordinator	emmabasdensmith@warwickshire.gov.uk dalebromfield@warwickshire.gov.uk clairethornicroft@warwickshire.gov.uk

Director	Johnny Kyriacou – Director of Education	johnnykyriacou@warwickshire.gov.uk
Executive Director	Nigel Minns - Executive Director for Children and Young People	nigelminns@warwickshire.gov.uk
Portfolio Holder	Cllr Kam Kaur – Portfolio Holder for Education Cllr Peter Butlin – Portfolio Holder for Finance and Property	kamkaur@warwickshire.gov.uk peterbutlin@warwickshire.gov.uk

The report was circulated to the following members prior to publication:

Local Member(s): Cllr Judy Falp, Cllr Tracey Drew, Cllr Bhagwant Singh Pandher,
Cllr Mandy Tromans

Other members: Chair & Spokes of CYP OSC

Proposal to Establish Specialist Resourced Provision at Briar Hill Infant School – Overview of Consultation Responses (10 of 15 responses provided comment)

Reasons For Proposal	WCC response
A wonderful idea; should be more SRP spaces for SEND pupils	
Need to ensure the provision comes with sufficient resource, staff and fully funded so that it benefit the pupils.	The school will receive additional funding for pupils in the provision and the school will put together a recruitment programme in line with the increase in pupil numbers to ensure pupils needs and provision is met as outlined in their EHCP.
Reasons Against Proposal	WCC response
Not a good idea. Concerns around behaviour, disruption on classes and pupils.	WCC promotes inclusion within mainstream settings. The SRP will allow the flexibility for pupils in the SRP to join their peers for teaching and learning when appropriate and supported by staff.
Support integration into the rest of the school but needs to be done with sufficient resources to ensure a positive learning environment for all.	The school will be provided with the additional funding to resource and staff the SRP.

Proposal to Establish Specialist Resourced Provision at Park Hill Junior School – Overview of Consultation Responses (9 of 18 provided comment)

Reasons For Proposal	WCC response
Much needed addition to the school community and the local area	Increase in specialist places needed to ensure the needs of all learners with SEND can be met
Provision for those children struggling to access learning in the classroom but would still benefit from being part of the whole school community in many other ways.	
Additional staff will be needed	The school will put together a recruitment program in line with the increase in pupil numbers to ensure pupils needs and provision is met as outlined in their EHCP.
Reasons Against Proposal	WCC response
Will the school have the space to accommodate the provision?	It is proposed to remodel an existing, underutilised classroom area.

Proposal to Establish Specialist Resourced Provision at St Paul' CE Primary School – Overview of Consultation Responses (4 of 15 provided comment)

Reasons For Proposal	WCC response
Much needed provision in the local area	Increase in specialist places needed to ensure the needs of all learners with SEND can be met
Reasons Against Proposal	WCC response
Concerns around behaviour, disruption on classes and pupils.	Additional staff recruited to enable provision to effectively manage integration of pupils alongside peers.
Neither agree or disagree with the proposal	WCC response
All children should have an opportunity to attend education delivered in a variety of ways to support their needs	
Concerns around behaviour, disruption on classes and pupils.	Additional staff recruited to enable provision to effectively manage integration of pupils alongside peers.

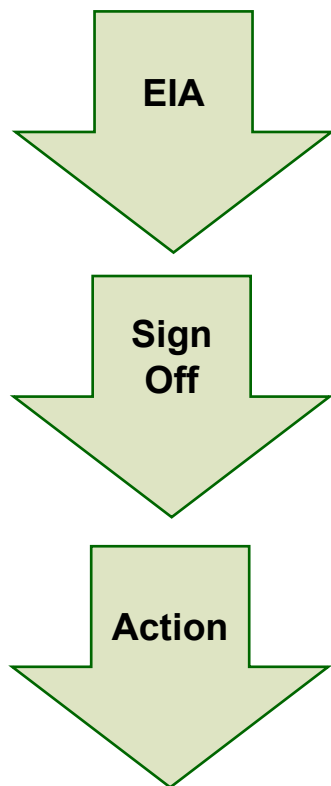
Warwickshire County Council (WCC) Equality Impact Assessment (EIA) Form

The purpose of an EIA is to ensure WCC is as inclusive as possible, both as a service deliverer and as an employer. It also demonstrates our compliance with Public Sector Equality Duty (PSED).

This document is a planning tool, designed to help you improve programmes of work by considering the implications for different groups of people. A guidance document is available [here](#).

Please note that, once approved, this document will be made public, unless you have indicated that it contains sensitive information. Please ensure that the form is clear and easy to understand. If you would like any support or advice on completing this document, please contact the Equality, Diversity and Inclusion (EDI) team via equalities@warwickshire.gov.uk, or if it's relating to health inequalities, please contact Public Health via phadmin@warwickshire.gov.uk.

Page 57



- Having identified an EIA is required, ensure that the EIA form is completed before any work is started. This includes gathering evidence and / or engaging the relevant stakeholders to inform your assessment.
- Brief the relevant Assistant Director for sign off and upload the completed form here: [Upload Completed Equality Impact Assessments](#). Please name it “EIA [project] [service area] [year]”
- Undertake further research / engagement to further understand impacts (if identified).
- Undertake engagement and / or consultation to understand if EIA has identified and considered impacts.
- Amend accordingly to engagement / consultation feedback and brief decision makers of any changes.
- Implement proposed activity.
- Monitor impacts and mitigations as evidence of duty of care.

*Working for
Warwickshire*

Section One: Essential Information

Service / policy / strategy / practice / plan being assessed	Establishment of Specialist Resourced Provision at specific schools
Business Unit / Service Area	Education Services
Is this a new or existing service / policy / strategy / practice / plan? If existing, please state date of last assessment.	New provision but within an existing strategy
EIA Authors N.B. It is best practice to have more than one person complete the EIA to bring different perspectives to the table.	Emma Basden-Smith
Do any other Business Units / Service Areas need to be included?	SENDAR
Does this EIA contain personal and / or sensitive information?	No

Are any of the outcomes from this assessment likely to result in complaints from existing services users, members of the public and / or employees?

No

1. Please explain the background to your proposed activity and the reasons for it.

As part of the Delivering Better Value (DBV) programme of work, the Council is seeking to increase the number of Specialist Resourced Provision places commissioned over the next five years, from the current position of just under 200 places to over 500 places by 2028. It allows learners with SEND to attend local settings and provides a bridge between mainstream and specialist provision.

There has been significant growth in both generic and specialist special schools. The main growth and investment has been in specialist provision for pupils with communication and interaction needs and social, emotional and mental health (SEMH) difficulties. The demand for specialist educational provision is expected to continue to rise, with the level of demand anticipated to be highest in Nuneaton & Bedworth and Rugby.

In line with the statutory guidance issued by the Department for Education 'Making Prescribed Alterations to Maintained Schools' any proposals to establish, remove or alter SEN provision (including Resourced Provision) at a mainstream school requires the local authority to undertake a statutory process including a consultation period of at least 4 weeks.

2. Please outline your proposed activity including a summary of the main actions.

Warwickshire County Council is proposing to establish Specialist Resourced Provision at the following schools:

- Briar Hill Infant School – up to 8 places for pupils with an Education, Health and Care Plan (EHCP) where communication and interaction is the primary need
- Park Hill Junior – up to 8 places for pupils with an EHCP where communication and interaction is the primary need

- St Paul’s CE Primary School - up to 8 places for pupils with an EHCP where communication and interaction is the primary need
- Nicholas Chamberlaine School - up to 24 places for pupils with an EHCP where communication and interaction is the primary need
- If approved the provision would be implemented for September 2024.
- Pupils in the specialist resourced provision will benefit from accessing education at a mainstream primary school through a flexible approach, tailored and adapted to their needs.
- The provision would be accommodated within existing space within the schools which would be remodeled and refurbished to meet the needs of the pupils.

3. Who is this going to impact and how?

Customers	Members of the Public	Employees	Job Applicants
Other, please specify:	SEND pupils/Families, Schools/existing pupils		

Section Two: Evidence

Please include any evidence or relevant information that has influenced the decisions contained in this EIA. This could include demographic profiles; audits; research; health needs assessments; national guidance or legislative requirements and how this relates to the protected characteristic groups and additional groups outlined in Section Four.

A – Quantitative Evidence

This is evidence which is numerical and should include the number people who use the service and the number of people from the protected characteristic groups who might be affected by changes to the service.

In 2015, most pupils in Warwickshire with additional needs described in an Education Health and Care Plan (EHCP) were educated either in mainstream or special schools. A third type of education was available in other parts of the country, specialist resourced provision (SRP). In this type of provision, pupils attend specific mainstream schools, however these schools receive additional funds from the Local Authority to provide extra facilities and highly specialised support. This enables children who have significant needs to benefit from access to specialised support but attend school with their peers and study the same curriculum as them, albeit with some modification.

The first SRPs opened in 2016 and there are currently 18 specialist resourced provisions (16 primary and two secondary), with two in North Warwickshire, five in Nuneaton and Bedworth, six in Rugby, two in the Warwick/Leamington area, and three in the Stratford on Avon area.

In addition, over the last nine years WCC have opened four special schools for children and young people with social, emotional and mental health needs (SEMH), offering an additional 330 places across the county.

B – Qualitative Evidence

This is data which describes the effect or impact of a change on a group of people, e.g. some information provided as part of performance reporting.

The LA believes that all children should be educated as close to their home as possible, which not only reduces the time they spend travelling, but also enables them to be an integral part of their local community, where they are able to feel welcomed, included and valued as equal members of society. We want to support children, young people and their families by encouraging and challenging schools to cater for as wide

a range of needs and abilities as is possible. We want mainstream settings to nurture positive attitudes to children and young people with SEND, both in their own school and in their wider community.

Section Three: Engagement

Engagement with individuals or organisations affected by the proposed activity must take place. For further advice and support with engagement and consultations, click [here](#).

Page 62

<p>Has the proposed activity been subject to engagement or consultation with those it's going to impact, taking into account their protected characteristics and socio-economic status?</p>	<p>A statutory consultation on the establishment of the specialist resourced provision at Briar Hill Infant School, Park Hill Junior School and St Paul's CE Primary School between 22nd March 2024 and 19th April 2024.</p>	
<p>If YES, please state who with.</p>	<p>Details were published in the local press and on the WCC website. Proposals were sent to the parents and carers of pupils at the school, other schools in the area and democratic representatives for the area. Feedback was collated and evaluated.</p>	
<p>If NO engagement has been conducted, please state why.</p>		
<p>How was the engagement carried out?</p>	<p>Yes / No</p>	<p>What were the results from the engagement? Please list...</p>
<p>Focus Groups</p>		
<p>Surveys</p>	<p>Y</p>	<p>Ask Warwickshire</p>

Public Event		
Displays / Exhibitions		
Other (please specify)	Y	Local paper
Has the proposed activity changed as a result of the engagement?		
Have the results of the engagement been fed back to the consultees?	Following a Cabinet decision	
Is further engagement or consultation recommended or planned?	Yes	Continued engagement by schools with parents/carers and pupils
What process have you got in place to review and evaluate?	Specialist provision within the county regularly reviewed to ensure meeting the need and demand for places.	

Section Four: Assessing the Impact

Protected Characteristics and other groups that experience greater inequalities

What will the impact of implementing this proposal be on people who share characteristics protected by the Equality Act 2010 or are likely to be affected by the proposed activity? This section also allows you to consider other impacts, e.g. health inequalities such as deprivation, socio-economic status, vulnerable groups such as individuals who suffer socio-economic disadvantage, armed forces, carers, homelessness, people leaving prison, young people leaving care etc.

On the basis of evidence, has the potential impact of the proposed activity been judged to be positive (+), neutral (=), negative (-), or positive and negative (+&-), for each of the protected characteristic groups below and in what way?

N.B In our Guidance to EIAs we have provided you with potential questions to ask yourself when considering the impact of your proposed activity. Think about what actions you might take to mitigate / remove the negative impacts and maximize on the positive ones. This will form part of your action plan at Section Six.

	Impact type (+) (=) (-) or (+&-)	Nature of impact including health inequalities Will your proposal have negative or positive implications for each group, including on health inequalities? <i>Think about whether outcomes vary across groups and who benefits the most and least, for example, the outcome for a woman on a low income may be different to the outcome for a woman a high income.</i>	Mitigating Actions for Negative Impacts What can you do to mitigate any identified negative impacts or health inequalities? <i>Think about offering for example benefits advice, access to bus routes, community support, flexible opening times, creche facilities etc.</i> Use this column to form the basis of Section 6.
Age	+	Increasing 'local' specialist provision for SEND learners	
Disability Consider: <ul style="list-style-type: none"> Physical disabilities Sensory impairments Neurodiverse conditions (e.g. dyslexia) 	+	Increasing 'local' specialist provision for SEND learners. It allows learners with SEND to attend local settings and provides a bridge between mainstream and specialist provision.	

