

Several teal-colored geometric shapes, including pentagons and polygons, are scattered around the main title. One large pentagon is in the top right, another is in the top center, and several smaller ones are on the left and right sides.

# NEU Councillors Network

## Education funding briefing for local councillors

National Education Union  
Autumn term 2019





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# Foreword from Kevin Courtney and Mary Bousted

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Councillors,

Thank you for taking the time to read this briefing on education funding.

We must be clear from the beginning; we are facing the largest cuts to school budgets for generations.

As a result of these cuts we have seen parents, teachers, support staff, school leaders and politicians of all political parties united around the need for more money for education.

We need schools, early years settings and post-16 placements that can afford to offer our young people the education they deserve.

Real term funding cuts mean schools are cutting staff, narrowing the curriculum and axing support for special educational needs and disability (SEND) students, while the number and needs of all our young people are growing.

Schools and colleges are not only getting less money in real terms they are also having to do more with it.

It is vital that all schools and colleges have sufficient funding to:

- Employ enough staff so that class sizes are kept low and teacher workload is manageable.
- Recruit and retain dedicated teachers, teaching assistants and support staff by offering good pay.
- Provide a broad curriculum to pupils.
- Give all children the support they need.

We hope you find this briefing useful and please feel free to share with other councillor colleagues you know.

We are always happy to hear from councillors regarding education, so please do not hesitate to get in touch via [cllrs@neu.org.uk](mailto:cllrs@neu.org.uk)

Yours sincerely

*Mary W. Bousted . Kevin Courtney*

Mary Bousted and Kevin Courtney  
**Joint General Secretaries, National Education Union**

# Section A:

## Background to school cuts

### School cuts: the headlines

#### We are facing real terms cuts:

1. Funding per pupil is being cut significantly in real terms – see [www.schoolcuts.org.uk](http://www.schoolcuts.org.uk) for the latest information on schools in your constituency.
2. The average primary pupil has had their funding cut by £260 since 2015.
3. The average secondary pupil has had their funding cut by £271 since 2015.
4. 91 per cent of primary schools have had their per pupil funding cut since 2015.
5. 94 per cent of secondary schools have had their per pupil funding cut since 2015.
6. Funding allocated to 16-19 education fell by 17 per cent in real terms between 2013-14 and 2018-19.

#### We are facing a special needs funding crisis:

1. SEND provision has lost out on more than £1.5bn in funding as a result of central government funding shortfalls since 2015.
2. The average amount spent on a child with an education, health and care plan (EHCP) in 2018/19 is 20 per cent lower than the average amount spent in 2015/16. This equates to an average loss of £4,688 per child.
3. Funding for high needs has increased by 6 per cent in real terms since 2015/16, but the number of EHCPs issued during this time has increased by 38 per cent.
4. Up to 8,587 children and young people with SEND are currently classed as 'awaiting provision' for a school place and have no access to any type of educational provision at all.

## How much extra funding does the education sector need to reverse the cuts?

Schools have suffered serious cuts to their funding since 2015. Cuts to 16-19 education and school buildings started in 2010. Based on NEU analysis, to set this right the NEU propose a moderate scheme that will resolve the crisis in six years.

We propose a funding increase to eliminate cuts over a four year period.

We are asking for an immediate uplift of £3bn, followed by an increase of 2.8 per cent above inflation and increased pension contributions.

We then propose that for 2023/24 and 2024/25 funding is increased by 4.4 per cent above inflation, as follows:

Year	Phased increase in revenue funding to cancel cuts and then fund basic entitlement	Additional funding required on actual 2019/20 allocation
2019-20	£57.04bn	£3.00bn
2020-21	£60.41bn	£6.37bn
2021-22	£63.75bn	£9.71bn
2022-23	£66.67bn	£12.63bn
2023-24	£70.79bn	£16.75bn
2024-25	£75.14bn	£21.11bn

This policy mirrors that implemented in recent NHS funding reforms.

## How does school funding work?

With the introduction of academies and free schools, school funding has changed radically over the last 15 years.

Schools maintained by the local authority (as opposed to an academy trust) are funded by the Dedicated Schools Grant (DSG) and have their individual budgets allocated to them by their local authority (LA). The LA consults with the area's Schools Forum (made up of representatives of local schools) in order to reach financial decisions that reflect the interests of all involved. Academies, meanwhile, are funded by the Education Funding Agency (rather than the DSG).

