

INTERIM EDUCATION S106 METHODOLOGY

This interim Education S106 developer contributions methodology applies for the period from 8th December 2015 until the point at which the Community Infrastructure Levy (CIL) is implemented in the Royal Borough.

1. LEGAL CONTEXT

1.1 The legislation that sets out the circumstances in which local authorities can seek developer contributions are contained in the following:

- The Planning Act 2008.
- The Community Infrastructure Levy Regulations 2010 (as Amended).
- Localism Act 2011.
- The National Planning Policy Framework 2012.
- The Growth & Infrastructure Act 2013.

1.2 Guidance is set out in the National Planning Practice Guidance 2012.

1.3 The CIL regulations set out three tests that must be met to justify requests for contributions. They must be:

- Necessary to make the development acceptable in planning terms.
- Directly related to the development.
- Fairly and reasonably related in scale and kind to the development.

1.4 The regulations also introduced a restriction on the use of S106 developer contributions. Regulation 123 states:

- (3) *Other than through requiring a highway agreement to be entered into, a planning obligation (“obligation A”) may not constitute a reason for granting planning permission to the extent that*
- (a) *obligation A provides for the funding or provision of an infrastructure project or provides for the funding or a provision of a type of infrastructure; and*
- (b) *five or more separate planning obligations that—*
- (i) *relate to planning permissions granted for development within the area of the charging authority; and*
- (ii) *which provide for the funding or provision of that project, or provide for the funding or provision of that type of infrastructure,*
- have been entered into on or after 6th April 2010.*

1.5 This means that any single school project can only be funded or part-funded by S106 developer contributions from up to five developments. ‘Pooling’ of six or more contributions towards a single project is not permitted¹.

¹ This applies to all new developments where developer contributions have been agreed since 6th April 2015. Developer contributions agreed prior to this date can be pooled towards a single project without limit, except where one or more of the contributions is from 6th April 2015 or after. In those cases the limit on pooling contributions applies.

- 1.6 As has always been the case S106 contributions can only be spent on projects that are needed to offset or 'mitigate' the effect of the development. For education, the effect of a new housing development will usually be to increase the number of school age children resident locally and so increasing the demand for school places. Mitigating the effect of the development, therefore, means increasing the capacity of the local schools to admit additional children.

2. DETERMINING EDUCATION S106 DEVELOPER CONTRIBUTIONS

Pooling contributions

- 2.1 As set out above, the CIL regulations place a limit on the pooling of S106 developer contributions. New education provision in the borough costs on average £2,000 per m². It will not, therefore, usually be effective to collect minor amounts as even pooled with four other contributions they are unlikely to generate sufficient funding to deliver new capital schemes at schools.
- 2.2 In order to ensure that sums collected are of sufficient size to fund or part-fund schemes, within the pooling limit, the borough will not usually consider seeking contributions on schemes that generate a net pupil yield of less than three children. Table 1 in Section 4 sets out the current expected pupil yields arising from new dwellings. On this basis, contributions would not usually be sought on a development of less than four houses, or eighteen two bedroom flats.

Surplus places and local schools

- 2.3 The Royal Borough has two separate school systems, with a three-tier system in Windsor, Eton and Old Windsor, made up of first, middle and upper schools. The rest of the borough has a two-tier system of primary and secondary schools.
- 2.4 Under this methodology the borough will usually seek developer contributions for primary, secondary and special educational needs provision.
- 2.5 For the purposes of school place planning, the borough is split geographically into **four areas for secondary sector schools** and fourteen subareas for primary sector schools. Each new development will be located in one area and one subarea.
- 2.6 Contributions will usually be sought where the subarea or area in which the development is sited have either less than 10% surplus places, or fewer than six surplus places at any tier of education. This assessment will consider the longer term balance between supply and demand for school places locally, with reference to the level of surplus places in the intake years and the projections of future pupil numbers locally. Where the surplus of places is above the thresholds given for all tiers of education, and is likely to remain above that threshold for the subsequent five year period, the borough will not usually seek any contributions.
- 2.7 The Royal Borough submits a return to the DfE annually, called the School Capacity (SCAP) survey, which provides information about surplus places and forecast demand. This document will form the basis of all assessments of supply and demand of school places.
- 2.8 Section A of the Annexe to this methodology sets out where the borough's schools are located with regard to areas and subareas.

