



CONSULTATION

SCHOOL FUNDING ARRANGEMENTS
2025-26

DE- DELEGATION (MAINTAINED
SCHOOLS)

INTRODUCTION

De-delegation means that funds are passed back from school budgets to the LA and used to fund services provided for all maintained schools, free at the point of use.

De-delegation is an option for primary and/or secondary maintained schools only and the decision to de-delegate is reserved to Schools Forum representatives of each sector. To inform Schools' Forum's decision we are consulting directly with schools to seek your views and the results of this will be shared with Forum.

In summary we are proposing no changes to the list of services which are funded by de-delegation for 2024/25 and rate increases for the SEMH service, Assessment & Moderation and Staff costs for Trade Union facility time.

For the sake of clarity, the final 2025/26 total funding for de-delegated items will **differ** from illustrations within this document. This is because we are using October 2023 pupil data for the illustrations rather than the as yet unknown October 2024 data upon which next year's allocations will be based. This will have an impact on the providers of the service, and they will need to take this into account in resourcing the service. Similarly, any in year conversions to academy status could affect the extent of de-delegated funding. Providers of the services will need to be aware of such conversions and approach academies to charge for their service on a traded basis if the de-delegated funding is reduced.

Nevertheless, as far as individual schools are concerned the rates per pupil which schools pay will not vary once approved by Schools Forum.

The consultation period will run from Friday 4th October until Friday 1st November 2024.

Schools Forum will decide on which services will be de-delegated at the meeting on 22 November. School budgets for 2025/26 will be confirmed by the end of February 2025.

The following paragraphs describe the services which are proposed to be funded from de-delegation in 2025/26.

SERVICE OPTIONS FOR DE-DELEGATION IN 2025/26

1. SOCIAL, EMOTIONAL AND MENTAL HEALTH TEAM (SEMH TEAM) FOR LEICESTER CITY PRIMARY SCHOOLS

Overall aim of service: To support primary to include and meet the needs of vulnerable pupils who have social, emotional and mental health (SEMH) needs, reduce exclusions and promote inclusion.

A major part of the SEMH team's work is to provide whole school work and CPD to support schools to develop further their knowledge, confidence and skills around meeting the needs of children with SEMH difficulties. We know from education data forecasting that SEMH needs are increasing both in Leicester City and Nationally. Service evaluations highlight that the SEMH team are valued and provide essential support for staff, children and their families.

This team works with schools and other agencies to ensure all children with social, emotional and mental health needs access a full-time education which improves their educational attainment as well as their personal development.

Through de-delegation, each local authority primary school in Leicester City has its own SEMH Team link teacher. There are also link SEMH Teachers for other schools within the City who buy the SEMH Team in on a traded basis. There continues to be a very close working relationship with the Primary PRU.

The SEMH Team supports schools in a wide variety of ways to understand, support and manage the behaviour and meet the needs of those pupils that have SEMH difficulties in primary schools, thereby, promoting inclusion in Leicester City schools. This contributes to Leicester City Primary Schools having a lower than national exclusion rate.

The SEMH team also coordinates several initiatives across the city such as Restorative Approaches, Nurture Groups, Team Teach, Trauma informed and Attachment Friendly school and takes an active role in the City's Anti-Bullying work including the management of Leicester City's anti-bullying award 'Positive and Peaceful Places'.

Work with Individuals

Pupils are referred by schools to SEMH Team following discussion of the individual pupil between the Head or SENCo and the school's link SEMH teacher, usually at a joint planning meeting. Following this discussion, the school completes the online SEND referral form. The school is also asked to gain permission from parents.