Despite academies and LA maintained schools receiving their funding from different "pots", their Special Educational Needs and Disability (SEND) budgets are worked out in much the same way.

The DSG is divided into four notional blocks which are allocated to schools based on historical spending patterns:

- 1. The schools block:** core funding for all pupils in all state-funded schools (including SEND and non-SEND pupils). It is worked out on a per-pupil basis.
- 2. The high needs block:** this is used to provide additional funding (on top of that already provided by the Schools Block) for children with additional, complex educational needs – i.e. those with a statement, Education, Health and Care Plan (EHCP) or attending a special school.
- 3. The early years block:** this is used to fund education for pre-school age children, for instance in a nursery setting. It also funds additional support for children with SEND in early years settings.
- 4. The central school services block:** this is for local authorities to utilise for the provision of centralised services for all schools and academies in their area, eg mental health services or external music lessons for pupils. Funding is allocated to LAs based largely on the number of pupils in their constituency, with 10 per cent being allocated based on local levels of deprivation.

Prior to April 2018, LAs were free to move funds between blocks in order to make up for any shortfall in previous budgets. Although this essentially enabled a system of “robbing Peter to pay Paul,” it ensured gaps in funding could be temporarily patched up.

However, recent budget reform means that LAs are now only able to transfer up to 0.5 per cent of schools block funding to the high needs block, and only with the consent of their Schools Forum. This means that when funding issues arise within specific areas of the education budget (frequently these issues appear within high needs provision, LAs are now unable to subsidise costs by moving money from elsewhere.

Subsequently, if the high needs block is unable to cater for pupils with additional needs this could lead maintained schools to push pupils into special schools, as they may not be able to afford to provide the additional support SEND pupils are legally entitled to within their own mainstream setting. With budgets squeezed so tight, schools will simply not be able to justify taking money from one underfunded group of children to give to another.

## How does SEND funding work?

The schools block is used to fund the education of all children in mainstream schools and covers core, premises (PFI, split sites), mobility and growth funding. It makes up the majority of the DSG (80 per cent).

Every child with an EHCP is entitled to an extra £6,000 of school block funding on top of the per pupil amount already allocated to their school. If more funding is needed, extra costs are covered by the high needs block. However, as schools are required to find the first £6,000 from their own budgets before being allowed access to additional high needs funding there is concern that this could decrease inclusion for SEND children in maintained schools.

NOTE: not every child with SEND has an EHCP – this means that many children who need additional support in school are not entitled to money from the high needs block, or additional schools block money. Consequently, their extra needs must be met through the per pupil funding allocated to their school via the schools block, creating additional financial pressure.



## SEND and the high needs block

The high needs block is intended to cater for pupils with severe or complex additional needs. It is divided into:

**1. Core funding:** money used to fund special school places and additional costs for children with EHCPs/Statements (beyond the initial £6,000 provided by the schools block). This is paid by LAs to maintained schools and Pupil Referral Units (PRUs) or by the Education and Skills Funding Agency to academies.

**2. Top-up funding:** covers the cost of additional provision, beyond that already funded through the schools and high needs blocks, to an institution to enable a pupil or student with severe needs to participate in education and learning.

Current challenges and pressures include a growing school population, rise in pupils diagnosed with SEND, increasing severity and complexity of SEND cases, limited special school places, pressure on wider local authority budgets, for example social care, and the extension of EHCP provision to the age of 25 without adequate additional funding.



NEU Councillors Network supporting SEND National Crisis Day of Action, 30 May 2019

## Why has SEND funding hit a crisis point now?

- Although the underfunding of the SEND sector has been a longstanding issue within LAs, until recently councils and schools have been able to 'balance the books' through transferring funds from the schools block to the high needs block. In April 2018 this practice was limited to restrict transfers of a maximum of 0.5 per cent between the blocks. This has thrown the crisis in SEND funding into sharp relief as schools can no longer 'plug the gaps' in SEND funding shortfalls by robbing Peter to pay Paul.
- The funding crisis is hitting children and young people with SEND especially hard, as SEND provision is often very expensive and caters to the most vulnerable children in society.
- As a result of funding cuts to SEND education, LAs and schools have seen a drastic decrease in SEND provision, a rise in exclusion rates and over 8,500 children and young people with SEND having no access to schooling at all.<sup>1</sup> Waiting times for assessments and diagnoses have increased exponentially which has left more pupils needing additional support in school but without any additional funding.



