

Appendix 2

The key funding principles can be identified as follows:

1. Teacher Staffing – All Schools

- The unavoidable costs of appointing Headteachers (HTs) should be recognised, and schools should be able to recognise Leadership and Management by using Leadership team appointments and TLRs at their discretion.
- The formula should support the professional management of schools by allocating reasonable funds to enable HTs (and other members of staff as appropriate) to have planned management/leadership time.

Additionally : For the Primary sector

- Funding for teacher staffing should be adequate to enable schools to be able to appoint teachers for each class required.
- If primary schools need to appoint teaching staff they should know that funding will support their most efficient configuration of classes.
- To enable Headteachers to have non-class teaching time appropriate to the size of school.
- Due to the way the curriculum is delivered, phase separation is deemed essential for Welsh medium.

For the Special Schools

- The number of teachers should reflect the relative needs of the pupils, varying from ratios of 1 to 6, to 1 to 10.

For the Secondary sector

- The difference in class sizes between KS3 and KS4 should be recognized. In the proposals the relative ratios are determined by the Age Weighted Pupil Unit (AWPUs) ratios.
- The possibility of an 'economy of scale' factor within the formula has been considered and built into the proposed model. This would work by top-slicing available funds for KS3 and KS4 (separately) and re-allocating those funds by reference to the largest school (i.e. smaller schools would receive additional funds in recognition of having to deliver a similar curriculum with fewer pupils, and therefore smaller teaching groups). The proposal was discussed at length, but without reaching a consensus. Differently weighted models will be consulted upon.

2/3. Support Staff

Support Staff – Classroom - Primary

- Funding for support staff is required in accordance with Foundation Phase regulations, i.e. 1 to 8 for Nursery & reception, and 1 to 15 for Years 1 and 2.
- The first member of staff will be the teacher, the second an NNEB (or Equivalent) and the third and fourth members, if required, are Teaching Assistants (TAs). Note : Funding for the TAs is from foundation phase (currently).

- Support at Key Stage 2 is desirable at least at the level necessary to enable the classroom tasks element of the workload agreement to be observed.
- Funds in recognition of Planning Preparation and Assessment (PPA) time will be allocated based on a point on the Higher Level Teaching Assistant (HLTA) scale pro-rata to the number of classes deemed necessary for each school.

Support Staff – Other - Primary

- Funding should recognise that administration support is needed to cover for HT teaching commitments in small schools and also that there is minimum level of Midday Supervision Assistant (MDSA) requirement regardless of the size of school. The remainder is pupil driven.

Support Staff – Classroom - Special Schools

- An evaluation by the Phase Officer and the Headteachers identified appropriate levels of support for each pupil based on their perceived 'Category' of need. This could vary from 2 members of staff to 1 pupil, to one member of staff supporting 5 pupils. The additional funding voted by members in the 2013/14 budget setting cycle has been allocated based on these criteria.

Support Staff – Other – Special Schools

- The remaining support staff allocations are based on the specific requirements of each school, but recognise the basic substantial unavoidable element of need in the form of "lump sum" funding.

Support Staff – Secondary Schools

- The needs of secondary schools are complex and staff frequently perform more than one role in the course of a year. The review identified that the funding for Support Staff was inadequate and therefore the proposals would involve moving funding to this heading from other headings. The review also identified minimal basic levels of staffing required and indicated a desirable minimum of £150,000. Within existing funding this is aspirational without dramatic re-allocations occurring between schools.
- The proposed allocation is based on a minimum value of £107,875 plus £169 per pupil. The range of proposed values per school is from £110,845 to £311,675

4. Deprivation – Primary and Secondary Schools

The task here is to find proxy indicators for the impact that deprivation has on a school.

It is proposed that deprivation funding will be based on the following:

- Free School Meals data
- Data derived from the WIMD (Welsh Index of Multiple Deprivation) augmented by English data where necessary.
- Weighting : the initial allocation is based on one-third FSM, one third the absolute ranking of the school on the WIMD rating, and one third on the WIMD rating applied to the pupils on roll.

Whilst the PDG funding is in place (from WG), it is questioned whether Local Authority funding should be used to compliment rather than augment the PDG, by focussing on the background deprivation levels that schools are operating within. The WIMD data would do this and, as applied to the pupil database, can be refreshed annually.