3. DETERMINING THE LEVEL OF CONTRIBUTIONS

- 3.1 The Royal Borough will usually determine the level of S106 developer contributions sought for education on the basis of per dwelling cost. This cost is calculated by multiplying the expected number of pupils arising from a residential development by the cost of providing fixed education infrastructure for each pupil, via the following formula:

$$\text{Per Dwelling Pupil Yield} \times \text{Per Pupil Space Requirement} \times \text{Building Cost per m}^2$$

- 3.2 More details about the elements of this formula are given in the following sections.

4. PER DWELLING PUPIL YIELD

What are the per pupil yield figures?

- 4.1 The pupil yield figures are set out in Table 1. These figures vary according to the number of bedrooms in the dwelling and are expressed per dwelling. The pupil yields for two-bedroom properties have been split between flats and houses.

Table 1: Pupil Yield figures per new dwelling

Dwelling size	two bed flat	two bed house	three bed house	four bed house	five bed house
Pupil Yield	0.168	0.810	0.747	0.846	0.966

What are the figures based on?

- 4.2 The pupil yield figures are derived from the efeedback Pupil Product Ratio Research Study, 2005. Efeedback carried out a survey of new properties to establish the number of children resident in dwellings of different sizes and types.

When will these figures be updated?

- 4.3 The Royal Borough is currently carrying out work on establishing new pupil yield figures for use in preparing forecasts of future pupil demand. This work is expected to be completed in the first half of 2016. The pupil yield figures in Table 1 will be updated once that exercise is complete.

5. PER PUPIL SPACE REQUIREMENT

What is the per pupil space figure?

- 5.1 The per pupil space requirement figure is **7.56m²**.

What is the figure based on?

- 5.2 The figures are based on the following government guidance:

- *Building Bulletin 103: Area Guidelines for Mainstream Schools*, DfE/EFA, June 2014.
- *Building Bulletin 102: Designing for disabled children and children with special educational need*, DfE/EFA, March 2014.

How was the figure calculated?

- 5.3 The Building Bulletins set out expected ranges for space requirements for both primary and secondary schools. To calculate the figure used in this methodology, the borough has taken the middle of those ranges for both primary and secondary schools, and then averaged them to provide an overall figure. A small adjustment has then been made to reflect the 1.1 children per 100 (i.e. 1.1%) having Special Educational Needs (SEN) and requiring placement either in special school provision or a Resourced Unit, where there is a much greater per pupil space requirement.
- 5.4 The full calculations are set out in Section C of the Annexe.

When will this figure be updated?

- 5.5 The figures will be updated if government area guidelines are changed. New sixth form staying-on rates, calculated annually, may also result in slight changes to the secondary school per pupil space requirement.

6. BUILDING COST PER M²**What is the building cost per m² figure?**

- 6.1 The building cost per m² is **£1,808.50**.

What is the figure based on?

- 6.2 The Royal Borough has based its per m² build cost on Department for Education publications, with inflation factors from the Building Cost Information Service (BCIS) applied. The Education Building Projects: Information on Costs and Performance Data April 2003, gives basic costs per m² for new primary and secondary school extensions. Following various DfE and inflation updates, the figure was £1,624.54 in March 2014, rising to £1,786.99 with the location factor of 1.1 (to take account of higher than average construction costs locally).

How was the figure calculated?

- 6.3 BCIS Construction Briefings note that tender prices rose by 0.6% between the Quarter 1 2013 and Quarter 1 2014, and again by 0.6% to Quarter 2 2015. Applying this to the previous figure of £1,786.99 gives a new figure of £1,808.50.

When will this figure be updated?

