

Appendix A: Summary of education capital

1.1 This appendix provides a summary of the main education capital funding streams for local authorities and state schools in the local authority area. It currently excludes the funding for new school established in the free school waves.

2. Capital grants for new school places

Basic Need

2.1 Basic need funding is the money given by the DfE to local authorities each year to help them fulfil their duty to make sure there are enough school places for children in their local area.

2.2 Basic Need can be spent at any state school (e.g. academy (including free schools), community, voluntary controlled and voluntary aided). Allocations are reduced proportionally, however, if projected need for new school places is partially or wholly met by a centrally funded free school.

2.3 The figures allocated are based on the pupil projections and school capacity information submitted by local authorities each July in the annual School Capacity (SCAP) survey. In the past, this survey also collected information about how the grant had been spent/how new school places had been funded. That element of the survey has now been separated out into the Capital Spend Survey.

2.4 Due to the Covid-19 crisis, the 2020 SCAP return has been cancelled, whilst the Capital Spend Survey has been delayed until 2021. In April, following cancellation of this year's SCAP, the DfE indicated that they intend to use the data from the 2019 SCAP to calculate 2022-23 grant allocations.

2.5 Recent Basic Need allocations for the Royal Borough are set out below:

- 2016-17: £2,763,424
- 2017-18: £2,435,239
- 2018-19: £1,164,054
- 2019-20: £1,226,537
- 2020-21: £0
- 2021-22: £790,954

2.6 In the Royal Borough, decisions about spending Basic Need are usually taken by Cabinet, following public consultation on proposals for new school places. Budgets are agreed by Council and spend monitored by monthly budget monitoring meetings.

Targeted Basic Need

2.7 On occasion, the DfE announces one-off grants to either top up existing grants or support specific policy objectives. In the past, where these relate to new school places, these have been called Targeted Basic Need grants. There have been no recent grants to the local authority in this category.

Selective Schools Expansion Fund (SSEF)

- 2.8 This is not a grant that the Royal Borough of Windsor and Maidenhead can access, but it can impact on school places locally. This grant is given to expand academies or local authority maintained schools that are partially or fully selective and who have committed to increase admissions of pupil premium children. In the first, (2018-19) round, two local grammar schools (Sir William Borlase's Grammar School and Sir John Hampden Grammar School) were successful, and will increase their intakes by 30 places per year group each. No local schools were successful in the 2019-20 round.

3. Capital grants for rebuilding schools

Priority School Building Programme

- 3.1 The Priority School Building Programme has run for much of the last decade, in two phases. Phase 1 carried out whole school rebuilds and refurbishments at 260 schools. Phase 2 has focused more on addressing individual school buildings, replacing specific blocks at 277 schools. No schools in the Royal Borough have qualified in either round. The programme is expected to complete in late 2021.

New June 2020 announcement

- 3.2 In late June 2020 the government announced a new, ten-year, school rebuilding programme, starting with £1bn to fund 50 projects in 2020-21. The projects were due to be confirmed in Autumn 2020, with an expectation that construction will start in September 2021. More details are still awaited, but it seems likely that priority will be based on the government's recent school condition surveys.

4. Capital grants for school condition

Devolved Formula Capital (DFC)

- 4.1 All schools receive Devolved Formula Capital (DFC) as part of their annual school funding allocations from the DfE. This is to assist schools with maintenance of their estate and to fund small capital projects for school improvement. The local authority remains responsible for monitoring the spend of DFC in community and voluntary controlled schools.

School Condition Allocation (SCA)

- 4.2 This grant is given to 'responsible bodies'; that is local authorities and Multi-Academy Trusts and Voluntary Aided school bodies with more than five schools and 3,000 pupils. It is intended to address more serious condition works that cannot be funded by an individual's DFC. For 2020/21, only two bodies other than the LA qualify for SCA; the Oxford Diocese (which covers the Church of England VA schools); and the Oxford Diocesan Schools Trust (ODST) (a MAT that covers most, but not all, of the Church of England academies). None of the other MATs covering schools in the borough are large enough to qualify for SCA, including the Windsor Learning Partnership and the Frassati Catholic Academy Trust.

- 4.3 The local authority's SCA is for spend at community and voluntary controlled schools only, and may fund projects such as:

- New roofs and roof repairs.
- Boiler and pipework replacement.
- Electrical and re-wiring works.
- Resurfacing, paths and access improvements.
- Window and door replacements.
- Structural works.

4.4 Recent SCA allocations for the Royal Borough are set out below:

- 2016-17: £940,753
- 2017-18: £778,251
- 2018-19: £763,898
- 2019-20: £765,392
- 2020-21: £764,240 + £354,927.31 = £1,119,167.31 (see para 4.6).
- 2021-22: Unlikely to be released before April 2021.

4.5 The amount of SCA awarded to the Royal Borough has fallen as more schools have become academy.

4.6 In response to the Covid-19 crisis, the government announced, in June 2020, a further £560m for repairs and upgrades to schools. On the 5th August 2020, the details of this spending were confirmed as top-ups to the SCA. This was worth an additional £354,927.31, taking the allocation for 2020-21 to £1,119,167.31.

