



Direct Dial/Ext: 03000 417387
e-mail: james.clapson@kent.gov.uk
Ask for: James Clapson
Date: 14/01/2025

Dear Member

CHILDREN'S, YOUNG PEOPLE AND EDUCATION CABINET COMMITTEE - THURSDAY, 16 JANUARY 2025

I am now able to enclose, for consideration at next Thursday, 16 January 2025 meeting of the Children's, Young People and Education Cabinet Committee, the following report(s) that were unavailable when the agenda was printed.

Agenda Item No

14 **24/00118 - Schools Grants 2024-25 Distribution (Pages 1 - 18)**

Yours sincerely

A handwritten signature in black ink, appearing to read 'Ben Watts', is written over a faint circular stamp.

Benjamin Watts
General Counsel

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From: Rory Love, Cabinet Member for Education & Skills
Sarah Hammond, Corporate Director for Children, Young People and Education

To: **Children's, Young People and Education Cabinet Committee – 16th January 2025**

Subject: Distribution of 2024-25 Teachers Pensions Employer Contribution Grant & Core Schools Budget Grant to Schools & Early Year Budget Grant

Decision no: 24/00118

Key Decision : The decision is Key, as:

- It affects more than 2 Electoral Divisions
- It involves expenditure or savings of maximum £1m – including if over several phases

Classification: Unrestricted

Past Pathway of report: None

Future Pathway of report: None

Electoral Division: All

Is the decision eligible for call-in? Yes

Summary: The Department of Education has provided extra funding to schools and early years providers in response to increases in the Employers Contribution towards Teachers Pensions and Teachers Pay Awards (& other staff) during 2024-25. This decision will confirm how this additional funding will be distributed to schools and early years providers, where there is a local decision, in line with Government guidelines.

Recommendation(s):

The Children's, Young People and Education Cabinet Committee is asked to **CONSIDER** and **ENDORSE**, or **MAKE RECOMMENDATIONS** to the Cabinet Member for Education and Skills on the proposed decision to:

- **APPROVE** the distribution the Teacher's Pension Employer Contribution Grant in line with the terms and conditions of the grant;
- **APPROVE** the distribution the Core Schools Budget Grant in line with the terms and conditions of the grant;

- APPROVE the distribution of the Early Years Budget Grant to Early Years Providers in line with the terms and conditions of the grant; and
- DELEGATE authority to the Director of Education, in consultation with the Cabinet Member for Education and Skills, to take other necessary actions, including but not limited to making any further necessary changes to funding rates in light of any final affordability issues, and entering into contracts or other legal agreements, as required to implement the decision.

1. Introduction

1.1 Kent has received three new grants for 2024-25, from the Department of Education (DfE), to address pay and pension pressures in Kent state-funded schools and must now pay these in full to maintained primary & secondary schools in line with DfE prescribed amounts. For state-funded special schools, alternative provision (AP) and early years providers, the Council must agree the methodology for distribution to individual schools and providers.

2. Key Considerations

2.1 The Council must decide whether the grant funding for special schools, AP and early years providers is distributed to schools and providers using the DfE methodology or whether a local approach is taken to distribution in accordance with the terms and condition of grants.

3. Background

3.1 The Department of Education (DfE) has confirmed the Council will receive three separate grants in 2024-25 (with final grant allocations confirmed in March 2025), to support the increase in costs in schools and early years providers resulting from:

- Estimated increase in Teachers Pension Employer Contribution (TPEC) by 5 percentage points, to 28.6% from 1st April 2024 to ensure that the scheme continues to meet present and future obligations (estimated total £30.5m for schools in Kent)
- Estimated increases in schools resulting from the September 2024 teachers pay award announcements and support staff pay increases from 1st April 2024 (the Core Schools Budget (CSB) Grant, is estimated total £31.2m for schools in Kent)
- Estimated increases for early years providers of the free entitlement offer in resulting from teachers' pay award from September 2024 (the Early Years Budget (EYB) Grant, estimated total £0.3m for early years providers in Kent)