- 6.4 This figure will be updated in November 2016 to take account of inflation, or earlier if new information becomes available.

7. PER DWELLING COSTS

- 7.1 Table 2 provides the maximum education S106 developer contribution that would usually be sought.

Table 2: Maximum education S106 developer contributions for one new dwelling, by dwelling size

Dwelling size	two bed flat	two bed house	three bed house	four bed house	five bed house
Contribution	£2,296.94	£11,074.53 ²	£10,213.18	£11,566.73	£13,207.40

² The contribution for a two-bedroom house is higher than that of a three-bed house, which reflects the higher number of children living in those dwellings, based on the Pupil Product Ratio Research Study, 2005.

7.2 Where new dwellings are proposed that are of a size or type not in the table above, a pragmatic approach will be taken to calculate an appropriate level of contributions. For example:

- Three bedroom flats will usually be calculated as 1.5x a two bedroom flat.
- Houses with more than five bedrooms will usually be counted as five bedroom houses.
- Bungalows will usually be counted as flats, with the relevant number of bedrooms.

Demolitions

7.3 Some developments can only occur once existing dwellings have been demolished. It is likely that these properties will previously have had children in them and so the pupil yield from the demolitions will usually be offset against the yield expected from the new dwellings. This offset will usually result in lower contributions.

8. LARGE DEVELOPMENTS

8.1 For larger developments that result in the need for a new school, the developer(s) may in the first instance have the option of providing this directly, together with the required land and access arrangements. In these circumstances the local authority will provide a detailed specification for the school building and site, with reference to Building Bulletin 103: Area Guidelines for Mainstream Schools (or later version if changed).

8.2 The Royal Borough will also prepare a specific cost estimate for the provision of a new school or schools, which will form the basis of negotiations for education S106 developer contributions for large developments.

9. SCHEMES TO BE FUNDED BY EDUCATION S106 DEVELOPER CONTRIBUTIONS

S106 compliant schemes

9.1 Education S106 developer contributions must be spent on schemes that increase the capacity of local schools to admit additional children. Compliant schemes include:

- New schools, including land purchase.
- Extensions to existing schools.
- Remodelling of existing schools to provide additional space.
- Disabled access improvements.

9.2 Schools are made of up a mixture of accommodation types, including general classrooms and more specialist teaching areas, as well as ancillary, administrative and staffing areas. Each type of accommodation contributes to the overall capacity of a school and is necessary for the school to operate. These accommodation needs are set out in Building Bulletins 102 and 103. Schemes funded by education S106 developer contributions may therefore include, for example, new, extended or remodelled:

- General classrooms.
- Specialist teaching classrooms (e.g. science labs, art rooms and ICT rooms).
- Small group teaching rooms.
- Large spaces (e.g. the hall, drama studio).

- Library.
- Sports spaces (e.g. gym, sports hall, changing rooms)
- Circulation space (e.g. corridors, reception).
- Staff areas (e.g. offices, staffroom).
- Toilets (e.g. pupil, staff, disabled access, medical room).
- Disabled access improvements (e.g. ramps, lifts, acoustic treatment)
- Catering (e.g. kitchen, dining room).

9.3 A percentage of children from new developments are likely to have medical or physical difficulties that may or may not be associated with learning difficulties. Whilst some of these children will be educated in special school provision, the majority will be taught in their local schools. Disabled access improvements will increase the capacity of the local schools to meet that specific demand that could arise from the new development.

9.4 Education S106 developer contributions cannot be used to remedy existing deficiencies, i.e. maintenance, repair or upgrade works to the fabric of school buildings. In addition, education contributions will not be used to fund improvements to external works such as play areas, lighting, car-parking or fencing. The list below provides some examples of works that would not, therefore, be funded through education S106 developer contributions:

- Roof repair or replacement.
- Window repair or replacement.
- New boiler/heating repairs or upgrade.
- Electrical works, including re-wiring.
- Playground resurfacing.
- New car-parking.