<ul style="list-style-type: none"> • Mental health conditions (e.g. depression) • Medical conditions (e.g. diabetes) 			
Gender Reassignment	=		
Marriage and Civil Partnership	=	Not applicable	
Pregnancy and Maternity	=	Not applicable	
Race Including: <ul style="list-style-type: none"> • Colour • Nationality • Citizenship • Ethnic or national origins 	=		
Religion or Belief	=	One of the schools (St Paul's CE Primary School) has a Church of England designation. Admission to the school and SRP is open to all faiths and beliefs.	
Sex	=		
Sexual Orientation	=		
Groups who may require support:	=		

<ul style="list-style-type: none"> • Individuals who suffer socio-economic disadvantage • Armed Forces (WCC signed the Armed Forces Covenant in June 2012) • Carers • Homelessness • People leaving Prison • People leaving Care 			
<p>Other Identified Health Inequalities (HI)</p> <p>Many issues can have an impact on health: is it an area of deprivation, does every population group have equal access, unemployment, work conditions, education, skills, our living situation, rural, urban, rates of crime etc.</p>		<p>What health inequalities already exist? Establishment of the SRPs aim to increase the local offer for SEND learners and reduce the need for travel</p> <p>Will your proposal have a negative or positive implications on health inequalities? Positive</p> <p>What can you do to mitigate any identified health inequalities? Feeding into the strategy to deliver the best system of education, health and social care for learners with SEND within our allocated resources, including the most vulnerable learners.</p>	
<p>Other Groups</p>			

If there are any other groups			
-------------------------------	--	--	--

Public Sector Equality Duty (PSED)

Public Authorities must have 'due regard' to the need to eliminate unlawful discrimination, advance equality of opportunity and foster good relations. Please evidence how your proposed activity meets our obligations under the PSED.

	Evidence of Due Regard
<p>Eliminate unlawful discrimination (harassment, victimisation and other prohibited conduct):</p>	
<p>Advance equality of opportunity:</p> <p>This involves</p> <ul style="list-style-type: none"> removing or minimising disadvantages suffered by people due to their protected characteristics; taking steps to meet the needs of people with certain protected characteristics where these are different from the needs of other people, for example, taking steps to take account of people with disabilities; encouraging people with certain protected characteristics to participate in public life or in other activities where their participation is disproportionately low. 	<p>The proposed change is part of the wider SEND programme to promote inclusion in all mainstream and educational settings Supporting the aspiration for every child and young person to have their health, social care and education needs met within their local community and for every child to attend a good local school that is appropriate for their level of need or disability.</p>
<p>Foster good relations:</p> <p>This means tackling prejudice and promoting understanding between people from different groups and communities.</p>	

Section Five: Partners / Stakeholders

Which sectors are likely to have an interest in or be affected by the proposed activity?	Yes / No	Describe the interest / affect
Businesses		
Councils		
Education Sector	Y	Other schools in the area
Fire and Rescue		
Governance Structures		
NHS	Y	SEND learners may also have additional health needs
Police		
Voluntary and Community Sector	Y	Where involved in the provision of service for SEND children
Other(s): please list and describe the nature of the relationship / impact		

Section Six: Action Planning

If you have identified impacts on protected characteristic groups in Section Four, please summarise these in the table below detailing the actions you are taking to mitigate or support this impact. It is also important to consider how often this E.I.A. will be reviewed, and who is responsible for doing this. If you are not taking any action to support or mitigate the impact, you should complete the No Mitigating Actions section below instead.

Mitigating Actions

Consider:

- Who else do you need to talk to? Do you need to engage or consult?
- How you will ensure your activity is clearly communicated
- Whether you could mitigate any negative impacts or build on positive impacts for protected groups or health inequalities
- Whether you could do more to fulfil the aims of the PSED
- How you will monitor and evaluate the effect of this work
- Anything else you can think of!

Identified Impact	Action(s)	Timescale incl. evaluation and review date	Name of person responsible
Where responses to the consultation have	Pass this feedback on to schools to ensure continue communication of	May 2024 to December 2024	Emma Basden-Smith/Dale Bromfield

highlighted where further information regarding the proposal needs to be communicated to stakeholders	the establishment of the SRPs into the school and parent community		

No Mitigating Actions

Please explain why you do not need to take any action to mitigate or support the impact of your proposed activity.

Section Seven: Assessment Outcome

Only one of following statements best matches your assessment of this proposed activity. Please select one and provide your reasons.		
No major change required	x	No significant negative impact identified
The proposal has to be adjusted to reduce impact on protected characteristic groups and/or health inequalities		

Continue with the proposal but it is not possible to remove all the risk to protected characteristic groups and/or health inequalities		
Stop the proposal as it is potentially in breach of equality legislation		

Section Eight: Sign Off

N.B To be completed after the EIA is completed but before the area of work commences.

Name of person/s completing EIA	Emma Basden-Smith
Name and signature of Assistant Director	Jonny Kyriacou
Date	23/04/24
Date of next review and name of person/s responsible	

This page is intentionally left blank

Cabinet

9 May 2024

SEND Delivering Better Value Programme

Recommendations

That Cabinet:

- 1) Endorses the four projects proposed in the SEND Delivering Better Value Programme;
- 2) Agrees that the projects and approaches arising from the Delivering Better Value Programme work and set out within this report, should supersede proposals put forward in December 2022 on the local SEND Offer.

1. Executive Summary

- 1.1 The Delivering Better Value (DBV) Programme was commissioned by the Department for Education (DfE). Warwickshire is one of 55 local authorities that have taken part in the DBV Programme which aims to *'identify the highest impact changes that can be made to improve outcomes for children and young people with SEND, and to optimise the use of finances.'* This programme, which exists for local authorities with an overspend on their High Needs Block, has involved detailed scrutiny of current spend by the DfE's independent delivery partners to inform the most effective way forward.
- 1.2 Alongside this analysis, a forecast of future demand has been made. This forecast suggests that the number of children and young people with Education, Health and Care (EHC) Plans will increase from 5,898 (Jan 2024) to 7,741 by 2028 on current trends. Due to an expectation of continued demand for specialist provision and the limited number of state special school places, the percentage placed in Independent Specialist Provision is expected to rise to 11.3% (currently 6.1%).
- 1.3 Based on this combined analysis. Financial forecasts estimate that there will be a cumulative deficit of £267m by 2028 without significant mitigation.
- 1.4 The diagnostic review of the DBV Programme identified opportunities to both improve provision for children with SEND and mitigate the financial forecast. Four specific projects (outlined below) were identified through the DBV Programme and are recommended within this Report. Warwickshire received confirmation from the DfE of £1m of transformation funding for one year to implement the four projects identified. Funding covers all project costs for one year (although it excludes capital costs).
- 1.5 The four projects are:

- 1.5.1 *Establishment of more SEND Resourced Provisions* –. SEND Resourced Provisions are established within mainstream settings and provide a bridge between mainstream and specialist provision, with places commissioned in advance. Within Warwickshire we have gone from zero resourced provisions in 2015 to 19 resourced provisions in 2024. Those 19 resourced provisions support 176 pupils, with each provision supporting between 8 and 20 places. The DBV exercise identified that more children could have been placed in resourced provision rather than specialist provision had it been available with a consequent saving in cost and improved outcomes for those children. Therefore the recommendation is to establish further resourced provisions across the county, increasing capacity from the current 185 places to 529 places by 2028. Priority for high needs capital funding will therefore be given to resourced provision over the next two years when schemes are prioritised. There is a particular shortage of secondary resource provision places and conversations are taking place with a number of secondary schools to address this.
- 1.5.2 *Further roll-out of the Inclusion Framework trial*. This project was initially trialled in Rugby as part of the SEND & Inclusion Change Programme. It aims to provide more effective support at SEND Support level (the level prior to issuing an EHC plan). The project resulted in increased confidence among Special Educational Needs Coordinators (SENCOs) in the delivery of SEND provision, increased the confidence of parents in the school provision, and supports a graduated response to a child's needs. The trial was considered successful and it is recommended that it be extended within Rugby (16 schools), and introduced into Bedworth (15 schools) and the south of the county (the precise schools and locations to be confirmed).
- 1.5.3 *A workforce development programme*. This is being designed with school leaders to maintain support and confidence for supporting children with EHC plans in mainstream schools. The programme will not just be about training but will also focus on understanding needs and decision-making, for example by visiting specialist settings and observing decision-making panels.
- 1.5.4 *Digital infrastructure*. This focusses on investment and development of the system supporting children with EHC plans to improve communication and confidence. The current digital infrastructure requires multiple systems and extensive use of email for communication. In line with national expectations, the Council is seeking to improve this way of working which will improve productivity.
- 1.6 If these projects are implemented successfully and achieve the anticipated benefits, it is estimated that this will reduce the cumulative deficit to a best-case figure of £152m deficit by 2028. As these forecasts show, the financial

cost of SEND provision and overspend on the High Needs Block is one of the highest financial risks to the Council.

- 1.7 The total number of children and young people with Special Educational Needs and Disabilities (SEND) in Warwickshire's state-funded schools is 15,575 (11,943 at SEN Support, 3,632 with an Education, Health and Care Plan (EHCP)). This is 17.4% of the school population. The total number of children and young people within Warwickshire with an EHCP from birth to 25 is 5,898 (as at Jan 2024). This represents an increase of 37% over the last five years.
- 1.8 Whilst the DBV programme seeks to address some of the financial issues in the local SEND system, continued improvement is required to the quality of provision to keep pace with emerging needs and demand. Therefore officers are working with stakeholders to draft a new SEND & Inclusion Strategy for consultation.

SEND Offer Consultation

- 1.9 Warwickshire currently provide a range of services through a number of teams including the Educational Psychological Service, Specialist Teaching Service, Flexible Learning Team, Educational Entitlement Team, Integrated Disability Service and SENDAR.
- 1.10 As part of the SEND & Inclusion Change Programme, the Council carried out a series of external service reviews across SEND & Inclusion which were completed in December 2021. Following those reviews, a proposed service offer was developed, consisting of a statutory offer, core (non-statutory) offer and traded offer. The core offer, which included 18 activities, 11 of which existed and 7 of which were new proposals, was put out to public consultation.
- 1.11 A public consultation exercise took place between December 2022 and March 2023 with a particular focus on the 'core' offer. There were 310 responses to the public consultation, which have all been analysed.
- 1.12 Whilst the feedback from the public consultation was generally positive, there were comments regarding financial affordability such as:
 - *“How will it be funded?”*
 - *“I think the proposed offer looks great on paper, but I am concerned with the lack of funding that schools get for SEND children. It's all well and good proposing these changes and they have the potential to make such a positive impact on children but it must be funded correctly to enable schools to deliver it.”*
 - *“Everything needs to be funded properly. Schools need to be able to access these services without budget considerations. All too often currently, they will side-line or cut short interventions because it costs*

them money.”

- 1.13 It was not proposed within that consultation to reduce or change any of the services which were then (and continue to be currently) offered. That remains the case. However, while the 7 new non-statutory activities proposed in the consultation were broadly supported, the financial landscape is markedly different in May 2024 to that existing when the consultation was launched in December 2022. Committing to the non-statutory activities proposed within the 2022 consultation is no longer within the financial envelope available.
- 1.14 In addition, work done as part of the DBV programme has considered and refined how to most effectively direct funding to those who require support. The 7 previously proposed non statutory activities do not directly align with the results of that review, and it is, therefore, proposed that those activities (referred to in the 2022 consultation as the core offer activity) are superseded by the four priorities in the DBV programme set out in paragraph 1.5 above.

2. Financial Implications

- 2.1 The Council continues to make representations for sustainable funding for the High Needs Block. The Council maintains an offset reserve for the cumulative overspend in the High Needs Block. However, in December 2023, Cabinet agreed that based on affordability grounds, no further contributions should be made from Council Tax funding to offset overspends on the High Needs Block after the 2024/25 financial year. Therefore, it is imperative that work continues to mitigate the cost of delivering support for SEND and to improve efficiencies.
- 2.2 The DBV programme will be monitored by the SEND & Inclusion Partnership Board, the Education Transformation Board as well as the regional DfE team. Monitoring of the local High Needs Block is a function of the Schools Forum which meets five times per year.

3. Environmental Implications

- 3.1 There are no environmental implications arising directly from this report. Environmental implications will occur where the Council seeks to build new schools or extensions to existing schools as part of the Capital Programme. These will be explored and assessed within the decision making and approval processes for each capital project.
- 3.2 In addition to this, when children are unable to attend their local school and must travel across the county or into other local authorities for specialist provision, then there are both environmental and financial implications.

4. Timescales associated with the decision and next steps.

- 4.1 The Delivering Better Value programme will run April 2024 to March 2025.