NEU Councillors Network support School Cuts SEND petition hand-in, October 2018

- As a result of the cuts to SEND provision, 39 LAs who had been refused their request for additional SEND funding and School Cuts wrote an open letter to the DfE (see page 15).
- This initial action prompted widespread publicity of the crisis in SEND in schools, with the School Cuts coalition group working with councillors, teachers and parents to highlight the scale of the problem. In October 2018, a well-attended march saw activists deliver a petition signed by more than 34,000 people demanding an increase in LA and school funding for children and young people with SEND.
- As a result of this united action, then Children and Families Minister Nadhim Zahawi wrote to the NEU and School Cuts to announce an additional £250 million of high needs funding, and an additional £100 million of capital funding for LAs for specialist provision and improved facilities.
- Despite this fantastic win, even the DfE acknowledged that this extra funding was a “partial response” and “more needs to be done.”<sup>2</sup> Subsequently, the National Audit Office have launched an investigation into the effectiveness of current funding and support for children and young people with SEND. The NEU has submitted evidence to the National Audit Office and is keen to work closely on this project going forwards.
- The NEU has continued to work with several stakeholders in the ongoing SEND funding campaign, including grassroots and parent-led campaign groups such as SEND National Crisis. The NEU supported SEND National Crisis’ widely publicised national action in May, in which simultaneous demos across 28 areas were staged to call for more investment in SEND provision, coupled with a petition with over 14,000 signatures being delivered to 10 Downing Street.
- In June 2019 a group of three families, supported by the parent-led campaign group SEND Action, brought the Secretary of State for Education and the Chancellor of the Exchequer to court over failing to provide adequate provision for their children’s additional needs, as specified in their Education Health and Care Plans (EHCP)s.

<sup>1</sup> <https://www.thetimes.co.uk/article/schools-failing-8-500-special-needs-children-20ldj8hz0>

<sup>2</sup> <https://neu.org.uk/sites/default/files/2019-04/Letter%20to%20NEU%20.pdf>



- The action rested on the fact that these children are legally entitled to a certain level of SEND provision as specified in their EHCPs, which the local authority is obliged to provide and fund. As a result of central government cuts to LA funding, the local authorities had been unable to provide this support and were therefore in breach of their statutory duties.
- This court case argued that as central government is responsible for providing enough funding to LAs to ensure they can carry out their duty of care, responsibility ultimately lies with central government (specifically, the Secretary of State for Education and Lord Chancellor). At the time of writing we await the final verdict and continue to support collective action against further cuts to SEND funding.

## Maintained nursery schools (MNS)

There are 392 MNS schools in England, educating around 40,000 children. 64 per cent of MNS are in the 30 per cent most deprived areas of England, and because of the quality of education they offer, they help close the gap between disadvantaged children and their peers. MNS have higher fixed costs than private settings in the sector because they have to employ graduate level staff. They deliver high quality (all 392 MNS are rated good or outstanding) focused early years education. They are required to meet the standards and regulations for schools as well as for early years provision. Their proven value is such that instead of closing nursery schools, we should be investing in them. MNS deliver more than just childcare. They provide valuable training placements, boosting skills in the early years sector as a whole; they work closely with health and social care to meet the needs of vulnerable children and families; they offer integral family support within the nursery school and support many children in need who are increasingly not picked up by other hard-pressed services. If nursery schools close, the cost of looking after children in need will fall upon other services. It is also widely acknowledged that access to high quality early education, as provided by MNS, makes a substantial, positive difference to a child's start in life and future educational achievement.

Maintained nurseries have a unique pool of expertise in supporting children with SEND. Both in taking children whom other settings do not have the resources or expertise to support and helping local settings to build their expertise and successfully support more children with SEND. There are currently 392 MNS in England with more than 40,980 children enrolled, of which 13.8 per cent have SEND. Only 6.3 per cent of 3 and 4-year-olds in the general population have SEND. So MNS have over twice as many children with SEND than the national average.

One third of MNS in England have closed since 1980. As a result of continued chronic underfunding, many more face imminent closure unless the government changes course. The government's ambivalence to properly funding MNS is an existential threat to these establishments. Supplementary funding arrangements expire after 2020 and there is no guarantee of funding beyond that. The government must keep to its commitment that maintained nursery schools funding should remain constant relative to 2016-17 otherwise this will result in staffing reductions, loss of qualified staff, further changes to provision and in some cases closure.

