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# Schools Funding Formula 2022/23: Consultation Results

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**Report being considered by:** Schools Forum on 6<sup>th</sup> December 2021

**Report Author:** Melanie Ellis

**Item for:** Decision      **By:** All School Members and Early Years PVI Rep / All Forum Members

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## 1. Purpose of the Report

1.1 To set out the results of the consultation with all schools on the proposed primary and secondary school funding formula for 2022/23 and to make a final decision.

## 2. Recommendations

2.1 Heads Funding Group recommend the following for setting the school funding formula for 2022/23, for decision at Schools Forum and to go as a recommendation for political ratification:

- (1) To mirror the Department for Education's (DfE) 2022/23 National Funding Formula (NFF) to calculate the funding allocations.
- (2) To use a reduced sparsity factor, set at 80% of the NFF values (Appendix A).
- (3) To address any surplus or shortfall in funding by adjusting the AWPU values.
- (4) To apply a 0.25% top slice to the schools' funding.
- (5) To use the block transfer to support the High Needs Block including support for Early Years development and capacity.
- (6) To adopt the criteria to be used to allocate additional funds.
- (7) To approve the proposed services to be de-delegated.

<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 checked="" type="checkbox"/>
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## 3. Introduction

3.1 2022/23 is the fifth year of the National Funding Formula (NFF) and, as in previous years, each local authority needs to set a local funding formula in consultation with schools. The government has confirmed its intention to move to a single 'hard' NFF to determine school's budgets directly, and have consulted on proposals for completing reforms to the funding system. There is no fixed target date by which a hard NFF will be fully in place, and it is suggested that this will be a gradual process.

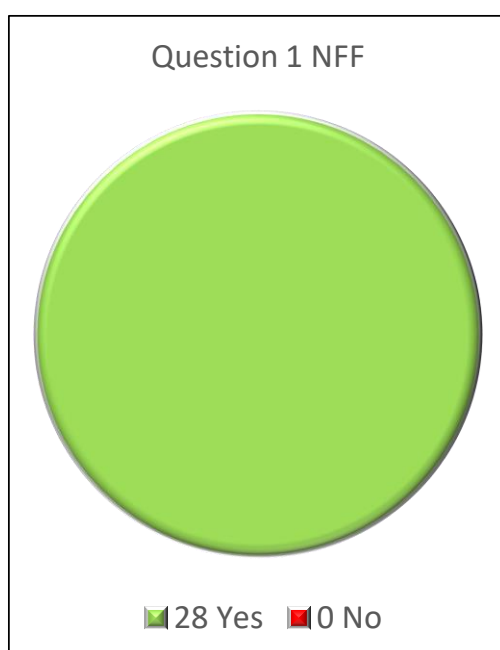
- 3.2 For 2022/23, each LA will continue to have discretion over their schools funding formulae, in consultation with local schools. The LA is responsible for making the final decisions on the formula. Political ratification must be obtained before the 21 January 2022 deadline.

#### 4. Consultation Responses

- 4.1 The consultation was open for three weeks from 20 October 2021 to 10 November 2021 and 28 responses were received.

##### Question 1:

Do you agree that, subject to final affordability, West Berkshire should mirror the DfE's 2022/23 NFF as closely as possible and that this formula should be used to calculate funding allocations? Yes/No



##### HFG Recommendation:

To mirror the NFF as closely as possible.

##### Comments:

"More small rural schools would become eligible for sparsity funding to ensure the long term sustainability of these schools with volatile pupil numbers".

"This is the most sensible and logical path as the Government ultimately plans to implement a 'hard' NFF with a new national formula used to determine all of individual schools' funding".

"As a school, we will now attract more funding due to the changes in the sparsity factor – measuring by road distance".