Appendices

None

Background Papers

	Name	Contact Information
Report Author	Ross Caws Head of SEND	rosscaws@warwickshire.gov.uk
Director	Johnny Kyriacou Director of Education	johnnykyriacou@warwickshire.gov.uk
Executive Director	Nigel Minns Executive Director for Children and Young People	nigelminns@warwickshire.gov.uk
Portfolio Holder	Councillor Kam Kaur Portfolio Holder for Education	kamkaur@warwickshire.gov.uk

The report was circulated to the following members prior to publication:

Local Member(s): n/a county wide report

Other members: Chair and Party Spokes of Children and Young People Overview and Scrutiny Committee.

This page is intentionally left blank

Cabinet

9 May 2024

Warwickshire Bus Service Improvement Plan (BSIP) Plus Funding for 2024-25

Recommendations

That Cabinet

- 1) Approves a two-year programme (2024-25 to 2025-26) of revenue-funded measures as set out in Appendix C at a total cost of £5.466million aligned to the Warwickshire BSIP, which will be fully funded by a combined £3.394million Network North BSIP Plus for 2024-25 and £2.072million BSIP Plus for 2024-25 revenue grant allocations to the County Council awarded by the Department for Transport (DfT) in 2024-25; and
- 2) Approves the addition of the revenue-funded measures into the Warwickshire Enhanced Partnership (EP) Scheme.

1. Executive Summary

- 1.1 At its meeting on 14 September 2023, Cabinet agreed to a further report being received, seeking approval of a proposed programme of revenue-funded measures aligned to the Warwickshire Bus Service Improvement Plan (BSIP) to be funded by the forthcoming £2.072million BSIP Plus revenue grant allocation to the County Council for 2024-25, including adding the measures into the Warwickshire EP Scheme.
- 1.2 This report summarises the further progress made by the Warwickshire EP in implementing the Warwickshire EP Scheme, which comprises a programme of 'business-as-usual' measures included in the Warwickshire BSIP not dependent on receiving any BSIP funding from the DfT. The update is provided in Table 1 at Appendix A of this report.
- 1.3 This report also provides an update on delivery of the programme of revenue-funded measures aligned with the £2.072million BSIP Plus for 2023-24 approved by Cabinet in September 2023, which is presented at Table 2 in Appendix B of this report.
- 1.4 Following cancellation of the HS2 project (northern section) by the Government, part of the released funding was reinvested in the Midlands to the sum of £9.6billion. It has been announced that these monies are to be

directed at new transport projects in the North and Midlands regions, including new funding to deliver aspirations in Bus Service Improvement Plans, supporting more reliable and frequent bus services.

- 1.5 In December 2023, the DfT announced that the County Council would be allocated a further £3.394million as part of the redistribution of HS2 funding (branded Network North). This funding is in addition to the existing Phase 2 BSIP Plus funding allocations for 2023-24 and 2024-25 totalling £4.144million, as outlined in the table below:

BSIP Plus Revenue Funding Allocations to Warwickshire County Council			
Funding Strand No.	Fund	Funding	Cumulative Total Funding
1	BSIP Plus Allocation for 2023-24	£2.072million	£2.072million
2	BSIP Plus Allocation for 2024-25	£2.072million	£4.144million
3	Network North BSIP Plus Allocation for 2024-25	£3.394million	£7.538million

- 1.5 In response to concerns raised by WCC about the challenges of spending the entire 2024/25 allocation in a single year, successful negotiations were held with the DfT, and a Project Adjustment agreed. This adjustment extends the timeframe for spend of the BSIP Plus revenue allocation for 2024-25 (£2.072million) up to 2025-26, and thus, create a two-year (2024-25 to 2025-26) revenue allocation sum of £5.466million comprising:
- £3.394million Network North BSIP Plus Allocation for 2024-25; and
 - £2.072million BSIP Plus Revenue Allocation for 2024-25.
- 1.6 The agreed project adjustment will benefit existing and potential bus passengers in Warwickshire by ensuring that a pipeline of bus improvements (i.e., maintaining, improving and promoting bus services and progressing supporting measures agreed with the Warwickshire EP) can be delivered within a realistic and achievable timeframe. The adjustment will also provide stability to Warwickshire's bus network by giving more certainty over funding over a longer period, avoiding the need for service withdrawals and providing the best opportunity for supported services to grow patronage and become self-sustaining.
- 1.7 WCC Officers engaged with the Council's Bus Service Improvement Plan (BSIP) Cross Party Working Group and Warwickshire EP Board to provisionally agree the proposed two-year programme of revenue measures to be funded by the BSIP Plus funding for 2024-25 and Network North BSIP Plus allocation for 2024-25 providing a total budget of £5.466million. The two-year programme is presented in Table 3 at Appendix C of this report.
- 1.8 The proposed use of a proportion of the BSIP Plus funding to support existing bus services in Warwickshire is based on a priority to maintain access to

employment sites, education, hospitals, key residential areas, medical centres, town centres, leisure amenities, public transport interchanges and places of worship. This will support continued connectivity for communities across the county, in acknowledgement of the pressure on commercial bus services in the current challenging environment where bus patronage is only 85% of pre-Covid levels.

2. Financial Implications

- 2.1 The DfT stipulated that every Local Transport Authority produce a 2024 Bus Service Improvement Plan (BSIP) to secure the release of its BSIP Plus funding for 2024-25. The Warwickshire BSIP 2024 will be considered by the Council's BSIP Cross Party Working Group and Warwickshire EP Board in May 2024 before submission to the DfT by the 12 June 2024 deadline. The process of refreshing the Warwickshire BSIP is underway. This will be a light touch refresh and will only be an update of the current document in accordance with new guidance published by the DfT. No changes will be made to the vision and BSIP outcomes.
- 2.2 County Council officers are confident that spend of the overall programme of BSIP Plus monies will be fully completed within the financial envelope stipulated by the DfT, therefore having no impact on core budgets within the County Council.
- 2.3 It is highly likely that the two BSIP Plus revenue grant allocations for 2024-25 will need to be spent in accordance with a Memorandum of Understanding between the DfT and the County Council as was the case for the BSIP Plus Allocation for 2023-24, which stipulated that:
 - The BSIP Plus funding must be spent on bus measures and cannot be used for measures that primarily benefit other modes of transport, with secondary benefits for buses (e.g., road maintenance); and
 - The grant funding to be spent within a reasonable timeframe and outputs delivered within 12 months of funding receipt.
- 2.4 In line with the Council's Levelling Up approach towards building stronger communities, encouraging economic growth and improving transport connectivity, it is proposed that a proportion of the BSIP Plus funding be used to create more self-sustaining bus services by providing a more attractive offer for communities. Current patronage levels on urban and peri-urban bus services could be increased leading to subsidised services becoming commercial due to patronage and revenue growth, and therefore, reducing pressure on our bus service support revenue budget and providing Best Value. In a partnership approach, relevant bus operators must agree to deliver commitments aimed at growing the market, e.g., fare initiatives, multi-bus operator ticketing and marketing activities. Council officers will continue to seek to amalgamate home-to-school transport with conventional bus services to create efficiencies, where possible.

- 2.5 If a proportion of the BSIP Plus funding is not directed at supporting existing bus services, then the impact on the County Council could be that bus operators decide to:
- Reduce service level frequencies on commercial services;
 - Withdraw services and/or journeys at certain times of day;
 - Withdraw sections of bus routes or a complete bus service; and
 - Reduce inter-urban services connecting rural settlements and small towns to large urban areas.

Any of the scenarios listed above would place significant pressure on the Council's bus service support revenue budget.

- 2.6 As a condition of funding stipulated by the DfT, Local Transport Authorities will need to undertake Bus Connectivity Assessments (a periodic BSIP monitoring report for the public reporting of progress) coordinated by the DfT at regular intervals, e.g., every 12 months. DfT guidance on the Bus Connectivity Assessments including the minimum requirements and deadline date for submission is awaited.
- 2.7 The terms and conditions of the £2.702million BSIP Plus for 2023-24 revenue grant state that the funding must be spent within 12 months of receipt (i.e., October 2024). There will be a risk of financial clawback borne on the County Council if this condition is not met. To mitigate this risk, County Council officers will be attending monthly meetings with the DfT BSIP Relationship Manager to report progress on expenditure and to obtain feedback on our plan to spend the uncommitted £1.475million sum from the funding (see Appendix B) by October 2024. In addition, the DfT BSIP Relationship Manager will support County Council officers by sharing best practice and lessons learned by other Local Transport Authorities for us to take forward when delivering the two-year programme of revenue-funded measures costing £5.466million between 2024-25 to 2025-26.

3. Environmental Implications

- 3.1 The Warwickshire BSIP outcomes set out the vision of improved bus services and increased bus patronage in the local area in line with the National Bus Strategy, as presented in the diagram below:



- 3.2 A summary of measures (capital and revenue) being progressed to deliver BSIP outcomes is presented in Table 4 at Appendix D of this report. The Warwickshire BSIP outcomes complement the strategic priorities set out in the Council Plan 2022-27 and policies in Warwickshire’s fourth Local Transport Plan (LTP4) adopted by Full Council in July 2023, including supporting the County Council’s response to the climate emergency and moves towards Net Zero carbon neutrality.
- 3.3 The risk of reduced service level frequency on commercial bus services would take the Council below the aspirational Warwickshire bus network provision threshold promoted in the Warwickshire BSIP. This details the aims for service frequencies and hours of operation along different types of bus route and locations across the county and is presented in Table 5 at Appendix E of this report.
- 3.4 Reductions to service frequency levels on commercial bus services would severely compromise the Warwickshire bus network leading to a further noticeable reduction in bus patronage, and furthermore, modal shift away from bus travel onto private car. This would lead to additional pressure on local highway network, e.g., increased levels of congestion, which would have air quality and other environmental implications including compromising the carbon neutrality aspirations of the Council.
- 3.5 Implementation of the Warwickshire EP Scheme will contribute towards increasing patronage on bus services to pre-pandemic levels, which will support the County Council achieving its Net Zero objectives, due to modal shift from the car onto public transport presenting environmental benefits, e.g., improved air quality and reduced carbon emissions.

4. Supporting Information

- 4.1 Progression of the Coventry All-Electric Bus City Scheme to completion is ongoing with approximately 150 all-electric buses operated by National Express Coventry, including their cross-boundary services serving Leamington, Nuneaton, Bedworth and Kenilworth. The bus operator is aiming for their entire Coventry fleet to comprise all-electric buses by 2025. Stagecoach Midlands are close to agreeing a Grant Agreement with Transport for West Midlands covering provision of all-electric buses to run on their cross-boundary services, charging infrastructure to be installed at some their depots in Warwickshire and a delivery programme. The intention is to add the scheme onto the Warwickshire EP Scheme upon completion.
- 4.2 At the decision-making meeting on 8 December 2023, the Deputy Leader (Finance and Property) approved the submission by the Council of a Warwickshire bid to Round 2 of the Zero Emission Bus Regional Areas (ZEBRA) fund managed by the DfT to support the provision of all-electric buses and supporting infrastructure on designated bus routes in Warwickshire. The DfT has subsequently confirmed that a sum of £4.577million will be awarded to the County Council to contribute towards the projected £13.860million cost of providing 27 all-electric buses on routes across Warwickshire supported by at-depot charging infrastructure. The bus operator and Warwick District Council (through a £0.300million Section 106 developer contribution designated for delivering air quality improvements) will meet the outstanding £9.283million cost. The bus operator is seeking corporate approval to proceed with the capital investment towards improving their fleet.
- 4.3 The Government is funding the extension of the pilot £2 bus fare initiative until the end of December 2024, subject to agreeing reimbursement terms with bus operators. This will support some measures being delivered through the BSIP Plus for 2023-24 monies.

5. Timescales associated with the decision and next steps

- 5.1 Following Cabinet approval of the recommendations in this report, the key milestones will be as follows:
- Council's BSIP Cross Party Working Group and Warwickshire EP Board to consider and endorse the refreshed Warwickshire BSIP 2024 – May 2024;
 - Submit the refreshed Warwickshire BSIP 2024 to the DfT - June 2024;
 - Seek approval to add the £4.577million Warwickshire ZEBRA2 funding contribution from the DfT onto the WCC Capital Programme at an appropriate time and through the appropriate decision making route – Spring/Summer 2024; and
 - Commence implementation of the proposed measures to be funded by the Network North BSIP Plus funding allocation for 20240-25 upon receipt of the funding from the DfT - Summer 2024.