## Post-16 education

Cuts to education funding for the 16-19 sector have been much greater even than cuts to school funding. Further education and sixth form colleges have suffered devastating cuts, endangering teachers' pay, working conditions and employment.

Total expenditure on 16-19 education fell by 20.6 per cent in real terms between 2010-11 and 2017-18, while the funding allocated to 16-19 education fell by 17 per cent in real terms between 2013-14 and 2018-19.

The main reason for these cuts lies in the fact that national funding rates for post-16 education have not been increased since 2013-14. The Raise the Rate campaign for sixth form colleges has called for the national funding rate for 16, 17 and 18 year olds to be raised to at least £4,760 per student. The Love Our Colleges campaign has equally called for a restoration of funding levels prior to austerity and the parity with schools of the Pupil Premium for learners up to 16 years old, along with reversing the decline in funding rate for those aged 18 in colleges.

## How does SEND funding work in post-16 education?

- For funding purposes, a high needs student is defined as:
  - A young person aged 16-18 who requires additional support costing over £6,000; and
  - Any young person aged 19-25 subject to a Learning Difficulty Assessment (LDA) or, from September 2014, an EHCP who requires additional support costing over £6,000.
- Students with support costs of less than £6,000 will be funded through the **disadvantage pot** within an institution's 16-19 funding allocation.
- High needs funding for 16 to 25 year olds consists of placement funding and top up funding. In all instances, **top up funding has to be agreed by the local authority** with an institution, and a contract must be in place between the two parties. If the local authority does not agree to pay top up funding for a student, then they are not counted as high needs for funding purposes. Providers **must not charge fees** for those aged 19-25 with LDAs or EHC plans.

- **For high needs students over the age of 25**, the Skills Funding Agency (SFA) assumes the responsibility for commissioning and contracting provision. However, EHC plans can be extended until the end of the academic year in which a young person turns 25 (the local authority's decision) in which case they remain within the remit of the EFA.<sup>3</sup>

Post 16 education faces additional pressures as further education (FE) does not have access to Pupil Premium funding available to schools, therefore the 'disadvantage pot' has to cover a variety of social and learning needs.

As there is no data collected at LA level for such students in FE, HE or adult social care outcomes, it is impossible to see the proportions of or make comparisons between learner need as they move from sector to sector.<sup>4</sup>

<sup>3</sup> [https://www.google.com/search?client=firefox-b-d&ei=M0kwXanWE46BhbIP\\_vi--AQ&q=A+DfE+presentation+pack+for+staff+and+governors+in+further+education&oq=A+DfE+presentation+pack+for+staff+and+governors+in+further+education&gs\\_l=psy-ab.12...634562.637215..638520...0.0..0.94.94.1.....0....1j2..gws-wiz.....0..0i71.cMEwdK3gSzY&ved=0ahUKEwjpu83HoL7jAhWQEEAHX68D08Q4dUDCAo](https://www.google.com/search?client=firefox-b-d&ei=M0kwXanWE46BhbIP_vi--AQ&q=A+DfE+presentation+pack+for+staff+and+governors+in+further+education&oq=A+DfE+presentation+pack+for+staff+and+governors+in+further+education&gs_l=psy-ab.12...634562.637215..638520...0.0..0.94.94.1.....0....1j2..gws-wiz.....0..0i71.cMEwdK3gSzY&ved=0ahUKEwjpu83HoL7jAhWQEEAHX68D08Q4dUDCAo)

<sup>4</sup> [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/804374/Special\\_educational\\_needs\\_May\\_19.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/804374/Special_educational_needs_May_19.pdf)

Data that is available suggests that FE has around one million SEND learners with around 25 per cent of those in apprenticeships.<sup>5</sup>

To tackle the chronic funding shortfalls post-16 education is enduring, the NEU recommends:

- Post-16 is included in data intelligence gathering at LA level.
- The Pupil Premium is extended to post 16 colleges.
- That cuts to the sector are reversed and adequate funding is given to the sector for the high needs of its learners.
- That staff pay is increased to attract specialists in SEND, student support and teaching.
- That the base rate of funding is increased across the piece to reverse the car crash that the austerity programme is delivering around social care, learner need and education.