3.2 The table below summarises the draft allocations by school type:

School Type	TPEC Grant £'ms	CSB Grant £'ms	EYB Grant £'ms
Maintained Primary & Secondary Schools	8.3	8.6	

Academy & Free Schools Primary & Secondary Schools	17.1	17.5	
State-funded Special Schools	3.6	3.7	
State-funded Alternative Provision	0.3	0.3	
State-funded Hospital Schools	0.1	0.1	
Independent Schools	0.9	0.9	
Local Authority Centrally Employed Teachers	0.1	0.1	
Early Years Providers			0.3
ESTIMATED TOTAL	30.5	31.2	0.3

3.3 TPEC Grant & CSB Grant

3.3.1 The Local Authority is responsible for the passporting of these grants to individual maintained primary and secondary state-funded schools and the amounts have been prescribed by the Department of Education as part of the terms and condition of the grant (and therefore is not part of this key decision). Mainstream Academies and Free Schools will receive their grant allocations directly from the DfE. In 2025-26, the funding for these grants will be rolled into the main schools budget (and will no longer be received separately).

3.3.2 The DfE provide discretion to Local Authorities to determine the methodology for the distribution of funding to both maintained Alternative Provision (AP) (including pupil referral units, AP academies & free schools, and hospital school), and state-funded special schools (maintained & academy) with an estimated total of TPEC Grant £4m & CSB Grant £4.2m. Interim payments have been made to schools, to support cash-flow, in lieu of this decision and final grant allocations being confirmed.

3.3.3 The DfE guidance for setting the distribution methodologies to AP and state-funded special schools are the same for both TPEC and CSB Grants. The Local Authority must:

- pass on 100% of the funding notionally allocated to the eligible school types (state-funded AP, hospital & special schools);
- ensure that all eligible schools receive a funding allocation in 2024 to 2025;
- have transparent criteria to distribute funding to individual schools, treating academies and maintained schools the same; and
- consult with schools before deciding their methodology for allocating funding.

3.3.4 The grant received by the local authority is based on an amount per commissioned place for the 2024-25 academic year (initial allocations are based on 23-24 academic year) for AP & Special Schools, whilst the hospital school allocation is based on a lump sum. The funding rates are:

School Type	TPEC Grant	CSB Grant £'s per place
State-funded Special Schools and AP £'s per commissioned place	£600.09 (£595+Area adjustment)	£615.22 (£610+Area adjustment)
State-funded Hospital School total £'s	£81,810	£89,991

3.3.5 Additional funding received for independent schools and centrally employed teachers will be used to support 24-25 price uplift requests and pay increases (respectively) in accordance with the grant conditions. For independent schools, the funding is intended to be used to support price uplift requests in regards to pension employer contribution and teachers pay and other staff increases. For 2024-25, requests for fee increases by independent schools was completed as part a negotiated managed process.

3.4 EYB Grant

3.4.1 The Council must decide how the funding for early years should be allocated to individual providers (estimated total EYBG £0.3m). The grant is calculated based on the number of free entitlement hours for 3 & 4 year olds provided as at January 2024 census.

3.4.2 It is for local authorities to determine the most appropriate way of allocating EYBG funding locally, in recognition of local circumstances. There is no requirement to pass the funding on in a particular way as the DfE recognise individual local authorities have in the past taken different approaches, for similar grants, for example, some local authorities have distributed additional funding universally, to all providers locally, in recognition of the workforce cost pressures that providers are facing. Other authorities have targeted additional funding to providers who have a greater proportion of qualified teaching staff, and who will directly experience pressures as a result of increasing teacher pay and pension contributions.

3.4.3 Local authorities must pass on the funding in a clear and transparent way, so that providers can understand how allocations have been determined locally. There was no requirement to consult on the process.