Appendices

1. Appendix A: Table 1 – Update on Warwickshire EP Scheme Comprising ‘Business as Usual’ Measures not Dependent on BSIP Funding
2. Appendix B: Table 2 – Update on Delivery the Programme of Revenue Measures at a cost of £2.072million funded by BSIP Plus for 2023-24 Revenue Allocation to Warwickshire County Council
3. Appendix C: Table 3 - Breakdown of BSIP Plus Spend in Warwickshire (Including Proposed 2-Year Programme between 2024-25 to 2025-26)
4. Appendix D: Table 4 – Summary of Measures being Progressed to Deliver BSIP Outcomes
5. Appendix E: Table 5 - Warwickshire BSIP Aspiration - Bus Network Provision Threshold

Background Papers

None

	Name	Contact Information
Report Author	Nigel Whyte, Principal Transport Planner / Project Manager	nigelwhyte@warwickshire.gov.uk
Director	David Ayton-Hill, Director of Economy & Place	davidayton-hill@warwickshire.gov.uk
Director	Scott Tompkins, Director of Environment, Planning and Transport	scotttompkins@warwickshire.gov.uk
Executive Director	Mark Ryder, Executive Director for Communities	markryder@warwickshire.gov.uk
Portfolio Holder	Cllr Jan Matecki, Portfolio Holder for Transport and Planning	janmatecki@warwickshire.gov.uk
Portfolio Holder	Cllr Peter Butlin Deputy Leader of the Council and Portfolio Holder for Finance and Property	cllrbutlin@warwickshire.gov.uk

The report was circulated to the following members prior to publication:

Local Member(s): N / A This is a countywide report.

Other members: Warwickshire County Council Bus Service Improvement Plan Cross Party Working Group

Cllr Jo Barker (Shipston Electoral Division)

Cllr Sarah Boad (Leamington North Electoral Division)

Cllr Jonathan Chilvers (Leamington Brunswick Electoral Division)

Cllr Judy Falp (Whitnash Electoral Division)
Cllr Sarah Feeney (Benn Electoral Division)
Cllr Jan Matecki (Budbrooke & Bishop's Tachbrook)
Cllr Tim Sinclair (Stratford North Electoral Division)
Cllr Martin Watson (Coleshill North & Water Orton)
Councillors Seccombe, Holland and Roodhouse

Members of Chair and Spokespersons of Communities Overview and Scrutiny
Committee: Councillors Jeff Clarke, Jonathan Chilvers, Sarah Feeney, and Jenny
Fradgley

Cabinet - 9 May 2024

Warwickshire Bus Service Improvement Plan (BSIP) Funding for 2024-25

Appendix A:

Table 1: Update on Warwickshire EP Scheme Comprising 'Business as Usual' Measures not Dependent on BSIP Funding		
No	Measure	Update on Progress
1	Launch of a Pilot Demand Responsive Transport (DRT) service	<ul style="list-style-type: none"> At the National City Transport and Traffic Innovation (CiTTI) awards, the IndieGO DRT service was successful in winning, under the 'Road Users' category, the Public Transport award in recognition of its innovation and benefits to residents; Service area extended to include Norton Lindsay; and Marketing communications initiatives are being planned to further boost patronage.
2	Define minimum standards for information	Minimum standards for bus information have been agreed by the Warwickshire EP and are ratified in the EP Scheme.
3	Develop a marketing campaign including production of a Bus Information Guide	<ul style="list-style-type: none"> The marketing campaign has commenced in earnest with initial promotional activity focused on the raising awareness of the Warwickshire EP branding, evening bus services in Warwickshire and the commencement of a regular Sunday service on the Stratford Park and Ride; and A Creative Agency will be commissioned to provide the Warwickshire EP with support implementing the wider marketing campaign aiming to boost bus patronage across the county.
4	Define vehicle quality standards	Vehicle quality standards have been agreed by the Warwickshire EP and are ratified in the EP Scheme.
5	Parking policy and enforcement	<ul style="list-style-type: none"> WCC officers are in the process of procuring a consultant to undertake a wider review of parking provision in Leamington Town Centre, i.e., parking availability and pricing, to explore how changes to parking provision could support bus services; and WCC officers are supporting bus operators to overcome issues of inconsiderate parking obstructing access to the bus focal point on Clifton Road in Rugby.
6	Develop guidelines for large new developments	A Warwickshire Design Guide covering large developments (including bus stop design and access considerations) was endorsed by Cabinet in January 2022.

7	Maintenance of network, including a further Warwickshire Bus Network Review	The Warwickshire Bus Network Review 2023 has been completed in liaison with bus operators. The key outcomes are to be presented to the WCC Cross Party Member Working Group.
8	Review of S106 contributions	WCC officers have undertaken a review of Section 106 developer contribution monies received to support bus services and deliver supporting on-street bus infrastructure.
9	Feasibility studies for supportive policies, i.e., Workplace Parking Levy, Red Routes and Road User Charging	WCC officers will ensure that the feasibility studies are undertaken as part of the wider refreshment of the Warwickshire Local Transport Plan, which will ensure integration with other key transport policies.
10	Launch of a Warwickshire Bus Passenger Charter	A Warwickshire Bus Passenger Charter has been agreed by the Warwickshire EP and is ratified in the EP Scheme.
11	Pilot Bus Priority Scheme	<ul style="list-style-type: none"> A consultant is identifying the mechanism enabling delivery of 'extended green light' bus priority at 4 no. traffic signal-controlled junctions in Leamington and Bedworth; and <p>The Consultant will establish a delivery plan based on rolling out the bus priority measures to other key traffic signal-controlled junctions across Warwickshire, funding permitting.</p>

Cabinet - 9 May 2024

Warwickshire Bus Service Improvement Plan (BSIP) Funding for 2024-25

Appendix B

Table 2: Update on Delivery the Programme of Revenue Measures at a cost of £2.072million funded by BSIP Plus for 2023-24 Revenue Allocation to Warwickshire County Council				
No	Proposed Measure	Allocation	Percentage of Total Grant	Update
1	Mitigation against High Priority Reductions to Bus Service Provision	£1.031million	49.8%	Funding directed at maintaining and protecting bus services so that they can be sustained. A total of £0.750million has been committed to date.
2	Bus Service Enhancements	£0.741million	35.8%	The funding will be directed at providing evening bus services in urban areas across the county commencing from April 2024 to support the local economy. A total of £0.150million has been committed to date.
3	Marketing Communications	£0.150million	7.2%	WCC Marketing and Communications Team have been commissioned to provide support with delivering the Warwickshire EP Bus Marketing Campaign and aiding with updating and improving the Warwickshire bus webpages. A total of £0.015million has been committed to date.
4	Development of a Programme of Prioritised Measures taken from Warwickshire BSIP	£0.150million	7.2%	<u>Nuneaton Town Centre Bus Accessibility Improvements:</u> A Nuneaton Town Centre Movement & Access Strategy is being progressed and will be

				<p>presented to wider stakeholders in 2024-25.</p> <p><u>Nuneaton Bus Bridge:</u> WCC Engineering Design Services are in the process of being commissioned to undertake feasibility design.</p> <p><u>Rugby Bus Interchange:</u> County Council officers are liaising with Rugby Borough Council Members and Officers to ensure the bus focal point improvements are included in the wider town centre regeneration proposals.</p> <p>A total sum of £0.059million has been committed to date on these initiatives.</p>
Total Funding Sum		£2.072million	100%	
<p>Notes:</p> <ul style="list-style-type: none"> • A total sum of £0.597million (or 28.81%) of expenditure has been committed to the £2.072million BSIP Plus for 2023-24 revenue grant to date, and thus, the sum of £1.475million remains available from the budget to spend by October 2024 (12 months after receipt of funding); • Upon WCC Transport Delivery Team confirming the full list of bus service improvements, the programme of revenue-funded measures will be added onto the Warwickshire EP Scheme, as approved by Cabinet at its meeting on 14 September 2023; • The DfT wish for the majority of BSIP Plus for 2023-24 revenue funding to be spent by October 2024; and • The separately funded Coventry All-Electric Bus City Scheme (Warwickshire element only) will also be added onto the Warwickshire EP Scheme. 				

Cabinet - 9 May 2024

Warwickshire Bus Service Improvement Plan (BSIP) Funding for 2024-25

Appendix C

Table 3: Breakdown of BSIP Plus Spend in Warwickshire (Including Proposed 2-Year Programme between 2024-25 to 2025-26)						
No	Proposed Measure	BSIP Plus 2023-24 (Strand 1)	Network North BSIP Plus 2024-25 (Strand 2)	BSIP Plus 2024-25 (Strand 3)	Total £m	% of Total BSIP Funding Sum (£7.538m)
		£m 2023-24	£m 2024-25	£m 2025-26		
1	<u>Mitigation against High Priority Reductions to Bus Service Provision:</u> Give parts of the Warwickshire bus network more support and to protect bus services to ensure they can be sustained.	£1.031	£1.258	£1.040	£3.329	44.16%
2	<u>Bus Service Enhancements:</u> Bus service improvements requiring some kickstart funding based on a long-term approach investing to sustain parts of the Warwickshire bus network, with a view of making selected tendered bus services fully commercial as an outcome of patronage and revenue growth.	£0.741	£0.935	£0.717	£2.393	31.75%
3	<u>Marketing Communications:</u> Fund a marketing campaign directly linked to the improvements (such as bus service enhancements) delivered through the BSIP Plus funding.	£0.150	£0.050	£0.000	£0.200	2.65%

No	Proposed Measure	BSIP Plus 2023-24 (Strand 1)	Network North BSIP Plus 2024-25 (Strand 2)	BSIP Plus 2024-25 (Strand 3)	Total £m	% of Total BSIP Funding Sum (£7.538m)
		£m 2023-24	£m 2024-25	£m 2025-26		
4	<u>Development of a Programme of Prioritised Measures taken from Warwickshire BSIP in 2023-24:</u> Initial feasibility review of major scheme proposals focused on: <ul style="list-style-type: none"> • Nuneaton Town Centre Bus Accessibility Improvements; • Nuneaton Bus Bridge; and • Rugby Bus Interchange. 	£0.150	£0.000	£0.000	£0.250	3.32%
	Progressing the schemes from feasibility onto design stage in 2025-26	£0.000	£0.000	£0.100		
5	<u>Inflationary Pressures on Bus Subsidy Contract Costs Funded by BSIP Plus 2023-24 Contribution:</u> To be met by the BSIP Plus 2-year funding programme.	£0.000	£0.215	£0.215	£0.430	5.70%
6	<u>Production and Distribution of Warwickshire Smartcards as part of the Pilot Warwickshire Multi-Bus Operator Smartcard Scheme:</u> For utilisation by bus passengers travelling on cross boundary services running into Coventry, in support of the Coventry All-Electric Bus City Scheme co-funded by the DfT. The proposed mechanism for delivery is use of the SWIFT back office managed by Transport for West Midlands.	£0.000	£0.106	£0.000	£0.106	1.41%

No	Proposed Measure	BSIP Plus 2023-24 (Strand 1)	Network North BSIP Plus 2024-25 (Strand 2)	BSIP Plus 2024-25 (Strand 3)	Total £m	% of Total BSIP Funding Sum (£7.538m)
		£m 2023-24	£m 2024-25	£m 2025-26		
7	<u>Procurement of a Mapping Software Platform:</u> Supporting WCC Officers (in Multiple Teams) and bus operators with planning, coordinating and promotion of temporary bus route alterations and bus stopping arrangements during roadworks on public Highway.	£0.000	£0.060	£0.000	£0.060	0.80%
8	<u>QR Code Provision:</u> Printing a QR Code at every bus stop (over 3,200) in Warwickshire enabling swift access to bus information in real-time via mobile phone.	£0.000	£0.130	£0.000	£0.130	1.72%
9	<u>Warwickshire Bus Network Review:</u> Undertake feasibility work to support network planning and identify efficiencies, including examining whether opportunities exist to amalgamate school transport provision (run by private coach operations) into the conventional Warwickshire bus network to reduce costs and create efficiencies.	£0.000	£0.600	£0.000	£0.600	7.96%
10	<u>BSIP Administration Costs:</u> Commissioning a consultant to provide the Warwickshire EP with support including updating the Warwickshire BSIP and Warwickshire EP Scheme.	£0.000	£0.040	£0.000	£0.040	0.53%
TOTAL		£2.072	£3.394	£2.072	£7.538	100.00%

This page is intentionally left blank

Cabinet - 9 May 2024

Warwickshire Bus Service Improvement Plan (BSIP) Funding for 2024-25

Appendix D

Table 4. Summary of Measures being Progressed to Deliver BSIP Outcomes				
BSIP Outcome	Measure	Funding Type	Secured / Unsecured	Source of Funding
1. Fully integrated bus service	Qualifying agreements on following key corridors:	Full Financial Contribution from Bus Operators		
	Nuneaton-Bedworth-Coventry (Stagecoach/ National Express)		Unsecured	
	Warwick-Leamington-Coventry (Stagecoach/National Express)		Unsecured	
	Nuneaton-Leicester (Stagecoach/Arriva)		Secured	Bus Operators
	Nuneaton-Atherstone (Stagecoach/Arriva)		Unsecured	
2. Simple, multi-modal tickets	Multi-operator bus tickets Contactless payment options	Capital & Revenue	Unsecured	
3. More bus priority measures	Pilot project to introduce bus priority through at traffic signals. Potential to roll out at key junctions on all electric bus corridors	Revenue: Pilot 'Proof of Concept'	Secured	LTA Bus Capacity (Revenue) Funding Grant to WCC from the DfT
		Capital: Funding needed to Rollout.	Unsecured	
4. High quality information for all passengers in more places	Real time information at key hubs, including rural locations	Capital plus: Ongoing Revenue to cover Operation and Maintenance	Unsecured	
	Links to live bus information via QR codes at bus stops	Revenue	Unsecured	