9.5 Education S106 developer contributions can pay for these works, however, if they are necessary to enable an extension to be built. An older building might, for example, require an upgrade to its electrical system to allow an extension to be built.

Eligible schools

9.6 A school will usually be considered eligible to have a scheme part or fully funded by education S106 developer contributions if:

- The school is a primary, first, infant or junior school and serves all or part of the 'subarea' that the development is located in.
- The school is a secondary, middle or upper school and serves all or part of the 'area' that the development is located in.
- The school offers specialist SEN provision and is located anywhere in the borough.

9.7 In some circumstances, schools outside the subarea or area may also be considered eligible. This is most likely to be the case where school provision is being re-organised, e.g. a new school.

9.8 Section A of the Annexe sets out where the borough's schools are located with regard to areas and subareas.

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Determining which scheme should be funded

- 9.9 Education S106 developer contributions from any single development will only usually be used to fund or part-fund a scheme at one school. The contribution will not usually be divided between several schools, because the resulting sums will normally be too small to fund a compliant project in its entirety. More than one project may be identified, however, if the development is a large one.
- 9.10 Following the assessment of the longer term balance between supply and demand of school places locally (as set out in paragraph 2.7), there may be several eligible schools with compliant schemes. A prioritisation process is, therefore, needed to determine which project is chosen. This prioritisation is as follows:
- **Priority 1 – school expansion scheme agreed by Cabinet**
If a school located in the development's area or subarea has had its expansion agreed by Cabinet³ and that expansion is being funded or part-funded by fewer than five other education S106 developer contributions, then that scheme will take automatic priority. Where there is more than one such scheme, priority will be given to the scheme that is closest (as a straight line distance measurement) to the development.
- 9.11 Priority 1 ensures that, where possible, education S106 developer contributions are used on projects already considered and approved by Cabinet. These schemes will be addressing a demand that has already been identified, which may or may not include the additional demand arising from the new development. In either case, any new development will either be part of the identified demand or be exacerbating that demand, hence the need for mitigation through education S106 developer contributions.
- 9.12 Identified potential Priority 1 projects are listed in Section D of the Annexe.
- 9.13 Priority 2 schemes are then considered if there are no appropriate Priority 1 schemes.
- **Priority 2 - other compliant schemes**
The borough will prioritise the projects listed on the Asset Management Plans (AMPs) of the schools located in the development's area or subarea. The prioritisation model is set out in full at Section C in the Annexe. Schools are asked to submit their updated AMPs annually.
- 9.14 The borough needs an efficient mechanism for quickly identifying and prioritising eligible projects at schools. This is because the statutory time limits for making a decision on a planning application are short:
- 1 to 9 dwellings on a site having an area of less than one hectare: 8 weeks.
 - 10+ dwellings on a site, or a site of one hectare or more: 13 weeks.
- 9.15 This includes the time for agreeing and signing a legal agreement to cover S106 developer contributions. At the same time, the borough needs to base decisions on up-to-date information with necessary school involvement.

³ This includes decisions made under powers delegated to officers from Cabinet following Cabinet consideration of a report on school expansions.

- 9.16 Priority 2 projects, therefore, will be identified from school AMPs. The borough already asks schools for these each summer, but upon approval of this interim methodology, will request updated versions, asking for:
- S106 compliant projects.
 - A ranking of the projects.
 - Any information on potential solutions, costings and size of project (m²).
- 9.17 Where no response is received from a school the borough will make its own judgement about rankings, costings and the size of a project.
- 9.18 For priority 2 projects, the borough reserves the right to add additional projects not identified by schools or on the AMPs. This is of particular relevance where a housing development, either by itself or in conjunction with other schemes, triggers the need for a new school or for a substantial extension of an existing one.
- 9.19 Schools are able to update their AMPs at any time, and the borough will discuss projects with schools as necessary.
- 9.20 All decisions on Priority 1 and Priority 2 projects will be recorded.