4. Options considered and dismissed, and associated risk

4.1 The option to return these grants to the DfE was disregarded at an earlier stage. The grants have been allocated directly to the Local Authority by the DfE for distribution to schools to support unavoidable increases in spend relating to pay.

4.2 TPEC Grant and CSB Grant

4.2.1 Due to both grants relating to pay, it was decided the grants should be allocated in a similar way.

4.2.2 The allocation of the grant was considered in terms of how funding is currently allocated to both state-funded special schools and AP.

4.2.3 For APs, funding from the local authority is delegated directly to schools based on a standard rate and commissioned numbers, in the same way as the TPEC and CSB grant is to be allocated to LAs. Therefore, options to allocate the funding in a different way to these settings was discarded to avoid undermining the wider funding approach. The proposal was to allocate the grant funding to the schools on the same basis as grant received from the DfE. This extended to allocating the hospital school lump sum.

- 4.2.4 For special schools, a short consultation was completed during November to determine whether there was a preference to allocate the funding based on a calculated rate using the commissioned or actual numbers (based on a snapshot in October). The response was inconclusive (with equal responses for both). Previously, a similar pay grant (TPAG) had been allocated to schools based on the average rate of funding each school received through their main budget and the number of commissioned places. This meant every school was allocated funding on a slightly different rate. A review of special school funding is also underway which may impact future average rates of funding. A sensitivity analysis was completed to understand the impact of various options to allocate the funding to schools, which resulted in the recommendation to allocate the funding on the same principle as the DfE methodology, using a flat rate per commissioned place for 2024-25 academic year. However, the rate per commissioned place will be slightly lower than the DfE grant rate, to allow for the LA to make a higher allocation to residential schools (as the CSB Grant was intended to cover other staff cost pressures in addition to teachers pay) and a slightly higher allocation to one school which was identified as being the most extreme outlier using this methodology in comparison to other options.
- 4.2.5 On the 18th December the DfE released guidance for 2025-26 which set out the expectation that both the TPEC and CSB Grant would be combined with TPAG into a single new “Core Schools Budget” Grant. Based on guidance from the DfE, a further discussion will take place with specials schools to determine whether the current approach will remain for 2025-26 or fully aligned to the standard methodology by DfE.

4.3 EYB Grant

- 4.3.1 Kent’s policy for funding the 3 & 4 year old free entitlement recognises the additional costs associated with employing a qualified teacher by paying a supplementary rate to eligible providers (who employ a teacher known as the quality supplement). Consideration was given as to whether this extra grant funding was allocated only to eligible providers with a teacher (option 1) or to eligible providers with an early year professional (option 2) or whether funding should be distributed to all providers through a general rate increase to reflect the wider pressures on the provider market (option 3).

The difference in the two approaches is set out below:

Options	Provider rate (with qualified teacher) £s per hour	Provider rate (with other qualified professional) £s per hour	Provider grant rate (standard) £’s per hour
1	14p (equivalent to 3% increase in overall rate)	0p	0p
2	6p	6p	0p
3	3p (equivalent to 0.5% increase in overall rate)	3p (equivalent to 0.6% increase in overall rate)	3p (equivalent to 0.7% increase in overall rate)
No of Providers	147	277	616

- 4.3.2 In recent years, similar grants relating specifically to teachers pay & pensions pressures have been targeted and used to increase the “quality

supplementary rate” for providers who employ a teacher. The current teachers supplementary rate is now £1.20 per hour, which means eligible providers employing a teacher currently receive 23% or £1.20 more per hour than a provider who does not. This grant would effectively increase this supplementary rate to £1.34 per hour. The majority of eligible providers are school led nurseries.

4.3.3 As this grant was given specifically to address the additional costs arising from the teachers’ pay award for 2024, it is recommended, in line with Kent’s existing funding policy to target this funding accordingly and to distribute to those eligible providers who have been identified as employing a qualified teacher in line with Kent’s funding policy, in addition, a lump sum will be provided to the Maintained Nursery.