Initially the SEMH link teacher will consult with school staff, parents/carers and, as appropriate, other agencies in the referred child's life. This will be followed by

observations and, where appropriate, assessments and an interview with the child. Further work with individuals might involve the following:

- focussed and direct work with the pupil which could include direct support of the pupil through use of a SEMH practitioner
- mentoring and coaching for school-based staff working with the pupil
- focussed and direct work with the class teacher around the pupil incorporating such strategies as Circles of Adults to inform advice
- targeted group work with the pupil as part of the group
- further assessment as appropriate for statutory assessment

This support would be monitored through either a Positive Behaviour Plan, a Pastoral Support Programme, Positive Handling Plan, a School Contract or the Annual Review.

The SEMH Team have always valued your continued commitment to de-delegation through the schools' forum to support our work within schools. From your feedback in our service level agreements and through schools' forum we are pleased that you recognise the value added that the SEMH team can provide. We would like you to consider continuing to de-delegate for a further year so that we can maintain our current staffing levels and our offer to schools.

We appreciate that funding in education is stretched and these are tricky times for everyone, however the need for SEMH support for children is now more apparent than ever. The rate proposed is an increase of 5% from the previous year to take into account the Local Government pay award from 01/04/2024, the full year effect of the teacher's pay award 23/24, the increase in teachers pension contributions from 01/04/2024 and the teachers pay award from 01/09/2024. Please note that the increase proposed of 5% does not cover all of those additional costs to is needed to maintain the service.

Children and staff wellbeing is paramount to the work of our team and de-delegation ensures our survival in providing support to schools, children and families.

The SEMH Team constantly review the costing for traded work to ensure parity of funding across LA Primary and Academy / Secondary Schools. For those Academy Schools who have purchased our 'gold' package, their funding and support provided matches that of de-delegation. For those schools who have chosen to go without a package, the close relationships with a designated SEMH link teacher are not available to them.

We hope this information supports you with your decision making. We look forward to hearing from you regarding your decision to de-delegate and continuing our positive working relationship.

For further information please contact Beth Pope, SEMH Team Leader – 0116 454 4650 Bethan.Pope@leicester.gov.uk

2. STAFF COSTS FOR TRADE UNION FACILITIES TIME

The trade union facility time will cover paid time off for NEU and NASUWT union representatives to;

- carry out trade union duties, including accompanying a member to a hearing e.g. disciplinary, grievance, capability, absence and engaging in consultation on school restructures.
- attend union training.
- carry out health and safety functions.

Teachers have a right to be supported by their recognised trade union both on contractual issues and in procedures such as disciplinary, capability, absence and grievance. Funding for this is received by schools as part of the Dedicated Schools Grant. This is currently re-charged back via de-delegation at a per pupil rate.

In the event of schools becoming academies, and wishing to continue to take advantage of teachers being represented by LA employed union representatives, they are able to pay an annual charge in the same way, and at the same per pupil rate, thus contributing to the de-delegated budget held by the LA.

For further information please contact Joanne.poynton@leicester.gov.uk

3. SCHOOL IMPROVEMENT

All lines in this strand support primary work only

ADDITIONAL PRIMARY SCHOOL IMPROVEMENT:

3a PRIMARY SCHOOL IMPROVEMENT LEICESTER

School Improvement Leicester is co-ordinated by Leicester Primary Partnership (LPP). LPP trades a core school improvement offer to all LA maintained schools, which is paid for directly by schools as a small subscription, alongside these de-delegated funds.

The offer allows schools to access tailored support in the form of:

- three days of School Improvement Partner (SIP) time

- a rolling programme of two-day in-depth peer reviews
- peer review triads and SIGs (management and admin)
- the running and leadership of the alliance
- allocated Headteacher Representative
- SIB representation
- Input and support from a member of SIL during Ofsted inspection

LA maintained schools will be asked to sign up for a three-year agreement to be part of School Improvement Leicester running from 2025-2028.

City academies are free to access School Improvement Leicester as part of a traded model.

The work is commissioned from Leicester Primary Partnership by the School Development Support Agency.

