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# Growth Fund 2021/22: Exceptional Payment

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**Report being considered by:** Schools Forum on 19<sup>th</sup> July 2021

**Report Author:** Melanie Ellis

**Item for:** Decision **By:** All school representatives

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## 1. Purpose of the Report

- 1.1 To review the exceptional Growth Fund application from The Calcots and decide whether to award a payment to the school from the growth fund 2021/22.

## 2. Recommendation

- 2.1 To vote on the application made to the growth fund for 2021/22.

<b>Will the recommendation require the matter to be referred to the Council or the Executive for final determination?</b>	Yes: <input type="checkbox"/>	No: <input type="checkbox"/>
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## 3. Introduction/Background

- 3.1 The purpose of the Growth Fund is to support maintained schools and academies which are required to provide extra places in order to meet basic need within the authority. It is also to meet the cost of new and reorganised schools including pre-opening and diseconomy costs. It cannot be used for general growth in pupil numbers.
- 3.2 It can fund schools where very limited pupil number growth requires an additional class as set out by infant class size regulations (i.e. the school cannot accommodate all its additional Reception and Key Stage 1 pupils in classes of 30 or less). In order to qualify for the additional funding, the school must have set up an additional class, and employed an additional teacher, and must not have exceeded its admission number unless requested to by the LA.
- 3.3 Local authorities are required to provide on a transparent and consistent basis the criteria on which any Growth Funding is to be allocated. The criteria should both set out the circumstances and have clear objective trigger points for a school to qualify for payment and provide a clear formula for calculating the sum to be paid.
- 3.4 The Growth Fund criteria 2021/22, as in previous years, is based upon the assumption that significant increases in pupil numbers occur at the start of the academic year. Therefore, the trigger point for a school to qualify for payment is the October 2021 census pupil numbers, comparing to those of the October 2020 census upon which the school funding is calculated on.
- 3.5 In December each year, following the confirmation of the autumn school census pupil numbers, schools are invited to make an application for Growth Funding if they believe they meet one or more of the qualifying criteria.

#### 4. Exceptional Early Application 2021/22

4.1 The basis of The Calcots application is 'KS1 Classes (infant class size)'. The Calcots has a PAN of 77, driven by the capacity of the classrooms. With a PAN of 77 the class sizes average 26.

	Reception	Year 1	Year 2
Classroom 1	54m <sup>2</sup>	54m <sup>2</sup>	47m <sup>2</sup>
Classroom 2	43m <sup>2</sup>	45m <sup>2</sup>	57m <sup>2</sup>
Classroom 2	54m <sup>2</sup>	45m <sup>2</sup>	54m <sup>2</sup>
Total area	151m <sup>2</sup>	144m <sup>2</sup>	158m <sup>2</sup>

4.2 The funding for 2020/21 was based upon the Oct 2019 census (198 pupils). However, by October 2020 the pupil numbers had fallen to 180, thereby reducing the funding for 2021/22.

4.3 During the five months from the Oct 2020 census, the pupil numbers increased by seven, with five additional pupils in Reception. The school states that two classes of 32 reception pupils is unsafe and a move to larger groups of mixed ability ages is not feasible due to the physical constraints of the classroom sizes. Therefore, in order to operate three reception classes, during the Spring Term 2021, the school used an agency to provide an additional member of staff and from April 2021 have employed an additional teacher.

4.4 Based upon class sizes of 26, the required number of classes is shown in the table below:

Calcot Nursery and Infants School											
Year Group:	Pupil Numbers				Change Oct-20 to Apr-21	No. of Classes			No. of Teachers FTE		
	Oct-19	Oct-20	Jan-21	Apr-21		Oct-20	Jan-21	Apr-21	Oct-20	Apr-21	Change
Reception	69	59	62	64	5	2.3	2.4	2.5	2	3	1
Year 1	59	69	71	70	1	2.7	2.7	2.7	3	3	0
Year 2	70	52	52	53	1	2.0	2.0	2.0	2	2	0
<b>Total</b>	<b>198</b>	<b>180</b>	<b>185</b>	<b>187</b>	<b>7</b>	<b>6.9</b>	<b>7.1</b>	<b>7.2</b>	<b>7</b>	<b>8</b>	<b>1</b>

4.5 The expectation is that where schools are operating below their PAN and see an increase in pupil numbers within their existing capacity, essentially growing back towards their planned admission number, that this would be managed within their lagged funding. However, this application requires consideration due to the infant class size regulations and the capacity restrictions of the classroom physical sizes, necessitating the school to reinstate a 3<sup>rd</sup> reception class.