BSIP Outcome	Measure	Funding Type	Secured / Unsecured	Source of Funding
5. Better turn-up and go frequencies that keep running in to the evening and weekends	Enhanced bus services	Revenue	Secured	BSIP Plus 2023-24 (Strand 1) Network North BSIP Plus 2024-25 (Strand 2) BSIP Plus 2024-25 (Strand 3)
6. Growing patronage	Investment on core routes – information, bus priority, electric vehicles	Capital	Unsecured	
	Bus stop enhancements at key locations on specific corridors	Capital	Unsecured	
	Rugby 'super stop'	Capital	Part-Funded	Section 106 Developer Contribution
	Marketing and communications	Revenue	Secured	BSIP Plus 2023-24 (Strand 1) Network North BSIP Plus 2024-25 (Strand 2)
	Rejuvenation of Nuneaton Bus Station including improving access for buses and connectivity to the town centre	Capital	Unsecured	
	Improving bus infrastructure in Rugby Town Centre	Capital	Unsecured	

BSIP Outcome	Measure	Funding Type	Secured / Unsecured	Source of Funding
7. Financial support for buses	Subsidised bus services	Revenue	Secured	BSIP Plus 2023-24 (Strand 1) Network North BSIP Plus 2024-25 (Strand 2) BSIP Plus 2024-25 (Strand 3) WCC Bus Service Revenue Support Budget Section 106 Developer Contributions
8. Other factors affecting bus use – parking provision; branding; decarbonising bus fleet; investment in network	IndieGo Plus DRT Service	Revenue	Secured	DfT Rural Mobility Fund Section 106 Developer Contribution WCC Bus Service Revenue Support Budget
	Coventry All-Electric Bus City (Cross-Boundary Routes)	Capital	Secured	Bus Operators DfT All Electric Bus City Grant WCC Capital Investment Fund
	Warwickshire ZEBRA2 Electric Bus Bid Application	Capital	Part-Funded (Pending funding confirmation from Bus Operator)	Bus Operator DfT ZEBRA2 Fund Warwick District Council S106 Developer-Funding
	LTP policy changes	Various (Capital)	Unsecured	
	Network planning during roadworks	Revenue	Unsecured	

This page is intentionally left blank

Cabinet - 9 May 2024

Warwickshire Bus Service Improvement Plan (BSIP) Funding for 2024-25

Appendix E

Table 5: Warwickshire BSIP Aspiration - Bus Network Provision Threshold

	Monday to Friday	Saturday	Sunday
Core Networks	20 minutes between 0530-0700	20 minutes between 0530 to 0900	20 minutes between 0800 to 1800
Urban and Peri-urban	10 minutes between 0700-1830 20 minutes between 1830-2300	10 minutes between 0900 to 1600 20 minutes between 1600 to 2300	30 minutes between 1800 to 2100
Core Network Interurban & Suburban	30 minutes between 0530 to 0700 15 minutes between 0700 to 1830 30 minutes between 1830 to 2330	30 minutes between 0530 to 0900 15 minutes between 0900 to 1600 30 minutes between 1600 to 2300	30 minutes between 0800 to 2100
Local Network & Rural Core network	60 minutes between 0600 to 0700 30 minutes between 0700 to 1830 60 minutes between 1830 to 2300	60 minutes between 0600 to 0900 30 minutes between 0900 to 1600 60 minutes between 1600 to 2300	60 minutes between 0800 to 1800
Supporting Network	We will ensure that the supported and part supported services continue to develop under the same principles of the core and local networks for access to employment, education and other activities, and to become a viable alternative to the private car.		
Demand Responsive	<ul style="list-style-type: none"> ● - U bus ● – IndieGo ● - Community Transport <p>We will consider how each individual service can be brought together to complement each other, and the fixed route bus network, reduce the administrative overheads, and make more efficient use of the available resource. Additionally, we will consider how this resource can be used to provide a more flexible and sustainable solution to socially necessary supporting services, including rural areas away from main corridors, rather than traditional fixed route services.</p>		
Integration	The bus network will be enhanced to ensure that bus services are timed to connect with each other, with a focus on meeting the specific times in the early morning and evening, and where services are operating at wide headways. Where practicable bus services will be arranged to provide multi-modal interchange.		

This page is intentionally left blank

Cabinet

9 May 2024

Educational Attainment Working Group Report

Recommendation

That Cabinet considers the content of the report and endorses the recommendations of the Educational Attainment Working Group.

1. Executive Summary

- 1.1 A motion was formally passed at the July 2022 Full Council meeting for a Working Group to be established to investigate the disparity in educational attainment rates that exist within Warwickshire. There are clear discrepancies in attainment rates based on a number of factors, such as levels of deprivation based on geography, and whether or not a child comes from a disadvantaged background. The Working Group was set up to examine the causes of disparity and make suggestions on the initial stages of an action plan to reduce these disparities.
- 1.2 The group met on a total of seven occasions, with members also meeting with colleagues from the education team at Leicestershire County Council and making focused visits to nine schools in Warwickshire. These schools were chosen as they had been identified as making a positive difference in attainment rates, and in some cases had managed to narrow the existing gaps in attainment between their disadvantaged pupils and the national non-disadvantage group. They were a mixture of primary and secondary schools and academies. Leicestershire County Council was chosen as it was a statistical neighbour to Warwickshire, sharing similar attainment rates, areas of social deprivation and demographics.
- 1.3 Through their discussions, members gained a clearer picture of the different education strategies that were already in place and some that are in the pipeline to be implemented and how these all sought to combine to help reduce the differences in attainment rates across Warwickshire.
- 1.4 A full summary of the data that was analysed and the discussions that took place is included in the Working Group's report, which is included at Appendix A. This report also sets out some key recommendations that were proposed by the Working Group as the initial steps of an action plan, with a further, longer-term recommendation also being proposed.
- 1.5 The recommendations are set out below, with a full explanation for the rationale behind them being included in the main report.

Recommendation 1 – Lobbying for legislative change

That the Working Group endorses lobbying of government to amend legislation, to enable all eligible pupils to be automatically enrolled onto a scheme that allows them to receive free school meals.

The percentage of children in receipt of free school meals is used as a statistical indicator of attainment and achievement, with such children being classified as disadvantaged. From an early stage members of the Working Group had recommended an automatic enrolment scheme for eligible pupils to receive free school meals be implemented, as this would help schools to receive additional funding. Research showed however there were potential legal implications associated with GDPR and data protection. The Working Group has proposed to consider funding an alternative means of addressing this, and they have proposed lobbying of central government to encourage enactment of legislative change.

Recommendation 2 – Enhanced scrutiny of education strategies

That the Working Group endorses the establishment of a sub-committee of the Children and Young People Overview and Scrutiny Committee, which would be updated on the ongoing implementation of the education strategies.

A number of new strategies are due to be implemented, while some that already exist require review. Working Group members felt the review of new strategies was an important piece of work that needed ongoing monitoring, but it would be too onerous for the Overview and Scrutiny Committee to do as many strategies were to become embedded in a relatively short period of time. Members felt it would be more appropriate for a sub-committee to be set up so more in-depth analysis and discussions could take place on the direction of travel of the new and revised strategies. It was proposed that an annual update would be provided to the Committee, along with briefing notes as and when appropriate.

Recommendation 3 – Enhanced promotion of opportunities for pupils

That the Working Group endorses improved promotion of opportunities for children, such as registering to sit the 11 plus and additional support available to pupil premium children.

Feedback showed there was often a lack of knowledge over additional support and opportunities available to children. This included some school headteachers apparently not being aware of reduced qualifying score for the 11 plus exam at grammar schools for pupil premium children. Although there was some promotion of this, members felt this needed to be improved.

Recommendation 4 - Continued progress of the Warwickshire Education Partnership Board

That the Working Group endorses the refreshed Warwickshire Education Partnership Board. (WEPB)

Members initially expressed a view that schools could do more to collaborate and share examples of good practice or strategy. However as time has progressed the situation has noticeably improved. The former Education Challenge Board has been refreshed and renamed the Warwickshire Education Partnership Board, due to the negative connotations associated with the word 'challenge' and a renewed focus and ethos on partnerships. It now meets monthly as opposed to quarterly. The board is well attended and has representatives from early years to colleges, and represents the 250 schools in the county. Members noted this had improved communication between schools and the LA. It was also noted the Board was focused on discussing strategic issues that affect all stakeholders across the county. Members look forward to the continuation and progress of this Board.

A longer-term ambition is to improve mental health provision for children, as early interventions could improve attainment levels and mean there could be less pressures on services later in life. However, a full costing for this would need to take place.

2. Financial Implications

There are no financial implications arising directly from the report.

3. Environmental Implications

None.

4. Timescales associated with the decision and next steps

- 4.1 It is proposed the recommendations are implemented with immediate effect. A review of the strategies associated with educational attainment would be considered by the Children and Young People Overview and Scrutiny Committee in 12 months' time.

Appendices

1. Appendix 1 – Working Group report

	Name	Contact Information
Report Author	Andy Carswell	andrewcarswell@warwickshire.gov.uk
Director	Johnny Kyriacou, Director of Education	johnnykyriacou@warwickshire.gov.uk
Executive Director	Nigel Minns, Executive Director for	nigelminns@warwickshire.gov.uk

	Children and Young People	
Portfolio Holder	Councillor Kam Kaur, Portfolio Holder for Education	kamkaur@warwickshire.gov.uk

The report was circulated to the following members prior to publication:

Other members: Councillors Brett Beetham, Jo Barker, Margaret Bell, Barbara Brown, Jonathan Chilvers, Marian Humphreys, Jan Matecki, Ian Shenton and Jerry Roodhouse



**IMPROVING EDUCATIONAL
ATTAINMENT IN WARWICKSHIRE
FINAL REPORT
CABINET, 9 MAY 2024**



*Working for
Warwickshire*
PAGE

CONTENTS

1.0 Introduction

1.1 Executive Summary	3
1.2 Members and Contributors	3
1.3 Evidence	4
1.4 Dates and Timescales	4
1.5 Recommendations	4

2.0 Overview

2.1 Background	5
2.2 Rationale	5
2.3 Objectives	6

3.0 Findings

4.0 Recommendations

5.0 Financial and Legal Implications

Appendices

A – Scoping Document	12
B – Scrutiny Action Plan	15
C – Overview of Projects led by WCC to Raise Educational Attainment	17

1.0 Introduction

1.1 Executive Summary

The working group was established following a formal motion that was unanimously approved at the July 2022 Full Council meeting. The Council's approach to Levelling Up, which had been approved by Cabinet earlier in the month, had included a priority to tackle inequality within educational attainment in Warwickshire. Children were potentially missing out on future education and employment opportunities through no fault of their own, due to their personal circumstances. The working group was established to explore the reasons for the disparity in attainment levels in different parts of the county, and to examine ways in which positive change could be enacted and inequalities could be reduced. The group considered factors the Council had direct control over, and those it could seek to have an indirect influence over, with a view to making recommendations that could be used as the first steps of an action plan. Members agreed their investigation should look at the major contributing factors to the discrepancy of educational attainment as a whole across the county, rather than focusing solely on specific areas of Warwickshire where attainment rates were lower.

As part of the process, members visited schools to hear first-hand accounts from headteachers on what they were doing to try and remove the disparity in attainment levels. The visited schools were from each of the districts and boroughs within Warwickshire. Some had previously been judged as requiring improvement by Ofsted but were now performing well following changes in strategies and/or leadership.

Members and officers also held a meeting with colleagues from the education team at Leicestershire County Council, which was chosen as a statistical neighbour to Warwickshire that shared similar demographics and levels of deprivation, but also similar levels of educational attainment. Officers found this meeting to be extremely helpful and further meetings have taken place to establish improved ways of working and examples of good practice.

1.2 Members and Contributors

When first established, membership of the group consisted of Councillors Brett Beetham, Margaret Bell, Barbara Brown, Jonathan Chilvers, Yousef Dahmash, Pete Gilbert, Jan Matecki, Ian Shenton and Jerry Roodhouse. Councillor Dahmash was originally chosen to Chair the group, but at the first meeting he resigned from the position and members elected Councillor Beetham as Chair. During the lifetime of the group, Councillors Dahmash and Gilbert were replaced by

Councillors Jo Barker and Marian Humphreys. Councillors Jeff Morgan and Kam Kaur also attended in their roles as relevant Portfolio Holders.

Officers who attended throughout the process were Leah Adams, Chris Baird, Andy Carswell, Johnny Kyriacou, Sarah Stear and Sophie Thompson.