## **Teachers' pay award and what it means for school budgets**

In July 2019 the Government finally announced the school teacher pay rise for September 2019.

However, the Government ignored its own independent pay review body's recommendation to award all teachers and school leaders a 2.75 per cent pay increase through only partially funding this award.

The proposed pay award would mean a total of £385 million in costs to schools. With the government only funding £105 million, this leaves schools being forced to make £280 million worth of cuts.

The NEU is committed to working with head teacher trade unions ASCL and the NAHT to demand that the Treasury fully funds this pay rise.

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<sup>5</sup> See FE and Skills participation by learning difficulty or disability, and level or age (2015 to 2016 academic year, to 2017 to 2018 academic year) at: <https://www.gov.uk/government/statistical-data-sets/fe-data-library-further-education-and-skills>

## Section B:

# What some councillors have already done

### Councils taking action on school funding

In 2018 the Local Government Association (LGA) released a detailed report into the rising expenditure on high needs funding and the associated pressures local authorities face with regard to their budget for children and young people with SEND. The report posed the question: "Have we reached a tipping point?" in spending for SEND provision and found that 84 per cent of LA respondents stated they were not confident that they would be able to balance their budget going forward. As part of its Bright Futures campaign, the LGA is asking the Government to urgently review the high needs funding for SEND.

A survey by the County Councils Network revealed that yearly high needs block overspends are worsening as demand rises. Spring 2019 saw the NEU Councillors Network deliver an open letter to the DfE, signed by over 1,000 local councillors, urging Education Secretary Damian Hinds to end the school funding crisis. The National Education Union Councillor's Network will continue to work with external stakeholders to demand an end to the crisis in education funding.



<sup>6</sup> <http://www.isospartnership.com/uploads/files/LGA%20HN%20report%20corrected%2020.12.18.pdf>

<sup>7</sup> <https://www.local.gov.uk/about/campaigns/bright-futures/bright-futures-childrens-services/bright-futures-send-funding>

<sup>8</sup> <https://neu.org.uk/press-releases/over-1000-councillors-urge-government-increase-school-funding>



## Together For Education

The NEU Councillors Network have played a prominent role in many NEU and School Cuts led initiatives, including the 2019 LGA Conference and the Together For Education rally.

Over the next few months NEU Councillors Network will be holding a number of events:

- **2 November: NEU Local Government Conference 2019** – more information can be found at [neu.org.uk/cllrs](https://neu.org.uk/cllrs)
- **2-9 November: Together For Education week of action** – get involved in our week of activity, championing our educators and pushing for positive change in the system. For more information visit [neu.org.uk/togetherforeducation](https://neu.org.uk/togetherforeducation)



For more  
information visit  
[neu.org.uk/  
togetherforeducation](https://neu.org.uk/togetherforeducation)

## Model motion on school cuts

Over the past year councillors across the country have been passing motions against school cuts and pledging support for the campaign. The NEU example motion below is an adaptable model motion that you could pass in your council.

To support the coalition of trade unions campaigning against school cuts.

To call on the Government to fully fund and fully implement the recommendations of the School Teachers' Review Body on teachers' pay.

Let the NEU know that you have passed this motion, contact us via [cllrs@neu.org.uk](mailto:cllrs@neu.org.uk)

## Example motion for council meeting

[NAME OF COUNCIL] notes:

As a result of ongoing Government cuts,  
**[NAME OF BOROUGH]** schools:

Will have lost **£[X]** million (figures available for your area via [www.schoolcuts.org.uk](http://www.schoolcuts.org.uk)) since 2015

Will have lost **£[X]** per pupil (figures available for your area via [www.schoolcuts.org.uk](http://www.schoolcuts.org.uk))

Have seen a [X] of classroom sizes increase (figures available for your area via [www.bit.ly/school\\_cuts\\_data](http://www.bit.ly/school_cuts_data))

Must bear the brunt of unfunded National Insurance increases

Experience inadequate high needs block funding, leaving our most vulnerable pupils without the support they need

**[NAME OF COUNCIL]** resolves:

To resist the Government's ongoing cuts to school budgets and call for more funding to be invested in education.

