



Complete Agenda

Democratic Service
Swyddfa'r Cyngor
CAERNARFON
Gwynedd
LL55 1SH

Meeting

SCHOOLS FINANCE FORUM

Date and Time

3.30 pm, MONDAY, 7TH FEBRUARY, 2022

Location

Virtual Meeting - Teams

Contact Point

Ffion Bryn Jones

FfionBrynJones@gwynedd.llyw.cymru

(DISTRIBUTED Monday, 31 January 2022)

SCHOOLS FINANCE FORUM MEMBERSHIP

CABINET MEMBERS

Councillor Cemlyn Rees Williams (Education)
Councillor Ioan Thomas (Finance)

CHIEF EXECUTIVE

Mr Dafydd Gibbard

HEAD OF FINANCE

Mr Dewi Aeron Morgan

SECONDARY HEAD TEACHERS

Mr Dylan Davies – Ysgol Dyffryn Ogwen Mr Dylan Minnice - Ysgol Botwnnog
Mr Arwyn Williams – Ysgol Tryfan Mr Neil Foden – Ysgol Friars

PRIMARY HEAD TEACHERS

Mrs Iona Jones - Ysgol Edmwnd Prys/Bro Cynfal Mr Richard Derwyn Jones – Ysgol
Garndolbenmaen
Mrs Menna Wynne Pugh – Ysgol Penybryn Mr Llion Williams – Ysgol y Garnedd
Mr Alan Wynn Jones – Ysgol Cymerau Mrs Eleri Morgan Davies – Ysgol
y Gorlan

TEACHERS' UNIONS

Mr Clive Thomas

GOVERNORS

Arfon
Mr Godfrey Northam - Ysgol Dyffryn Ogwen
Mr Edward Bleddyn Jones – Ysgol Tregarth

Meirionnydd
Awaiting Nominations – Primary Schools' Governor
Mr Gwilym Eifion Roberts – Ysgol Godre'r Berwyn

Dwyfor
Mr Gwilym Jones, Ysgol Borthygest,
Awaiting Nomination - Secondary Schools' Governor

DIOCESE

Awaiting Nomination

CHURCH SCHOOLS

Mr Elfed Morgan Morris – Ysgol Llandygai

SPECIAL SCHOOLS

Mrs Donna Roberts - Ysgol Hafod Lon

Observers:

Mr Garem Jackson, Head of Education Service
Mr Owen Owens, Senior Education Resources' Manager
Mrs Kathy Bell, School Groups Accountant

A G E N D A

1. APOLOGIES

To receive apologies for absence.

2. DECLARATION OF PERSONAL INTEREST

To receive any declaration of personal interest.

3. URGENT MATTER

Any matter of urgency to be discussed.

4. MINUTES

5 - 10

To confirm the minutes of the previous meeting held on 28/06/2021.

(Copy attached)

5. MATTERS ARISING FROM THE MINUTES

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- School Balances - 31/03/2021
- School Grants – 2021/22
- Update on ALN Finance Working Party
- Immersion Education System towards 2032 and beyond

6. COMPOSITION AND ROLE OF THE FORUM

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7. BUDGET 2022/23

An oral presentation will be given by the Head of Finance in the meeting.

8. SCHOOL DIGITAL STRATEGY

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9. LAND MAINTENANCE ALLOCATION

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10. WORK PROGRAMME

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11. DATE OF NEXT MEETING

SCHOOLS' BUDGET FORUM 28.6.21

Present: Arwyn Williams (Head of Ysgol Tryfan) (Chair)

Cabinet Member: Councillors Cemlyn Williams (Education) and Ioan Thomas (Finance)

Head of Finance Department: Dafydd L. Edwards

School Headteachers:

Secondary: Dylan Davies (Ysgol Dyffryn Ogwen), Dewi Lake (Ysgol y Moelwyn) and Dylan Minnice (Ysgol Botwnnog).

Primary: Iona Jones (Ysgol Edmwnd Prys/Bro Cynfal), Menna Wynne Pugh (Ysgol Penybryn), Llion Williams (Ysgol y Garnedd) and Eleri Morgan Davies (Ysgol y Gorlan).

Governors: Godfrey Northam (Ysgol Dyffryn Ogwen), Gwilym Eifion Roberts (Ysgol Godre'r Berwyn) and Gwilym Jones (Ysgol Borth-y-gest).

Church Schools: Elfed Morgan Morris (Ysgol Llandygai)

Special Schools: Donna Roberts (Ysgol Hafod Lon)

Diocese: Tracy Richardson Jones

Observer: Gwenan Davies Jones (Chair of the Federation of Primary Headteachers)

Officers: Owen Owens (Senior Manager Education Resources Service), Kathy Bell (Schools Group Accountant), Ffion Edwards Ellis (Assistant Head of Special Educational Needs and Inclusion), Debbie Jones (Education Corporate Services Manager), Annes Sion (Democracy Team Leader) and Sioned Mai Jones (Democracy Services Officer).

1. ELECTION OF CHAIR

RESOLVED to elect Arwyn Williams, Head of Ysgol Tryfan, as Chair of the Forum for 2021/22.

Godfrey Northam was thanked for his work as Chair of the Forum over recent years.

2. ELECTION OF VICE-CHAIR

RESOLVED to elect Elfed Morgan Morris, Head of Ysgol Llandygai, as Vice-chair of the Forum for 2021/22.

3. APOLOGIES

Apologies were received from Dafydd Gibbard (Chief Executive), Richard Derwyn Jones (Ysgol Garndolbenmaen), Dewi Bowen (Chair of the Federation of Secondary Headteachers) and Gwern ap Rhisiart (Dwyfor/Meirionnydd Area Education Officer).

4. DECLARATION OF PERSONAL INTEREST

No declarations of personal interest were received.

5. URGENT ITEMS

None to note.

6. MINUTES

The Chair signed the minutes of the previous Forum meeting held on 26 April 2021 as a true record.

7. MATTERS ARISING FROM THE MINUTES

It was stated that funding received as a result of the pandemic had been paid over the last year.

It was noted in terms of Schools' Projections that schools had identified £160,000 of savings to contribute towards unsuccessful education bids. It was explained that a discussion on the matter had been held at the Strategic Forum and that the bids addressed necessary posts. It was noted that the amount was now much lower after identifying additional funding.

8. SCHOOL BALANCES FOR THE 2020/21 FINANCIAL YEAR

The report was presented noting that the year had been exceptional as a result of COVID-19. It was explained that there had been a significant increase of £10.7 million. It was noted that the report provided a school by school breakdown. It was stated that the increase in funding was due to the closure of schools for a period of six months during the lockdown period and the receipt of grants from the Welsh Government. It was emphasised that as a result of this, all schools' balances had increased. The implementation procedure for the Guidance Plan on the Use of Balances was highlighted, noting that it continued as last year.

Gratitude was expressed for the report, asking why the Government was requesting a guidance plan on the use of balances for schools with more than a 5% balance remaining or the £100,000 threshold in secondary schools. The argument was emphasised that higher balances indicated better financial management than lower balances. It was noted that carrying over significant balances was a concern as it was difficult to justify obtaining extra funding if carrying over large balances. It was explained that this year had seen a huge increase in balances and there was a need to ensure that the schools made the best use of their money.

It was stated that the department was very protective of schools this year as the schools and Authority had received funding late and had often committed the funding before it was allocated. It was emphasised that this year had been exceptional.

It was highlighted that the implementation procedure for the Guidance Plan on the Use of Balances stipulated 5% but that the guidelines were not statutory and it was emphasised that the Authority had never used the power to take money from a school.

RESOLVED to accept the report, and for the Education Department and the Finance Department to continue to work closely with schools to make prudent use of the significant balances available in 2021/22 and to continue to monitor schools' budgets.

9. SCHOOL GRANTS 2021/22

Submitted, for information - a report by the Schools Group Accountant summarising the school grants for 2021/22 announced to date.

It was noted that it was customary to report on the level of these grants, which goes some way to explaining how dependent schools were on the grants. Appreciation was expressed for the receipt of this money, although there was no guarantee of receiving it year on year.

The Schools Group Accountant reported that the estimated Education Improvement Grant was £34k more than what was received. It was noted that £900k was being allocated to help schools close the numeracy/literacy gap and carry out catch-up work due to COVID-19.

In addition, one million would be available for additional employment over the summer term under the Accelerating Learning Programme Grant. Confirmation had been received on the morning of the meeting that a further Accelerating Grant worth 1.1 million would be available from September onwards; it was hoped that schools could continue to employ the people who were already in place as a result of receiving this update. It was noted that the conditions were not yet clear and the Schools Group Accountant would pass on the information once confirmation of the conditions had been received.

To conclude the report, it was noted that the Minister for Education had confirmed that an additional 150 million would be invested this term to support learners and that a percentage of this money would be available to Gwynedd schools. It was asked which elements of this funding were new. It was confirmed that of the 150 million, 33 million was new, the rest had already been announced back in March under former Minister for Education, Kirsty Williams.

Some headteachers expressed the view that a million to spend in a term was a challenge and that the time limit attached to some grants could be difficult.

The reduction in the Education Improvement Grant was questioned. The Schools Group Accountant reported that this was due to the settlement from the Welsh Government and that we had received reduced funding.

RESOLVED to accept the information.

10. SCHOOLS' GROUNDS MAINTENANCE ALLOCATION

The report was submitted, indicating that it was seeking approval to commence consultation with schools on the proposed change to the method of allocating schools' grounds maintenance funding for the financial year 2022-23. It was explained that back in 2018, the Forum had discussed an item on the Grounds Maintenance Funding Allocation Method to look at the needs of the site rather than the historical basis. At the time, the Forum did not disagree in principle to the change, however, schools needed to be forewarned if they were to receive less money.

The two possible allocation models were highlighted and it was emphasised that the appendix showed the impact per school of using both models in comparison with the grounds maintenance funding allocation. It was stated that there would be a need to consult with the schools and then come back to the Forum with an analysis before making the decision.

Concerns were expressed as to whether the money offered would be sufficient to cover the level of service. It was explained that the money available would be measured according to the nature of the site.

RESOLVED to approve the Education Department to commence consultation with schools on the proposed change to the method of allocating schools' grounds maintenance funding for the financial year 2022-23.

11. SCHOOLS' DIGITAL STRATEGY

It was explained that a discussion, with options and renewal costs, would take place at the Strategic Group. It was emphasised that a timetable would be proposed to ensure that all schools had sufficient time before committing.

12. ALN FINANCE WORKING GROUP UPDATE

Submitted, for information - a report providing an update on the ALN Finance Working Group by the Assistant Head of Special Educational Needs and Inclusion.

It was noted that the working group had considered seven models for funding and that model number 7 was preferred. However, it was noted that further work needed to be done on this model to look at some elements such as flexibility. It was reported that further work would be done on model 7 until September and it was hoped to be able to offer a final model for the next Schools' Budget Forum in the autumn. The intention was to commence implementation in September 2022 or April 2023.

It was confirmed that consistency in the use of PLASC across the County would be required. Some headteachers expressed their gratitude and noted that they welcomed the consistency of PLASC across all schools; there was recognition that this was not easy and it would be good to have more information on progress in the future.

The Assistant Head of Special Educational Needs and Inclusion noted that there was an intention to update the Headteacher Forums and there would be further consultation with Strategic groups. It was agreed to seek discussions with Headteacher Forums prior to the next Budget Forum meeting.

RESOLVED to accept the information and to receive a further update at the next meeting.

13. THE IMMERSION EDUCATION SYSTEM TOWARDS 2032 AND BEYOND

The report was presented noting that the position of Immersion Education was now completely different from that seen three years ago. It was explained that immersion education had been central to Gwynedd's education language policy and that the department had been drawing up a new vision for immersion education that would build on the strengths and successes of the Language Centres.

It was explained that Gwynedd's situation was unique as the language centres had been in place since the 1980s. It was emphasised that Estyn had commissioned a report to look at successes and support over the pandemic period and that the language centres' work and the way in which they had adapted were to be commended. It was explained that the centres had re-purposed and in doing so had reached more children and expanded the service.