#### 5. Comparison to previous bids

5.1 At the HFG meeting, a request was made to compare this bid to the Whitelands bid, which was rejected earlier this year.

5.2 The basis of the Whitelands Park application was 'extra class in September to meet basic need. The basis of Calcot is 'KS1 infant class size'.

5.3 The tables below show the pupil numbers and the number of classes being run.

## Whitelands Park

Year Group:	Pupil Numbers			No. of Classes		
	Oct-19	Oct-20	Change	Oct-19	Oct-20	Change
Reception	48	60	12	2	2	0
Year 1	59	45	-14	2	2	0
Year 2	57	59	2	2	2	0
<b>SUB TOTAL Infant C</b>	<b>164</b>	<b>164</b>	<b>0</b>	<b>6</b>	<b>6</b>	<b>0</b>
Year 3	50	53	3	2	2	0
Year 4	43	47	4	2	2	0
Year 5	52	42	-10	2	2	0
Year 6	32	52	20	1	2	1
<b>TOTAL All Classes</b>	<b>341</b>	<b>358</b>	<b>17</b>	<b>13</b>	<b>14</b>	<b>1</b>

## Calcot

Year Group:	Pupil Numbers			No. of Classes		
	Oct-20	Apr-21	Change	Oct-20	Apr-21	Change
Reception	59	64	5	2	3	1
Year 1	69	70	1	3	3	0
Year 2	52	53	1	2	2	0
<b>SUB TOTAL Infant C</b>	<b>180</b>	<b>187</b>	<b>7</b>	<b>7</b>	<b>8</b>	<b>1</b>
Year 3			0			0
Year 4			0			0
Year 5			0			0
Year 6			0			0
<b>TOTAL All Classes</b>	<b>180</b>	<b>187</b>	<b>7</b>	<b>7</b>	<b>8</b>	<b>1</b>

5.4 Both schools are operating within PAN, have not increased PAN, and have made the decision to put on an extra class and teacher as a result of the increased numbers. Both schools will not have the formula funding to run the additional class for one year, but will be funded in the following year (lagged funding).

5.5 The table below shows the total pupils divided by the class sizes.

	Calcot	Whitelands
Previous pupil numbers	180	341
class size	26	30
Minimum number of classes	6.9	11.4
Number of classes rounded up	<b>7</b>	<b>12</b>
Current pupil numbers	187	358
class size	26	30
Minimum number of classes	7.2	11.9
Number of classes rounded up	<b>8</b>	<b>12</b>

This shows that the difference in the bids, is that Calcot had to put on an extra class whereas Whitelands could have managed for one year with a mixed year group (e.g. 3 classes across year 4 and 5).

## **6. Budget 2021/22**

- 6.1 The growth fund balance at 31.03.21 is £1.5m. This was deemed sufficient to meet projected growth, so the 2021/22 DSG growth fund allocation of £604k, was transferred to the High Needs Block (£274k) and schools (£330k).
- 6.2 The criteria for growth fund 2021/22 states that 'Funding for KS1 Classes (infant class size) is payable to a school required to set up an additional class in the **autumn term** as required by infant class size regulations'. Funding will be a fixed sum of £66,000 for each new class (to pay for a mid-scale teacher plus a teaching assistant and approximately £9,000 towards other costs), pro rata for the remainder of the financial year.
- 6.3 If this exceptional early application was agreed, then the initial payment to The Calcots would be £27,500 for the period of April – August 2021 with a potential further £38,500 to be agreed in December, following the invitation to all schools to make an application to the Growth Fund after confirmation of the autumn school census pupil numbers.

## **7. Options for Consideration**

- 7.1 To award £27,500 for April to August to cover the additional costs being incurred.
- 7.2 To award nothing.

## **8. Recommendations**

- 8.1 Officers consulted in this application recommend that the £27,500 be awarded.
- 8.2 Heads Funding Group support the application.
- 8.3 To amend the growth fund criteria, so that applications can be made at other points in the year if necessary.

## **9. Consultation and Engagement**

- 9.1 Head of Education, Chief Management Accountant, Schools Accountancy Manager and Heads Funding Group.