10. ADDITIONAL INFORMATION

- 10.1 No distinction is made between different types of state funded schools when determining eligibility for education S106 developer contribution, whether they are: academies, free schools, community, voluntary aided or voluntary controlled schools.
- 10.2 The borough will continue to collect Asset Management Plan and Net Capacity information for all types of state schools, including academies and free schools.

ANNEXE

1. SCHOOLS BY AREA AND SUBAREA

- 1.1 The tables below show the Royal Borough schools by their subareas (primary sector) and areas (secondary sector). These boundaries have been drawn up with reference to school designated area borders.

Table A: Primary and first schools in RBWM by subarea**Ascot**

Ascot	Cheapside CE Primary School Holy Trinity Church of England Primary School, Sunningdale St Francis Catholic Primary School St Michael's C of E Primary School, Sunninghill South Ascot Village School
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Datchet and Wraysbury

Datchet and Wraysbury	Datchet St Mary's C of E Primary Academy Wraysbury Primary School
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Maidenhead

Bisham and Cookham	Bisham School Cookham Dean CE Aided Primary School Cookham Rise Primary School Holy Trinity C of E Primary School, Cookham
Central Maidenhead	All Saints Church of England Junior School Boyne Hill C of E Infant and Nursery School Larchfield Primary and Nursery School
Maidenhead Villages	Burchetts Green CE Infant School Knowl Hill CE Primary School Waltham St Lawrence Primary School White Waltham C of E Academy
North East Maidenhead	Riverside Primary School and Nursery St Luke's Church of England Primary School
North West Maidenhead	Alwyn Infant School Courthouse Junior School Furze Platt Infant School Furze Platt Junior School
South East Maidenhead	Braywick Court Holyport C of E (Aided) Primary School & Foundation Unit Oldfield Primary School
South West Maidenhead	Lowbrook Academy Wessex Primary School Woodlands Park Primary School

Windsor

East Windsor	Oakfield First School The Queen Anne Royal Free CE First School Trinity St Stephen Church of England First School
Eton	Eton Porny C of E First School Eton Wick C of E First School
Old Windsor and Park	Kings Court First School The Royal School (Crown Aided)
Windsor North	Dedworth Green First School Homer First School and Nursery St Edward's Catholic First School
Windsor South	Alexander First School Clewer Green CE (Aided) First School Hilltop First School
Windsor Villages	Braywood CE First School

Table B: Secondary, middle and upper schools in RBWM by area

Ascot	Charters School
Datchet and Wraysbury	Churchmead Church of England School
Maidenhead	Altwood Church of England School Cox Green School Desborough College Furze Platt Senior School Holyport College (Year 7) Newlands Girls' School
Windsor	Dedworth Middle School Holyport College (Year 9)

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	St Edward's Royal Free Ecumenical Middle School St Peter's CE Middle School The Windsor Boys' School Trevelyan Middle School Windsor Girls' School
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Table C: Special Educational Needs schools in RBWM

RBWM	Forest Bridge School* Manor Green School
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*Forest Bridge School will be considered for projects once it moves to a permanent site.

2. PER PUPIL SPACE REQUIREMENT CALCULATIONS

2.1 For mainstream education in primary and secondary school provision, the guidance gives expected ranges for space requirements, as set out at Annex A, page 42, of Building Bulletin 103. The minimum, maximum and average per space requirements are shown in Table D, with the average figure used by the borough as the basis for its per pupil space requirement.