As a result of this, the plans were building on this work to ensure that the centres become a greater part of schools rather than isolated units. It was explained that the new plans were looking at opening two additional centres in Tywyn and Bangor. It was stated that there would only be capital funding for these centres and that the revenue funding would need to be looked at. It was emphasised that there was no detail yet as it was dependent on Cabinet support.

It was stated that the department intended to fund the revenue element through three different sources - EIG, Schools and the Education Department. It was explained that the EIG funding alone was not sufficient to fully fund the provision. It was added that the department intended to ask the schools for a small contribution which would be a means of securing joint ownership. It was explained that the department needed a decision that the Forum agreed in principle.

The report was welcomed but it was highlighted that schools were also required to contribute to other initiatives such as the Digital Strategy and ALN.

It was noted that the plan was an exciting one and that the principles of the plan were to be welcomed. Concerns were highlighted and questions raised as to whether it would be possible for schools to withdraw from the financial contribution as it could pose major risks to the plan. It was noted that this was not possible and that this contribution highlighted the partnership working between the school and the centres. The need to discuss with governing bodies was also highlighted in order to have the golden opportunity to emphasise the need for joint ownership.

RESOLVED to support in principle.

14. WORK PROGRAMME AND DATES OF MEETINGS FOR THE 2021/22 ACADEMIC YEAR

The Chair noted that some meetings had been postponed in the past because there were no items to discuss. The next meeting would be held in September.

It was suggested that we look at what needs to be done for the next academic year and put a programme together based on this. It was agreed that the Chair contact the Schools Group Accountant for further discussions.

It was also noted to request suggestions from headteachers' groups; it was agreed for the Chair to raise this issue.

The Governor of Ysgol Dyffryn Ogwen noted that were some standing items from looking at previous agendas:

- November - Schools' Grants for the year to come
Draft settlement
Schools' Budget Projections
- February - April - Council Budget
Service Level Agreements
- June - Schools' Final Balances

He noted that apart from these six standing items, there was no other discernible pattern.

The Chair noted that the above would be taken into account when preparing agendas. The Head of Finance Department commented that the above was correct, but as a result of the Comprehensive Spending Review the draft settlement would be announced nearer Christmas this year.

RESOLVED that the Chair and Schools Group Accountant conduct a discussion on further dates and prepare a programme.

The meeting commenced at 3.30 p.m. and concluded at 4.50 p.m.



Reserves held by schools in Wales at 31 March 2021

4 November 2021
SFR 343/2021

Main points

- The overall level of reserves held by schools in Wales was £181 million at 31 March 2021, the equivalent of £393 per pupil. The overall level of reserves increased by £149 million compared with the previous year. Reserves in primary schools accounted for £120 million.
- During 2020-21 school reserves increased significantly due to the effect of the Covid-19 pandemic and extra core funding announced late in the financial year. Schools have continued to receive their normal core funding plus additional Covid-19 funding whilst having reduced expenditure on elements such as supply teachers, staff training, examinations, educational materials and utility bills due to various periods of school closure during the year.
- Primary schools reserves increased by £81 million in the latest year and secondary school reserves increased by £57 million.
- Ceredigion had the highest level of reserves per pupil at £666 while Powys had the lowest with £189 per pupil.
- 56 primary, 32 secondary, 3 special, 1 nursery and 5 middle schools in Wales had negative reserves totalling £17 million. The remaining 1,385 schools had positive reserves, 616 of which had reserves in excess of 10% of their total delegated expenditure.

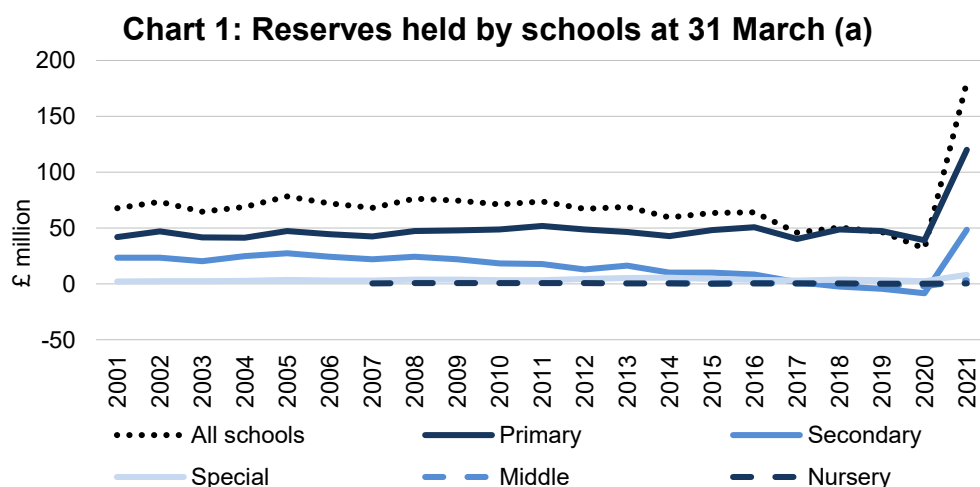
About this release

This statistical release provides an analysis of financial reserves held by schools in Wales for the financial years 2019-20 and 2020-21. Reserves are sums of money that schools carry forward from one year to the next. They arise from underspends and overspends against school allocations over time.

Additional information showing levels of school reserves by individual school is available on [StatsWales](https://stats.wales.gov.uk/).

In this release

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(a) Nursery schools are shown from 2007 and middle schools from 2014 onwards.

Table 1 provides an analysis of the reserves position at 31 March 2021 and the delegated schools expenditure during the 2020-21 financial year. Ceredigion recorded the highest level of overall reserves per pupil (£666) while Powys recorded the lowest level (£189). Schools within each local authority can have positive or negative reserves and this is shown in more detail in tables 6 and 7.

Table 1 - Delegated schools expenditure, level of school reserves and reserves per pupil

| Authority | 2020-21 | | Level of school reserves at 31 March 2021 | | | | | |
|-------------------|--|--|---|-------------------------------|----------------------------|-------------------------------------|-------------------------------------|----------------------------------|
| | Delegated school expenditure (£ million) | Delegated school expenditure per pupil (£) (a) | Positive reserves (£ million) | Negative reserves (£ million) | Total reserves (£ million) | Positive reserves per pupil (£) (a) | Negative reserves per pupil (£) (a) | Total reserves per pupil (£) (a) |
| Isle of Anglesey | 53.5 | 5,630 | 4.3 | -0.3 | 4.0 | 457 | -34 | 422 |
| Gwynedd | 98.2 | 5,937 | 10.8 | -0.0 | 10.8 | 650 | -0 | 650 |
| Conwy | 90.9 | 5,921 | 6.2 | -0.3 | 5.9 | 407 | -21 | 386 |
| Denbighshire | 88.5 | 5,679 | 7.3 | -1.7 | 5.7 | 470 | -106 | 364 |
| Flintshire | 122.2 | 5,422 | 8.8 | -1.9 | 6.9 | 392 | -86 | 306 |
| Wrexham | 105.5 | 5,658 | 9.9 | -0.3 | 9.7 | 534 | -16 | 518 |
| Powys | 93.6 | 5,524 | 6.9 | -3.7 | 3.2 | 407 | -218 | 189 |
| Ceredigion | 53.9 | 5,660 | 6.3 | 0.0 | 6.3 | 666 | 0 | 666 |
| Pembrokeshire | 94.4 | 5,550 | 6.5 | -0.0 | 6.5 | 382 | -1 | 381 |
| Carmarthenshire | 149.4 | 5,392 | 11.0 | -3.8 | 7.3 | 398 | -136 | 262 |
| Swansea | 194.5 | 5,655 | 20.8 | 0.0 | 20.8 | 604 | 0 | 604 |
| Neath Port Talbot | 96.8 | 4,716 | 8.3 | -1.1 | 7.2 | 404 | -53 | 352 |
| Bridgend | 130.4 | 5,622 | 8.6 | -0.1 | 8.5 | 372 | -6 | 366 |
| Vale of Glamorgan | 118.6 | 5,281 | 6.4 | -0.1 | 6.3 | 285 | -4 | 281 |
| Cardiff | 320.9 | 5,879 | 21.9 | -0.8 | 21.1 | 400 | -14 | 387 |
| Rhondda Cynon Taf | 201.6 | 5,201 | 12.6 | -0.6 | 12.0 | 326 | -16 | 310 |
| Merthyr Tydfil | 51.8 | 5,766 | 4.3 | 0.0 | 4.3 | 475 | 0 | 475 |
| Caerphilly | 149.1 | 5,515 | 11.6 | -0.3 | 11.3 | 429 | -9 | 419 |
| Blaenau Gwent | 55.6 | 6,126 | 4.0 | -0.3 | 3.7 | 441 | -36 | 405 |
| Torfaen | 78.3 | 5,635 | 6.2 | 0.0 | 6.2 | 447 | 0 | 447 |
| Monmouthshire | 58.5 | 5,126 | 3.6 | -0.2 | 3.4 | 313 | -15 | 297 |
| Newport | 138.8 | 5,301 | 10.9 | -1.4 | 9.6 | 417 | -52 | 365 |
| Wales | 2,545.0 | 5,534 | 197.4 | -16.8 | 180.6 | 429 | -37 | 393 |
| Lowest | | 4,716 | 3.6 | -3.8 | 3.2 | 285 | -218 | 189 |
| Highest | | 6,126 | 21.9 | 0.0 | 21.1 | 666 | 0 | 666 |

Source: Section 52 Outturn forms

(a) Calculated using provisional data. Full-time equivalent pupil numbers are calculated from the Pupil Level Annual School Census 2021. They are based on numbers at April 2021 so will not reflect changes throughout the year.

Chart 2: Level of reserves per pupil at 31 March 2021

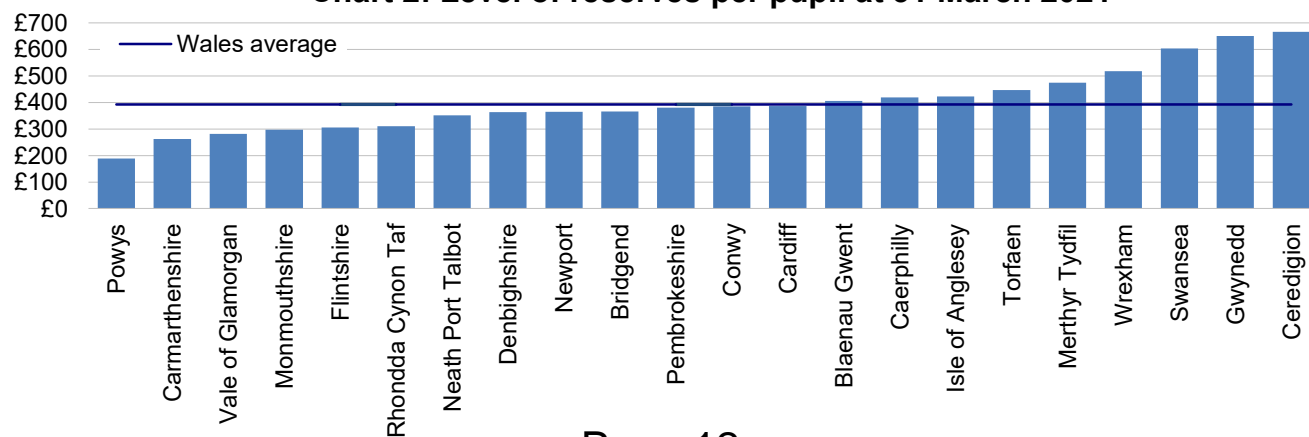


Table 2 shows the annual changes in school reserves. Compared to the previous year, the overall level of positive reserves increased by £127.6 million and the level of negative reserves increased by £21.2 million. These figures combine to show an increase of £148.8 million in total reserves.

