

## 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):

Allocation of the Early Years Supplementary Grant 2023-24

#### 2. Directorate

Children, Young People and Education

#### 3. Responsible Service/Division

Education and Special Educational Needs

### 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

#### 5. Head of Service

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

Christine McInnes, Director of Education

#### 6. Director of Service

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

Sarah Hammond, Corporate Director of 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

No

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

<b>No</b>
<b>Commissioning/Procurement</b> – means commissioning activity which requires commercial judgement. Answer Yes/No
<b>No</b>
<b>Strategy /Policy</b> – includes review, refresh or creating a new document. Answer Yes/No
<b>No</b>
<b>Other</b> – Please add details of any other activity type here.
Allocation of Grant funding received by the Department of Education
<b>8. Aims and Objectives and Equality Recommendations</b> – 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>All eligible parents of children aged three- and four-year olds are entitled to up to 30 hours free childcare per week up until they start school with this offer extended to disadvantaged two-year olds. The Council is responsible for both setting the Early Years Local Funding Formula which is used for setting the hourly rates paid to early years providers for this Free Entitlement offer, along with paying providers. This is fully funded from the Early Years Block of the Dedicated Schools Grant (DSG) provided by the Department of Education.</p> <p>The School and Early Years Finance (England) Regulations 2023 provide for how local authorities are to set their education related budgets including setting out how they are to allocate funding to the Early Years Providers for free entitlements through a locally determined LFF.</p> <p>The 2023 Spring Budget announced additional funding for the existing early years entitlements for disadvantaged 2-year-old children and 3 and 4-year-old children for the 2023 to 2024.</p> <p>This additional funding will be provided to local authorities through a new Early Years’ Supplementary Grant (EYSG). This grant will be used to increase the hourly amounts paid to local authorities, so that they can increase the amount of funding their early years childcare providers receive for delivering the entitlements for the period September 2023 to March 2024.</p> <p>The proposals concern on what basis this additional funding is allocated to early years providers, in accordance with Department of Education guidance. The formula allocates funding to early years providers. It is for the early years providers to determine how that funding is to be spent. The early years providers will be expected to expedite their Equality Duties under the Equality Act 2010 and its associated Guidance.</p> <p>The adverse impact of the proposals on the allocation basis for distributing the grant in accordance with DFE guidance is rated as low, with no identified negative impacts and some positive impacts where the grant includes specific uplifts to the funding for children with disability.</p>
<b>Section B – Evidence</b>
<i>Note: For questions 9, 10 &amp; 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>
<b>9. Do you have data related to the protected groups of the people impacted by this activity? Answer: Yes/No</b>
Yes
<b>10. Is it possible to get the data in a timely and cost effective way? Answer: Yes/No</b>
Yes
<b>11. Is there national evidence/data that you can use? Answer: Yes/No</b>
Yes

**12. Have you consulted with Stakeholders?**

Answer: Yes/No

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.

Yes

**13. Who have you involved, consulted and engaged with?**

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 12 is 'No', please explain why.

Schools Funding Forum subgroup

**14. Has there been a previous equality analysis (EQIA) in the last 3 years? Answer: Yes/No**

Yes

**15. Do you have evidence/data that can help you understand the potential impact of your activity?**

Answer: Yes/No

No

**Uploading Evidence/Data/related information into the App**

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.

**Section C – Impact**

**16. Who may be impacted by the activity? Select all that apply.**

Service users/clients - Answer: Yes/No

Yes – 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 grant will provide an additional funding uplift to support the early years education and childcare offer for 2-, 3-, and 4-year olds. Providing further financial support to the early years sector and supporting financial sustainability.

It also provides specific additional funding uplift for children eligible for pupil premium and disability access fund. National and local evidence suggests there is a link between deprivation and Children with Special Educational Needs. This additional financial support will help early years providers to deliver support to children with a disability.

## 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  
(If yes, please also complete sections b, c, and d).

No

### b) Details of Negative Impacts for Age

N/A

### c) Mitigating Actions for Age

N/A

### d) Responsible Officer for Mitigating Actions - Age

N/A

### 20. Negative Impacts and Mitigating actions for Disability

a) Are there negative impacts for Disability? Answer: Yes/No  
(If yes, please also complete sections b, c, and d).

No

### b) Details of Negative Impacts for Disability

N/A

### c) Mitigating Actions for Disability

N/A

### d) Responsible Officer for Mitigating Actions - Disability

N/A

### 21. Negative Impacts and Mitigating actions for Sex

a) Are there negative impacts for Sex? Answer: Yes/No  
(If yes, please also complete sections b, c, and d).

No

### b) Details of Negative Impacts for Sex

N/A

<b>c) Mitigating Actions for Sex</b>
N/A
<b>d) Responsible Officer for Mitigating Actions - Sex</b>
N/A
<b>22. Negative Impacts and Mitigating actions for Gender identity/transgender</b>
<b>a) Are there negative impacts for Gender identity/transgender?</b> <i>Answer: Yes/No</i> <i>(If yes, please also complete sections b, c, and d).</i>
No
<b>b) Details of Negative Impacts for Gender identity/transgender</b>
N/A
<b>c) Mitigating actions for Gender identity/transgender</b>
N/A
<b>d) Responsible Officer for Mitigating Actions - Gender identity/transgender</b>
N/A
<b>23. Negative Impacts and Mitigating actions for Race</b>
<b>a) Are there negative impacts for Race?</b> <i>Answer: Yes/No</i> <i>(If yes, please also complete sections b, c, and d).</i>
No
<b>b) Details of Negative Impacts for Race</b>
N/A
<b>c) Mitigating Actions for Race</b>
N/A
<b>d) Responsible Officer for Mitigating Actions – Race</b>
N/A

<b>24. Negative Impacts and Mitigating actions for Religion and belief</b>
<b>a) Are there negative impacts for Religion and Belief?</b> <i>Answer: Yes/No</i> <i>(If yes, please also complete sections b, c, and d).</i>
No
<b>b) Details of Negative Impacts for Religion and belief</b>
N/A
<b>c) Mitigating Actions for Religion and belief</b>
N/A
<b>d) Responsible Officer for Mitigating Actions - Religion and belief</b>
N/A
<b>25. Negative Impacts and Mitigating actions for Sexual Orientation</b>
<b>a) Are there negative impacts for sexual orientation.</b> <i>Answer:</i> <i>Yes/No (If yes, please also complete sections b, c, and d).</i>
No
<b>b) Details of Negative Impacts for Sexual Orientation</b>
N/A
<b>c) Mitigating Actions for Sexual Orientation</b>
N/A
<b>d) Responsible Officer for Mitigating Actions - Sexual Orientation</b>
N/A
<b>26. Negative Impacts and Mitigating actions for Pregnancy and Maternity</b>
<b>a) Are there negative impacts for Pregnancy and Maternity?</b> <i>Answer: Yes/No</i> <i>(If yes, please also complete sections b, c, and d).</i>
No
<b>b) Details of Negative Impacts for Pregnancy and Maternity</b>
N/A
<b>c) Mitigating Actions for Pregnancy and Maternity</b>

N/A

**d) Responsible Officer for Mitigating Actions - Pregnancy and Maternity**

N/A

**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**

N/A

**c) Mitigating Actions for Marriage and Civil Partnerships**

N/A

**d) Responsible Officer for Mitigating Actions - Marriage and Civil Partnerships**

N/A

**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**

N/A

**c) Mitigating Actions for Carer's responsibilities**

N/A

**d) Responsible Officer for Mitigating Actions - Carer's Responsibilities**

N/A