For further information contact Matt Potts 07866343522

3b ASSESSMENT AND MODERATION

The aim of the Local Authority (LA) Assessment and Moderation Offer 2025/26 is to provide all teachers, in all year groups, with access to training opportunities in both summative and diagnostic assessment. This Continue Professional Development (CPD) programme provides sessions that are tailored to end-of-year outcomes for every year group and focussed upon ensuring development of teacher knowledge so that:

- Summative teacher assessment judgements are robust and in line with national expectations
- Teachers use formative diagnostic assessment to identify and prioritise next steps in learning to increase progress
- Statutory assessment and moderation duties are met.

To have stability in assessment leadership in the local authority and continue with the following core activities for all schools it is proposed to continue to fund the current 3 part time consultants (1.5 FTE) though de-delegation and through a traded offer to academies at the same rate.

Core activities:

- Providing a programme of training events for all schools in relation to statutory assessment and moderation in Y6 – i.e., new to year group training, subject update training and workshops, statutory moderation meetings for all teachers year 6

- Developing an expert team of LA moderators from City schools with a wealth of experience in diagnostic and summative assessment through a focussed programme
- Providing training events for all year groups, in both diagnostic and summative assessment, and opportunities to moderate cross school at end of year
- Professional discussions with year group teachers focussed on progress towards outcomes – led by trained moderators in years 2 & 6.
- Providing schools with the opportunity to receive 2 half day bespoke in-school sessions to support diagnostic writing assessment for up to two year groups from years 1,3,4 & 5
- Diagnostic writing assessment for reception teachers
- Providing training on effective assessment in EYFS
- Offering training on improving writing outcomes in the Early Years.
- Providing a training and facilitation opportunities for teachers to become Moderation Facilitators for their Development Group.
- Providing targeted and bespoke support to schools to support them in improving assessment and moderation within the school.
- Additional bespoke activities for the most vulnerable schools such as: whole school moderation; support and development on reading and writing; in school review of assessment for learning practice; mentoring and coaching for lead moderators.

Statutory monitoring and moderation will continue to be provided by the Local Authority for year 6 The grant we receive for this from the DfE will contribute to the enhanced programme above. Without de-delegation, the Local Authority would only be able to carry out the basic statutory duty using the grant: external monitoring of SATs & the Phonics Screening Check and external moderation at KS2.

For further information contact Mel Gaiderman at
Melanie.gaiderman@leicester.gov.uk

3c. LA STRATEGIC SCHOOL IMPROVEMENT

The aim of the Lead Adviser for Schools is to provide a strategic link with the Local Authority Education Performance Service and our strategic partners including the following: (this is not an extensive list)

- Local strategic partners including School Improvement Leicester, Leicester Primary Partnership, Education Improvement Partners, Sixth Form colleagues and local Universities.
- Local initiatives e.g. – Drug & Alcohol Prevention group (schools) Black Lives Matter (Racial Literacy programme)
- East Midlands school improvement group (EMSIG)
- Ofsted East Midlands
- Department for Education
- Local Unions

Core Activities:

- Linking with partners, outlined above, working strategically to improve the outcome of all children in secondary and primary schools.
- Providing a link with School Improvement Leicester and the Local Authority – this partnership is crucial in identifying schools at risk of failing.
- Analysis of city level and school level data to identify city-wide priorities. This is vital in order to influence local priorities with all local partners involved in school improvement.
- Representing the Local Authority at “Closing the Gap” as part of a steering group who commission support for schools.
- Representing education in all phases at working parties; eg. Health and Wellbeing working party/Black Lives Matter.
- Strategic overview of SACRE
- Dealing with Safeguarding Complaints via Ofsted Portal; Contact with Mayor & Councillors; Representation at School Improvement Board for School Improvement Leicester. A total of over 50 complaints were dealt with in 23/24.
- Co-ordinating with the Regional Schools Commissioner for DfE funding for eligible schools. Supporting and influencing where a school has received an Academy Order.
- Coordination of strategic projects with local and LA partners; Governors Development CtG/SEND city-wide priorities/Headteacher Induction
- Support and guidance at Headteacher recruitment across the city
- Additional Support for Schools considered at risk or judged RI at last inspection. Includes additional monitoring and support for leaders and Governors.
- Implementing and supporting IEBs as and when required.