Table 2 - Year on year changes in school reserves

£ million

Per cent

| Authority | Level of school reserves at 31 March | | | | | | | | | School reserves as a percentage of delegated school expenditure at 31 March | | |
|-------------------|--------------------------------------|-------|--------|----------|-------|--------|-------|-------|--------|---|------|-------------------------|
| | Positive | | | Negative | | | Total | | | Total | | Percentage point change |
| | 2020 | 2021 | Change | 2020 | 2021 | Change | 2020 | 2021 | Change | 2020 | 2021 | |
| Isle of Anglesey | 1.4 | 4.3 | 2.9 | -1.2 | -0.3 | 0.9 | 0.2 | 4.0 | 3.8 | 0.4 | 7.5 | 7.1 |
| Gwynedd | 4.5 | 10.8 | 6.3 | -0.1 | -0.0 | 0.1 | 4.3 | 10.8 | 6.4 | 4.7 | 10.9 | 6.3 |
| Conwy | 2.6 | 6.2 | 3.7 | -0.8 | -0.3 | 0.4 | 1.8 | 5.9 | 4.1 | 2.1 | 6.5 | 4.4 |
| Denbighshire | 1.9 | 7.3 | 5.5 | -3.3 | -1.7 | 1.6 | -1.4 | 5.7 | 7.1 | -1.7 | 6.4 | 8.1 |
| Flintshire | 2.7 | 8.8 | 6.2 | -2.5 | -1.9 | 0.6 | 0.1 | 6.9 | 6.8 | 0.1 | 5.6 | 5.6 |
| Wrexham | 3.3 | 9.9 | 6.7 | -1.2 | -0.3 | 0.9 | 2.1 | 9.7 | 7.5 | 2.1 | 9.2 | 7.0 |
| Powys | 3.9 | 6.9 | 3.0 | -4.9 | -3.7 | 1.2 | -0.9 | 3.2 | 4.1 | -1.0 | 3.4 | 4.5 |
| Ceredigion | 2.7 | 6.3 | 3.6 | -0.1 | 0.0 | 0.1 | 2.7 | 6.3 | 3.7 | 5.2 | 11.8 | 6.6 |
| Pembrokeshire | 2.4 | 6.5 | 4.1 | -0.3 | -0.0 | 0.3 | 2.1 | 6.5 | 4.4 | 2.3 | 6.9 | 4.5 |
| Carmarthenshire | 3.7 | 11.0 | 7.3 | -5.7 | -3.8 | 1.9 | -2.0 | 7.3 | 9.3 | -1.4 | 4.9 | 6.3 |
| Swansea | 7.9 | 20.8 | 12.9 | -0.2 | 0.0 | 0.2 | 7.7 | 20.8 | 13.1 | 4.4 | 10.7 | 6.3 |
| Neath Port Talbot | 2.3 | 8.3 | 6.0 | -2.9 | -1.1 | 1.8 | -0.6 | 7.2 | 7.8 | -0.7 | 7.5 | 8.1 |
| Bridgend | 2.0 | 8.6 | 6.7 | -1.9 | -0.1 | 1.7 | 0.1 | 8.5 | 8.4 | 0.1 | 6.5 | 6.4 |
| Vale of Glamorgan | 1.4 | 6.4 | 5.0 | -0.6 | -0.1 | 0.5 | 0.8 | 6.3 | 5.5 | 0.8 | 5.3 | 4.6 |
| Cardiff | 7.4 | 21.9 | 14.5 | -1.5 | -0.8 | 0.8 | 5.8 | 21.1 | 15.3 | 1.9 | 6.6 | 4.7 |
| Rhondda Cynon Taf | 5.3 | 12.6 | 7.3 | -2.9 | -0.6 | 2.3 | 2.4 | 12.0 | 9.6 | 1.2 | 6.0 | 4.7 |
| Merthyr Tydfil | 1.6 | 4.3 | 2.7 | -0.0 | 0.0 | 0.0 | 1.5 | 4.3 | 2.7 | 3.2 | 8.2 | 5.1 |
| Caerphilly | 3.6 | 11.6 | 8.0 | -2.3 | -0.3 | 2.1 | 1.3 | 11.3 | 10.1 | 0.9 | 7.6 | 6.7 |
| Blaenau Gwent | 2.3 | 4.0 | 1.7 | -0.9 | -0.3 | 0.6 | 1.3 | 3.7 | 2.4 | 2.5 | 6.6 | 4.1 |
| Torfaen | 2.0 | 6.2 | 4.2 | -0.3 | 0.0 | 0.3 | 1.7 | 6.2 | 4.5 | 2.3 | 7.9 | 5.6 |
| Monmouthshire | 1.1 | 3.6 | 2.5 | -1.5 | -0.2 | 1.3 | -0.4 | 3.4 | 3.8 | -0.7 | 5.8 | 6.5 |
| Newport | 4.0 | 10.9 | 6.9 | -2.9 | -1.4 | 1.5 | 1.1 | 9.6 | 8.4 | 0.9 | 6.9 | 6.0 |
| Wales | 69.8 | 197.4 | 127.6 | -38.0 | -16.8 | 21.2 | 31.7 | 180.6 | 148.8 | 1.3 | 7.1 | 5.8 |
| Lowest | | | | | | | | | | -1.7 | 3.4 | |
| Highest | | | | | | | | | | 5.2 | 11.8 | |

Source: Section 52 Outturn forms

Table 3 shows the number of schools in Wales with reserves as a percentage of delegated schools expenditure at 31 March 2021 broken down by school sector. The table groups schools according to whether the level of reserves is negative (i.e. a deficit), under 5%, between 5% and 10%, or over 10% of their delegated school expenditure. 56 primary and 32 secondary schools had negative reserves at 31 March 2021. 563 primary and 31 secondary schools had reserves of over 10% of their expenditure.

Table 3 - Number of schools with reserves as a percentage of delegated schools expenditure

| Sector | <i>number</i> | | | | |
|--------------|---------------|--------------|--------------------|------------|--------------|
| | Negative | Less than 5% | Between 5% and 10% | Over 10% | All schools |
| Nursery | 1 | 0 | 2 | 6 | 9 |
| Primary | 56 | 144 | 463 | 563 | 1,226 |
| Middle | 5 | 9 | 5 | 4 | 23 |
| Secondary | 32 | 45 | 75 | 31 | 183 |
| Special | 3 | 8 | 18 | 12 | 41 |
| Total | 97 | 206 | 563 | 616 | 1,482 |

Source: Section 52 Outturn forms

Table 4 shows the total value of reserves as a percentage of delegated schools expenditure. The total deficit for primary schools with negative reserves was £3 million and £11 million for secondary schools. Reserves in schools with over 10% of their delegated expenditure amounted to £74 million for primary and £20 million for secondary schools.

Table 4 - Level of school reserves as a percentage of delegated schools expenditure

| Sector | <i>£ million</i> | | | | |
|--------------|------------------|--------------|--------------------|-------------|--------------|
| | Negative | Less than 5% | Between 5% and 10% | Over 10% | All schools |
| Nursery | -0.1 | 0.0 | 0.1 | 0.6 | 0.6 |
| Primary | -2.9 | 5.6 | 43.4 | 73.9 | 120.0 |
| Middle | -1.4 | 1.0 | 2.0 | 1.8 | 3.5 |
| Secondary | -11.4 | 10.1 | 30.0 | 19.7 | 48.4 |
| Special | -1.1 | 0.8 | 4.7 | 3.7 | 8.1 |
| Total | -16.8 | 17.6 | 80.1 | 99.7 | 180.6 |

Source: Section 52 Outturn forms

Table 5 and Chart 3 show the proportion of schools with reserves as a percentage of delegated schools expenditure. Primary schools are less likely to have negative reserves than all other sectors.

Table 5 - Proportion of schools across each sector with reserves as a percentage of delegated schools expenditure

| Sector | <i>per cent</i> | | | | <i>Percentage point change over previous year</i> | | | |
|--------------|-----------------|--------------|--------------------|-----------|---|------------|------------|-----------|
| | Negative | Less than 5% | Between 5% and 10% | Over 10% | Less | | | Over |
| | | | | | Negative | than 5% | 5% and 10% | 10% |
| Nursery | 11 | 0 | 22 | 67 | 0 | -22 | -22 | 45 |
| Primary | 5 | 12 | 38 | 46 | -12 | -34 | 12 | 35 |
| Middle | 22 | 39 | 22 | 17 | -42 | 21 | 8 | 12 |
| Secondary | 17 | 25 | 41 | 17 | -26 | -20 | 31 | 14 |
| Special | 7 | 20 | 44 | 29 | -13 | -29 | 12 | 29 |
| Total | 7 | 14 | 38 | 42 | -15 | -31 | 14 | 32 |

Source: Section 52 Outturn forms

Table 6 shows the proportion of schools whose level of reserves is negative (i.e. a deficit), under 5%, between 5% and 10%, or greater than 10% of their delegated schools expenditure. Carmarthenshire had the highest proportion of schools with negative reserves (25%). Ceredigion had the highest proportion of schools (81%) with reserves of over 10%.

Table 6 - Proportion of all schools across each local authority with reserves as a percentage of delegated schools expenditure

| | <i>per cent</i> | | | |
|-------------------|-----------------|--------------|--------------------|----------|
| | Negative | Less than 5% | Between 5% and 10% | Over 10% |
| Isle of Anglesey | 7 | 9 | 35 | 50 |
| Gwynedd | 2 | 4 | 27 | 67 |
| Conwy | 2 | 17 | 42 | 40 |
| Denbighshire | 15 | 6 | 24 | 56 |
| Flintshire | 6 | 17 | 40 | 36 |
| Wrexham | 4 | 1 | 47 | 47 |
| Powys | 15 | 9 | 25 | 51 |
| Ceredigion | 0 | 0 | 19 | 81 |
| Pembrokeshire | 3 | 18 | 46 | 33 |
| Carmarthenshire | 25 | 18 | 22 | 35 |
| Swansea | 0 | 5 | 37 | 58 |
| Neath Port Talbot | 16 | 10 | 26 | 48 |
| Bridgend | 7 | 27 | 42 | 24 |
| Vale of Glamorgan | 4 | 31 | 45 | 20 |
| Cardiff | 2 | 19 | 58 | 21 |
| Rhondda Cynon Taf | 4 | 18 | 49 | 30 |
| Merthyr Tydfil | 0 | 11 | 59 | 30 |
| Caerphilly | 2 | 19 | 34 | 45 |
| Blaenau Gwent | 4 | 16 | 36 | 44 |
| Torfaen | 0 | 9 | 78 | 13 |
| Monmouthshire | 6 | 31 | 26 | 37 |
| Newport | 7 | 11 | 34 | 48 |
| Wales | 7 | 14 | 38 | 42 |
| Lowest | 0 | 0 | 19 | 13 |
| Highest | 25 | 31 | 78 | 81 |

Source: Section 52 Outturn forms

Chart 3: Proportion of schools with reserves as a percentage of delegated schools expenditure

