



Report to Policy Committee

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Report of: *Director of Integrated Commissioning*

Report to: *Education Children and Families Policy Committee*

Date of Decision: *Briefing for December Committee. Decision in Jan 2023*

Subject: *All Phase Mainstream Commissioning Plan 2023-2026 – Headlines Report*

Has an Equality Impact Assessment (EIA) been undertaken?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
If YES, what EIA reference number has it been given? People/TB/BK/280722				
Has appropriate consultation taken place?	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Has a Climate Impact Assessment (CIA) been undertaken?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Does the report contain confidential or exempt information?	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
If YES, give details as to whether the exemption applies to the full report / part of the report and/or appendices and complete below:-				
<p><i>“The (report/appendix) is not for publication because it contains exempt information under Paragraph (insert relevant paragraph number) of Schedule 12A of the Local Government Act 1972 (as amended).”</i></p>				

Purpose of Report:

Provide committee with a briefing on mainstream sufficiency across all phases - Early Years, Primary, Secondary and Post 16 sectors.

The briefing and subsequent discussion will provide the headlines of the All Phase Mainstream Commissioning Plan which is a 3 year plan 2023-2026.

Once members are appraised of the Headlines, the detailed plan will then be presented to the committee in January for a decision on whether we can undertake a consultation on the Commissioning Plan in the Spring 2023 with our key partners and stakeholders.

Feedback from the consultation will then be taken into account prior to a proposed formal publication of the Commissioning Plan in late summer 2023.

**All Phase Mainstream Commissioning Plan 2023-2026:
Headlines Report**

The purpose of this report is to provide an overview of Mainstream Sufficiency across all phases: Early Years, Primary, Secondary and Post 16 sectors

This report is not seeking a decision from committee at this point, it is providing an overview of our mainstream sufficiency plan, enabling committee discussion on the strategic priorities and Action Plans for each sector.

The Commissioning Plan, which covers the period 2023 to 2026, is a three-year rolling plan that will be reviewed annually. It sets out how the Local Authority, in accordance with its statutory duty, seeks to ensure there are sufficient learning places in the right locations to meet demand, while at the same time fulfilling our other responsibilities to raise education standards.

Once members are apprised of the headline messages, the detailed All Phase Mainstream Commissioning Plan 2023-2026 will then be presented to Committee in January 2023 for a decision.

Strategic Objective

Securing sufficient good quality learning places

Ensuring sufficient good quality Early Education and Childcare provision for working parents and those in education or training, and access to Funded Early Learning places.

Providing a good quality primary and secondary school places for every child when pupil populations are high and managing surplus places when pupil populations fall.

Ensuring sufficient good quality post 16 places for young people to transition into adulthood.

SCC has a statutory duty to ensure sufficient childcare and school places

Sheffield City Council has statutory duties under several pieces of legislation including the Education Act 1996, the Childcare Act 2006 and the Children and Families Act 2014 to ensure sufficient childcare and school places, promote parental choice, diversity, and fair access.

The Department for Education’s [White Paper](#) ‘Opportunity for all – strong schools with great teachers for your child’ published in March 2022, sets out a clear role for every part of the school system including local authorities.

Context

A ‘bulge’ in population put pressure on the primary sector, but they are now experiencing surplus places

Birth rates in Sheffield increased 25% between 2002 and 2012, creating a ‘bulge’ in population. The increase or ‘bulge’ in population initially put pressure on the primary sector, but these cohorts of pupils have moved through the sector, so it is now experiencing a surplus of places.

Over the planning period 2023-2026, our forecasts show that, in line with reducing births, there will continue to be areas of falling demand for early years and primary places, but the level of surplus places varies across the planning areas. Office for National Statistics forecasts suggest that the birth rate will continue to remain low with gradual year on year increases to the end of the decade.

The bulge in population is now in the secondary sector; there are not enough

Secondary school places have been at or near full capacity since 2018/19. Over the planning period 2023-2026 our forecasts show that there will continue to be areas of growing demand for secondary school places, but demand is not evenly distributed across the city. We have particular pressure for secondary school places in the southwest of the city in addition to other planning areas, e.g., Planning Area 5 which is in the northeast of the city. However, beyond this planning period,