1.3 Evidence Used

Members considered the data presented as part of the 2022 Closing The Gap report, which gave a detailed breakdown by district/borough of children's attainment levels at each of the key stages, and at Early Years Learning. This then compared attainment and achievement of Warwickshire's pupils on a regional basis against children from the West Midlands, and against national results. The data also showed attainment rates based on ethnicity, and for pupils from disadvantaged backgrounds compared to those from a non-disadvantaged background. Members also discussed the Council's Approach to Levelling Up document.

Evidence was also gathered from face-to-face interviews with staff and headteachers during focused visits to nine schools. These schools were from each of the five districts and boroughs and included a mix of primary and secondary level, and academies and non-academies.

1.4 Dates and Timescales

The review was established following July 2022's Full Council meeting. A total of seven group meetings were held, in addition to the meeting arranged with colleagues from Leicestershire County Council. An update report with some initial feedback and recommendations was presented to Cabinet in February 2023.

Initially there were delays to the group being able to hold its first meeting, following the passing of Her Majesty the Queen and the subsequent period of national mourning. Members also wished to delay holding one of its group meetings until after the meeting with Leicestershire County Council had been arranged.

1.5 Recommendations

- Endorsement of lobbying of government to amend legislation, to enable all eligible pupils to be automatically enrolled onto a scheme that allows them to receive free school meals.
- Establishment of a sub-committee of the Children and Young People Overview and Scrutiny Committee, which would be updated on the ongoing implementation of the education strategies. Full, formal updates would be presented to the Committee on an annual basis.

- Improve promotion of opportunities for children, such as eligibility for sitting the 11 plus and support available to pupil premium children.
- Continued progress of the Education Partnership Board.

2.0 Overview

2.1 Background

This working group's remit was to examine the levels of educational disparity that exist in Warwickshire, particularly focusing on the gap in attainment between disadvantaged and non-disadvantaged pupils. While acknowledging the role deprivation plays in educational attainment, case study examples the group discussed emphasised that effective leadership and culture were key factors in determining a school's success. The term 'disadvantaged' is applied to pupils in receipt of free school meals or pupil premium, as opposed to children in care or who had previously been looked after.

Over the years as more schools turn to academisation the County Council's direct control over schools has diminished. However, the Council has continued to assert influence over schools in the county such as through initiatives like the Nuneaton Education Strategy and analysing available data to assess progress. The data has shown the work undertaken by schools, teachers, headteachers, academies and County Council officers to address the gap and increase educational attainment.

It was acknowledged that deprivation levels can be a factor in attainment rates, but examples from further afield, such as the Michaela Community School in one of inner-city London's most deprived areas, demonstrated to members that leadership and culture were crucial to improve attainment. Schools within Warwickshire that provide great teaching and achieve good attainment scores in areas that were statistically deprived were noted, and the use of this 'soft data' of case study examples from specific schools were noted as being important in the development of education strategies.

The Nuneaton Education Strategy was noted as an example of collaborative efforts involving the Council, schools and academies. This targeted intervention was starting to yield promising results that could potentially be used as part of a countywide approach to tackling the disparity in educational attainment rates.

2.2 Rationale

It has long been established that a good start in a child's life will help with their longer-term opportunities, such as going on to university and seeking employment. However, a gap in attainment levels persists

between children from a disadvantaged background compared to their peers from non-disadvantaged backgrounds. Put simply, some children are missing out on an effective education that could potentially jeopardise their long-term employment opportunities through no fault of their own.

Educational attainment is measured throughout the course of a child's time in school, from the Early Years and Foundation Stage through each of the four key stages to the end of secondary education. Measures include those that were achieving a good level of development at Early Years; those working at an expected level regarding phonics in Year 1; and children working at the expected level in reading, writing, and mathematics at Key Stages 1 and 2.

2.3 Objectives

The review seeks to make recommendations for improvements in the Council's education strategies to reduce the disparity in attainment rates in education across Warwickshire. It is hoped the group's work can help inform a Warwickshire-wide education strategy using the knowledge gathered from focused visits to schools, along with discussions on the development of the different strategies and stakeholder meetings with school, academy and Trust leaders. The review also recognises the limitations of top-down solutions and instead looks to emphasise individual responsibility.

3.0 Findings

The working group met collectively seven times, in addition to the further meeting with Leicestershire County Council. Each of these meetings were held via Teams. There were also nine site visits to schools across Warwickshire, carried out by members of the working group. Two members visited two schools, with five members making visits to one school. The visited schools had been selected after analysis by officers noted they had achieved a positive attainment gap compared against the relevant set of key measures, and in some cases had managed to narrow the attainment gap.

Members considered statistical data that had been provided to them by officers. The primary school data from 2022 showed that in terms of achieving expected development levels, children in Warwickshire schools were performing one per cent ahead of the national average in all areas except for maths, where they were two per cent ahead. In comparison to other education authorities in the West Midlands, Warwickshire children were two per cent ahead in all areas except for maths, where it was three per cent. The 2023 data indicated expected development levels of all pupils at EYFS had increased to two per cent above the national average and three per cent for the West Midlands average.

However, the 2022 data showed that the lowest attaining school in Warwickshire at the Early Years Foundation Stage had 20 per cent of its children reaching the expected development levels, compared to 92 per cent for the highest achieving school. There was a similar pattern at Reception class level. The highest performing districts were Warwick and Stratford, with North Warwickshire having the lowest level of attainment. The difference in attainment widened as children progressed through school; in EYFS the difference between lowest and highest attaining district was six per cent, at Year 1 it was eight per cent, and this increased further to 12 per cent at Year 2. The overall disadvantaged attainment gap was wider in Warwickshire when compared to the national average, with the exception of maths. However, in terms of achievement by disadvantaged pupils, a higher proportion were meeting the expected standards in reading, writing and maths in Nuneaton and Bedworth compared to Stratford and Warwick. For secondary schools, attainment rates for disadvantaged pupils were below the national average, although they were similar to those in neighbouring educational authority areas.

Members considered feedback from teachers and headteachers that attended Area Analysis Groups and the Warwickshire Education Partnership Board, which showed there was demonstrable commitment from staff to tackling the attainment gap. The Board's name had recently changed from the Education Challenge Board, as the word 'challenge' was seen as having negative connotations.

A number of potential issues had been identified through the focused visits to schools. These included early diagnosis for children going through the EHCP process; often this was not completed by the time a child was ready to transition up a level, which could then set the child back. Some headteachers said they had not chased an outstanding Ofsted rating but were of the opinion that other schools had done so and had hidden the attainment of its lower performers behind the results and grades of its high achievers. However, there were several examples of good practice that were noted by members and fed back to the working group. This included a school that had set itself up as a community hub to allow families to access services such as speech and language training, because often families were not in a position to be able to travel and access them. The school's library was open two days a week to encourage families to read together, and after school clubs operated every day of the week to help pupil premium children. Another school had spent money on a multi-sensory room that was used as somewhere a child could relax if they needed a time out, and it had developed a strategy of building its lessons around the needs of pupil premium children. Many schools stated they prided themselves on providing a good level of pastoral care. Many academies said they felt well supported by their Trusts, and that they linked well with other schools.

Members were informed of the Education Strategy and School Effectiveness Strategy, both of which were due to be implemented later in the year. They were pleased to note these strategies encompassed issues that had been raised throughout their discussions at the working group meetings, such as strategies relating to SEND, attendance, alternative provision, and how to improve working relationships between schools/academies and the Council. A focus on supporting children with physical and mental health issues was also noted. Members were of the view that due to the nature of the strategies and the work involved, instant results were not to be expected and it would take time for the strategies to become embedded and their impacts to be measured. Members noted the progress of the Nuneaton Education Strategy and hoped this could be developed into an overall strategy that could have elements that could be applied to the whole of Warwickshire.

4.0 Recommendations

There were four recommendations to be proposed by members of the working group. These were:

- Endorsement of lobbying of government to amend legislation, to enable all eligible pupils to be automatically enrolled onto a scheme that allows them to receive free school meals.
- Establishment of a sub-committee of the Children and Young People Overview and Scrutiny Committee, which would be updated on the ongoing implementation of the education strategies. Full, formal updates would be presented to the Committee on an annual basis.
- Improve promotion of opportunities for children, such as registering to sit the 11 plus and support available to pupil premium children.
- Continued progress of the Warwickshire Education Partnership Board.

Reasoning

- 4.1 From an early stage, members had noted that the percentage of children in receipt of free school meals was used as a statistical indicator of attainment and achievement. A school would also benefit from an increased number of children on roll who were in receipt of free school meals, as additional funding would be provided to them. Members had strongly recommended that a system of automatic enrolment for eligible pupils to receive free school meals should be implemented, rather than a family having to apply themselves. Anecdotal evidence suggested sometimes families were too

embarrassed of their personal circumstances to make an application to receive free school meals.

[Warwickshire's Tackling Social Inequalities Strategy 2021-2030](#) had identified maximising take-up of pupil premium for schools as a priority, with the action plan including improved information sharing between departments to increase the number of eligible families claiming free school meals. Implementation of this had been investigated, but potential legal issues had been identified as it may be in contravention of the Data Protection Act and GDPR.

A trial of providing all primary school pupils with free school meals was taking place at the Michael Drayton School in Hartshill. A scheme had also been implemented across each of the London boroughs over the last year, and the results of this were eagerly anticipated.

Research from officers showed other councils had been looking to adopt an automatic enrolment scheme but had been thwarted by the potential legal implications of sharing sensitive information. Additionally the independently produced [National Food Strategy](#), which was written by Henry Dimbleby and published in July 2021, had made recommendations for all eligible pupils to be automatically enrolled into receiving free school meals. The government had been due to respond to this in a White Paper.

As it did not appear the Council could unilaterally make a decision to adopt a policy of automatic enrolment for eligible pupils to receive free school meals, members were unanimously in agreement the Council should use its position of influence to lobby the government for a change in legislation. It was hoped this would then enable the Council to formally adopt the policy. Members said this was their highest priority. However, members were also cognisant of the impact on timing that a general election may have on commencing this activity..

- 4.2 Throughout their discussions, members' attention was drawn to a number of new or revised strategies that were in the process of being formulated, with a view to being formally implemented within the next few months. These included, but were not limited to, the overall Education Strategy, SEND Strategy, and School Effectiveness Strategy. At the outset members noted there were several strategies but felt there did not appear to be effective joined-up thinking, and concerns were raised that some of the sub-groups responsible for the strategies may be duplicating work. It was unclear in members' minds who was responsible for what. As time has progressed members' concerns have been allayed and they are now more confident there is a clearer vision regarding future implementation of strategies, what is hoped to be achieved, and who takes responsibility.

The revised strategies were in addition to existing ones that were drawing to a conclusion, such as the Nuneaton Education Strategy that had been set up with a specific remit of raising attainment levels in the Nuneaton and Bedworth district. Members said they wanted to learn more from the outcomes of this strategy and to do a deeper dive into whether there were examples of practices that had been effective that could be adopted into a wider education strategy for the whole county.

In order to facilitate this, members were of the view a separate sub-committee of the Children and Young People Overview and Scrutiny Committee should be set up to scrutinise the effectiveness and direction of the new strategies. They felt this was an important piece of work that needed ongoing monitoring, but it would be too onerous for the main Committee to do this on a regular basis. Members felt it would be more appropriate for a sub-committee to be set up so more in-depth analysis and discussions could take place on the direction of travel of the new and revised strategies. It was proposed that an annual update would be provided to the Committee, along with briefing notes as and when appropriate.

- 4.3 Members noted some children were missing out on opportunities available to them to help improve their educational attainment as they were not widely known about. Statistics showed that very few pupil premium children registered to sit the 11 plus exam. Feedback from discussion forums and individual meetings with primary school headteachers indicated that many of them did not appear to be aware that five out of the six selective grammar schools in Warwickshire had lower qualifying scores (effectively the pass mark) in the 11 plus for pupil premium children. It also appeared that the offer of ten hours of free online tuition for pupil premium children was not widely advertised. Although a renewed promotion campaign around this was about to start, members were of the view there needed to be greater awareness of the availability of places in grammar schools, and other opportunities that could help children meet their potential.
- 4.4 When the working group was first established, discussions took place regarding bringing schools together to share examples of good practice and for them to help feed into the development of revised Council strategies. Uptake of the revised Warwickshire Education Partnership Board was improving and there were now more headteachers attending the meetings. This was partly attributed to the refresh of the Board, which had recently undergone a name change from the Education Challenge Board. The decision was taken to remove the word 'challenge' from the title due to the negative connotations that may deter representatives from higher attaining schools from attending meetings and sharing examples of practices that had worked well for them, or well-intentioned schemes that had not proved to be successful. There has been a change in ethos and focus on developing partnerships, and meetings are now held monthly rather than quarterly.

Members were more optimistic the Board could make a positive difference and enact effective change, and had been encouraged by the progress that had been made in improving communication across schools. Members look forward to this continuing.