# Section C:

## Actions you and other councillors can take

As part of the School Cuts campaign, the NEU aims to ensure that school funding is kept in the public eye and the Government is forced to act on the concerns of local councillors, constituents, teachers and parents. All data regarding cuts to your local area are available via: [www.bit.ly/school\\_cuts\\_data](http://www.bit.ly/school_cuts_data)

As such we encourage you to undertake as many of the following as a next step to highlight this crucial issue in the upcoming weeks:

1. Get in contact with other councillors who are against the school cuts via [cllrs@neu.org.uk](mailto:cllrs@neu.org.uk).
2. Sign the local election pledge promising to speak out against cuts to school funding in your area, sign and share via [neu.org.uk/localelections2020](http://neu.org.uk/localelections2020)
3. Sign and share the NEU's petition to save maintained nursery schools here: <https://neu.org.uk/funding/save-maintained-nursery-schools#can-petition-area-save-nursery-schools-now> This petition closes on 5 November.
4. Pass a motion in your council and send it to [cllrs@neu.org.uk](mailto:cllrs@neu.org.uk) (an example motion is available above).
5. Write to Gavin Williamson OF SOS, Secretary of State for Education, ahead of the Autumn Spending Review encouraging him to lobby the Treasury on behalf of schools in your local area (example letter is available in Appendix 3).
6. Survey local head teachers to hear about the impact of cuts in your area (example survey in Appendix 2 below).
7. Plan a community event highlighting school cuts. Get in touch [cllrs@neu.org.uk](mailto:cllrs@neu.org.uk) if you would like further support with organising an event – we have further resources to support you at [neu.org.uk/neu-councillor-network](http://neu.org.uk/neu-councillor-network).
8. Plan a lobby of local MPs.

# Section D:

## Appendix 1

### Example survey for local head teachers

**Q1. Has your school's budget been cut in real terms in the current academic year (2019/20)?**

- Yes
- No
- Don't know

**Q2. How do you feel about the prospects for your school's funding over the next three years?**

- Optimistic
- Neutral
- Pessimistic
- Don't know

**Q3. Have pupil numbers at your school increased or decreased in the current academic year (2019/20)?**

- Increased
- About the same
- Decreased
- Don't know

**Q4. Has your school cut staff numbers in the current academic year (2018/19) compared to last year? Please tick all that apply.**

	Yes – through natural wastage	Yes – through voluntary redundancy	Yes – through compulsory redundancy	No reduction in staff numbers	Don't know
Teaching posts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classroom support staff posts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other support staff posts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leadership posts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q5. Is your school planning to cut staff numbers in the coming academic year (2019/20)? Please tick all that apply.**

	Yes – through natural wastage	Yes – through voluntary redundancy	Yes – through compulsory redundancy	No reduction in staff numbers	Don't know
Teaching posts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classroom support staff posts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other support staff posts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leadership posts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q6. Has your school cut the range of subjects being taught in the current academic year (2019/20)? Please tick all that apply.**

	Yes	No	Don't know	Not applicable
Secondary EBacc subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Secondary non-EBacc academic subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Secondary vocational subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Primary subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arts subjects (e.g. art, design, music)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please specify which subjects:

**Q7. Has your school made any of the following changes in the current academic year (2019/20) compared to last year? Please tick all that apply.**

- |  |   |
|--|---|
| <input type="checkbox"/> Bigger class sizes  | <input type="checkbox"/> Cuts in spending on books and equipment                            |
| <input type="checkbox"/> Increase in teaching hours per teacher  | <input type="checkbox"/> Cuts in spending on information and communication technology (ICT) |
| <input type="checkbox"/> Reduction in teaching hours per course  | <input type="checkbox"/> Fewer extra-curricular activities for students                     |
| <input type="checkbox"/> Reduction in support staff hours in the classroom   | <input type="checkbox"/> Cuts to responsibility payments for teachers                       |
| <input type="checkbox"/> Increase in teachers teaching subjects in which they are not qualified                              | <input type="checkbox"/> Pay rise not implemented/pay progression not awarded               |
| <input type="checkbox"/> Increase in use of teaching assistants/high level teaching assistants for teaching pupils with SEND | <input type="checkbox"/> Cuts to SEND support   |
| <input type="checkbox"/> Increase in teachers routinely carrying out admin tasks   | <input type="checkbox"/> Cuts to English as an additional language (EAL) support            |
| <input type="checkbox"/> Increase in teachers being used to cover for absence  | <input type="checkbox"/> Cuts in pastoral or counselling support                            |
| <input type="checkbox"/> Increases in workload   | <input type="checkbox"/> Cuts in budgets for planned building work                          |
| <input type="checkbox"/> Reduction in staff training   | <input type="checkbox"/> Cuts in cleaning and maintenance budgets                           |
| <input type="checkbox"/> Other   | <input type="checkbox"/> Shorter school day   |
|  | <input type="checkbox"/> Shorter school week  |