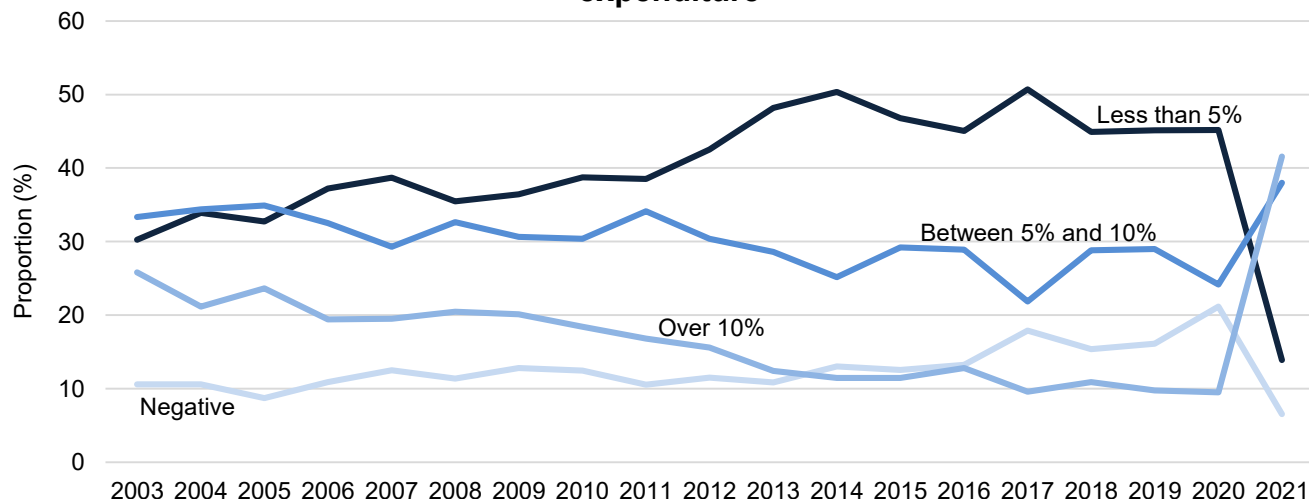


Chart 4: School reserves as a percentage of delegated schools expenditure

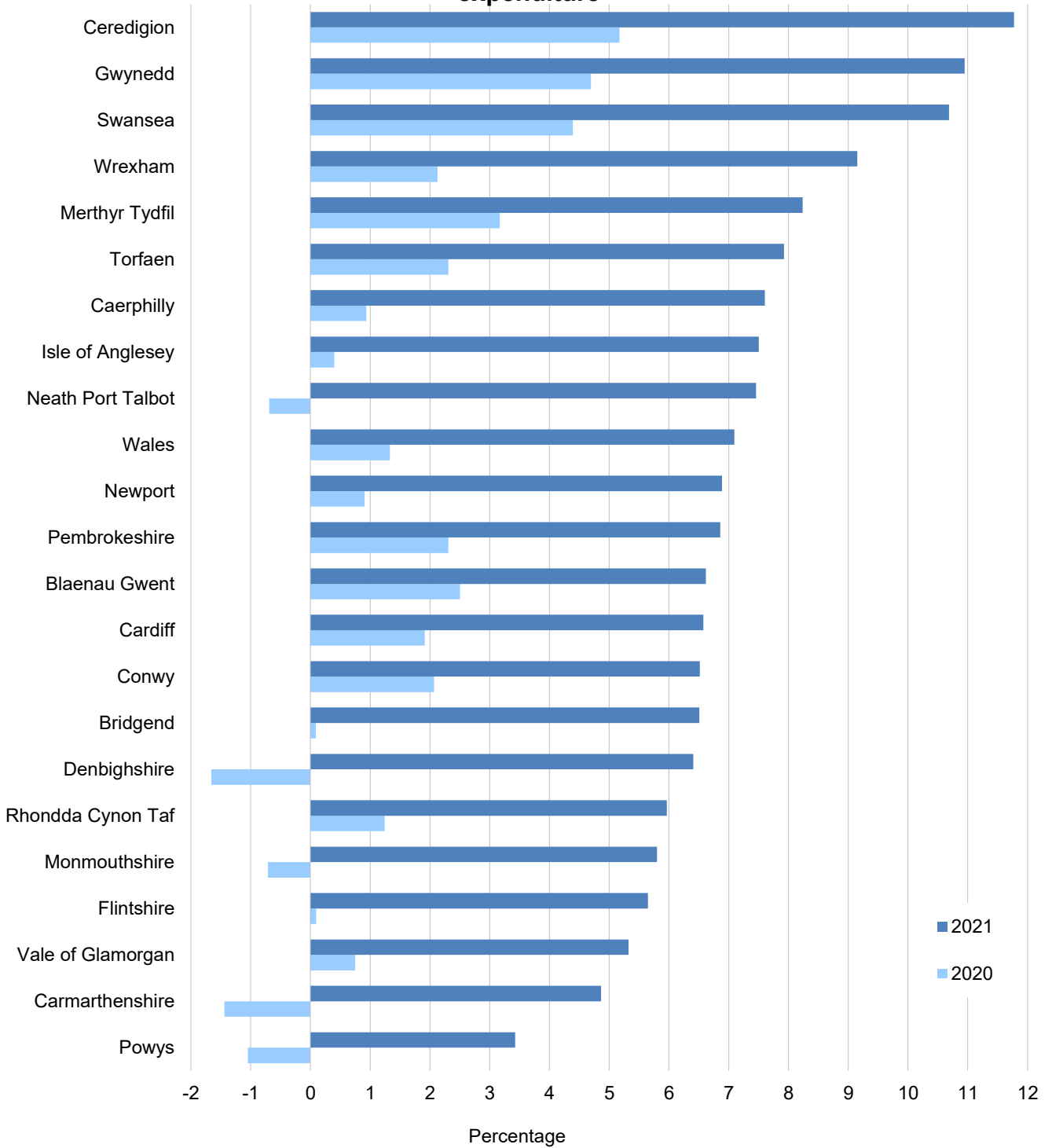


Table 7 shows the level of school reserves by local authority and school sector. The overall level of reserves were £120.0 million in primary schools and £48.4 million in secondary schools.

Table 7 - Level of school reserves at 31 March 2021, by school sector

| Authority | £ million | | | | | | | | | | | | | | | |
|-------------------|-----------|----------|-------|----------|----------|-------|----------|----------|-------|-----------|----------|-------|----------|----------|-------|---------|
| | Nursery | | | Primary | | | Middle | | | Secondary | | | Special | | | Overall |
| | Positive | Negative | Total | Positive | Negative | Total | Positive | Negative | Total | Positive | Negative | Total | Positive | Negative | Total | Total |
| Isle of Anglesey | . | . | . | 3.1 | -0.0 | 3.1 | . | . | . | 1.2 | -0.2 | 1.0 | . | -0.1 | -0.1 | 4.0 |
| Gwynedd | . | . | . | 5.8 | -0.0 | 5.8 | 0.7 | . | 0.7 | 3.8 | . | 3.8 | 0.4 | . | 0.4 | 10.8 |
| Conwy | . | . | . | 4.5 | . | 4.5 | . | . | . | 1.2 | -0.3 | 0.9 | 0.5 | . | 0.5 | 5.9 |
| Denbighshire | . | . | . | 4.6 | -0.1 | 4.5 | . | -0.7 | -0.7 | 2.2 | -0.8 | 1.3 | 0.6 | . | 0.6 | 5.7 |
| Flintshire | . | . | . | 6.1 | -0.0 | 6.0 | . | . | . | 2.4 | -1.9 | 0.5 | 0.4 | . | 0.4 | 6.9 |
| Wrexham | 0.1 | . | 0.1 | 6.6 | -0.0 | 6.5 | . | . | . | 3.0 | -0.3 | 2.7 | 0.3 | . | 0.3 | 9.7 |
| Powys | . | . | . | 5.1 | -0.2 | 5.0 | 0.3 | -0.0 | 0.3 | 0.9 | -3.4 | -2.4 | 0.5 | -0.2 | 0.3 | 3.2 |
| Ceredigion | . | . | . | 3.0 | . | 3.0 | 1.4 | . | 1.4 | 1.9 | . | 1.9 | . | . | . | 6.3 |
| Pembrokeshire | . | . | . | 4.2 | -0.0 | 4.2 | 0.1 | . | 0.1 | 2.1 | . | 2.1 | 0.1 | . | 0.1 | 6.5 |
| Cardiff | 0.1 | . | 0.1 | 5.6 | -1.4 | 4.2 | . | . | . | 5.0 | -1.5 | 3.5 | 0.3 | -0.9 | -0.6 | 7.3 |
| Swansea | . | . | . | 12.0 | . | 12.0 | . | . | . | 8.5 | . | 8.5 | 0.3 | . | 0.3 | 20.8 |
| Neath Port Talbot | . | . | . | 5.1 | -0.7 | 4.4 | 0.8 | -0.4 | 0.4 | 2.1 | -0.0 | 2.0 | 0.4 | . | 0.4 | 7.2 |
| Bridgend | . | . | . | 4.7 | -0.1 | 4.6 | . | . | . | 3.0 | . | 3.0 | 1.0 | . | 1.0 | 8.5 |
| Vale of Glamorgan | 0.1 | . | 0.1 | 3.8 | -0.1 | 3.7 | 0.2 | . | 0.2 | 2.0 | . | 2.0 | 0.3 | . | 0.3 | 6.3 |
| Cardiff | 0.3 | . | 0.3 | 12.6 | . | 12.6 | . | . | . | 7.6 | -0.8 | 6.9 | 1.3 | . | 1.3 | 21.1 |
| Rhondda Cynon Taf | . | . | . | 7.6 | . | 7.6 | 1.1 | . | 1.1 | 3.1 | -0.6 | 2.5 | 0.8 | . | 0.8 | 12.0 |
| Merthyr Tydfil | . | . | . | 2.7 | . | 2.7 | . | . | . | 1.3 | . | 1.3 | 0.3 | . | 0.3 | 4.3 |
| Caerphilly | . | . | . | 8.3 | -0.1 | 8.3 | 0.1 | . | 0.1 | 2.5 | -0.2 | 2.3 | 0.7 | . | 0.7 | 11.3 |
| Blaenau Gwent | . | . | . | 2.7 | . | 2.7 | 0.1 | -0.3 | -0.3 | 0.8 | . | 0.8 | 0.4 | . | 0.4 | 3.7 |
| Torfaen | . | . | . | 3.2 | . | 3.2 | . | . | . | 2.5 | . | 2.5 | 0.5 | . | 0.5 | 6.2 |
| Monmouthshire | . | . | . | 2.9 | -0.1 | 2.8 | . | . | . | 0.6 | -0.1 | 0.6 | 0.0 | . | . | 3.4 |
| Newport | 0.0 | -0.1 | -0.1 | 8.5 | . | 8.5 | . | . | . | 2.1 | -1.3 | 0.9 | 0.2 | . | 0.2 | 9.6 |
| Wales | 0.7 | -0.1 | 0.6 | 122.9 | -2.9 | 120.0 | 4.8 | -1.4 | 3.5 | 59.8 | -11.4 | 48.4 | 9.1 | -1.1 | 8.1 | 180.6 |

Source: Section 52 Outturn forms

. not applicable

Glossary

Definitions

Reserves are sums of money that schools carry forward from one year to the next. They arise from underspends and overspends against school allocations over time.

Delegated school expenditure is actual education spending that is purely delegated or devolved by local authorities to schools and does not include any money held centrally by the local authority and spent on behalf of schools.

Background

Schools are responsible for managing their own finances. The level of reserves held by an individual school at any point in time will depend on a number of factors. These will include the timing of receipt of income and of payments, the level of contingency fund the school governing body considers appropriate and the particular plans each school has for expenditure.

School Closures due to Covid-19

On Wednesday 18 March 2020 it was announced that all educational establishments in Wales would close at the latest on Friday 20 March 2020. The exception was provision for children of critical workers and vulnerable children due to the ongoing coronavirus pandemic. Since then schools in Wales have opened or closed a number of times for all other pupils.

[Timeline of school closures during the coronavirus \(COVID-19\) pandemic, March 2020 to April 2021 | GOV.WALES](#)

Pupil numbers

The most recent data in this report relates to the situation as at April 2021. The Pupil Level Annual School Census (PLASC) would usually take place in January. However, school closures between December 2020 and March 2021 due to the coronavirus (COVID-19) pandemic meant that the census date was delayed to 20 April 2021.

Key quality information

Official Statistics are produced to high professional standards set out in the Code of Practice for Official Statistics. They undergo regular quality assurance reviews to ensure that they meet customer needs. They are produced free from any political reference.

This section provides a summary of information on this output against six dimensions of quality: Relevance, Accuracy, Timeliness and Punctuality, Accessibility and Clarity, Coherence, and Comparability.

Relevance

The statistics are important and have a number of uses, for example: advice to Ministers; local government finance revenue settlement calculations; unitary authority comparisons and benchmarking; expenditure in Wales compared to other countries; informing the debate in the Senedd Cymru/Welsh Parliament and beyond; assisting in research in public expenditure issues; economic analysis.

Accuracy

The main source of information about local education authority expenditure is the Section 52 outturn (S52) return required under Section 52 of the [Schools Standards and Framework Act 1998](#), provided by local authorities. Data has been collated in this way from 2001. Prior to this, the data was not aggregated centrally to provide a Wales position. The latest returns relate to the final accounts for the financial year.