- 4.5 As a longer-term aim, members had discussed the mental health of pupils and how positive mental health could improve attainment. The South Warwickshire Place team had looked into providing a mental health practitioner for children using money they had been delegated. It was suggested by members that a joint project between the Integrated Care Board and the Council could identify which schools should be prioritised for having access to the mental health practitioner. This would potentially benefit schools as a positive impact on mental health could help to improve children's educational attainment. Members noted there was another potential benefit in that this scheme could help reduce future pressures on health services if children had access to services at an earlier age, meaning they could be less likely to require the service again in adulthood. However, such a project would need to be fully costed and it would need to be confirmed by legal if it was compliant with GDPR and data protection laws.

5.0 Financial and Legal Implications

The views of relevant Directors, Finance, Legal and Equalities and Diversity have been sought on this report, prior to its submission to Cabinet.

Appendix A: Initial Scoping Document

Review Topic	Educational Attainment
Working Group Members	Councillors Yousef Dahmash (Chair), Brett Beetham, Pete Gilbert, Ian Shenton, Margaret Bell, Jan Matecki, Jonathan Chilvers, Jerry Roodhouse and Barbara Brown
Scrutiny Officer Support	Andy Carswell/Helen Barnsley
Officer Contact	Chris Baird, Sarah Stear, Sophie Thompson
Relevant Portfolio Holder(s)	Kam Kaur – Education Jeff Morgan – Children and Families
Relevant Corporate/LAA Priorities/Targets	Levelling Up Devolution for Warwickshire
Rationale (Key issues and/or reason for doing the review)	There are discrepancies that need addressing in educational attainment rates between the north and south of the county, and in terms of future employment prospects. Children are potentially missing out on opportunities through no fault of their own due to their personal circumstances. The review seeks to improve the prospects of children living in the more poorly achieving areas.
Objectives of Review (Specify exactly what the review should achieve)	Investigate the major contributing factors to the discrepancy of educational attainment. Investigate which of these factors the Council can directly control and influence, and those it could potentially indirectly influence. Investigate how these can be addressed and suggest a starting point to a longer-term action plan.

Warwickshire County Council
Overview and Scrutiny – Improving Services for the Community

<p>Scope of the Topic (What is specifically to be included/excluded)</p>	<p>Current performance levels, and responsibilities for performance. Look at performance of Trusts as well as individual schools.</p> <p>Understand the remit of the local authority, Regional Directors, Ofsted, and Academy Trusts in terms of standards and what they can and cannot do. What input do they – but particularly the Council – have in potentially improving outcomes?</p> <p>Investigate the causes of underperformance and the attainment gap; for example, are deprivation and lack of aspirations/employment opportunities root causes?</p> <p>Comparison to other areas where deprivation is worse but children achieve better outcomes.</p> <p>What funding is available and how can this be utilised.</p> <p>What has been tried so far and what could be done.</p> <p>What deeply ingrained issues are there that need working on to resolve on a longer-term basis?</p>
<p>Indicators of Success – Outputs (What factors would tell you what a good review should look like?)</p>	<p>Obtainable and achievable objectives</p>
<p>Indicators of Success – Outcomes (What are the potential outcomes of the review e.g., service improvements, policy change, etc?)</p>	<p>Root causes properly investigated and analysed during a deep dive</p> <p>Clearly defined long-term action plan on next steps to take</p> <p>Improvements to schools that can be made on a short-term basis, while the longer-term objectives are explored and defined</p>
<p>Specify Evidence Sources (Background information and documents to look at)</p>	<p>Most recent data on attainment by cohort, area, Ofsted judgement of the school, ethnicity, and children from deprived backgrounds.</p> <p>Past and most recent data on education policies and spending, to see if there is a distinction between different population groups/geographical areas</p> <p>State of Warwickshire Report</p> <p>Levelling Up Strategy</p> <p>Government Guidance document on Schools Causing Concern</p>
<p>Specify Witnesses/Experts (Who to see and when)</p>	<p>Meeting one: input from Business Intelligence</p> <p>Meeting two: input from Early Support Team</p>

Warwickshire County Council
Overview and Scrutiny – Improving Services for the Community

Possible Co-Options (Would the review benefit from any co-options e.g., community or voluntary sector representatives?)	
Specify Site Visits (Where and when)	N/A
Consultation with Stakeholders (Who should we consult?)	Public Health?
Level of Publicity	None initially
Barriers/Dangers/Risks (Identify any weaknesses or potential pitfalls)	
Projected Start Date	Draft Report Deadline
Meeting Frequency	Projected Completion Date
Meetings Dates	Sept 22, October/November 22, December 22, January 23
Committee Reporting Date	Full Council, February 2023
Cabinet Reporting Date	
When to Evaluate Impact	Longer term; perhaps after six or 12 months to see what progress has taken place against the identified actions, then reviewed on an annual basis after that
Methods for Tracking and Evaluating	

Appendix B – Working Group Action Plan

Recommendation	Target Date for Action	Lead Officer	OSC Update	Progress Notes
R1 Lobbying of government to amend legislation, to enable all eligible pupils to be automatically enrolled onto a scheme that allows them to receive free school meals	To begin as soon as possible, having regard for a future general election	Johnny Kyriacou	When response received from central government	
R2 Establishment of a sub-committee of the Children and Young People Overview and Scrutiny Committee, to discuss updates on the ongoing implementation of education strategies	As soon as practically possible	Johnny Kyriacou	OSC to receive an annual update on the progress being made	
R3 Improve promotion of opportunities for children, such as eligibility for sitting the 11 plus and support available to pupil premium children	As soon as possible	Johnny Kyriacou	Progress to be reviewed on a regular basis – perhaps every six to 12 months	
R4 Continued expansion of the Education Partnership Board	Ongoing	Johnny Kyriacou	Updates to be provided via briefing note	

Appendix C – Overview of Projects Led by WCC Relating to Educational Attainment

Projects to Raise attainment in Warwickshire schools led by Warwickshire County Council 2020-2024

There are **250** schools in Warwickshire, and of them **133** (53%) are academies, either standalone (where one school is an academy) or part of Multi Academy Trusts (where a group of schools are part of one Trust). All secondary schools in Warwickshire except one are academies.

WCC has a good relationship with most academies and the majority are willing to engage with projects made available to them. However, it must be remembered that WCC has no way of compelling academies to take part in the projects that are offered.

These projects are a sample of work that has been offered out to Warwickshire schools in the last 3 to 4 years but does not represent the entirety of the work done with schools to increase attainment. The ‘business as usual’ work of WCC Education Services is to ensure the provision of quality of education for all children and young people of Warwickshire and these would be the projects that would be worth noting as additions to the scope of our statutory work.

	Date	Project	Reach	Notes and Outcomes
Nuneaton Education Strategy	2020/21	Talk for Writing training with Pie Corbett	All Nuneaton primaries	31 schools attended, with a total of 46 participants. Talk for Writing is an engaging teaching framework based on the principles of how children learn. It enables children to imitate the language they need for a particular topic orally, before reading and analysing it, and then writing their own version. It is the most popular teaching method for writing in Nuneaton schools
	2020/21	Thrive approach training 1	All Nuneaton schools	The Thrive Approach offers a trauma-informed, whole school or setting approach to improving the mental health and wellbeing of children and young people. Thrive is designed to work through the whole school and inform how every interaction with each child is carried out. 19

				<p>Nuneaton schools became ‘Thrive’ schools (an increase from 3 who were Thrive schools in 2019) meaning they adopted the approach in their classrooms. The majority of Nuneaton schools now use this trauma based approach to teaching and learning.</p> <p>In addition to the primary schools, both Nuneaton Significant Adults (SAP) received Licensed Practitioner training via consortium funding. The SAPs are able to support schools (pupils) without Thrive subscription/licensed practitioners increasing impact/numbers. SAPs can profile those they are supporting, develop action plans and evaluate impact using the system.</p>
2021/22	Newly Qualified Teacher (NQT) support programme	All Nuneaton schools		<p>This provided a training package for new Early Careers Framework for teachers, bespoke to Nuneaton and run by Nuneaton school leaders and teachers. Included an offer for teachers who have been in the profession for one year. Teachers were trained specifically around the needs of disadvantaged and low attaining pupils</p>
2021/22	Breaking the Glass ceiling to Good – Ofsted related training with Sonia Gill	All Nuneaton schools		<p>32 schools attended the training – see Ofsted information below.</p>

	of HeadsUp		
2022/23	Subject leader networks 1 – curriculum continuity	All Nuneaton schools	<p>Nuneaton secondary teachers were given the opportunity to run workshops in their respective subjects with primary school teachers. Allowed continuity in curriculum teaching from primary schools through to secondary.</p> <p>9 sessions were completed in June 2022 with a further 8 sessions in Nov 2023</p> <p>All schools involved commented that they have found the sessions useful to improve the working relationships between secondary and primary teachers as well as subject knowledge and curriculum improvement.</p>
2022/23	Autism training for staff with Louisa McGivney	All Nuneaton schools	<p>Nuneaton Headteachers expressed that their staff would benefit from further training on a variety of subjects linked to Autism.</p> <p>These 6 sessions were carried out online with an average of 40 staff in attendance at each session.</p> <p>The feedback from the training was very positive, with teachers commenting that it helped them improve their support for their pupils living with ASC.</p> <p>The training proved so popular that it was repeated in Feb</p>

				2023 with around 40 members of staff signed up for each session, and a further 50 watching the sessions recorded afterwards.
	2022/23	Thrive approach training 2	All Nuneaton schools	See Thrive training 1 – further training for staff at schools
	2022/23	Subject leaders networks 2	All Nuneaton schools	See subject leader network 1 – allowed for further sessions to be run
	2022/23	Pupil Premium review using Education Endowment Foundation support.	All Warwickshire schools	Project working with Nathan Morland from Education Endowment Foundation (EEF) to review and improve Pupil Premium strategies as well as pick out schools as examples of best practice
	2023	Raising Attainment in Disadvantaged Young People (RADY)	All Warwickshire schools	<p>A collaboration with the WCC Virtual School to offer schools information and knowledge, Professional Learning Platform online resources and training from Challenging Education around RADY. Available free to all schools until 2030.</p> <p>Specific Nuneaton RADY project carried out Jan 23-Dec 23:</p> <ul style="list-style-type: none"> Schools audited their own provision then sessions followed the principles of higher expectations, equity in the classroom, proportional

				representation, plan to make a difference and position of knowledge. <ul style="list-style-type: none"> • Schools had access to webinars via the Professional Learning Platform and completed tasks to deliver to staff to enable wider dissemination.
	2023	Small Schools project	Warwickshire Schools with pupil numbers under 150	Small schools project – Warwickshire has a high number of small schools in affluent areas but with high proportions of PP. Working with the John Taylor Staffordshire Research school on a project around improving PP provision in those schools.

Outcomes

As with all projects based in Education settings it is not always easy to judge their success immediately. Changes in methods of teaching, or better communication between primary and secondary schools would not show a quick outcome but would show a small progression over several years. The projects carried out often cannot be measured in data and statistics but can be found in soft data and case studies on particular schools, classes, or pupils.

However, what can be shown in a gradual upswing in attainment and a closing of the gap between disadvantaged and non-disadvantaged pupil attainment. The years of the covid pandemic resulted in no data being collected at a county level, so the comparison between the pre and post covid years must be viewed with certain caution. However, the results between 2022 and 2023 shows that attainment in Warwickshire rising again and some of the damage done by the pandemic beginning to be counteracted. The lack of data during the covid pandemic meant that no district level comparisons were able to be made so [tables one and two](#) below show the contrast between the district based disadvantaged gap in 2019-2023. Overall, the Warwickshire wide data has worsened in those intervening years for all headline data, but when drilled down to district level certain districts have decreased their

gap by a small amount in those years, but others have increased theirs almost four times. Warwickshire gap remains similar but always behind the national average in all headlines in those years.

What can be seen is that Nuneaton and Bedworth, where a lot of the above projects were carried out, moved from having the smallest disadvantaged gap in one out of the seven areas in 2019 (Good level of development in Early Years stage) to having the smallest gap in 5 of the seven areas in 2023, which potentially demonstrates that the hard work and projects mentioned above have all contributed towards this success.

As can be seen in [tables 3 and 4](#) the Warwickshire wide disadvantaged gap in KS2 reading, writing and maths and GCSEs level 5 and above does not fluctuate more than around 8 percentage points, but does not show a definite downward trend at that time, showing a repair in the damage of the covid pandemic.