4.3.4 The DfE have also recently confirmed for 2025-26 this funding would be added to the overall funding rate received by local authorities to distribute to providers of the free entitlement and not received separately in future.

5. Financial Implications

5.1 This decision relates to the allocation of three DfE grants in 2024-25, and the expectation is funding relating to state-funded AP, Special Schools and early years providers will be fully allocated by the end of March 2025. With funding for independent schools and centrally employed teachers to be allocated against budgets incurring increased spending due to fee or pay increases respectively. The centrally employed teachers allocation is a contribution towards increased costs – where this is deemed to be insufficient to cover the full cost, additional efficiencies will need to be made. There will be no General Fund requirement.

6. Legal implications

6.1 The teachers pension employer contribution grant, core schools budget grant, early years budget grant will be paid by the Secretary of State for Education as a grant under section 14 of the Education Act 2002.

6.2 Local authorities must ensure that all of the TPEC, CSB and EYBG funding they receive is distributed to either schools or early providers based on the terms & conditions of the grant. The local authority must not use the funding for contingency or local authority central or administration costs. The council will be required to sign an assurance statement to confirm they have passed on the funding (in the same way other school/early years specific grants must be reported).

6.3 If a local authority fails to comply with the terms and conditions set out in this document, the Secretary of State may recover some or all of the grants that have been allocated.

7. Equalities implications

7.1 The sensitivity analysis completed on the different approaches to allocating the funding to special schools was used to support the Equality Impact Assessment

(EqIA) for this decision. The analysis indicated a possible negative impact on the distribution of the grant related to special schools, if the DfE methodology was followed, as the standard grant rate per commissioned place did not reflect the additional cost of residential placements. It also identified where the DfE methodology was not closely aligned to current funding arrangements. The final proposed rates are expected to be adjusted to take this into account.

8. Data Protection Implications

8.1 Not applicable

9. Other corporate implications

9.1 None

10. Governance

10.1 The Director of Education will enact the decision, and make adjustment to final allocations for each school, in line with the final grant allocation once known.

11. Conclusions

11.1 The recommendations of this report are in line with the DfE guidance on the allocation of these grants to special schools, alternative provision and early years providers, whilst reflecting the local circumstances of this county. The additional grant funding will help towards the additional costs of national changes relating to both teachers pay and pensions, in addition to other inflationary increases for schools.

Recommendation(s):

The Children's, Young People and Education Cabinet Committee is asked to **CONSIDER** and **ENDORSE**, or **MAKE RECOMMENDATIONS** to the Cabinet Member for Education & Skills:

- **APPROVE** the distribution the Teacher's Pension Employer Contribution Grant in line with the terms and conditions of the grant;
 - **APPROVE** the distribution the Core Schools Budget Grant in line with the terms and conditions of the grant;
 - **APPROVE** the distribution of the Early Years Budget Grant to Early Years Providers in line with the terms and conditions of the grant; and
 - **DELEGATE** authority to the Director of Education, in consultation with the Cabinet Member for Education and Skills to take other necessary actions, including but not limited to making any further necessary changes to funding rates in light of any final affordability issues, and entering into contracts or other legal agreements, as required to implement the decision.
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12. Background Documents

Equality Impact Assessment

13. Contact details

Report Author: Karen Stone	Director: Christine McInnes
Job title: CYPE Business Partner	Job title: Director of Education and SEN
Telephone number: 03000 416733	Telephone number: 03000 418913
Email address: karen.stone02@kent.gov.uk	Email address: christine.mcinnnes@kent.gov.uk

KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Rory Love, Cabinet Member for Education and Skills

DECISION NUMBER:

24/00118

For publication [Do not include information which is exempt from publication under schedule 12a of the Local Government Act 1972]

Key decision: YES

Key decision criteria. The decision will:

- a) result expenditure which is significant having regard to the budget for the service or function (currently defined by the Council as in excess of £1,000,000); or
- b) be significant in terms of its effects on a significant proportion of the community living or working within two or more electoral divisions

Subject Matter / Title of Decision

Distribution of 2024-25 Teachers Pensions Employer Contribution Grant & Core Schools Budget Grant to Schools & Early Year Budget Grant

Decision:

As Cabinet Member for Education and Skills I agree to:

- APPROVE the distribution the Teacher's Pension Employer Contribution Grant in line with the terms and conditions of the grant;
- APPROVE the distribution the Core Schools Budget Grant in line with the terms and conditions of the grant;
- APPROVE the distribution of the Early Years Budget Grant to Early Years Providers in line with the terms and conditions of the grant; and
- DELEGATE authority to the Director of Education, in consultation with the Cabinet Member for Education and Skills to take other necessary actions, including but not limited to making any further necessary changes to funding rates in light of any final affordability issues, and entering into contracts or other legal agreements, as required to implement the decision.

Reason(s) for decision:

1.1 The Department of Education (DfE) has confirmed the Council will receive three separate grants in 2024-25 (with final grant allocations confirmed in March 2025), to support the increase in costs in schools and early years providers resulting from:

- Estimated increase in Teachers Pension Employer Contribution (TPEC) by 5 percentage points, to 28.6% from 1st April 2024 to ensure that the scheme continues to meet present and future obligations (estimated total £30.5m for schools in Kent).
- Estimated increases in schools resulting from the September 2024 teachers pay award announcements and support staff pay increases from 1st April 2024 (the Core Schools Budget (CSB) Grant, is estimated total £31.2m for schools in Kent).

- Estimated increases for early years providers of the free entitlement offer in resulting from teachers' pay award from September 2024 (the Early Years Budget (EYB) Grant, estimated total £0.3m for early years providers in Kent).

- 1.2 Funding allocations in respect of mainstream schools has been prescribed by the DfE and will be paid to schools either by the Local Authority (if a maintained school) or by the DfE (if relating to an academy or free school).
- 1.3 The Council must decide whether the grant funding for special schools, AP and early years providers is distributed to schools and providers using the DfE methodology or whether a local approach is taken to distribution in accordance with the terms and condition of grants.
- 1.4 The proposal is to allocate the grant funding where the local authority has discretion to decide in the following ways:
- The Alternative Provision individual allocations for the TPEC Grant and CSB Grant will be allocated based on a flat rate per commissioned place. The hospital school will receive the separate lump sum identified by the DfE for the hospital schools.
 - The special schools individual allocations for:
 - TPEC Grant: flat rate per commissioned place except where a school is identified to be a significant outlier in respect of their current funding arrangements.
 - CSB Grant: flat rate per commissioned place except where a school is identified to be a significant outlier in respect of their current funding arrangements. An additional contribution will be made towards additional costs of residential schools.
 - The EYB Grant will be distributed to early years providers identified as being eligible for the quality supplement (for providers who employ qualified teachers) at approximately 14 per qualifying hour of free entitlement for 3 & 4 year olds (backdated to September 2024). The maintained nursery will also receive a lump sum.

Financial Implications

- 1.5 This decision relates to the allocation of three DfE grants in 2024-25, and the expectation is funding relating to state-funded AP, Special Schools and early years providers will be fully allocated by the end of March 2025. There will be no General Fund requirement
- 1.6 The estimated total value of the grants in 2024-25 are outlined below. In 2025-26, the TPEC Grant and CSB Grant for special schools and alternative provision are expected to be consolidated to form part of a new single grant that will continue to be distributed by the local authority. Funding for the EYB grant will be rolled into the main free entitlement rate for 3 & 4 year olds in 2025-25 and will no longer be received separately.