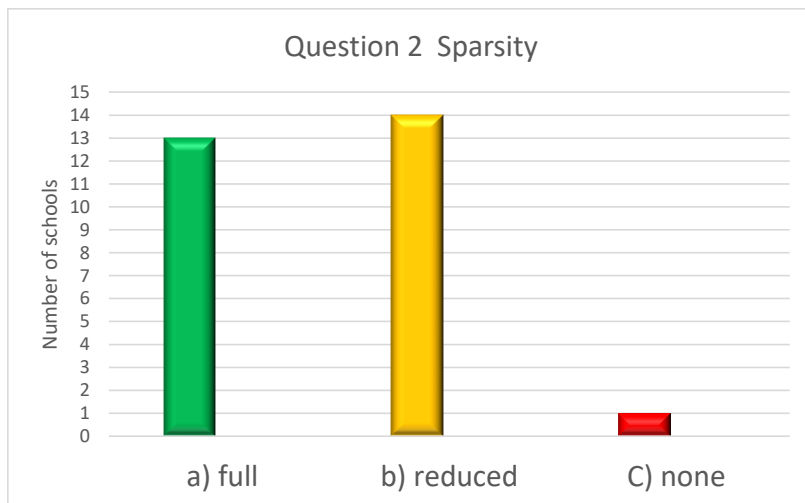
"WBC rates already broadly mirror NFF rates which will increase by 3% in 22/23. Deviating from NFF rates would be counter-productive".

**Question 2:**

Do you support using a Sparsity Factor?

A) NFF full sparsity, B) A reduced sparsity factor, C) No sparsity factor.

Note: the Heads Funding Group would recommend which reduced factor to use.



Appendix A contains detail about the reduced sparsity factor options.

**HFG Recommendation:**

HFG reviewed Appendix A with various reduced sparsity options. The recommendation is to use a reduced NFF allocation at 80% of the full NFF. This ensures an even distribution to all eligible schools, and ensures the NFF is followed albeit at a reduced rate.

**Comments:**

“I believe that a reduced sparsity factor would provide fairness for all schools, ensuring that the schools that need the benefit the most would receive it while ensuring other schools do not lose out too much”.

“The DfE’s policy aim is ‘to target more funding to a greater number of small, remote schools’ Following the DfE’s consultation on sparsity although the DfE acknowledge the freedom of LAs to determine their own detail in local funding formulae by allowing flexibilities they write that ‘The majority of local authorities that have at least one school eligible for sparsity funding did use the factor in 2021-22 and mirrored the sparsity factor’s values and design; we expect this to continue to be the case and that the majority of local authorities will implement the distance threshold taper, so that more small, remote schools see an increase to their budgets. Going forward, we propose further requirements on local funding formulae to bring them closer to the NFF’. In line with the reasoning behind the answer to Question 1 we support Option A and mirroring the DfE’s sparsity factor design and values completely and adopting it in full”.

“The tapered approach looks the most sensible”.

“Option A: This would support schools in this position to be in a secure financial position like our partners surrounding us. Option B: All of these options will mostly support these schools however due to being border we are penalised by my final paragraph above due to the border, we could not support the future of this school should you continue not to support schools in our position.

Currently we receive no sparsity support from the LA and we have put forward a case before to the team as we feel that being on the border presents many issues around health care and services and a significant reduction in early help services as well as limited funding. Every year we cannot properly forecast our pupil numbers on entry and so a teacher and TA in the early years is always a gamble, yet we cannot have an infant class over 30. This results in the Headteacher role being caretaker, supply and SENDCo amongst others - we have a higher than average EHCp ratio for high needs and so we are hit twice. We have a pan of 15 and due to being on the border with Oxfordshire due to the current blanket approach by West Berkshire who apply the DfE guidelines for sparsity (doesn't recognise borders for schools creating sparsity deficits). However, West Berkshire parents will not be offered Oxfordshire schools if unsuccessful, they'd be offered Berkshire alternatives, which you cannot safely walk to, therefore we meet sparsity if you use the distance before and after. Oxfordshire alternatives are not viable to use as an example of distance from a school, it is oversubscribed, and out of county”.

“If a reduced factor, definitely not the continuous taper. The sparsity factor is there to protect rural schools that struggle financially due to their comparatively low numbers. A reduced factor does not recognise these challenges”.

“This funding would make a significant difference to our school and the quality of teaching and learning which we could provide for the children on roll”.

“The 1.6 mile distance for primary schools by road increases the number of eligible schools. The total amount allocated to schools should not exceed the amount of the funding allocation”.

“Being such a small school we would struggle financially without it. With new measures of road distance, it seems more would now benefit”.

“Using (A) will increase the number of eligible schools from 7 to 22, which is a significant change of approach in one financial year. NFF full sparsity should however be moved towards in future years”.