[The Ofsted ratings](#) for schools in Nuneaton have seen 8 improve their ratings, 20 maintain their ratings and 2 decrease their rating in the period 2019-2023

Table one: Disadvantaged pupil Data gaps 2019

Closing the Gap: 2019 Headlines																															
A = All Pupils D = Disadvantaged Pupils O = Other (non-disadvantaged) Pupils Gap = Warwickshire disadvantaged minus National Other																															
WE1 – Early Years Foundation Stage				WE3 – Family of Schools																											
EYFSP				Phonics Year 1				Key Stage 1 - Expected Standard								Key Stage 2 - Expected Standard				Key Stage 4											
% Good Level of Development				% Working At expected Level				Reading (R)				Writing (W)				Maths (M)				RWM				Grade 5 or above in E&M GCSEs							
A	D	O	Gap	A	D	O	Gap	A	D	O	Gap	A	D	O	Gap	A	D	O	Gap	A	D	O	Gap	A	D	O	Gap				
National (state funded schools)																															
72%	57%	74%	-17%	82%	71%	84%	-14%	75%	62%	78%	-17%	69%	55%	73%	-18%	76%	62%	79%	-17%	65%	51%	72%	-19%	43%	25%	50%	-25%				
Statistical Neighbours (SN)																															
74%	55%	76%	-19%	83%	-	-	-	77%	-	-	-	71%	-	-	-	77%	-	-	-	66%	48%	71%	-23%	43%	21%	48%	-29%				
Warwickshire																															
72%	55%	74%	-19%	84%	71%	85%	-13%	77%	60%	80%	-18%	71%	53%	74%	-20%	77%	59%	80%	-20%	65%	47%	71%	-24%	50%	22%	55%	-28%				
2018																															
72%	56%	74%	-18%	84%	70%	86%	-15%	77%	64%	80%	-15%	71%	55%	74%	-19%	77%	60%	80%	-19%	67%	47%	73%	-24%	49%	22%	55%	-28%				
North Warwickshire																															
72%	49%	75%	-25%	84%	74%	86%	-10%	74%	60%	77%	-19%	69%	51%	72%	-22%	72%	50%	76%	-30%	61%	42%	68%	-29%	37%	16%	42%	-34%				
Nuneaton and Bedworth																															
68%	58%	70%	-16%	80%	68%	83%	-17%	75%	58%	80%	-21%	69%	53%	73%	-20%	76%	57%	81%	-22%	60%	48%	66%	-22%	38%	20%	43%	-30%				
Rugby																															
71%	55%	73%	-19%	87%	80%	88%	-4%	76%	59%	80%	-19%	70%	50%	75%	-23%	77%	62%	80%	-17%	67%	56%	70%	-15%	54%	21%	61%	-29%				
Stratford on Avon																															
73%	48%	76%	-26%	86%	72%	87%	-13%	80%	64%	82%	-14%	74%	54%	76%	-19%	77%	60%	79%	-20%	68%	41%	74%	-30%	60%	29%	65%	-21%				
Warwick																															
75%	51%	77%	-23%	82%	61%	84%	-24%	79%	63%	81%	-16%	73%	58%	75%	-16%	78%	64%	80%	-15%	68%	46%	73%	-25%	52%	22%	57%	-28%				
Warwickshire exactly in line with National, 0.5% down on last year				Warwickshire same as last year but 2% above National, 1% above SN				Warwickshire same as last year and SN. Up 2% on National				Warwickshire same as last year and SN, 2% above National.				Warwickshire same as last year and SN, 1% above National.				Warwickshire decreased by 2ppts, are below SN and same as National.				Warwickshire up 1ppt, 7ppts above SN and National.							
Gap has widened by 0.8% since last year				Gap has closed by nearly 2ppts				Gap has widened by 3ppts since last year				Gap has widened by 1pptsince last year				Gap has widened by 1ppt since last year				Gap has remained the same				Gap has remained the same							
Disadvantaged pupil results fallen for the second year running				Disadvantaged pupil results increase by 1ppt on last year				Disadvantaged pupil performance decreased by 4ppts				Disadvantaged pupil performance decreased by 2ppts				Disadvantaged pupil performance decreased by 1ppts				Disadvantaged pupil performance has remained the same				Disadvantaged pupil performance has remained the same							
Top performing District/Borough:																															
All Pupils				Warwick				Rugby				Stratford on Avon				Stratford on Avon				Warwick				Warwick				Stratford on Avon			
Disadvantaged Pupils				Nuneaton and Bedworth				Rugby				Stratford on Avon				Warwick				Warwick				Rugby				Stratford on Avon			
Widest Gap				Stratford on Avon				Warwick				Nuneaton and Bedworth				Rugby				North Warwickshire				Stratford on Avon				North Warwickshire			
Smallest Gap				Nuneaton and Bedworth				Rugby				Stratford on Avon				Warwick				Warwick				Rugby				Stratford on Avon			

The DfE define 'Disadvantaged' pupils as those who have been a) eligible for Free School Meals at any point in the last 6 years, b) children who are looked after or c) children who have been adopted from care or via a Special Guardianship or Child Arrangements Order
Dashes (-) indicate that data is not published/available from the DfE

Table two: Disadvantaged pupil data gaps 2023

Closing the Gap: PROVISIONAL 2023 Headlines																												
A = All Pupils D = Disadvantaged Pupils O = Other (non-disadvantaged) Pupils Gap = Warwickshire disadvantaged minus National Or																												
	Securing the best start in life				Warwickshire's Family of Schools																							
	EYFSP				Phonics Year 1				Key Stage 1 - Expected Standard								Key Stage 2 - Expected Standard				Key Stage 4							
	% Good Level of Development				% Working At expected Level				Reading (R)				Writing (W)				Maths (M)				RWM				Grade 5 or above in E&M GCSEs			
	A	D	O	Gap	A	D	O	Gap	A	D	O	Gap	A	D	O	Gap	A	D	O	Gap	A	D	O	Gap	A	D	O	Gap
National (state funded schools)	67%	52%	72%	-20%	79%	67%	82%	-15%	68%	54%	73%	-19%	60%	45%	65%	-21%	70%	56%	75%	-19%	59%	44%	66%	-22%	45%	25%	52%	-27%
West Midlands	66%	53%	70%	-18%	78%	69%	82%	-13%	68%	56%	73%	-17%	60%	47%	65%	-18%	70%	58%	75%	-17%	58%	46%	65%	-20%	42%	25%	49%	-28%
Warwickshire	69%	50%	74%	-22%	79%	63%	83%	-20%	71%	50%	77%	-23%	62%	40%	68%	-25%	73%	52%	78%	-23%	60%	40%	66%	-26%	49%	22%	56%	-30%
###	66%	46%	70%	-24%	77%	57%	81%	-22%	68%	49%	73%	-23%	53%	37%	64%	-26%	70%	53%	74%	-20%	61%	40%	66%	-25%	53%	24%	60%	-33%
North Warwickshire	68%	52%	73%	-20%	77%	62%	81%	-20%	68%	50%	74%	-23%	58%	40%	63%	-26%	69%	52%	73%	-23%	52%	37%	58%	-29%	33%	16%	39%	-37%
Nuneaton and Bedworth	65%	53%	69%	-18%	78%	66%	82%	-16%	67%	51%	73%	-22%	58%	42%	65%	-23%	71%	54%	77%	-21%	61%	46%	68%	-20%	40%	19%	48%	-34%
Rugby	67%	46%	72%	-26%	80%	62%	85%	-20%	72%	52%	78%	-21%	64%	41%	70%	-24%	72%	52%	77%	-23%	56%	35%	63%	-31%	55%	31%	62%	-22%
Stratford on Avon	74%	43%	79%	-28%	78%	57%	82%	-25%	72%	50%	77%	-22%	64%	35%	70%	-30%	74%	50%	79%	-25%	64%	38%	70%	-28%	58%	27%	64%	-26%
Warwick	71%	51%	75%	-21%	81%	63%	85%	-19%	74%	47%	79%	-26%	66%	40%	71%	-25%	76%	50%	81%	-25%	63%	40%	69%	-26%	52%	19%	59%	-34%
	Warwickshire above National by 2ppts and above West Midlands by 3ppts Gap is wider than National at -22 ppts Disadvantaged pupil results below peers Nationally and across the region				Warwickshire in line with National and above West Midlands by 1ppt Gap is wider than National at -20ppts Disadvantaged pupil results below peers Nationally and across the region				Warwickshire above National and West Midlands by 3ppts Gap is wider than National at -23ppts Disadvantaged pupil results below peers Nationally and across the region				Warwickshire above National and West Midlands by 2ppts Gap is wider than National at -25ppts Disadvantaged pupil results below peers Nationally and across the region				Warwickshire above National and West Midlands by 3ppts Gap is wider than National at -23ppts Disadvantaged pupil results below peers Nationally and across the region				Warwickshire above National by 1ppt and above West Midlands by 2ppts Gap is wider than National at -26ppts Disadvantaged pupil results below peers Nationally and across the region				Warwickshire above National by 4ppt and above West Midlands by 7ppts Gap is wider than National at -30ppts Disadvantaged pupil results below peers Nationally and across the region			
Top performing District/Borough:	All Pupils				Disadvantaged Pupils				Widest Gap				Smallest Gap															
	Stratford on Avon				Nuneaton and Bedworth				Stratford on Avon				Nuneaton and Bedworth				Stratford on Avon				Nuneaton and Bedworth				Stratford on Avon			
	Warwick				Nuneaton and Bedworth				Warwick				Stratford on Avon				Nuneaton and Bedworth				Warwick				Rugby			
	Warwick				Rugby				Warwick				Stratford on Avon				Warwick				Rugby				North Warwickshire			
	Nuneaton and Bedworth				Nuneaton and Bedworth				Rugby				Nuneaton and Bedworth				Nuneaton and Bedworth				Nuneaton and Bedworth				Rugby			

The DfE define 'Disadvantaged' pupils as those who have been a) eligible for Free School Meals at any point in the last 6 years, b) children who are looked after or c) children who have been adopted from care or via a Special Guardianship or Child Arrangements Order

Table three: Key Stage 2 Reading, Writing, Maths (combined) Achieving expected standard gap between disadvantaged and non disadvantaged pupils

KS2: R/W/M Achieving Expected Standard	National	Warwickshire
2023	-22%	-26%
2022	-23%	-25%
2019	-21%	-26%
2018	-20%	-24%
2017	-20%	-24%

Table four: GCSE level 5 of above in English and maths GCSE gap between disadvantaged and non disadvantaged pupils

Grade 5 or above in English and Maths GCSEs	National	Warwickshire
2023	-27%	-30%
2022	-27%	-34%
2019	-25%	-28%
2018	-25%	-28%
2017	-25%	-26%

Table Five: Nuneaton Ofsted ratings comparison 2019-2023

Maintained rating - 20
Improved rating - 8
Decreased rating - 2
Academy converter/new school - 5

School	Ofsted 2019	Ofsted 2023
Abbey C.Of E. Infant School	Outstanding	Outstanding
All Saints C.Of E. Primary School, Nuneaton	Good	Good
Arley Primary School	Good	Converted to academy – not yet inspected
Bournebrook C.Of E. Primary School	Outstanding	Good
Camp Hill Primary School	Good	Converted to academy – not yet inspected
Chetwynd Junior School	Requires improvement	Good
Chilvers Coton Community Infant School	Good	Good
Croft Junior School	Good	Good
Discovery Academy	Good	Good
Etone College	Requires Improvement	Good
Galley Common Infant School	Outstanding	Outstanding
Glendale Infant School	Good	Good
Hartshill School	Requires improvement	Requires Improvement
Higham Lane School	Outstanding	Outstanding
Lower Farm Academy		Not inspected new school
Michael Drayton Junior School	Good	Good
Middlemarch School	Good	Good

Milby Primary School	Good	Good
Nathaniel Newton Infant School	Good	Good
Nursery Hill Primary School	Requires Improvement	Good
Oak Wood Primary School	Good	Good
Oak Wood Secondary School	Good	Good
Our Lady and St. Joseph Catholic Academy	Good	Outstanding
Park Lane Primary School	Good	Good
Queen's C.Of E. Academy	Good	Good
St. Anne's Catholic Academy	Requires Improvement	Good
St. Nicolas C.Of E. Academy	Good	Good
St. Paul's C.Of E. Primary School, Nuneaton	Good	Good
St. Thomas More Catholic School and Sixth Form College	Good	Good
Stockingford Academy	Inadequate	Converted to academy not yet inspected
Stockingford Maintained Nursery School	Good	Outstanding
The George Eliot School	Requires improvement	Good
The Nuneaton Academy	Requires Improvement	Converted to academy not yet inspected
Weddington Primary School	Good	Good
Wembrook Primary School	Requires Improvement	Good
Whitestone Infant School	Outstanding	Good

This page is intentionally left blank

By virtue of paragraph(s) 3 of Part 1 of Schedule 12A
of the Local Government Act 1972.

Document is Restricted

This page is intentionally left blank

By virtue of paragraph(s) 3 of Part 1 of Schedule 12A
of the Local Government Act 1972.

Document is Restricted

This page is intentionally left blank

By virtue of paragraph(s) 3 of Part 1 of Schedule 12A
of the Local Government Act 1972.

Document is Restricted

This page is intentionally left blank