- Representing education when a serious safeguarding event has occurred. This can be a Rapid Review or a Serious Case review or Domestic Homicide Reviews. These are always length and complex cases. (approximately 50+ cases per academic year)
- Supporting schools with one-off events that cause the need for additional support. This can be pastoral support for Headteachers and Governors and/or signposting schools to appropriate services at the Local Authority.

Additional Information:

The role is currently covered by one 1.0 FTE plus additional commissioned support. The level of funding detailed below is a partial funding of the role outlined above. The additional cost is funded by the LA to cover the statutory function in relation to school performance and Statutory Tests.

For further information contact Mel Gaiderman at Melanie.gaiderman@leicester.gov.uk

3d. CLOSING THE GAP

Closing the Gap (CtG) is a programme of training opportunities and initiatives which aim to:

- Address city-wide priorities identified by school leaders
- Develop and maintain long-term, city-wide activity which contributes to improving pupil outcomes
- Ensure de-delegated funding is used effectively, where it is needed most

The work is governed by a Steering Group of primary headteachers, as well as representatives from Leicester Primary Partnership (LPP) and Leicester City Council (LCC). In response to local need, they commission well-known, local providers including education consultants, Teaching School Hubs and research based CPD providers such as Maths Hubs, Research Schools and EEF to lead and deliver high-quality programmes and training.

Priorities are identified through a combination of data analysis, feedback from headteachers and intelligence gathered by School Improvement Partners (SIPs). The CtG team work closely with School Improvement Leicester (SIL) and LPP colleagues to ensure schools are maximising the opportunities available to them, aligned to individual need.

The 2023/24 programme saw an intentional increase in the number of projects aimed at senior leaders, particularly in relation to workload, wellbeing and improving leadership capacity. This includes the highly successful *Preparation for Ofsted* programme, from which 26 schools have now benefited. Access to impartial supervision was also offered to all headteachers, to provide a dedicated space to reflect on practice and discuss challenges. We encourage schools to continue to engage with these projects in response to emerging leadership and policy developments.

Successes of 2023-24

In 2023/24 CtG delivered its most comprehensive programme to date, with 28 opportunities available to schools. Highlights included:

- CPD programmes to support the leadership and teaching of English and Maths
- Bespoke Ofsted support for headteachers and governors
- SENCo Induction and Development Programmes
- Networks for School Business Managers, Deputy Heads and EAL Leads.

During 2023-24 every Leicester City maintained primary school engaged with a minimum of two projects, with the average being eight. Of these schools, 96% engaged with at three or more, 78% in 5 or more, 28% in 10 or more - with the maximum uptake being 14 projects! Alongside this, all maintained schools also received a 50% contribution towards their 2023-24 LPP subscription.

The offer for Academic Year 2024-25 includes:

- Fully funded English training:
 - Strategic Leadership of English
 - New to Leadership of English
 - Development of Early Writing in EYFS and Yr1
 - Accelerating Progress in Writing for Lower Achieving Pupils (Years 2-6)
 - Planning Writing in Years 1-2, Years 3-4 and Years 5-6
 - Oracy Teach-Meets
- Subsidised CPD menu to support the teaching of Oracy
 - Oracy Leaders' Network
 - Oracy Across the Curriculum (Art and RE)
 - Introduction to Oracy - Subject Knowledge and Pedagogy
- Maths Programme:
 - Maths EYFS Network
 - Maths Co-ordinator Network
 - CPD programme to address school needs
- Developing Governance training programme
- Headteacher Induction Programme
- SENCo Induction & Development Programmes
- Deputy Heads Network
- Business Managers Network
- EAL Network
- Funding to support moderation release time for city-wide activities
- Supporting Heads expecting Ofsted - *menu of support*
- Headteacher Supervision - *via Talking Heads*
- WalkThru Project - *in partnership with Leicester Primary Partnership (LPP)*

- 50% contribution towards LPP subscriptions for 2024-25

Under development:

- AI Network
- Bespoke Governance support
- Re-branding of CtG to ensure clarity and understanding of the initiative for all stakeholders

A key priority for CtG continues to be strengthening the evidence-base and research that underpins the offer for schools. The Board is highly committed to ensuring that all providers are designing and delivering evidence based, research-led professional development, ensuring a strong focus on pupil outcomes.