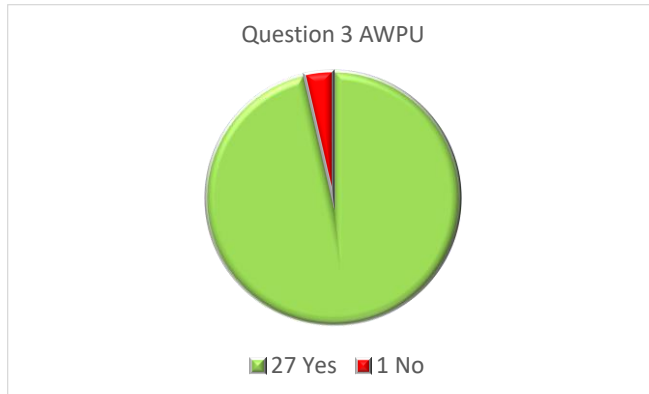
“It is not clear how critical sparsity funding is to the 22 schools that would receive funding in the model, given that only 8 schools received funding in previous years. We do not feel equipped to comment on primaries, but we are not convinced that sparse secondary schools are at any significant disadvantage compared with urban secondaries. One option would be not to use the sparsity factor at all and to allocate the additional funding to all schools. If sparsity funding is needed, then a reduced sparsity factor which takes account of marginal differences in sparsity would seem best ('continuous taper' model)”.

“See no compelling case to change from NFF”.

“Support funds going to the most deprived, although the baseline for some schools in more affluent areas is significantly higher than that for CASM”.

**Question 3:**

Do you agree that any shortfall or surplus in funding is addressed by adjusting the AWPU values? Yes/No



**HFG Recommendation:**

To use the AWPU to adjust the formula.

**Comments:**

“We are absolutely supportive of this option as being the fair and equitable basis for any adjustments due to affordability. It is particularly pleasing to see that the AWPU/Gains Cap combination that has been proposed and applied for the last 2 years has not featured in 2022-23 WB funding formula”.

“It is the fairest approach”.

“We support the recommended option”.

“This seems the fairest option for all”.

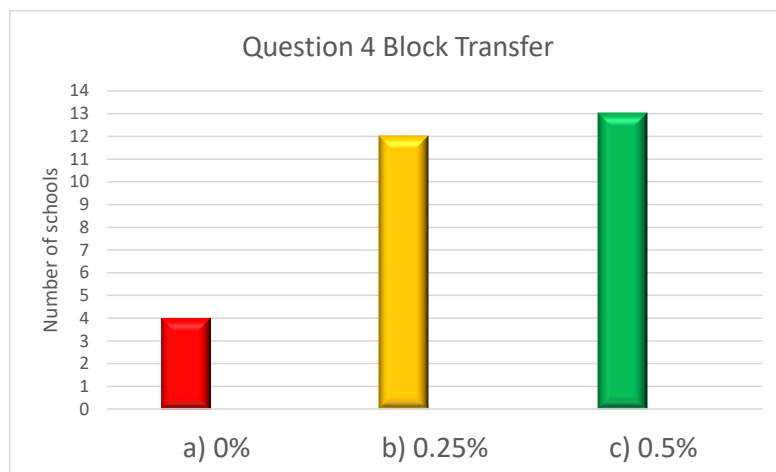
“Modelling shows that reducing the AWPU values for all schools is the fairest method, the same method that has been used in previous years”.

“Provides an even, fair distribution”.

**Question 4:**

What percentage transfer of funding would you support from the Schools Block to the High Needs block?

A) 0%, B) 0.25%, C) 0.5%.



**HFG Recommendation:**

HFG recommend a 0.25% transfer. This is to reflect that although 13 schools voted for a 0.5% transfer, 12 schools voted for 0.25% and 4 schools voted for Zero %.

**Comments:**

“The governors believe that transferring 0.5% will enable a bigger saving to be made in the long term. Governors have discussed the evidence of Invest to Save projects this year and agree that they are having a positive impact on all schools”.

“Sadly, the system of funding of HNB is broken. It is not morally right to take from ‘main stream funding’ to repair the damage done by a broken HNB funding mechanism”.

“I think realistically schools are suffering too much”.

“We can't go on subsidising this locally. Central government must fund this properly”.

“I recognise that many of the areas suggested for funding are very important and needed but as always I would push for plans to be impact driven with clear objectives and planned spend”.