Local authorities in the United Kingdom are required to keep their accounts in accordance with 'proper practices'. [SeRCOP](#) (previously BVACOP) establishes 'proper practice' with regard to consistent financial reporting below the Statement of Accounts level. [SeRCOP](#) is reviewed continuously and is normally updated annually.

The data that is collected adhere to these recognised professional standards. Specifically, the finance data is required under legislation and also must adhere to CIPFA accounting procedures. However, [further guidelines](#) are also issued on the interpretation of these standards to ensure consistency across authorities.

We collect 100% of returns from all twenty-two county councils. The collection is a 100% survey and as such no estimation of the figures is calculated, and hence there is no sampling error. The survey itself has built-in rigorous validation and historical data to aid the users complete the data collection accurately.

Local authorities extract the data from their accounting systems in order to complete the data collection exercise. Each authority has a nominated contact whose responsibility it is to ensure that the data is correct before submission. All further validation and verification checks are then carried out by the same contact.

Once we receive the data, it goes through further comprehensive validation and verification checks, for example:

- spend per head by local authority;
- arithmetic consistency checks;
- cross checks with other relevant data collections;
- thorough tolerance checks;
- outturn comparison with budgets;
- cross checks with data from other government departments;
- verification that data outside of tolerances are correct.

In tables where figures have been rounded to the nearest final digit there may be an apparent discrepancy between the sum of the constituent items and the total as shown.

Timeliness and punctuality

The data collection is carried out over the summer. The data is normally published in October, this allows time to collect, collate and validate the data.

In 2020, local authorities were given deadline extensions due to the Covid-19 pandemic and data was received throughout the year up until publication.

All outputs adhere to the Code of Practice by pre-announcing the date of publication through the [upcoming calendar](#) web pages.

Accessibility and clarity

Welsh local government finance statistics are published in an accessible, orderly, pre-announced manner on the Welsh Government website at 9:30am on the day of publication. Simultaneously the releases are also published on the National Statistics Publication Hub. All releases are available to download for free.

More detailed data are also available at the same time on the StatsWales website and this can be manipulated online or downloaded into spreadsheets for use offline.

We aim to use Plain English in our outputs and all outputs adhere to the Welsh Government accessibility policy. Furthermore, all our headlines are published in Welsh and English.

We regularly peer review our outputs.

Comparability and coherence

Adhering to the professional code (CIPFA's SeRCOP) has meant that changes over time have been minimal. Where there have been time series which are not comparable from the start of the time series to the end this will be shown clearly in the outputs. Where advance warning is known of future changes these will be pre-announced in accordance with Welsh Government arrangements.

The existence of a professional code and our adherence to it provides assurance that the data are consistent across domains, such as local authorities.

Statistics on education expenditure are also published in both [England](#) and [Scotland](#).

Impact of COVID-19

The data collection period for this release ran from mid-May and had a deadline in August. Due to the COVID-19 pandemic, data was received throughout the year up until publication.

National Statistics status

The [United Kingdom Statistics Authority](#) has designated these statistics as National Statistics, in accordance with the Statistics and Registration Service Act 2007 and signifying compliance with the [Code of Practice for Statistics](#).

National Statistics status means that official statistics meet the highest standards of trustworthiness, quality and public value.

All official statistics should comply with all aspects of the Code of Practice for Statistics. They are awarded National Statistics status following an assessment by the UK Statistics Authority's regulatory arm. The Authority considers whether the statistics meet the highest standards of Code compliance, including the value they add to public decisions and debate.

It is Welsh Government's responsibility to maintain compliance with the standards expected of National Statistics. If we become concerned about whether these statistics are still meeting the

appropriate standards, we will discuss any concerns with the Authority promptly. National Statistics status can be removed at any point when the highest standards are not maintained, and reinstated when standards are restored.

The continued designation of these statistics as National Statistics was confirmed in March 2019 following a [compliance check by the Office for Statistics Regulation](#). These statistics last underwent a [full assessment against the Code of Practice](#) in 2011.

Since the latest review by the Office for Statistics Regulation, we have continued to comply with the Code of Practice for Statistics, and have made the following improvements:

- Added extra information on the validation checks that are performed on the data;
- Explained the role of CIPFA's code of practice in local authority accounting;
- Included a link to the guidance document that accompanies the data collection.

Well-being of Future Generations Act (WFG)

The Well-being of Future Generations Act 2015 is about improving the social, economic, environmental and cultural well-being of Wales. The Act puts in place seven well-being goals for Wales. These are for a more equal, prosperous, resilient, healthier and globally responsible Wales, with cohesive communities and a vibrant culture and thriving Welsh language. Under section (10)(1) of the Act, the Welsh Ministers must (a) publish indicators ("national indicators") that must be applied for the purpose of measuring progress towards the achievement of the Well-being goals, and (b) lay a copy of the national indicators before the Senedd Cymru. The 46 national indicators were laid in March 2016.

Information on the indicators, along with narratives for each of the well-being goals and associated technical information is available in the [Well-being of Wales report](#).

Further information on the [Well-being of Future Generations \(Wales\) Act 2015](#).

The statistics included in this release could also provide supporting narrative to the national indicators and be used by public services boards in relation to their local well-being assessments and local well-being plans.

Next update

November 2022 - Statistical first release and StatsWales update for 2021-22 outturn.

Further details

The document is available at: <https://gov.wales/reserves-held-schools>

Further data is available on our StatsWales website:

[StatsWales: Delegated School Outturn](#)

We want your feedback

We welcome any feedback on any aspect of these statistics which can be provided by email to stats.finance@gov.wales

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| | |
|----------------|--|
| Meeting | Schools Finance Forum |
| Date | 7 February 2022 |
| Title | The Role and Constitution of the Forum |
| Author | Siôn Huws – Propriety and Elections Manager |
| Purpose | Presented for information |

Background

1. In 2003 all local authorities in Wales were required to establish a school finance forum, in accordance with the requirements of the School Forums (Wales) Regulations 2003.

2. The Welsh Government issued guidance for establishing forums in 2003 (*'Guidance on the Establishment of School Forums in Wales'*). In 2011, following an independent review of the effectiveness of school forums in Wales, the 'Best Practice Guide for School Forums in Wales' was published (copy appended).

Membership of the Forum

3. The regulations provide that the forum must have at least 15 members. Membership is divided into two categories:

(1) The authority must appoint 'school members' i.e. members elected to represent governing bodies or head teachers of schools maintained by the authority. The authority must make arrangements to ensure that the school members represent primary and secondary schools proportionately and that all categories of school within the authority are represented. The authority must also seek to ensure that so far as practicable at least one school members is a parent governor.

(2) The authority may also decide to appoint 'non-schools members'. No more than 25% of forum members can be non-school members, and this includes representatives of the authority itself, should the authority decide to have representatives on the forum.

4. In appointing non-schools members, the authority must, if it considers that it would be appropriate to do so, seek nominations from:

(a) the Diocesan Board of Education for any diocese of the Church in Wales any part of which is comprised in the relevant authority's area;

(b) the bishop of any Roman Catholic Church diocese any part of which is comprised in the relevant authority's area; and

(c) teaching and other trade unions with members working in Wales.

5. There are also provisions allowing the authority to invite a particular body to nominate a person to attend meetings of the forum as an observer.

The Membership of Gwynedd Council's School Finance Forum

6. When establishing the Forum in 2003 the Gwynedd Council Board decided on the following membership:

School Members

- 6 Governors (2 from each area) nominated by the Federation of Governors
- 4 Secondary Headteachers, to be selected by the Secondary Strategy Group.
- 6 Primary Headteachers, - 2 to represent each area and be selected by the Primary Advisory Group.
- 1 Headteacher representing special schools
- 1 Headteacher representing voluntary schools.

Non-school Members

- 1 member representing the Unions Forum.
- 1 Diocesan member.
- Education Portfolio Holder on the Council Board.
- Finance Portfolio Holder on the Council Board.
- Strategy Director Development.
- Strategy Director Resources.

(It should be noted that the Strategic Directors posts no longer exist in the Council)

The Forum's Role

7. Under the regulations, the authority must consult with the Forum on the following:

- Annually, in relation to its functions relating to the schools budget and changes to their financial plans. An authority may also consult the forum on any matters relating to the financing of schools, as it thinks fit.
- In relation to changes to the schools funding formula.
- In relation to contracts for supplies and services that go beyond the prescribed purchasing threshold.

8. Following on from the above advisory role, school finance forums are also required to report to the governing bodies of schools maintained by the authority on the results of any consultation undertaken.

Meetings

9. Authorities must decide the frequency and timing of meetings so as to promote the business of school forums.

10. The Welsh Assembly Government has recommended that school forums should meet at least each term and that more regular meetings be arranged to discuss any significant issues that arise. It has also stated that forum meetings would benefit from following the local authority financial cycle so that the schools forums can contribute to decision making at the appropriate times.

BEST PRACTICE GUIDE FOR SCHOOL FORUMS IN WALES

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Summary

This guide is aimed at assisting school forums to carry out their roles and responsibilities more effectively by providing examples of good practice. It focuses on the:

- Constitution of school forums;
- Meetings and proceedings;
- Conduct of business; and
- Non statutory functions of the school forum.

1. INTRODUCTION

The School Forums (Wales) Regulations 2003 (hereafter referred to as the Regulations) required all local authorities in Wales to establish a Schools Forum by 15 December 2003. They were introduced to help develop informed and confident dialogue between local authorities and their schools on budgetary issues including schools' funding levels for the coming year, pressures on future years' budgets, changes to local funding formulae and reviewing contracts/service level agreements for services to schools.

In August 2008 the Welsh Assembly Government commissioned the National Foundation for Educational Research (NFER) to carry out an independent review of the effectiveness of school forums in Wales.

The objectives of the review were to:

- assess the effectiveness of the current schools forums arrangements across local authorities from the standpoint of stakeholders in relation both to the statutory aspects of forums as set out in the regulations and those elements over which local authorities have discretion to get a clear picture/comparison of the effectiveness of school forums across Wales and to identify any pockets where there were weaknesses;
- assess the usefulness of the dialogue schools forums offer local authorities and schools in terms of its contribution to understanding and transparency of school funding arrangements in Wales by stakeholders; and
- make recommendations for the future development and/or improvement of schools forums in terms of the above, or any other areas.

The review was completed and the final report and executive summary were published in April 2009 and posted to the Welsh Assembly Government's website. The report can be found at:

<http://wales.gov.uk/topics/educationandskills/learningproviders/schools/schoolfunding/schoolbudgetforum/?lang=en>

The review found that school forums were largely felt to be a very positive development. There was strong support for the current school forum model and evidence that schools forums were effective. The review found that forums have improved the dialogue and communication between local authority officers, schools, governors and elected members. They have helped schools to have a better understanding of financial issues and the decisions made regarding school budgets. Forums have made funding arrangements more transparent and have built on good relationships between schools and local authorities. Evidence suggests that schools are now more informed about how budgetary decisions are taken because of the work of school forums. The review found many examples of existing effective practice amongst school forums and provided 16 recommendations to the Welsh Assembly Government for the future development and improvement of school forums in Wales.

This guide promotes the evidence gathered from the review to enhance existing practice by providing suggested ways of working and best practice examples.

2. CONSTITUTION OF SCHOOL FORUMS

2.1 Size of forums

The Regulations prescribe that school forums must have a minimum of 15 members to ensure that the membership is not too limited.

Size of forums is important to ensure that there is a wide spectrum of representation from all stakeholders to facilitate a balanced discussion. It should not be too large to be unwieldy or intimidating.

It is for each local authority to determine the size of the forum based on local circumstances. However, the recommended optimum size of a school forum is **20 members**. This may vary in accordance with the size of the local authority.

2.2 School members

Members of a school forum must be representative of the schools within the area. Therefore the majority of the forum has to be made up of 'school members' who are either head teachers or governors of the schools maintained by the authority (there is no requirement for there to be an equal number of each). To ensure as many schools as possible are represented on the forum; local authorities should try to ensure that governor representatives are not from the same school.

Local authorities must make arrangements to ensure that school members represent primary and secondary schools proportionally and that all categories of schools within the authority are represented. Local authorities must also try to ensure that at least one school member is a parent governor. A wide selection of representatives willing to participate in open discussion would provide a cross section of views of the issues discussed, and an insight of the impact of discussions on particular schools.