School Type (estimated grant totals 2024-25)	TPEC Grant £'ms	CSB Grant £'ms	EYB Grant £'ms
Maintained Primary & Secondary Schools	8.3	8.6	
Academy & Free Schools Primary & Secondary Schools	17.1	17.5	
State-funded Special Schools	3.6	3.7	
State-funded Alternative Provision	0.3	0.3	
State-funded Hospital Schools	0.1	0.1	
Independent Schools	0.9	0.9	
Local Authority Centrally Employed Teachers	0.1	0.1	
Early Years Providers			0.3
ESTIMATED TOTAL	30.5	31.2	0.3

Legal Implications

- 1.7 The teacher’s pension employer contribution grant, core schools budget grant, early years budget grant will be paid by the Secretary of State for Education as a grant under section 14 of the Education Act 2002.
- 1.8 Local authorities must ensure that all of the TPEC, CSB and EYBG funding they receive is distributed to either schools or early providers based on the terms & conditions of the grant. The local authority must not use the funding for contingency or local authority central or administration costs. The council will be required to sign an assurance statement to confirm they have passed on the funding (in the same way other school/early years specific grants must be reported).
- 1.9 If a local authority fails to comply with the terms and conditions set out in this document, the Secretary of State may recover some or all of the grants that have been allocated.

Equalities Implications

- 1.10 A possible negative impact was identified on the distribution of grant related to special schools, if the DfE methodology was followed, as the standard grant rate per commissioned place did not reflect the additional cost of residential placements and did not align reasonably to the current funding arrangements of all schools (one school was considered an outlier under this model). The final rates will be adjusted to take this into account

Cabinet Committee recommendations and other consultation:

- The Children’s and Young People Cabinet Committee will consider the decision on 16 January 2025
- Schools Funding Forum 10th January 2025
- A consultation with special schools November 2024

Any alternatives considered and rejected:

- Option to return these grants to the DfE.

TPEC Grant and CSB Grant

- For Alternative Provision, investigation into other options to allocate funding
- For special schools, options included: allocating based on a flat rate per commissioned place, flat rate per actual place (as per October 2024), different rate for each school per commissioned place (or actual places).

EYB Grant

- Additional funding allocated to all eligible providers in receipt of the quality supplement (either relating to qualified teacher or other qualified early years professional)
- Additional funding allocated to all providers to support wider inflationary cost pressures

Any interest declared when the decision was taken and any dispensation granted by the Proper Officer:

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signed

.....
date

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Appendix 3: Equality Impact Assessment

EQIA Submission Draft Working Template Information required for the EQIA Submissions App

EQIA Submission Draft Working Template

If required, this template is for use prior to completing your EQIA Submission in the EQIA App. You can use it to understand what information is needed beforehand to complete an EQIA submission online, and also as a way to collaborate with others who may be involved with the EQIA. Note: You can upload this into the App when complete if it contains more detailed information than the App asks for and you wish to retain this detail.

Section A

1. Name of Activity (EQIA Title):

Distribution of 2024-25 Teachers Pensions Employer Contribution Grant and Core Schools Budget Grant to Schools and Early Year Budget Grant

2. Directorate

Children Young People and Education (CYPE)

3. Responsible Service/Division

Education and SEN

Accountability and Responsibility

4. Officer completing EQIA

Note: This should be the name of the officer who will be submitting the EQIA onto the App.

Karen Stone – CYPE Finance Business Partner, Finance

5. Head of Service

Note: This should be the Head of Service who will be approving your submitted EQIA.

Christine McInnes – Director of Education and SEN, CYPE

6. Director of Service

Note: This should be the name of your responsible director.