places to meet demand	forecasts show that there will be areas across the city with declining demand for secondary places.
The bulge will move through to the post 16 sector and peak in 2028/29	Year 12 learner numbers are forecast to increase in 2023/24 and will continue to rise each year, reaching a 'peak' beyond this planning period in 2028/29 where we predict a Year 12 population of over 7,300 pupils.
Demand is increasing for Special Education Needs and Disabilities (SEND) places	Demand is rising for Special Educational Needs and Disabilities (SEND) places and is forecast to continue to rise, driven primarily by pupils with Autism Spectrum Disorder and those with Social, Emotional and Mental Health needs. Sufficiency covers provision for children with Special Educational Needs and Disabilities across all settings including mainstream and specialist school places. A separate briefing on SEND sufficiency is also being presented to this Committee.
Housing plans impact on the demand for childcare and education places	<p>Sheffield City Council aims to deliver 2,305 new homes per year by 2039 with 50% of these being in the central area. The council has also embarked on an ambitious programme to deliver 3,100 additional new council homes by 2029 – a combination of new builds and purchased properties.</p> <p>As housing development plans progress in the medium to longer term, future projections for school planning areas may change. Future versions of the housing plans will provide more clarity on these issues.</p>
Planning	
Many factors affect the demand for places, some of which cannot be planned for	Examples of unplanned variables include inward and outward migration, including migration into and out of the UK; cross border movement (children moving to schools in other local authority areas); changes in the housing market and housing developments; parental preference; changes in private education provision; rural sustainability; and impact of welfare reforms.
We have already worked to meet our statutory duties and own ambitions	<p>Early Years: Produced annual Childcare Sufficiency Assessments; monitored the impact of Covid on the childcare market; completed a Parental Childcare Survey; completed a Childcare Provider survey; stimulated demand; promoted Tax Free Childcare; encouraged providers to take a sustainable business approach; provided Quality Improvement Support to providers; provided advice/guidance to parents/carers; maintained a Directory of all Sheffield Childcare Providers.</p> <p>Primary: Negotiated additional school places in areas of deficit; agreed temporary reduction in Pupil Admission Numbers at schools; consulted with schools and Trusts; introduced falling rolls fund for 2021/22.</p> <p>Secondary: Negotiated additional school places; commissioned new schools; agreed permanent expansions at schools; consulted with schools and Trusts; moved to a city-wide allocations system.</p> <p>Post 16: Opened a new free school sixth form academy; introduced new sixth form places at secondary schools from 2023/24; proportionate sixth form increases linked to school expansions; increased sixth form provision for young people with Special Educational Needs and Disabilities.</p>
We are working to increase inclusive provision for	Several interventions have already been put in place, including additional support for Special Educational Needs Co-ordinators and growth of Integrated Resources, where children with Special

SEND within mainstream schools	<p>Educational Needs and Disabilities split their time between mainstream classes and receiving support in the Integrated Resource.</p> <p>We need to further develop inclusive provision in schools, develop more Integrated Resources, and support more children and young people to be supported and achieve in their mainstream school. A focus area in this will be improving transition between different phases of school, particularly primary to secondary.</p>
Creating additional school places is challenging, especially due to a lack of capital funding	<p>The creation of new provision is complex and cannot always be achieved by incremental expansion and growth of existing provision. The scale of the development and associated upfront costs of establishing a new school building present a challenge when funding is limited, and different funding sources are required to align for a single purpose.</p> <p>The availability of capital has become increasingly limited. The capital grant funding the government has provided to contribute towards meeting the 'basic need' for school places i.e., to resource the provision of additional places, is much reduced.</p>
When making decisions we need to consult with stakeholders	<p>We are seeking the views of our key stakeholders and partners within the early years, childcare, primary, secondary and post 16 sectors including: parents and carers, parents' forums, Learn Sheffield, early education and childcare providers, school leaders (via the Primary and Secondary Heads Partnership Group), governors, academy trusts, dioceses, colleges, training providers, local planning authorities, South Yorkshire Integrated Care Board, developers and other interested parties.</p>

Action Plans 2023-2026

We have created mainstream sufficiency Action Plans for each sector to ensure we meet our statutory duties and own ambitions	<p>Early Years: Reduce inequalities through provision of sufficient, high quality, accessible, and inclusive early education and childcare places; promote inclusion by offering support and information to parents and professionals; consider the impact of planned housing on the likely demand for early education and childcare places across the city; promote early education and childcare.</p> <p>Primary: Temporarily reduce Pupil Admission Numbers where appropriate; work with identified schools where pupil numbers are not expected to recover in the long term to consider appropriate options; to consider temporary / permanent expansions of schools in areas of high local demand; consider the impact of new housing developments and changing migration patterns on primary school demand; effective use of the school estate.</p> <p>Secondary: Increase Pupil Admission Numbers with existing schools; permanent expansions in the southwest of the city; consider the impact of planned housing on the likely demand for secondary places across the city; temporary and potential permanent expansions in Planning Area 5; create a falling rolls plan post 2024; effective use of the school estate.</p> <p>Post 16: Ensure sufficiency of post 16 places; consultation with post 16 sector; consider the impact of planned housing on the likely demand for post 16 places across the city; ensure sufficient post 16 Special Educational Needs and Disabilities places.</p>
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