Please specify other changes

---

**Q8. Was the Teacher Pay Grant sufficient to pay all teachers in the school the increases set out to pay ranges in the School Teachers' Pay and Conditions Document?**

- Yes
  - No
  - Don't know
- 

**Q9. In the current academic year (2019/20), have SEND pupils in your school been affected by any of the following changes? (2018/19)? Please tick all that apply**

- |   |  |
|---|--|
| <input type="checkbox"/> No change in any of the following provision  | <input type="checkbox"/> Local Authorities missing deadlines for Education, Health & Care Plan (EHCP)              |
| <input type="checkbox"/> Don't know   | <input type="checkbox"/> Reduction in support for pupils who have SEN  |
| <input type="checkbox"/> Reduction in teaching assistant support  | <input type="checkbox"/> Increase in referral times for pupils with diagnoses such as autism                       |
| <input type="checkbox"/> Reduction in access to specialist teaching resources   | <input type="checkbox"/> Increase in waiting times for assessment  |
| <input type="checkbox"/> Reduction in access to external support service interventions (e.g. CAMHS, speech & language therapy, physiotherapy) | <input type="checkbox"/> Pupils unable to attend school full-time/ at all due to lack of specialist SEND provision |
| <input type="checkbox"/> Reduction in arrangements for access to exams or SATs  | <input type="checkbox"/> Increase in teaching hours for SENCO  |
| <input type="checkbox"/> Other  | <input type="checkbox"/> Reduction in access to SEND CPD for teachers  |
- Please specify other SEND changes
- 

**Q10. Has your school asked parents for money to help with school funding in the current academic year (2019/20)?**

- Yes – go to Q11
  - No
  - Don't know
- 

**Q11. If yes, how much?**

- |   |   |
|---|---|
| <input type="checkbox"/> Not specified      | <input type="checkbox"/> £21 to £30 a month |
| <input type="checkbox"/> £1 to £5 a month   | <input type="checkbox"/> £31 to £40 a month |
| <input type="checkbox"/> £6 to £10 a month  | <input type="checkbox"/> £41 to £50 a month |
| <input type="checkbox"/> £11 to £20 a month | <input type="checkbox"/> Over £50 a month   |
-

---

**Q12. Has your school asked parents to pay for any items in the current school year?**

**Please tick all that apply**

- |  |  |
|--|--|
| <input type="checkbox"/> No payments have been required for any of these items | <input type="checkbox"/> Payment for design and technology materials                           |
| <input type="checkbox"/> Don't know  | <input type="checkbox"/> Payment for sports equipment  |
| <input type="checkbox"/> Payment for text books                                | <input type="checkbox"/> Payment for attendance at concerts / sports events                    |
| <input type="checkbox"/> Payment for library books                             | <input type="checkbox"/> Payment for private SEND consultation/ report outside of LA provision |
| <input type="checkbox"/> Payment for IT equipment                              | <input type="checkbox"/> Payment to supplement school trips/ excursions                        |
| <input type="checkbox"/> Payment for art materials                             |  |
| <input type="checkbox"/> Other   |  |

Please specify other items:

---

**Q13. If you would like to provide any further information about how the cuts are affecting your school, please could you do so here:**

# Appendix 2

## Example letter to Secretary of State for Education, Gavin Williamson

The Rt Hon Gavin Williamson MP  
Secretary of State for Education  
Department for Education  
Sanctuary Buildings  
20 Great Smith Street  
London  
SW1P 3BT

Dear Secretary of State,

I am writing to you to express concern relating to school funding in **NAME OF WARD IN NAME OF COUNCIL**.

Schools in my local authority area have lost out on **CUTS FIGURE FROM SCHOOL CUTS SITE** because of the Government's real terms cuts to per pupil funding since 2015.

I recently surveyed head teachers in my area and they told me that:

X

Y

Z

The National Education Union, F40 group of local authorities and NAHT have calculated that £12.6 billion is needed by 2022/23 to reverse the impact of the cuts.

I am asking that you meet with me and other council colleagues to discuss the urgent and pressing need for more funding for schools in my area, and how the DfE intends to work with us to secure the national figure schools across the country so desperately need.