## **10. Appendices**

- 10.1 Appendix A – Equalities Impact Assessment (Stage One)

## **11. Heads Funding Group Recommendation**

To support the bid.

# Appendix A

## Equality Impact Assessment (EqIA) - Stage One

We need to ensure that our strategies, policies, functions and services, current and proposed have given due regard to equality and diversity as set out in the Public Sector Equality Duty (section 149 of the Equality Act 2010), which states:

- (1) A public authority must, in the exercise of its functions, have due regard to the need to:
  - (a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;*
  - (b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; This includes the need to:
    - (i) remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;*
    - (ii) take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it;**
  - (c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it, with due regard, in particular, to the need to be aware that compliance with the duties in this section may involve treating some persons more favourably than others.**
- (2) The steps involved in meeting the needs of disabled persons that are different from the needs of persons who are not disabled include, in particular, steps to take account of disabled persons' disabilities.*
- (3) Compliance with the duties in this section may involve treating some persons more favourably than others.*

The following list of questions may help to establish whether the decision is relevant to equality (the relevance of a decision to equality depends not just on the number of those affected, but on the significance of the impact on them):

- Does the decision affect service users, employees or the wider community?
- Is it likely to affect people with particular protected characteristics differently?
- Is it a major policy or a major change to an existing policy, significantly affecting how functions are delivered?
- Will the decision have a significant impact on how other organisations operate in terms of equality?
- Does the decision relate to functions that engagement has identified as being important to people with particular protected characteristics?
- Does the decision relate to an area with known inequalities?
- Does the decision relate to any equality objectives that have been set by the Council?

Please complete the following questions to determine whether a full Stage Two, Equality Impact Assessment is required.

<b>What is the proposed decision that you are asking the Schools' Forum to make:</b>	Approve growth funding
<b>Name of Service/Directorate:</b>	<b>Schools</b>
<b>Name of assessor:</b>	Melanie Ellis
<b>Date of assessment:</b>	1.6.21

Is this a .... ?		Is this policy, strategy, function or service ... ?	
<b>Policy</b>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<b>New or proposed</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>Strategy</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<b>Already exists and is being reviewed</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>Function</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<b>Is changing</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>Service</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		

<b>(1) What are the main aims, objectives and intended outcomes of the proposed decision and who is likely to benefit from it?</b>	
<b>Aims:</b>	To award funding to The Calcot schools who would benefit
<b>Objectives:</b>	To mitigate loss by school of employing additional teacher
<b>Outcomes:</b>	
<b>Benefits:</b>	Financial position of the schools

<b>(2) Which groups might be affected and how? Is it positively or negatively and what sources of information have been used to determine this?</b>			
<i>(Please demonstrate consideration of all strands – Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion or Belief, Sex and Sexual Orientation)</i>			
<b>Group Affected</b>	<b>Potential Positive Impacts</b>	<b>Potential Negative Impacts</b>	<b>Evidence</b>
Age	n/a	n/a	
Disability	n/a	n/a	
Gender Reassignment	n/a	n/a	
Marriage and Civil	n/a	n/a	

Partnership			
Pregnancy and Maternity	n/a	n/a	
Race	n/a	n/a	
Religion or Belief	n/a	n/a	
Sex	n/a	n/a	
Sexual Orientation	n/a	n/a	
<b>Further Comments:</b>			

<b>(3) Result</b>	
Are there any aspects of the proposed decision, including how it is delivered or accessed, that could contribute to inequality?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Please provide an explanation for your answer:	
Will the proposed decision have an adverse impact upon the lives of people, including employees and service users?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Please provide an explanation for your answer:	

If your answers to question 2 have identified potential adverse impacts and you have answered 'yes' to either of the sections at question 3, or you are unsure about the impact, then you should carry out a EqIA 2.

If an EqIA 2 is required, before proceeding you should discuss the scope of the Assessment with service managers in your area. You will also need to refer to the EqIA guidance and template – <http://intranet/index.aspx?articleid=32255>.

<b>(4) Identify next steps as appropriate:</b>	
EqIA Stage 2 required	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Owner of EqIA Stage Two:	
Timescale for EqIA Stage Two:	

Name:

Melanie Ellis

Date: 1.6.21

Please now forward this completed form to Pamela Voss, Equality and Diversity Officer ([pamela.voss@westberks.gov.uk](mailto:pamela.voss@westberks.gov.uk)), for publication on the WBC website