“We remain very concerned about WB High Needs and the continued gap between DSG allocations and expenditure and the setting of in year deficit recovery budgets that seem not to show progress in delivering the savings identified. The DfE are clear in their Schools Revenue Funding 2022-23 Operational Guide that they expect “local authorities to take the significant increase in high needs funding in 2022 to 2023, on top of increases in the previous two years, into consideration when making decisions on block movements, and for these to have been appropriately discussed at schools forum meetings.” Whilst funding is generally mentioned in the para 7.4 no detail is provided of the increased HNB DSG allocation for 2022-23 in particular or the preceding 2 years to be able to set the transfer in context of the increased funding. Without transparency of this information it is difficult to see how considered decisions and discussions will take place about the proposed 0.5% transfer. We acknowledge that pressure on expenditure and growing deficit position has been reported and the October’s School Forum shows that although the in-year HNB deficit recovery for 2021-22 was set at £1.263m and the Quarter 2 forecast shows

the expected recovery to be £109k. It also shows a cumulative DSG deficit brought forward separate to the in-year deficit with the HNB forecast year end deficit in total estimated to be £3.48m at 31.03.2022, an increase in the deficit of 50% during the one year of 2021-22. However, this is only one side of the equation when it comes to balancing a budget. Alongside the transfers made in in 2020-21 and 2021-22 from schools totalling £812k, the block itself saw an increase from 2019/20 funding of £20.07m to £23.703m in 2021-22, it is not possible without transparency about the DSH HNB allocation to know and consider the transfer fully as expected by the DfE. Further whilst we would support some of the proposed areas identified for spending it would not support all and would like to know how the additional funds would be divided between the suggested areas. It would also therefore seem that the right approach might be to allow schools to have the funds and choice to purchase those packages and offerings that they feel will best deliver the support that they want to meet the High Needs for the pupils in their schools”.

“B or C provided the evidence of the need is in place”.

“All plans need to have clear objectives and be impact driven”.

“We understand the need for the High Needs Block to provide adequate funding for pupils with SEND. However, raiding the Schools Block yet again at a time when the effects of the pandemic have resulted in mainstream pupils developing needs that previously could not be imagined is very unfair to mainstream pupils/students. Funding is needed for those pupils just as much as for high needs pupils. Central government has allocated the schools block for mainstream pupils and the high needs block for high needs pupils. We should now stick to this and make it clear to central government that the funding for high needs is inadequate. It should be noted that the LGA is calling for the deficits in high needs blocks to be written off. Should this happen a relatively low deficit would disadvantage West Berkshire schools that have effectively subsidised the high needs block”.

“The plans are still unclear and not sufficiently robust”.

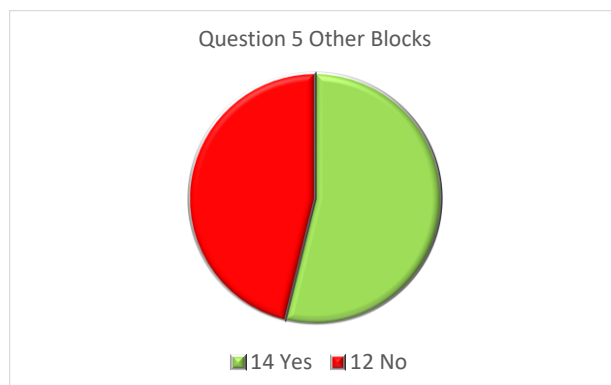
“B should be planned for, but it should be A if an acceptable deficit recovery plan is not submitted to Schools' Forum this autumn, as per item 7.8 of the consultation document”.

“It is difficult to comment on this question without more detail on how the proposals for use of the topslice would directly benefit schools. If, like in 2020/21, some funding is going to be returned to schools late in the year, then it would be better to allocate this funding upfront to schools so they have time to plan how it can be spent”.

“Backlog of issues requiring funding to tackle”.

### **Question 5:**

Would you support any of this transfer supporting any of the other funding blocks?  
Yes/No



### HFG Recommendation:

To award the transfer to the High Needs Block but to include support for Early Years development and capacity.

### Comments:

"If this is necessary, governors would support this, although they would prefer the 0.5% to be used within the High Needs Block".