Table D: Per pupil space requirement calculations for mainstream schools

	Base m ²			Per pupil m ²			Pupils	Calculation
	Min	Max	Avg	Min	Max	Avg		
Primary	350	400	375	4.1	4.5	4.3	210	$4.3 \times 210 = 903\text{m}^2$ $375\text{m}^2 + 903\text{m}^2 = 1,278\text{m}^2$ $1,278\text{m}^2 / 210 = \mathbf{6.08\text{m}^2 \text{ (A)}}$
Secondary (11-16)	1,050	1,270	1,160	6.3	7.1	6.7	750	$6.7 \times 750 = 5,025\text{m}^2$ $5,025\text{m}^2 + 1,160\text{m}^2 = 6,185\text{m}^2$ $6,185\text{m}^2 / 750 = 8.25\text{m}^2$ $(750/924) \times 8.25\text{m}^2 = 6.70\text{m}^2$
(16+)	350	430	390	7	7.85	7.425	174 (based on average RBWM staying-on rates)	$7.425 \times 174 = 1,292\text{m}^2$ $1,292\text{m}^2 + 350\text{m}^2 = 1,642\text{m}^2$ $1,642\text{m}^2 / 174 = 9.43\text{m}^2$ $(174/924) \times 9.43\text{m}^2 = 1.78\text{m}^2$
Secondary (all)	-	-	-	-	-	-	924	$6.697\text{m}^2 + 1.776\text{m}^2 = \mathbf{8.47\text{m}^2 \text{ (B)}}$

2.2 The guidelines for special education accommodation are for different types of Special Educational Needs (SEN) provision. The borough is adopting an average of these figures, as set out in Annex F, pages 192 to 196 of Building Bulletin 102.

Table E: Per pupil space requirement calculations for special educational needs accommodation

	Pupils	Total Gross Area (m ²)	Per pupil m ²
School type A (primary)	56	1,879	33.55
School type B (primary)	112	3,199	28.56
School type C (primary)	88	3,307	37.58
School type A (secondary)	88	3,532	40.14
School type B (secondary)	136	4,416	32.47
School type C (secondary)	88	4,079	46.35
Average	-	-	36.44 (C)

2.3 The calculations in Tables D and E provide the per pupil space requirement figures for:

- **(A)** Primary pupils: 6.08m²
- **(B)** Secondary pupils: 8.47m²
- **(C)** SEN pupils: 36.44m²

2.4 These figures are combined to provide an overall per pupil space requirement figure covering primary, secondary and SEN provision as follows:

$$(((A + B)/2) \times 98.9) + C / 100 = 7.56\text{m}^2$$

- 2.5 This calculation takes the average of the primary and secondary pupil space requirement figures, and adjusts it so that the higher floor space needed for the 1.1% of children needing placement in either special school provision or a resourced unit is accounted for.

3. PRIORITISATION MODEL

- 3.1 When there are two or more schemes that could be funded using an education S106 developer contribution, the following prioritisation model will be used. The project achieving the most points will usually be the prioritised scheme.

S106 compliant

- 3.2 All projects must contribute to increasing the capacity of a school to admit additional pupils. Any project not meeting this criterion will automatically be excluded.

Table F: S106 compliant project

Project is S106 Compliant	Further action
Yes	Include in prioritisation
No	Don't include in prioritisation.

Local demand

- 3.3 This criterion awards a project five points if it provides additional capacity where there is the greatest need. This will be assessed by identifying which tier of education locally, i.e. primary, secondary, first, middle or upper, has the largest projected percentage imbalance between supply and demand of school places. The calculation will be based on the full forecast figures as at the last forecast year provided for each area and tier.

Table G: Scoring for local demand

Location of project	Points
Project is located in a school in the tier of education with largest projected percentage imbalance.	5
Project is <u>not</u> located in a school in the tier of education with largest projected percentage imbalance	0

A project increasing capacity and/or accessibility to a Special Educational Needs school will automatically be awarded the five points under this criterion.

Increase in Published Admissions Number

- 3.4 All schools have a Published Admission Number (PAN), referring to the number of children to be admitted to each of the school's year groups. Where a scheme is directly linked to an increase to a school's PAN, then it will be awarded five points.