2.3 Election of school members

It is for each local authority to determine the numbers of school members of the forum and the selection procedures used. Local authorities may wish to make arrangements for nomination and elections with their local governor associations and local head teacher groupings although there is no obligation to do so.

2.4 Non school forum members

It is for each local authority to decide whether or not to appoint non school members to the forum. No more than 25% of the forum can be made up of non school members and this limit includes representatives of the authority itself, should the authority decide to have representatives on the forum.

2.5 Benefits of having non-school members

The benefit of including non-school members on forums is that it ensures there is representation by all stakeholder groups and gives a wider perspective of the issues facing schools. It has been reported that schools forums' effectiveness and their ability to influence decisions were enhanced by the presence of senior local authority officers. The Welsh Assembly Government recommends senior local authority officers to attend the forum meetings.

2.6 Local authority representation on school forums

The only representative of the local authority who has voting rights on school forums are those included as part of the non-schools membership. In addition to membership from the education service, each authority may wish to consider having an elected member of the council and/or representatives from the authority's corporate services on the forum. The benefits of this would enable schools members to gain an insight into the implications of the wider funding responsibilities of local authorities and enable elected members and corporate officers to be aware of the concerns of schools.

2.7 Appointment of members

Regulations require that local authorities must notify all of its maintained schools of the details of any non-schools members appointed to the schools forum within one month of the appointment taking place. As a matter of good practice it is also recommended that the authority notify all maintained schools of the details of schools members to the forum. Schools should be notified after the appointment of any new or replacement school members or non school members.

It is up to each local authority to determine how long members serve on the forum but it is recommended that the period of appointment should be between two and four years.

2.8 Staggered appointments

Most local authorities do not operate a system of staggered appointments to school forums. However, there are benefits with this system. Staggered appointments serve to facilitate continuity by maintaining the levels of experience and expertise on a forum. It also ensures that there are sufficient numbers of members on the school forum if other members choose to resign from their position before the end of their term of membership.

2.9 Substitute members

It may be useful for local authorities to consider having a group of substitute members appointed who represent all stakeholders. This would ensure regular attendance, maximum representation and continuity in the event of a designated forum member's inability to attend a meeting. Formal arrangements for nominating substitute members would need to be put in place. The group of substitute members would need to be kept informed of forum discussions and sent the papers and minutes of each meeting to be up to date with the issues.

2.10 Links with other forums or other local authority departments

If school forums make links with other bodies (e.g. phase forums, special needs forums and other local authority departments) they would gain advice from experts in other areas of work which could enhance members' understanding of other related issues. An awareness of these issues will contribute to school forums becoming more effective and will develop their understanding of the impact and implications of the decisions they make in school forum meetings.

3. MEETINGS AND PROCEEDINGS OF SCHOOL FORUMS

3.1 School Forum Secretariat

The current practice is that local authorities provide the secretariat for school forums. It is recommended that this arrangement should be continued as it has been found to provide effective and impartial support for school forums. However, local authorities should ensure that secretariat staff's workload is monitored to ensure that they have sufficient time to devote to their role in relation to schools forums as well as other duties for the authority.

3.2 Chair of meetings

An effective chair of a schools forum has an important influence and affects the dynamics of the meeting. It is important that the chair:

- is impartial,
- encourages all members to contribute to discussion,
- is proactive in covering all of the agenda items,
- ensures that the agenda items are equally balanced to ensure that the issues are representative of all of the groups on the forum and not favoured to one particular group, and
- keeps the meeting focused to the issues at hand.

3.3 Frequency and timing of meetings

Local authorities must determine the timing and frequency of meetings so as to facilitate the business of school forums.

The Welsh Assembly Government recommends that school forums should meet at least on a termly basis and schedule more frequent meetings to discuss any major issues that arise. It is beneficial for forum meetings to follow the local authority's financial cycle to enable school forums to feed into the decision making process at the appropriate times.

Local authorities should put a draft timetable in place as soon as possible so that members of the schools forum know when in the year meetings are likely to take place. This also provides an opportunity for members to inform whether they cannot attend a particular meeting due to some other commitment and allows sufficient time to re-arrange meetings to maximise attendance.

3.4 Attendance at meetings

It is evident that school forum meetings are most effective when there is regular attendance by representatives of all backgrounds. This ensures that there is continuity of discussion and familiarity of the ongoing issues as well as a variety of viewpoints to bring to the discussion.

3.5 Meeting location

It is for each local authority to determine where school forum meetings should be held. The majority of forum meetings are held in central locations such as local authority offices as it provides forum members with access to local authority officers and additional support when needed. It is recommended that this practice should be continued if this is the most feasible option.

4. CONDUCT OF BUSINESS

4.1 Information sharing

Effective school forums promote transparency of school funding arrangements by facilitating access to information and sharing this information with others.

It would be beneficial for local authorities to consult with school forum members to ensure that the type and level of information provided to schools is appropriate or whether there is a requirement for more information.

4.2 School forums website

If not already in place, it is recommended for each local authority to establish a schools forum webpage to facilitate access and sharing of information. The website could include:

- details of members including information on which schools, organisations or groups they represent,
- approved minutes of meetings, agendas and detail of any ongoing issues being examined by the forum or its sub groups; and
- feedback / comments page.

This will provide opportunities to non-members to learn about the work of the schools forum and allow them to submit issues and comments to their representatives through a dedicated website.

4.3 Effective practice during meetings

Many school forums already carry out their practices effectively and provide comprehensive information to their members in a timely manner. The Welsh Assembly Government would like this effective practice to be standardised across Wales. School forums and local authorities should have regard to the following best practice tips when conducting their business:

- Dates of future meetings to appear as an agenda item at each full schools forum meeting – the agreed date should then be circulated by email to members and non-members, with a reminder to non-members that they could ask their representatives to raise issues on their behalf.
- Supporting documentation should be circulated at least 7 days before a meeting to allow time for the information to be considered. This should be accompanied by more extensive dissemination among non-members, such as sending email notices alerting them to information on forum websites.
- Provide members with the opportunity to raise agenda items.
- The chair to effectively navigate the meeting to ensure that all issues on the agenda are discussed within a suitable timeframe.
- Provision of comprehensive reports from stakeholders to discuss at the meetings.
- Willingness of members to discuss contentious issues and provide open and honest opinions.

- Willingness of members to listen to the views and concerns of other members in the forum.
- Provide effective and accurate recordings of discussions and decisions.
- Timely dissemination of minutes.

4.4 School forums working groups/sub groups

It would be beneficial to establish sub working groups made up of a small number of forum members to meet between the school forums meetings to discuss specific matters. This gives members the opportunity to discuss important items in more detail such as legal and specific education issues before attending the school forum meeting. It also allows forum members time to explore those issues with other parties/departments and to discuss any cross cutting issues. A smaller body that works together is able to cover things in more detail, more quickly and bring the succinct points to the meeting.

5. NON-STATUTORY FUNCTIONS OF THE SCHOOL FORUM

Whilst it is imperative that forums focus on matters within their statutory remit it can also be helpful to discuss other financial issues at their meetings. Local authorities can consult the forum as they see fit on any other matters concerning the funding of schools and should encourage them to contribute to strategic discussions (e.g. over school structures and the development of the role of support staff) that impact on budgetary issues.

Local authorities may wish to consult the schools forum on the financial implications of:

- arrangements for free school meals;
- arrangements for insurance;
- arrangements for the education of pupils with special educational needs;
- arrangements for the use of pupil referral units and the education of children otherwise than at school;
- early years education;
- allocation and use of specific grants; and
- school transport.

Forums may also wish to discuss other financial issues at their meetings such as procurement and joint/bulk purchasing.

5.1 School forums as sounding boards

Many local authorities benefit by using school forums to test ideas and opinions on other issues before embarking on formal consultations. Local authorities may wish to discuss with school forums issues such as school structures and general education policy alongside financial matters. This provides local authorities with a valuable group response to specific issues and provides school forum members with an insight into forthcoming changes that may affect their schools and an opportunity to discuss these issues and provide suggestions.

5.2 School forum self evaluation

Whilst this is not common practice at the moment, it is recommended that school forums undertake self evaluations. This will provide an opportunity for school forums to reflect on existing practice and consider how to be more effective and efficient. (The collection of self evaluatory data from members and non members could be developed through online

surveys and could be fed into other data gathering exercises undertaken by local authorities).

5.3 Training for school forum members

To improve the effectiveness of school forum members, it would be beneficial for local authorities to audit members training needs. Training would develop forum members understanding of data and financial issues to enable members to contribute fully in discussions.

Agenda Item 8

SCHOOLS FINANCE FORUM REPORT

February 7th, 2022





















PROJECT: Gwynedd Schools Digital Strategy

PROJECT LEADER: Huw Ynyr

Gwynedd Schools Digital Strategy Update Report (February 2022)

1. Update:

- At the Council's Cabinet meeting on 9th November, 2021 the following decisions were reached:
 - The Education Digital Strategy was approved in its entirety
 - It was agreed to joint-fund up to half the cost of renewing the devices by committing £2 million from Council balances, with an expectation for schools to pay the other half
 - It was agreed that Gwynedd schools will receive technical support from the Authority's Information Technology service from April 2022 onwards
 - It was agreed to fund £145,000 in order to offer technical support up to April 2022, in order to speed-up the timetable of delivering the devices to schools.
- The technical work to establish the new support service continues with the following summarising recent activity.

| | | | |
|--|--|--|--|
|  5348 Chromebooks formatted and distributed to schools |  1073 iPad formatted and distributed to schools |  312 Network switches installed |  1148 Wireless access points installed |
|  1268 mail boxes migrated from local provision to the Hwb platform |  101 new domains established to standardise e-mail addresses |  100 schools migrated for web filtering through PSBA Websafe |  84 SharePoint sites created to migrate Primary School files |
|  Each school provisioned with guest public Wi-Fi access |  30 new servers |  14 new UPS |  £300,000 Orders in addition to original grant, on-line ordering system created. |
|  Internal directory created for schools |  863 VoIP extensions introduced |  work has started on standardising printing solutions and services |  14 NAT and network addresses changed within secondary schools |
|  advice provided on new CCTV solutions |  2019 Adobe Creative Cloud licenses |  Central management of interactive screens & 120 new screens |  New website piloted at Ysgol Rhosgadfan |

2. Next steps:

- We shall be working with Cwmni Cynnal and filling posts within our support structure as soon as practicably possible, with the intention to have an active structure to support the schools on April 1st, 2022
- The roll-out of the digital strategy continues and will move to supply laptops for:
 - Teachers
 - Secondary Pupils
- Discussions will continue with the secondary schools making the best possible use of support Resources.

| | |
|-------------------------------------|---|
| MEETING | SCHOOLS' BUDGET FORUM |
| DATE | 7 February 2022 |
| TITLE | Result of consultation on change to Grounds Maintenance funding allocation to schools |
| PURPOSE | Result of consultation with schools |
| RECOMMENDATION | <p>i) The Schools' Budget Forum recommends that the Cabinet changes schools' Grounds Maintenance funding allocation method from 1 April, 2022 onwards by taking the total existing grounds maintenance allocation for schools and redistributing it across all schools in proportion to the analysis of the core hours grounds maintenance needs of the individual schools.</p> <p>ii) The Schools' Budget Forum asks the county Grounds Maintenance Service (Highways and Municipal Department) to check schools' 'core hours' assessment regularly and when required.</p> |
| AUTHOR | Owen Owens |
| CABINET MEMBER FOR EDUCATION | Councillor Cemlyn Rees Williams |

1. Background

1.1 The Schools Budget Forum approved a consultation with schools on a proposed change to the method of allocation of school grounds maintenance funding for the financial year 2022-23.

1.2 Schools were consulted (see **Appendix 1**) on two possible models to change the current grounds maintenance funding allocation method:

Model 1

Take **existing grounds maintenance allocation by school sector** and **redistribute within the sector** in proportion to the analysis of the core hours maintenance needs of individual sites in the sector.