"There was a planned recovery for EYFS which was hard but it was planned and we need to stick to this. There is a national funding crisis in the High Needs Funding block and there is an ever growing and increasing pressure on this block".

"There are no proposals to consider for doing such a transfer to allow an informed judgement and decision to be reached otherwise".

"Yes, Early Years".

"Early years has a recovery plan so should not need support. Central Schools Services are vitally important and are more often more cost effective than schools each spending valuable time seeking alternative sources. Schools should be involved in quality control of centralised services".

"These are vital services for schools and the needs have only increased through the pandemic".

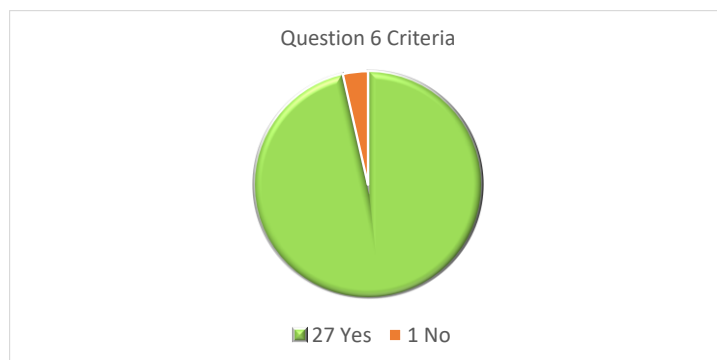
"The High Needs block is the one most under financial pressure".

"Early years as early intervention then may deliver benefits for all key stages".

### Question 6:

Do you agree with the criteria set to access additional funds outside the school formula? Yes/No





**HFG Recommendation:**

To approve the criteria.

**Comments:**

“It is disappointing to see this table of additional funding for High Needs. The SEN assessment team (2020) delayed the EHCp finals due to absence or other team or correspondence delays (December and January when completed for two West Berks cases – I corresponded with her about this but an EP report was never confirmed or denied to be missing at panel). We had to request this top up (not shown in appendix 1) as they had a Reading BC not listed (error) and another child down as RBC when really WB. I asked for one to be backdated due to leave or case worker. The census is then incorrect as example of our school as we were waiting for finals but still paying out. Money is so difficult I have to know every problem with it.

The highlighted section below is not statutory and is expected before an EHCp is awarded in our county as otherwise they aren’t considered to have persistent, complex and severe, yet we are still having to recruit and train this support without any top up possible unless an EHCp is awarded. School’s like mine for example when a child moves in-year are crippled by this and we cannot protect or forecast 18k say for our three pupils.

*1.1 Local authorities can provide additional targeted support to individual schools (maintained and academies) from its high needs block where it would be unreasonable to expect the first £6,000 of support for that schools high needs pupils to be met by them from its (pre 16) formula funding due to an exceptional number of such pupils on its roll.*

Top up is also an issue as it is based on level 1 teaching assistants and no on costs. This needs to be updated to recognise children with severe, complex and persistent needs cannot be met with this level of experience or pay reward, often leading to schools not having any TAs to support children in class unless they have a high need”.

“The threshold for triggering additional funding is set too high. For secondaries, the average % of high needs students is 1.4%. The threshold is set not at 1% above this figure, but at 1 percentage point above this figure, i.e. 2.4%. Consequently , no secondaries trigger this funding, and only three primaries trigger their threshold. The threshold should be reduced to say 0.3 percentage points above the average i.e. 1.7% for secondaries and 1.6% for primaries (subject to full modelling across all schools), so that more schools with high numbers of high needs students benefit from additional funding”.

**Question 7:**

Do you agree with the proposed De-delegated Services, Education Functions and Health and Safety Service for all maintained schools?  
Yes/No



**HFG Recommendation:**

To approve the dedelegations.

**Comments:**

“Essential services”.

**5. Next Steps**

5.1 The results of the consultation will be voted on at Schools Forum.

**6. Appendices**

Appendix A: Sparsity factor options

Appendix B: Equalities Impact Assessment

# Appendix A

## Sparsity Factor options

### 7. Background

7.1 In 2021/22 a school attracted sparsity funding if:

- Its average year group size is below:
  - 21.4 for primary schools or
  - 120 for secondary schools; and
- For all pupils for whom it is the nearest compatible school, the average distance from each pupil's home postcode to their second nearest compatible school 'as the crow flies', is greater than 3 miles (secondary) or 2 miles (all other schools).