Table H: Scoring for increase in PAN

Location of project	Points
Project leads to an increase in a school's PAN	5
Project does not lead to an increase in a school's PAN	0

Increase in workplaces

- 3.5 Under this criterion, schools with eligible schemes will be scored according to the ratio of total workplaces in the school to pupil places, compared to the borough average for the type of school.
- 3.6 The Net Capacity calculation for each school assesses the number of basic workplaces and resource workplaces in each school, based on the types and sizes of the rooms. Adding the Basic and Resource Workplace figures together provides the total workplaces figure.
- 3.7 This will be assessed on the basis of the borough's latest Net Capacity and floor plans information. Schools carrying out their own changes to accommodation need already inform the borough of alterations made, so that information is up-to-date.
- 3.8 The Total Workplaces figure will then be divided by the total number of places in the school based on its current PAN. Where a school has a sixth form, the number of places will be calculated based on the school's historic sixth form staying-on rate. Where a school has a sixth form that is not yet operational, the number of places will be calculated based on the borough's historic sixth form staying-on rate.
- 3.9 The resulting workplaces per pupil place will then be scored against the borough averages for the school type, as set out in Table I.

Table I: Scoring for workspaces

	RBWM average workplaces per pupil	Comparison to average workplaces m ²	Points
Primary Including first, primary, infant and junior schools	1.96	>10% below	5
		>7% to 10% below	4
		>4% to 7% below	3
Middle	2.40	>0% to 4% below	2
Secondary Including upper	2.54	0% to 4% above	1
		>4% above	0

- 3.10 This approach is necessarily simple, and does not take account of the challenges that schools face in delivering the national curriculum. Carrying out a full curriculum and accommodation analysis for each school at the time of application is not, however, feasible.
- 3.11 A project increasing accessibility to any school for children with Special Educational Needs will automatically be awarded the full five points under this criterion.

Cost

- 3.12 The borough does not currently cost all projects that are currently on school Asset Management Plans, as there are hundreds of schemes listed. All eligible schemes will have an estimated cost prepared at the time of application, based on the likely additional floor space and the per m² cost of £1,808.50 (as set out in Section 6 of this methodology).
- 3.13 If an eligible scheme can be wholly funded by the education S106 developer contributions arising from the development, or part funded by these funds together with any other

available monies (including other S106 contributions within the pooling limit) then it will be awarded five points.

- 3.14 If an eligible scheme requires additional funds that are not yet available, including S106 contributions from future housing developments in the local area, then the scheme will be awarded between two and four points based on the likelihood of additional funds becoming available within three years. If the funds to cover any shortfall are 'unlikely' or 'very unlikely' to be forthcoming within three years the project will automatically be excluded from further consideration. This judgement will be made in consultation with the application's case officer.

Table J: Scoring for cost

Location of project	Points
Project can be fully funded using these S106 contributions and other already available monies	5
Project can be only be funded using additional monies that are <u>certain</u> to become available in the next three years.	4
Project can be only be funded using additional monies that are <u>very likely</u> to become available in the next three years.	3
Project can be only be funded using additional monies that are <u>likely</u> to become available in the next three years.	2
Project can be only be funded using additional monies that are <u>unlikely</u> to become available in the next three years.	Project automatically excluded.
Project can be only be funded using additional monies that are <u>very unlikely</u> to become available in the next three years.	Project automatically excluded.

Tiebreak 1

- 3.15 If two or more projects at different schools achieve the same score then the tiebreak will be proximity to the proposed development, using straight line distance. The project at the closest school will be prioritised.

Tiebreak 2

- 3.16 If two or more projects at the same school achieve the same score then the tiebreak will be the school's ranking of the project, with the higher ranking project securing the monies.

4. EXAMPLES OF PROJECTS

4.1 This section gives non-exhaustive lists of the projects that could be funded or part-funded by education S106 developer contributions under this methodology.

Potential Priority 1 schemes

4.2 The following school expansion schemes have been approved by Cabinet and may result in S106 compliant projects:

- Expansion of The Windsor Boys School (Windsor)
- Expansion of Windsor Girls School (Windsor)
- Expansion of Dedworth Middle School (Windsor)
- Expansion of Cox Green School (Maidenhead)
- Expansion of Furze Platt Senior School (Maidenhead)
- Expansion of Charters School (Ascot)
- Expansion of Manor Green School (Maidenhead)

Potential Priority 2 schemes

4.3 These schemes will be assessed following further updates to school Asset Management Plans.