Model 2

Take the **total existing grounds maintenance allocation for schools** and **redistribute it across all schools** in proportion to the analysis of the core hours grounds maintenance needs of the individual schools.

1.3 A spreadsheet (see **Appendix 2**) was presented showing the per-school impact of using the two models above in comparison with the 2021-22 grounds maintenance funding allocation.

2. Consultation Results

2.1 Responses were received from 13 primary schools, 3 secondary schools, 1 all-through school and 0 special schools.

2.2 Here are the opinions noted, by sector:

| Sector | In favour of Model 1 | In favour of Model 2 | Against change | No opinion |
|---------------|-----------------------------|-----------------------------|-----------------------|-------------------|
| Primary | 3 | 7 | 1 | 2 |
| Secondary | 1 | - | 1 | 1 |
| All-through | - | - | 1 | - |
| Special | - | - | - | - |
| Total | 4 | 7 | 3 | 3 |

2.3 The following comments were received:

Primary schools

- Model 1 because it is fairer to other schools – i.e. less of a financial hit to them
- Against Model 1
- The Governing Body is against change. Especially when considering the ‘hours’. The school has substantial areas of grounds, and the hours

do not agree with this, in comparison to schools' grounds that are known to the Governing Body

- No comments about the change in method but doubt the value for money of the service to schools at this time
- Whichever option that improves the provision to the primary sector since often there are no full-time caretakers on site. Comments – Happy with any option that offers better provision to the schools. At this time what is offered in the agreement does not meet the requirements, and the school has to employ extra local groundsmen to cut hedges trees/branches, must remind for assistance in using weedkiller, the grass cutting time is often not suitable. There was a need to employ extra groundsmen to deal with cutting ash trees last year. These were extra costs on schools with grounds. They do not come and get rid of the moles.

Secondary schools

- I have no objection to either of the models as long as the cost of the SLA corresponds to the allocation.
- Of the opinion that a method based on a firm basis like this (Model 1) is much fairer to all
- Considering the two models the school loses money which means we will not be able to continue to maintain the grounds to the current standard. In considering the information provided, we are of the opinion that the core hours does not represent the current situation because: No hours assigned to clearing ditches, we have two long ditches here which are essential to the safety of the school site when it is wet and the tide is high. The core hours do not reflect the changes which have taken place within the site during the last year. We have fenced the site, the work not yet completed, but it is hoped to be by the new year which will mean more strimming work and it will not be possible to use large machines in a number of places.

All-through schools

- Any change will have a substantial effect on Ysgol Godre'r Berwyn with a reduction in finance of either £6,297 or £7,405. The least allocation noted as £5,551 is not sufficient to pay for the grass-cutting contract, yet alone any other maintenance work. I must therefore question the method of recognising the required core hours and the amount determined for each hour.

2.4 It can be seen that 8 of the comments referred to the options for changing (or not changing) the Ground Maintenance funding allocation.

5 of the comments referred to the Grounds Maintenance Service Level Agreement – whether in reference to its content or its cost. Neither the content or cost of the Grounds Maintenance SLA were part of this consultation.

3. Conclusion

3.1 Of the 17 schools that responded, 11 were in favour of change to either Model 1 or Model 2.

3.2 The majority of those in favour of change favoured Model 2, namely **taking the total existing grounds maintenance allocation for schools and redistributing it across all schools** in proportion to the analysis of the core hours grounds maintenance needs of the individual schools.

3.3 The response of some schools suggested that they did not understand the basis of calculating the 'core hours' for their school. This suggests a need to check the 'core hours' assessment of schools when required.

4. Recommendation

4.1 The Schools' Budget Forum recommends that the Cabinet changes schools' Grounds Maintenance funding allocation method from 1 April, 2022 onwards by taking the total existing grounds maintenance allocation for schools and redistributing it across all schools in proportion to the analysis of the core hours grounds maintenance needs of the individual schools.

4.2 The Schools' Budget Forum asks the county Grounds Maintenance Service (Highways and Municipal Department) to check schools' 'core hours' assessment regularly and when required.

Uwch Reolwr / Senior Manager – Owen Owens

Gofynnwch am/Ask for: **Owen Owens**
☎ (01286) 679467 Ein Cyf / Our Ref: **OO/AAS**
📄 (01286) 677347 Eich Cyf / Your Ref:
✉ owenowens@gwynedd.llyw.cymru

8 October 2021

For the attention of: Governing Body and Headteachers of Primary, Secondary, All-through and Special Schools

Consultation on proposed change to change the current Grounds Maintenance funding allocation method

Dear Colleague

The Schools Budget Forum has approved a consultation with schools on the proposed change to the method of allocation of school grounds maintenance funding for the financial year 2022-23.

This letter consults with you on your support (or otherwise) to change the current grounds maintenance funding allocation method

If you are in favour of change, you are asked to indicate whether you favour **Model 1** or **Model 2**.

You are also invited to make any comments in relation to the proposed change to the method of allocating school grounds maintenance funding.

Background

This consultation stems from an item presented to the Schools Budget Forum on the 'School Grounds Maintenance Funding Allocation Method' which introduced the intention to remodel school allocations to be closer to the needs of the sites rather than on historical grounds

Work has almost been completed to identify the Core Hours needed to maintain the grounds of each school. A column in **Appendix 1** refers to each school's Core Hours. Where the Core Hours figure for a school has not yet been confirmed, this will be highlighted.

The Core Hours of a site are defined as the hours of ground maintenance required to ensure a service of an appropriate level that is sufficient / suitable to support events held, ensure the welfare and safety of the pupils as well as maintaining the visual and conservational aspects of the site.

Swyddfa'r Cyngor
Caernarfon
Gwynedd LL55 1SH
01286 672255
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Possible allocation models

Model 1

Take *existing grounds maintenance allocation by school sector* and redistribute within the sector in proportion to the analysis of the core hours maintenance needs of individual sites in the sector.

Model 2

Take the *total existing grounds maintenance allocation for schools* and redistribute it across all schools in proportion to the analysis of the core hours grounds maintenance needs of the individual schools.

Appendix 1 shows the per-school impact of using the two models above in comparison with the 2021-22 grounds maintenance funding allocation.

I ask for your school's response to the proposal to change to the method of allocation of school grounds maintenance funding for the financial year 2022-23 **by Friday, 12 November, 2021**. I will then present a report to the next Schools' Budget Forum, and the Forum's recommendation will be submitted to the Cabinet. If the proposal meets with the approval of the Gwynedd Council Cabinet, it will be implemented from 1 April, 2022.

School's Response

Regarding the change to the method of allocation of school grounds maintenance funding for the financial year 2022-23, please state if your school is:

| | | | |
|--------------|--|--------------|--|
| School No. : | | School Name: | |
|--------------|--|--------------|--|

| | |
|-----------------------|--|
| In favour of Model 1: | |
| In favour of Model 2: | |
| Against change: | |
| No opinion: | |
| Comments: | |

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Return your responses to Annie Sanson (anniesanson@gwynedd.llyw.cymru) by **Friday, 12 November, 2021.**

Thank you

Owen Owens

Owen Owens
Uwch Reolwr Addysg (Gwasanaeth Adnoddau)
Senior Manager Education (Resouces Service)

Atodiad 2 - Dyranid Cynnal Tir Ysgolion 2021/22
Appendix 2 - Ground Maintenance Allocation 2021/22

cynradd / primary
 uwchradd / secondary
 arbennig / special

£208,430 £233,064
 £207,021 £172,498
 £6,920 £422,370 £16,808 £422,370

| | | | dyranid 2021/22 allocation | oriau craidd / core hours | Model 1 fesul sector / per sector | + / - | Model 2 cyfanswm holl ysgolion / total for all schools | + / - |
|----|------|-----------------------|----------------------------------|------------------------------|---|---------|--|---------|
| 1 | 2000 | Ysgol Gwaun Gynfi | £903 | 34.27 | £1,575 | £672 | £1,762 | £859 |
| 2 | 2004 | Ysgol Nefyn | £2,237 | 48.55 | £2,232 | -£5 | £2,496 | £258 |
| 3 | 2006 | Ysgol Llanrug | £2,060 | 64.50 | £2,965 | £905 | £3,315 | £1,256 |
| 4 | 2008 | Ysgol Abererch | £2,131 | 37.78 | £1,737 | -£394 | £1,942 | -£189 |
| 5 | 2009 | Ysgol Abersoch | £1,101 | 20.50 | £942 | -£158 | £1,054 | -£47 |
| 6 | 2010 | Ysgol Beddgelert | £1,776 | 32.51 | £1,494 | -£281 | £1,671 | -£104 |
| 7 | 2011 | Ysgol Bethel | £3,072 | 47.95 | £2,204 | -£868 | £2,465 | -£607 |
| 8 | 2013 | Ysgol Bodfeurig | £2,965 | 50.24 | £2,309 | -£656 | £2,582 | -£383 |
| 9 | 2015 | Ysgol Borthygest | £1,491 | 40.26 | £1,851 | £359 | £2,069 | £578 |
| 10 | 2017 | Ysgol Brynaerau | £1,535 | 49.66 | £2,283 | £748 | £2,553 | £1,018 |
| 11 | 2026 | Ysgol Y Gelli | £3,711 | 80.00 | £3,677 | -£33 | £4,112 | £401 |
| 12 | 2028 | Ysgol Penybryn | £657 | 19.60 | £901 | £244 | £1,007 | £351 |
| 13 | 2033 | Ysgol Treferthyr | £1,811 | 35.56 | £1,635 | -£176 | £1,828 | £17 |
| 14 | 2036 | Ysgol Chwilog | £1,687 | 33.78 | £1,553 | -£134 | £1,736 | £50 |
| 15 | 2039 | Ysgol Crud Y Werin | £6,374 | 106.03 | £4,874 | -£1,500 | £5,450 | -£924 |
| 16 | 2042 | Ysgol Dolbadarn | £231 | 15.24 | £701 | £470 | £783 | £553 |
| 17 | 2046 | Ysgol Edern | £3,835 | 61.55 | £2,829 | -£1,006 | £3,164 | -£671 |
| 18 | 2047 | Ysgol Felinwnda | £178 | 24.99 | £1,149 | £971 | £1,285 | £1,107 |
| 19 | 2048 | Ysgol Bro Plennydd | £2,575 | 40.97 | £1,883 | -£691 | £2,106 | -£469 |
| 20 | 2049 | Ysgol Garndolbenmaen | £763 | 28.98 | £1,332 | £569 | £1,490 | £726 |
| 21 | 2060 | Ysgol Llanbedrog | £639 | 14.50 | £667 | £27 | £745 | £106 |
| 22 | 2066 | Ysgol Llangybi | £1,456 | 32.58 | £1,498 | £42 | £1,675 | £219 |
| 23 | 2069 | Ysgol Llanllechid | £2,947 | 78.51 | £3,609 | £662 | £4,036 | £1,088 |
| 24 | 2070 | Ysgol Llanllyfni | £1,971 | 46.81 | £2,152 | £181 | £2,406 | £435 |
| 25 | 2075 | Ysgol Morfa Nefyn | £1,989 | 29.78 | £1,369 | -£620 | £1,531 | -£458 |
| 26 | 2078 | Ysgol Baladeulyn | £657 | 20.11 | £924 | £267 | £1,034 | £377 |
| 27 | 2081 | Ysgol Nebo | £479 | 13.49 | £620 | £141 | £693 | £214 |
| 28 | 2085 | Ysgol Penisarwaun | £1,598 | 23.51 | £1,081 | -£517 | £1,208 | -£390 |
| 29 | 2089 | Ysgol Bro Lleu | £4,989 | 60.78 | £2,794 | -£2,195 | £3,124 | -£1,865 |
| 30 | 2093 | Ysgol Pentreuchaf | £1,101 | 24.59 | £1,130 | £30 | £1,264 | £163 |
| 31 | 2097 | Ysgol Rhiwlas | £941 | 19.39 | £891 | -£50 | £997 | £56 |
| 32 | 2098 | Ysgol Rhosgadfan | £2,006 | 46.99 | £2,160 | £154 | £2,415 | £409 |
| 33 | 2099 | Ysgol Rhostryfan | £1,190 | 37.99 | £1,746 | £557 | £1,953 | £763 |
| 34 | 2103 | Ysgol Sarn Bach | £1,172 | 25.78 | £1,185 | £13 | £1,325 | £153 |
| 35 | 2104 | Ysgol Eifion Wyn | £3,498 | 54.45 | £2,503 | -£995 | £2,799 | -£699 |
| 36 | 2108 | Ysgol Talysarn | £2,166 | 61.74 | £2,838 | £672 | £3,174 | £1,007 |
| 37 | 2110 | Ysgol Y Gorlan | £1,101 | 28.97 | £1,332 | £231 | £1,489 | £388 |
| 38 | 2111 | Ysgol Yr Eifl | £3,036 | 42.59 | £1,958 | -£1,078 | £2,189 | -£847 |
| 39 | 2112 | Ysgol Tudweiliog | £1,527 | 32.85 | £1,510 | -£17 | £1,689 | £162 |
| 40 | 2113 | Ysgol Waunfawr | £1,545 | 54.78 | £2,518 | £973 | £2,816 | £1,271 |
| 41 | 2116 | Ysgol Glancegin | £5,558 | 198.00 | £9,102 | £3,544 | £10,178 | £4,620 |
| 42 | 2119 | Ysgol Yr Hendre | £2,796 | 80.32 | £3,692 | £896 | £4,129 | £1,332 |
| 43 | 2122 | Ysgol Bontnewydd | £1,971 | 66.62 | £3,062 | £1,092 | £3,424 | £1,454 |
| 44 | 2123 | Ysgol Y Garnedd | £3,338 | 100.00 | £4,597 | £1,259 | £5,140 | £1,802 |
| 45 | 2125 | Ysgol Cymerau | £3,089 | 57.35 | £2,636 | -£453 | £2,948 | -£142 |
| 46 | 2126 | Ysgol Abercaseg | £3,380 | 37.50 | £1,724 | -£1,656 | £1,928 | -£1,453 |
| 47 | 2127 | Ysgol Y Felinheli | £3,445 | 63.72 | £2,929 | -£515 | £3,275 | -£169 |
| 48 | 2181 | Ysgol Y Traeth | £3,107 | 71.49 | £3,286 | £179 | £3,675 | £567 |
| 49 | 2185 | Ysgol Corris | £2,539 | 71.78 | £3,300 | £761 | £3,690 | £1,151 |
| 50 | 2189 | Ysgol Dyffryn Ardudwy | £2,450 | 82.00 | £3,769 | £1,319 | £4,215 | £1,765 |
| 51 | 2190 | Ysgol Bro Cynfal | £993 | 30.61 | £1,407 | £414 | £1,573 | £580 |
| 52 | 2192 | Ysgol Edmwnd Prys | £993 | 32.31 | £1,485 | £492 | £1,661 | £667 |
| 53 | 2194 | Ysgol Llanbedr | £1,562 | 54.80 | £2,519 | £957 | £2,817 | £1,254 |
| 54 | 2198 | Ysgol Y Garreg | £2,557 | 38.47 | £1,768 | -£788 | £1,977 | -£579 |
| 55 | 2199 | Ysgol O.M. Edwards | £5,131 | 119.60 | £5,498 | £366 | £6,148 | £1,016 |
| 56 | 2205 | Ysgol Y Manod | £3,161 | 77.82 | £3,577 | £417 | £4,000 | £840 |
| 57 | 2207 | Ysgol Pennal | £604 | 50.50 | £2,321 | £1,718 | £2,596 | £1,992 |
| 58 | 2208 | Ysgol Cefn Coch | £2,255 | 16.19 | £744 | -£1,511 | £832 | -£1,423 |
| 59 | 2210 | Ysgol Talsarnau | £2,557 | 70.00 | £3,218 | £661 | £3,598 | £1,041 |
| 60 | 2211 | Ysgol Tanygrisiau | £1,119 | 11.49 | £528 | -£590 | £591 | -£528 |
| 61 | 2212 | Ysgol Penybryn | £2,486 | 96.69 | £4,445 | £1,959 | £4,970 | £2,484 |
| 62 | 2213 | Ysgol Bro Hedd Wyn | £1,278 | 32.12 | £1,477 | £198 | £1,651 | £373 |
| 63 | 2214 | Ysgol Bro Tryweryn | £1,420 | 42.01 | £1,931 | £511 | £2,159 | £739 |
| 64 | 2219 | Ysgol Tanycastell | £993 | 28.59 | £1,314 | £321 | £1,470 | £476 |
| 65 | 2220 | Ysgol Ffridd Y Llyn | £1,847 | 57.77 | £2,656 | £809 | £2,969 | £1,123 |