CtG is commissioned by Leicester Primary Partnership (LPP) via the School Development Support Agency (SDSA).

For further information please contact CtG Project Lead, Giles Osborne. E-mail: gosborne@lpp-leicester.org.uk

3d. WHATEVER IT TAKES – TO GET EVERY CHILD IN LEICESTER READING

Whatever it Takes (WiT) is the Leicester primary school initiative dedicated to raising the profile of reading across the city, with the overarching aim to get every child reading for pleasure. WiT is now in its fourteenth year and continues to move and develop in line with the needs in the city, building on the success of previous years and adapting to the ever-changing world of reading.

Our commitment to promoting reading in Leicester's schools, since the project's inception in 2010, is the driving force behind the work. The success of the *Whatever it Takes* initiative reflects the strengths of relationships across the city and beyond. It hinges upon the enthusiasm and commitment of Leicester schools, their staff and pupils and continues to be a core aspect of schools' reading programmes.

The WiT offer is developed in response to local school need, alongside addressing national trends, current research, for example, from OU/UKLA, NLT, EEF, DfE and OFSTED guidance, and evidence around reading. Each year the team in conjunction with the steering group develop and co-ordinate events, training and a range of projects all of which aim to:

- ✓ Develop a comprehensive offer for schools to complement other city-wide programmes.
- ✓ Provide inspiration and contribute to helping build a positive reading culture.
- ✓ Support the training and development of staff in schools who lead, teach and support reading.

- ✓ Help schools provide effective intervention work for some of their more vulnerable learners.
- ✓ Develop a comprehensive offer for schools to complement other city-wide programmes.
- ✓ Provide better value through the economies of scale when schools work together.

Dedicated project work and the expertise of an effective steering group of reading practitioners, teachers and leaders from around the city secure a sense of purpose and value for money across the projects that contribute to WIT's continuing success. Through close and meaningful working partnerships with Leicester Libraries, Creative Learning Services (CLS), and the Closing the Gap English Team, the WIT programme contributes to, and enhances, the wider reading and literacy work taking place. We work closely with the schools themselves to shape and promote the programme.

Successes of academic year 2023-24

During the academic year of 2023-24, every maintained school in Leicester engaged with at least one or more project or event.

Every project led to successes, as evidenced by evaluation data that was gathered from schools to determine each event's/project's impact and to inform future planning. A few examples include:

- From the October 2023 Reading Champions' Conference (poetry focus), 100% of delegates who completed the evaluation form stated that the conference met/exceeded expectations. *"A brilliant session. Lots of food for thought and ideas to take back to school."*
- In March 2024, we received over 4000 votes for Our Best Picture Book (Y2 book award). This includes over 1000 votes from parents. The project's impact on pupils was rated as good/excellent by 100% of staff respondents. *"It promoted a love of reading, at school and at home – lots of children excited about reading!"* This project achieved 438 new library joiners as a result of library promotion in relation to this project.
- 53 delegates from 38 different schools registered for the 2023/24 Early Reading Hub programme. Pre and post programme evaluation data was collected from delegates, measuring delegates' confidence and knowledge in 4 areas (using a scale 1-10). Evaluations demonstrate that the programme increased delegates' confidence and knowledge levels by an average score of 1.5 across the four metrics. *"I have really enjoyed attending this year and it has been so useful in particular as it has allowed the time to share ideas, reflect and work closely with my colleague on the gap tasks."*
- In June 2024, 17 authors held 48 talks and 48 master classes across the city with an estimated 7704 pupils taking part in the author talks and 2306 pupils participating in the master classes.