7.2 Changes to 2022/23 sparsity:

- Sparsity distances now calculated on road journeys.
- Introduction of a distance threshold taper, set at 20% below the main distance thresholds, making it:
  - 2.4 miles for secondary schools and
  - 1.6 miles for primary.

The aim is to ensure that marginal differences in sparsity distances do not result in significant differences to a school's funding.

- Maximum amount of sparsity funding that schools can attract in the NFF has increased to £55,000 for primaries and £80,000 for all other schools.
- No changes to average year group thresholds.

7.3 A school is eligible for sparsity funding in the NFF if:

- Its sparsity distance is equal to or above the main distance threshold, or above the tapered distance threshold, and
- The average year group size is below the relevant size threshold.

7.4 The local authority has options with regard to the optional sparsity factor:

(a) Follow the NFF and adopt in full

(b) Adopt a reduced sparsity factor, such as:

- (i) Reduce the average group size threshold
- (ii) Increase or remove the distance threshold
- (iii) Employ a continuous taper
- (iv) Use a fixed sum and set allocations below the minimum allowed.

(c) Not adopt the sparsity factor.

## 8. Consultation

8.1 The consultation results were:

- (1) 14 votes reduced sparsity
- (2) 13 votes full sparsity
- (3) 1 vote no sparsity

8.2 The table below shows the impact of various options for 2022/23 compared to 2021/22. This table was in the consultation, although the NFF 80% has been added.

Sparsity							
School Name	2021/22 Sparsity	2022/23					
		NFF Sparsity Total (incl ACA)	Reduction of Av Grp Size	Increase Distance Threshold	Remove Distance Threshold	NFF capped at 80%	Continuous Taper
Aldermaston C.E. Primary School	£0	£5,927		£5,927	£5,927	£4,582	£2,963
Beedon C.E. (Controlled) Primary School	£35,000	£56,911	£56,911	£56,911	£56,911	£44,000	£37,916
Beenham Primary School	£0	£56,911	£56,911	£40,743	£56,911	£44,000	£36,396
Brightwalton C.E. Aided Primary School	£35,000	£35,560	£27,044	£35,560	£35,560	£27,493	£17,780
Brimpton C.E. Primary School	£0	£56,911	£56,911	£52,126	£56,911	£44,000	£34,876
Bucklebury C.E. Primary School	£0	£13,635	£9,391	£1,675		£10,542	£6,818
Chaddleworth St Andrew's C.E. Primary School	£0	£56,911	£56,911	£56,911	£56,911	£44,000	£45,514
Curridge Primary School	£0	£16,887	£13,306	£1,316		£13,056	£8,444
Enborne C.E. Primary School	£0	£56,911	£52,320	£41,778	£56,911	£44,000	£29,177
Hampstead Norreys C.E. Primary School	£0	£46,957	£39,682	£40,661	£46,957	£36,304	£23,479
Inkpen Primary School	£0	£56,911	£56,911	£53,031	£56,911	£44,000	£34,116
Kintbury St Mary's C.E. Primary School	£0	£3,647		£3,647	£3,647	£2,820	£1,824
Shefford C.E. Primary School	£35,000	£56,911	£56,911	£56,911	£56,911	£44,000	£36,776
Stockcross C.E. School	£0	£35,560	£27,044	£35,560	£35,560	£27,493	£17,780
Streatley C.E. Voluntary Controlled School	£0	£14,165	£10,876			£10,951	£7,082
Sulhamstead and Ufton Nerve School	£0	£10,406	£8,132			£8,045	£5,203
The Ilsleys Primary School	£35,000	£56,911	£56,911	£56,911	£56,911	£44,000	£32,977
Welford and Wickham C.E. Primary School	£35,000	£46,957	£39,682	£46,957	£46,957	£36,304	£23,479
Woolhampton C.E. Primary School	£0	£33,281	£24,517	£24,204	£33,281	£25,730	£16,640
Yattendon C.E. Primary School	£35,000	£43,918	£36,312	£43,918	£43,918	£33,955	£21,959
John O'gaunt School	£47,078	£53,807	£41,390	£53,807	£53,807	£37,053	£26,904
Theale Green School	£0	£36,147	£21,768	£36,147	£36,147	£22,681	£18,074
<b>Total</b>	<b>£257,078</b>	<b>£852,145</b>	<b>£749,843</b>	<b>£744,703</b>	<b>£797,052</b>	<b>£649,009</b>	<b>£486,175</b>

8.3 The options impact these 22 schools differently. Under NFF, 80% and continuous taper, all 22 get something, Under the reduction in group or distance options, some schools no longer qualify for funding due to their characteristics.