| | | | | dyraniad 2021/22 allocation | oriau craidd / core hours | Model 1 fesul sector / per sector | + / - | Model 2 cyfanswm holl ysgolion / total for all schools | + / - |
|--|------|--|--|-----------------------------------|------------------------------|---|----------------|--|-----------------|
| 66 | 2221 | Ysgol Maenofferen | | £4,901 | 60.15 | £2,765 | -£2,136 | £3,092 | -£1,809 |
| 67 | 2227 | Ysgol Hiracl | | £550 | 11.94 | £549 | -£2 | £614 | £63 |
| 68 | 2228 | Ysgol Craig y Deryn | | £16,254 | 375.25 | £17,250 | £996 | £19,288 | £3,034 |
| 69 | 2229 | Ysgol Bro Llifon | | £6,923 | 87.50 | £4,022 | -£2,901 | £4,498 | -£2,425 |
| 70 | 3004 | Ysgol Pont Y Gof | | £2,805 | 43.55 | £2,002 | -£803 | £2,239 | -£567 |
| 71 | 3005 | Ysgol Maesincla | | £5,238 | 110.30 | £5,070 | -£168 | £5,670 | £432 |
| 72 | 3009 | Ysgol Y Faenol | | £2,326 | 64.72 | £2,975 | £649 | £3,327 | £1,001 |
| 73 | 3010 | Ysgol Foel Gron | | £1,669 | 30.69 | £1,411 | -£258 | £1,578 | -£92 |
| 74 | 3013 | Ysgol Llandygai | | £1,154 | 55.94 | £2,571 | £1,417 | £2,875 | £1,721 |
| 75 | 3018 | Ysgol Llandwrog | | £2,237 | 55.72 | £2,561 | £324 | £2,864 | £627 |
| 76 | 3023 | Ysgol Llanystumdwy | | £1,385 | 39.28 | £1,806 | £421 | £2,019 | £634 |
| 77 | 3029 | Ysgol Tregarth | | £977 | 48.94 | £2,250 | £1,273 | £2,516 | £1,539 |
| 78 | 3030 | Ysgol Cae Top | | £5,719 | 26.23 | £1,206 | -£4,513 | £1,348 | -£4,371 |
| 79 | 3300 | Ysgol Santes Helen | | £3,214 | 45.17 | £2,076 | -£1,137 | £2,322 | -£892 |
| 80 | 3301 | Ysgol Ein Harglwyddes | | £2,557 | 56.19 | £2,583 | £26 | £2,888 | £331 |
| cyfanswm cynradd / total primary | | | | £195,639 | 4,322.43 | £198,697 | £3,058 | £222,180 | £26,541 |
| 1 | 2187 | Ysgol Bro Idris - safle Dinas Mawddwy | | £1,793 | 59.49 | £2,735 | £941 | £3,058 | £1,265 |
| 2 | 2197 | Ysgol Bro Idris - safle Llanelltyd | | £550 | 18.31 | £842 | £291 | £941 | £391 |
| 3 | 2215 | Ysgol Bro Idris - safle Rhydymain | | £1,261 | 27.47 | £1,263 | £2 | £1,412 | £151 |
| 4 | 2216 | Ysgol Bro Idris - safle Friog | | £3,232 | 48.47 | £2,228 | -£1,003 | £2,491 | -£740 |
| 5 | 3041 | Ysgol Bro Idris - safle cynradd Dolgellau | | £3,427 | 58.00 | £2,666 | -£761 | £2,981 | -£446 |
| 6 | 3401 | Ysgol Bro Idris - safle uwchradd Dolgellau | | £21,792 | 265.28 | £16,365 | -£5,427 | £13,636 | -£8,156 |
| cyfanswm Bro Idris total | | | | £32,055 | 477.02 | £26,098 | -£5,957 | £24,520 | -£7,535 |
| 1 | | Ysgol Godre'r Berwyn - cynradd | | £2,528 | | £0 | -£2,528 | £0 | -£2,528 |
| 2 | 4033 | Ysgol Godre'r Berwyn - uwchradd | | £10,430 | 107.99 | £6,662 | -£3,769 | £5,551 | -£4,879 |
| cyfanswm Godre'r Berwyn total | | | | £12,959 | 107.99 | £6,662 | -£6,297 | £5,551 | -£7,408 |
| 1 | 4002 | Ysgol Dyffryn Ogwen | | £9,238 | 138.30 | £8,532 | -£706 | £7,109 | -£2,129 |
| 2 | 4003 | Ysgol Botwnnog | | £13,401 | 277.82 | £17,138 | £3,737 | £14,280 | £879 |
| 3 | 4004 | Ysgol Brynrefail | | £13,338 | 233.69 | £14,416 | £1,078 | £12,012 | -£1,326 |
| 4 | 4007 | Ysgol Dyffryn Nantlle | | £11,178 | 319.45 | £19,707 | £8,529 | £16,420 | £5,243 |
| 5 | 4009 | Ysgol Eifionydd | | £12,227 | 120.66 | £7,443 | -£4,783 | £6,202 | -£6,024 |
| 6 | 4031 | Ysgol Y Moelwyn | | £9,815 | 195.00 | £12,029 | £2,214 | £10,023 | £208 |
| 7 | 4032 | Ysgol Tywyn | | £17,560 | 517.56 | £31,928 | £14,367 | £26,603 | £9,043 |
| 8 | 4034 | Ysgol Ardudwy | | £19,342 | 270.89 | £16,711 | -£2,631 | £13,924 | -£5,418 |
| 9 | 4036 | Ysgol Friars | | £21,832 | 304.20 | £18,766 | -£3,066 | £15,636 | -£6,195 |
| 10 | 4037 | Ysgol Tryfan | | £8,892 | 205.84 | £12,698 | £3,806 | £10,581 | £1,689 |
| 11 | 4039 | Ysgol Syr Hugh Owen | | £21,674 | 192.17 | £11,855 | -£9,819 | £9,878 | -£11,796 |
| 12 | 4040 | Ysgol Glan Y Mor | | £16,302 | 207.03 | £12,771 | -£3,531 | £10,642 | -£5,660 |
| cyfanswm uwchradd / total secondary | | | | £174,798 | 2,982.61 | £183,994 | £9,196 | £153,311 | -£21,487 |
| 1 | 3502 | Ysgol Pendalar | | £3,460 | 103.00 | £2,180 | -£1,280 | £5,294 | £1,834 |
| 2 | 3503 | Ysgol Hafod Lon | | £3,460 | 224.00 | £4,740 | £1,280 | £11,514 | £8,054 |
| cyfanswm arbennig / total special | | | | £6,920 | 327.00 | £6,920 | £0 | £16,808 | £9,889 |
| cyfanswm / total 2021/22 | | | | £422,370 | 8,217.05 | £422,370 | £0 | £422,370 | -£0 |

amcangyfrif oriau craidd / estimated core hours

Schools' Finance Forum Work Programme

| Spring Term | Summer Term | Autumn Term |
|--|--|---|
| <p>Financial Strategy / Budget</p> <p>Funding Formula</p> <p>Schools' Financing Plan</p> <p>Service Level Agreements</p> <p>Any other financial matter affecting schools</p> | <p>Elect Chair / Vice-Chair</p> <p>Final Accounts / Schools' Balances</p> <p>Schools' Grants</p> <p>Funding Formula</p> <p>Schools' Financing Plan</p> <p>Service Level Agreements</p> <p>Any other financial matter affecting schools</p> | <p>3 year Financial Projections</p> <p>Funding Formula</p> <p>Schools' Financing Plan</p> <p>Service Level Agreements</p> <p>Any other financial matter affecting schools</p> |