Christine McInnes – Director of Education and SEN, CYPE

The type of Activity you are undertaking

7. What type of activity are you undertaking?

Service Change – *operational changes in the way we deliver the service to people.* Answer Yes/No

No

Service Redesign – *restructure, new operating model, or changes to ways of working.* Answer Yes/No

Yes/No

No

Project/Programme – *includes limited delivery of change activity, including partnership projects, external funding projects and capital projects.* Answer Yes/No

Yes

Commissioning/Procurement – *means commissioning activity which requires commercial judgement.* Answer Yes/No

No

Strategy /Policy – includes review, refresh or creating a new document. Answer Yes/No
No
Other – Please add details of any other activity type here.
Yes – Grant Distribution
8. Aims and Objectives and Equality Recommendations – Note: You will be asked to give a brief description of the aims and objectives of your activity in this section of the App, along with the Equality recommendations. You may use this section to also add any context you feel may be required.
<p>Kent has received three new grants for 2024-25, from the Department of Education (DfE), to address pay and pension pressures in Kent state-funded schools and must now pay these in full to maintained primary & secondary schools in line with DfE prescribed amounts. For state-funded special schools, alternative provision (AP) and early years providers, the Council must agree the methodology for distribution to individual schools and providers.</p> <p>For Special Schools & AP, DfE preferred method for allocation is by commissioned places and single flat rate per place.</p> <p>For Early Years providers, DfE recommend LAs consider the purpose of the funding and target towards eligible providers.</p> <p>The EQIA identified positive impacts where the extra funding would help towards the delivery of services to children with disability in our special schools and Alternative Provision. The EQIA identified a possible negative impact from the allocation of the funding solely on the DfE methodology and therefore adjustments have been made to reflect higher costs of residential placements & to support a school identified as the most extreme outlier (in relation to the current budget setting process for special schools).</p>
Section B – Evidence
<i>Note: For questions 9, 10 & 11 at least one of these must be a 'Yes'. You can continue working on the EQIA in the App, but you will not be able to submit it for approval without this information.</i>
9. Do you have data related to the protected groups of the people impacted by this activity? Answer: Yes/No
Yes
10. Is it possible to get the data in a timely and cost-effective way? Answer: Yes/No
Yes
11. Is there national evidence/data that you can use? Answer: Yes/No
No
12. Have you consulted with Stakeholders? Answer: Yes/No <i>Stakeholders are those who have a stake or interest in your project which could be residents, service users, staff, members, statutory and other organisations, VCSE partners etc.</i>
Yes
13. Who have you involved, consulted, and engaged with? <i>Please give details in the box provided. This may be details of those you have already involved, consulted, and engaged with or who you intend to do so with in the future. If the answer to question</i>

12 is 'No', please explain why.
Special Schools
14. Has there been a previous equality analysis (EQIA) in the last 3 years? Answer: Yes/No
No
15. Do you have evidence/data that can help you understand the potential impact of your activity? Answer: Yes/No
Yes.
Uploading Evidence/Data/related information into the App <i>Note: At this point, you will be asked to upload the evidence/ data and related information that you feel should sit alongside the EQIA that can help understand the potential impact of your activity. Please ensure that you have this information to upload as the Equality analysis cannot be sent for approval without this.</i>
Sensitivity Analysis of the various options for Special Schools
Section C – Impact
16. Who may be impacted by the activity? Select all that apply.
Service users/clients - Answer: Yes/No
Yes Schools and Early Years Providers.
Residents/Communities/Citizens - Answer: Yes/No
No
Staff/Volunteers - Answer: Yes/No
No
17. Are there any positive impacts for all or any of the protected groups as a result of the activity that you are doing? Answer: Yes/No
Yes
18. Please give details of Positive Impacts
The allocation of the grants will provide additional funding to schools and providers to support children with disabilities.
Negative Impacts and Mitigating Actions The questions in this section help to think through positive and negative impacts for people affected by your activity. Please use the Evidence you have referred to in Section B and explain the data as part of your answer.
19. Negative Impacts and Mitigating actions for Age
a) Are there negative impacts for Age? Answer: Yes/No <i>(If yes, please also complete sections b, c, and d).</i>
No
b) Details of Negative Impacts for Age
c) Mitigating Actions for Age
d) Responsible Officer for Mitigating Actions – Age
20. Negative Impacts and Mitigating actions for Disability
a) Are there negative impacts for Disability? Answer: Yes/No <i>(If yes, please also complete sections b, c, and d).</i>