Each option is worked through below:

### (1) NFF

- Maximum of £55,000 for primaries and £80,000 for all other schools, plus area cost adjustment.
- Average year group size of 21.4 (primary) & 120 (secondary)
- Distance threshold taper, set at 20% below the main distance thresholds, so 1.6 miles (primary) & 2.4 miles (secondary)
- Total cost £852k

### (2) Reduction in average group size

## Consultation Results

- NFF sees primaries with an average group size of 10.7 or lower getting 100% of funding.
- Reducing the threshold by say 10% would mean that primaries with an average group size of 9.65 or lower would get 100% of funding. Any group size above this would see a reduction in their funding compared to NFF.
- Total cost £750k.

### (3) Change in distance threshold

- NFF is based on a sparsity distance threshold of 2 miles for a primary, 3 for a secondary, with a 20% taper (1.6 and 2.4 miles).
- Increasing the distance by 10% (2.2 and 3.3 miles) and keeping the taper (1.76 and 2.64 miles) would impact those schools with distances less than this.
- Removing the distance taper threshold results in schools below 2 and 3 miles no longer receiving funding.
- Total cost of £745k or £797k.

### (4) NFF capped at 80%

- Uses the same distances and group sizes and tapers as the NFF
- Caps the award to 80% of the NFF.
- Total cost £649k.

### (5) Continuous taper

- Under the NFF a school with an average year group size of less than half the year group threshold (10.7) will receive 100% of sparsity funding.
- The continuous taper means schools with an average year group size of less than half the year group threshold will not receive 100% of the sparsity funding for their phase. The continuous taper would mean that a school with 10.7 average group size would receive half the maximum sparsity.
- Total cost £486k.

Continuous Taper Examples:

**Primary A:** Group Size 10.7

NFF = £55,000

CT =  $((21.4 - 10.7)/21.4) * £55,000 = £27,500$

**Primary B:** Group Size 7.13

NFF = £55,000

CT =  $((21.4 - 7.13)/21.4) * £55,000 = £36,675$



## Appendix B

### 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 the school funding formula consultation to go out to all schools.
<b>Name of Service/Directorate:</b>	<b>Finance and Property/Resources</b>
<b>Name of assessor:</b>	Melanie Ellis
<b>Date of assessment:</b>	28.9.21

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 checked="" type="checkbox"/> No <input type="checkbox"/>
<b>Function</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<b>Is changing</b>	Yes <input checked="" type="checkbox"/> No <input 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 consult on the school funding formula 2022/23
<b>Objectives:</b>	To comply with Government guidance
<b>Outcomes:</b>	To use the responses to inform the decision
<b>Benefits:</b>	To comply with Government guidance

<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	none	<b>none</b>	
Disability	none	<b>none</b>	
Gender Reassignment	none	<b>none</b>	
Marriage and Civil Partnership	none	<b>none</b>	



Consultation Results

Pregnancy and Maternity	none	none	
Race	none	none	
Religion or Belief	none	none	
Sex	none	none	
Sexual Orientation	none	none	
<b>Further Comments:</b>			

<b>(3) Result</b>	
<b>Are there any aspects of the proposed decision, including how it is delivered or accessed, that could contribute to inequality?</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>Please provide an explanation for your answer: following government guidance on setting a school formula</b>	
<b>Will the proposed decision have an adverse impact upon the lives of people, including employees and service users?</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>Please provide an explanation for your answer: the decision will impact school funding but only within certain parameters. The size of the funding will not change, only the distribution method. The consultation aims to consider the impact on all schools.</b>	

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>	
<b>EqIA Stage 2 required</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>Owner of EqIA Stage Two:</b>	
<b>Timescale for EqIA Stage Two:</b>	

Name: Melanie Ellis

Date: 28.9.21

Please now forward this completed form to Pamela Voss, Equality and Diversity Officer (pamela.voss@westberks.gov.uk), for publication on