Further evaluation data is available on request.

Programme for academic year 2024-25

The below outlines the 2024-25 Whatever it Takes programme, available to all maintained schools.

CPD and Teacher Networks:

Reading Champions' Conferences:

These conferences provide an excellent opportunity for colleagues to share current practices around reading and literacy. These are led by the WiT Team and invited external keynote speakers where appropriate, to support and advise delegates, offering innovative ideas and strategies to use back in the classroom, as well as sharing evidence-based approaches.

This academic year's conferences will include 3 face to face conferences and 1 virtual mini session. Topics will include: Reading for pleasure, non-fiction, SEND, family engagement and whole school strategy.

Early Reading Hub:

Now in its third year, this popular network aims to develop teachers' and leaders' understanding relating to best practice in reading development in the Early Years and Y1. The target audience is Foundation Stage and Early Years leaders, Y1 teachers, English leaders and reading leaders.

Sessions this year will focus on areas such as: phonics, monitoring and evaluating provision, early language development and comprehension, assessment and book choices, how to develop early reading and working with parents.

Reading Leaders' Network:

This network aims to provide focussed support to Reading Leaders through practical sessions. The network meetings will focus on schools' needs, such as curriculum planning of reading, planning of shared/guided reading foci, monitoring and evaluation of reading etc.

Course Leaders and lead teachers will share supporting models, guidance from identified areas of good practice and offer an opportunity for schools to discuss areas of need/strengths and CPD approaches.

Teachers' Reading Group:

New for 2024-25, WiT are working with CLS to run and host an Open University/The UKLA Teachers' Reading Group in Leicester. This group will provide local teachers and librarians the opportunity to enrich an evidence-informed understanding of reading for pleasure pedagogy and practice through collaboration. There will be 5 meetings during the course of the year and during each meeting members develop an aspect of reading for pleasure practice. Sessions allow members to audit, reflect and develop reading for pleasure ideas and approaches. The aim is that local teachers will take on the running of this group next year.

Additional CPD:

An additional range of high-quality training opportunities will be commissioned in response to emerging school needs during the academic year to support teaching

and learning. As an example, in 2023-24 this training included *Reading Fluency, Developing an approach to Book Groups, Exploring your school's reading spine, Early reading and Phonics strategies for SEND*.

Authors, Awards and Books

Author Week 'on tour':

Over a two-week period WiT organises bespoke author sessions, inviting a number of highly inspirational children's authors to take part. For 2025, it is anticipated that these will continue to be hosted by schools, with some sessions being held online to enable more schools and pupils to participate. Every school will be given the opportunity to take part in an author talk to a wide audience of children in school, a bespoke master class with a smaller number of pupils and schools will receive gifted sets of books from their featured author. The virtual events will be offered more widely across our schools.

Our Best Picture Book Award (OBPB):

This picture book award for year 2 pupils aims to introduce new titles with a focus on picture books and encourages the sharing of books and resources with families to raise the profile of reading together at home. Schools receive multiple copies of the shortlisted titles and accompanying resources and videos and offers the opportunity of sessions in school and at the local libraries to showcase the books. Children, parents/carers and staff all vote for their favourite book who is crowned Leicester's *Our Best Picture Book*.

Our Best Book Award (OBB):

Working alongside Leicester Libraries and CLS, WiT contributes to the development and promotion of this annual fiction book award for year 5/6 pupils. It is enhanced each year, with a wide range of digital resources and virtual author visits along with multiple copies of the shortlisted titles. Children vote for their winner in May with the most popular becoming Leicester's *Our Best Book* for the year. This is a firm favourite with schools.