Yes
b) Details of Negative Impacts for Disability
The purpose of the decision is to allocate the grant received by the DfE to Special Schools. This was provided to the LA on the basis of a rate per place. By completing a sensitivity analysis to estimate the impact of applying a standard rate vs a rate tailored to reflect the level of "complexity" using the current methodology for determining school budgets it was identified schools with residential facilities would receive less funding and one school would receive a significantly reduced figure in comparison to other methods.
c) Mitigating Actions for Disability
The final rates have been adjusted to provide a specific amount for schools with residential facilities. A standard flat rate has been applied to all schools except where a school was identified as the most extreme outlier (in relation to the current budget setting process for special schools).
d) Responsible Officer for Mitigating Actions – Disability
Karen Stone – CYPE Finance Business Partner, Finance
21. Negative Impacts and Mitigating actions for Sex
a) Are there negative impacts for Sex? Answer: Yes/No <i>(If yes, please also complete sections b, c, and d).</i>
No
b) Details of Negative Impacts for Sex
c) Mitigating Actions for Sex
d) Responsible Officer for Mitigating Actions – Sex
22. Negative Impacts and Mitigating actions for Gender identity/transgender
a) Are there negative impacts for Gender identity/transgender? Answer: Yes/No <i>(If yes, please also complete sections b, c, and d).</i>
No
b) Details of Negative Impacts for Gender identity/transgender
c) Mitigating actions for Gender identity/transgender
d) Responsible Officer for Mitigating Actions - Gender identity/transgender
23. Negative Impacts and Mitigating actions for Race
a) Are there negative impacts for Race? Answer: Yes/No <i>(If yes, please also complete sections b, c, and d).</i>
No
b) Details of Negative Impacts for Race
c) Mitigating Actions for Race
d) Responsible Officer for Mitigating Actions – Race
24. Negative Impacts and Mitigating actions for Religion and belief
a) Are there negative impacts for Religion and Belief? Answer: Yes/No <i>(If yes, please also complete sections b, c, and d).</i>
No
b) Details of Negative Impacts for Religion and belief
c) Mitigating Actions for Religion and belief
d) Responsible Officer for Mitigating Actions - Religion and belief
25. Negative Impacts and Mitigating actions for Sexual Orientation

a) Are there negative impacts for sexual orientation. Answer: Yes/No (If yes, please also complete sections b, c, and d).
No
b) Details of Negative Impacts for Sexual Orientation
c) Mitigating Actions for Sexual Orientation
d) Responsible Officer for Mitigating Actions - Sexual Orientation
26. Negative Impacts and Mitigating actions for Pregnancy and Maternity
a) Are there negative impacts for Pregnancy and Maternity? Answer: Yes/No (If yes, please also complete sections b, c, and d).
No
b) Details of Negative Impacts for Pregnancy and Maternity
c) Mitigating Actions for Pregnancy and Maternity
d) Responsible Officer for Mitigating Actions - Pregnancy and Maternity
27. Negative Impacts and Mitigating actions for marriage and civil partnerships
a) Are there negative impacts for Marriage and Civil Partnerships? Answer: Yes/No (If yes, please also complete sections b, c, and d).
No
b) Details of Negative Impacts for Marriage and Civil Partnerships
c) Mitigating Actions for Marriage and Civil Partnerships
d) Responsible Officer for Mitigating Actions - Marriage and Civil Partnerships
28. Negative Impacts and Mitigating actions for Carer's responsibilities
a) Are there negative impacts for Carer's responsibilities? Answer: Yes/No (If yes, please also complete sections b, c, and d).
No
b) Details of Negative Impacts for Carer's Responsibilities
c) Mitigating Actions for Carer's responsibilities
d) Responsible Officer for Mitigating Actions - Carer's Responsibilities

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