5. Additional Learning Needs (currently Primary only)

The methodology applies to currently delegated funding. There also remains potential here for additional delegation or devolution of funds to support more localised working to support children and young people. The suggested methodology follows.

- An amount per school allocated to recognise the need for the statutory designated Additional Learning Needs Coordinator (ALNCO)

- The remaining available resources be allocated by reference to the weighted numbers of pupils in the following categories of Pupils:
 - on the Special Needs Register at stages: School Action, School Action Plus and Statemented;
 - on the English as an Additional Language (EAL) register at each stage of language acquisition;
 - who are looked after (LAC).

In the Consultation, all the above are weighted at 1. Other weightings are possible, but the available quantum would remain the same, unless additional resources were made available.

Additionally, Free School Meals (FSM) pupils could be used as an indicator (though note the comments on Deprivation above) and Transient Pupils recognised when data becomes available.

Additional Learning Needs (Secondary)

The previous notional allocation has been subsumed in the delegation of Inclusion support (for Moderate Learning Difficulties (MLD)). The consultation will consider whether to deploy funding on similar criteria to the Primary sector to recognise that ALN are not all within the MLD spectrum.

6. Premises and Energy (inc Caretaking, Cleaning, Refuse & Water)

Primary

The funding is designed to reflect in broad terms the differences in premises-related costs between schools which are more a result of inherited locations and building than a reflection of pupil numbers alone. The funding supports all premises and grounds related expenditure. This includes cleaning, maintenance, utilities and caretaking costs.

The proposal is to allocate a lump sum in recognition of cost of caretaking and water and refuse services. All other premises related funding would be allocated by reference to Pupil Numbers, Buildings Area and a Property Equivalent Area (buildings plus an equivalent value for the Grounds Area required according to DfES guidance).

Data has been collected, analysed and modelled to find the best fit and certain exceptional site issues identified may need further work. The additional cost of a school hosting a kitchen and the effect of not being connected to mains fuel (gas) are recognised to a degree.

As DEC data on fuel consumption become more widely available it may be possible to incorporate that data into future revisions.

Secondary

The same considerations apply, and DEC and Energy Benchmark data is available for all schools. Discussions are in progress with Energy staff to consider how these can be applied.

7. Supplies and Services

The funding need has been identified at an “unavoidable” lump sum level and all other items merged as a per pupil value. This covers Curriculum and other (office) resources. Note : Capitation is no longer identified as a separate heading.

This heading could be expanded in future to incorporate Outdoor Education (currently part way through a delegation process) and Service Level Agreements for services available from the Council which are due for re-tendering in 2014.

8. Rates

Funded at the rate of charge as previously.

9. Split Site (Primary)

This factor recognises that split site schools will incur higher running costs, for example extra staffing costs due to travel between sites and the care and maintenance of 2 sites.

The criteria for the funding are as follows:

- a second minimum allocation for Premises and Energy Items : £4,010 plus £589 for a minimum Grounds allocation
- a second minimum allocation for Administration and MDSA : £7,045.
- a second minimum allocation for Supplies and Services : £1,200.
- a notional allocation of £1,000 for travel between sites.

Additionally the school would be exempt from having to operate cross phase classes, and additional non-teaching time is built into the teacher staffing formula to the value of 0.5.

Federated schools would also be recognised via defined adjustments to Head Teacher, and Management and Leadership provision.

10. Others

Funding for Outdoor Education, Service Level Agreements and are unaffected by the review at this stage. Sickness Supply cover is also unaffected but is incorporated within Teacher Staffing at a similar level. These headings are matched by opposite entries elsewhere in the Council’s accounts and therefore cannot be varied in isolation.

Similarly Special Units and other aspects of inclusion are considered outside the scope and the latter is the subject of further pilot studies regarding extension of delegation.

11. Transitional Arrangements

Inevitably, formula changes would lead to some schools gaining additional funding whilst others receive less funding. This can be mitigated by additional funding being allocated through the funding formula. It can also be mitigated through transitional arrangements. The proposal is reduce the impact on individual schools on the basis of the following scale:

The proposal is reduce the impact on individual schools on the basis of the following scale: Fiscal Year	% Damping
14/15	50%
15/16	25%
16/17	0%

Where schools are losing funding support will be provided by the Schools Accounting Team to develop spending plans over the three year period.