Our Brilliant Book Box (OBBB):

A box of new and brilliant books arrive in school to be shared and enjoyed by children throughout school! Books could be read in class, the school library or at home! Each box includes new book stock, suggested activities and competitions for teachers and pupils. This year, Our Brilliant Book Box will celebrate non-fiction November and contain some great non-fiction books for schools.

Costings

We continue to pursue great value for money through our stakeholder relationships with suppliers and publishers on behalf of Leicester schools, through WiT. Any cost increases per pupil reflects the substantial rise in the price of resources such as new book stock provided to each school for the book projects and wider fees such as authors and trainers participating in projects and CPD.

Contact

For further information please contact Nicola Gale – nicola.gale@sdsa.net

SUMMARY OF PROPOSED DE-DELEGATED SERVICES AND RATES

The services listed in the tables below are suggested to be de-delegated in 2025/26. The figures shown are based on the 2024/25 pupil numbers (adjusted for known and expected academy conversions). The final total de-delegated sums will change according to the October 2024 pupil census which will be used for the 2025/26 budgets, and any academy conversions that take place.
(previous year de-delegation rates shown in blue for reference)

De-Delegation Service 2025/26	Primary		Secondary		Total
	Amount £000	Per Pupil £	Amount £000	Per Pupil £	Amount £000
<i>2024/25 Rate</i> SEMH service	641	<i>35.56</i> 37.34			641
School Improvement:					
<i>2024/25 Rate</i> <i>Primary School Improvement</i>	159	<i>9.27</i> 9.27			159
<i>2024/25 Rate</i> <i>Assessment and Moderation</i>	107	<i>6.00</i> 6.25			107
<i>2024/25 Rate</i> <i>LA Strategic School Improvement</i>	73	<i>4.25</i> 4.25	21	<i>3.00</i> 3.00	94
<i>2024/25 Rate</i> <i>Closing the Gap</i>	159	<i>9.27</i> 9.27			159
<i>2024/25 Rate</i> <i>Whatever it Takes</i>	126	<i>7.35</i> 7.35			126
<i>2024/25 Rate</i> Staff costs for TU facility time	77	<i>4.26</i> 4.49	32	<i>4.26</i> 4.49	109

For your information the questions are set are below. However, please complete the separate response form if you would like to respond to the consultation.

Question(s)

Do you agree to continue to de-delegate all of the de-delegation service strands listed in this consultation at the rates shown in the table for 2025/26?

Yes – continue to de-delegate all items*	
No – I wish to respond to each de-delegation item individually**	

*If you have selected 'Yes' in the above question there is no need to continue with the individual strand questions below

**If you have selected 'No' in the above question please continue to answer the individual strand questions below:

SOCIAL, EMOTIONAL AND MENTAL HEALTH TEAM (SEMH TEAM) FOR LEICESTER CITY PRIMARY SCHOOLS (TICK ONE)

Yes – continue to de-delegate	
No – end de-delegation at the end of March 2025	

If No, please can you explain why in the comments box below.

Comments:

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SCHOOL IMPROVEMENT

Additional School Improvement:

Primary School Improvement (tick one)

Yes – continue to de-delegate	
No – end de-delegation at the end of March 2025	

If No, please can you explain why in the comments box below.

Comments:

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Assessment and Moderation (tick one)

Yes – continue to de-delegate	
No – end de-delegation at the end of March 2025	

Comments:

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LA Strategic School Improvement (tick one)

Yes – continue to de-delegate	
No – end de-delegation at the end of March 2025	

Comments:

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Closing the Gap (tick one)

Yes – continue to de-delegate	
No – end de-delegation at the end of March 2025	

If No, please can you explain why in the comments box below.

Comments:

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Whatever it Takes (tick one)

Yes – continue to de-delegate	
No – end de-delegation at the end of March 2025	

If No, please can you explain why in the comments box below.

Comments:

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Staff Costs for TU Facility Time (tick one)

Yes – continue to de-delegate	
No – end de-delegation at the end of March 2025	

If No, please can you explain why in the comments box below.

Comments:

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