I look forward to your reply. I will share your response with local residents and head teachers in my ward when I inform them of the steps I am taking to support the excellent work of schools in **NAME OF AREA**.

Yours sincerely,

**NAME OF COUNCILLOR**



## Appendix 3

# Model motion supporting maintained nursery schools

**(NAME OF COUNCIL)** notes that:

- Maintained nursery schools are some of the highest performing education institutions in our education system. They offer an inclusive ethos and have experience in early intervention and effective support for children with special educational needs and disabilities.
- More importantly, nursery schools can transform lives, especially for some of the most disadvantaged children. Good early education is shown by research to be a huge factor in promoting social mobility and improving the life chances of the poorest.
- With more and more children living in poverty, we should support sustainable nursery school provision in every community, staffed by qualified teachers working alongside qualified support staff.
- Despite their vital role and achievements, however, the future of maintained nursery schools is in jeopardy because the Government has so far failed to guarantee a third of their funding beyond summer 2020.

**[NAME OF COUNCIL]** resolves to support the campaign to Save Our Nursery Schools and agrees to:

- Sign and publicise the School Cuts petition to the Prime Minister asking him to take action to save nursery schools.
- Lobby the Government for the publication of a long-term funding system that secures the future of maintained nursery schools.
- Support **[NAME(S) OF MAINTAINED NURSERY SCHOOLS IN COUNCIL AREA]** by postponing any decisions to close or restructure provision until details of the funding situation beyond summer 2020 are known. (\*delete if there are no maintained nursery schools in your area – a list of schools is available at xxx).
- Make the case for the **[EXTENSION OF/ CREATION OF – DELETE AS APPROPRIATE]** maintained nursery school provision in **[NAME OF COUNCIL AREA]**, given the highly effective and transformative role they perform.

# Appendix 4

## Glossary of terms

**Academy trust** – a school under the control of an independent trust or charity. Academy trusts vary in size and can consist of a single school, whilst the largest national trust includes over 60. Academies receive their funding from the Education Funding Agency.

**DSG (Dedicated School Grant)** – funding allocated to local authorities to be distributed to maintained schools in their area. The DSG also funds centralised services for local schools and academies.

**Education Funding Agency** – this body allocates funding directly to individual academy trusts to be distributed to their schools. This money bypasses the local authority which has led to increased financial pressures, as the LA is still obliged to provide certain services to all educational institutions within its constituency but receives less money via the DSG to do so.

**Education Health and Care Plan (EHCP)** – a legal document which establishes what additional support a child or young person with severe SEND is entitled to in order to fully access education. EHCPs replaced statements a number of years ago and cover a person from birth until the age of 25. However, the additional funding LAs have received to implement EHCPs has not proved adequate to cover the extended entitlement an EHCP provides, nor the complexity of need required for many young people living with SEND after the age of 18.

**Maintained school** – a school under the control of the local authority. Maintained schools have their budgets allocated to them by the LA via the DSG.

**Pupil Premium** – a grant provided by government to schools for children from lower income families or subject to family upheaval, for instance by having a parent in the armed forces.

**Pupil Referral Unit (PRU)** – a specialist unit catering for children and young people who have not been able to remain within mainstream education, usually for reasons relating to SEND.

**PVI** – Private, Voluntary and Maintained nurse provider. PVIs usually charge a fee to parents and carers for their services.

**Schools Forum** – made up of head teachers and Governors from local schools and academies, the Schools Forum consults and decides on key educational funding issues within the constituency. Whilst the Schools Forum can rule on key areas of school funding, for example approving or halting proposals from the LA to transfer money between the different DSG blocks, the LA can appeal to the Secretary of State for Education have these decisions overturned. Councillors can request to attend School Forums as observers if they wish.

**SEND** – Special Educational Needs and Disabilities. SEND can range from mild learning difficulties to severe and complex disabilities. Every child or young person with SEND should have their needs assessed and catered for on an individual basis.

**Special school** – a school providing specialist education and care for children and young people with severe learning needs. Funding for children in special school settings is very expensive. There has been a significant increase in the number of children taking up places at special schools since 2013.

# Section E:

## My action plan

1

2

3





National Education Union  
Hamilton House  
Mabledon Place  
London  
WC1H 9BD

[www.neu.org.uk](http://www.neu.org.uk)