4.7 In the Royal Borough, decisions about spending SCA are based on a prioritisation of schemes carried out by officers, taking into account requests from schools and surveys carried out by specialists. The prioritised list is approved in principle by Cabinet in December, and then forms part of the borough's capital programme. The approval in principle allows initial work to be carried out, making it more likely that the projects can then be delivered over the subsequent holiday period. Further prioritisation takes place over the year as new urgent projects are identified.

4.8 Spending of the SCA has previously been reported back to the DfE as part of the Condition Spend Return in the autumn. In future, this will be combined with the Basic Need spending as part of the Capital Spend Survey.

Condition Improvement Fund (CIF)

4.9 Academies (including free schools) and Voluntary Aided schools that are not part of a larger MAT or Voluntary Aided body can apply to the DfE for funding for significant condition projects via the Condition Improvement Fund. In a small number of cases this funding can also be used to support school expansions at good or outstanding schools in the CIF category who have a need to expand.

4.10 In RBWM, the criteria mean that academies and VA schools (other than those in the Oxford Diocese or part of the ODST) can apply for CIF funding.

4.11 The successful bids for the 2020 to 2021 CIF rounds have just been published (29th June 2020), with the following schools successful:

- Cox Green School – Asbestos removal and various lighting and fire works.

- Furze Platt Senior School – Roofing renewal.
 - St Mary’s Catholic Primary School – lighting and ceilings work.
 - The Windsor Boys School – Roofing replacement.
 - Newlands Girls’ School – Roofing replacement.
 - Newlands Girls’ School – Curtain walling, windows and doors.
- 4.12 Additional CIF projects for 2020/21 were approved by the government on 5th August 2020, as part of the Covid-19 response. The additional approved schemes in the Royal Borough were:
- Charters School – Window and door replacement.
 - Knowl Hill C of E Primary School – Safeguarding.
 - The Windsor Boys’ School – Fire alarm system renewal
 - Windsor Girls’ School - Flat roof replacement.
 - Dedworth Green First School – replacement of boundary fence and gates
 - Bisham Academy – roof recovery
- 4.13 Schools eligible for CIF can also apply to the Urgent Capital Support grant for emergency funding to address issues that put the safety of pupils and staff at risk, or threaten the closure of a school.

5. Capital funding for special educational needs

- 5.1 There is currently no specific annual funding available for new special educational needs places.

Special Provision Capital Fund

- 5.2 This is a one-off capital fund, paid over three years, to create new school places and improve existing facilities for children and young people with SEN and disabilities.
- 5.3 The full amount allocated to the Royal Borough of Windsor and Maidenhead is £1.227m.
- 5.4 The Royal Borough has approved four new Resource Bases at primary schools in the borough, to open in September 2021 and September 2022.

ROYAL BOROUGH OF WINDSOR & MAIDENHEAD

EQUALITY IMPACT ASSESSMENT

ESSENTIAL INFORMATION

Item being assessed <i>(Please tick):</i>	Strategy		Policy		Plan		Project	Tick	Service/Procedure	
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Responsible Officer:	Ben Wright				Service:	School Support Services				
					Directorate:	Children's Services				

STAGE 1: EqIA SCREENING (MANDATORY)

STAGE 2: FULL ASSESSMENT (IF APPLICABLE)

Date created:	20/11/2020				Date created:					
					Date reviewed by Law & Governance:					

Approved by Head of Service / Overseeing group/body / Project Sponsor:										
	Signed:	Lynne Penn, Support Services Service Manager								
	Date:									

GUIDANCE NOTES

What is an EqlA and why do we need to do it?

The Equality Act 2010 places a 'General Duty' on all public bodies to have 'due regard' to:

- Eliminating discrimination, harassment and victimisation and any other conduct prohibited under the Act.
- Advancing equality of opportunity between those with 'protected characteristics' and those without them.
- Fostering good relations between those with 'protected characteristics' and those without them.

EqlAs are a systematic way of taking equal opportunities into consideration when making a decision, and should be conducted when there is a new or reviewed strategy, policy, plan, project, service or procedure in order to determine whether there will likely be a detrimental and/or disproportionate impact on particular groups, including those within the workforce and customer/public groups.

What are the “protected characteristics” under the law?

The following are protected characteristics under the Equality Act 2010: age; disability (including physical, learning and mental health conditions); gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation.

What's the process for conducting an EqlA?

The process for conducting an EqlA is set out at the end of this document. In brief, a Screening Assessment should be conducted for every new or reviewed strategy, policy, plan, project, service or procedure and the outcome of the Screening Assessment will indicate whether a Full Assessment should be undertaken.

Openness and transparency

RBWM has a 'Specific Duty' to publish information about people affected by our policies and practices. Your completed assessment should be sent to the Strategy & Performance Team for publication to the RBWM website once it has been signed off by the relevant manager, and/or Strategic, Policy, or Operational Group. If your proposals are being made to Cabinet or any other Committee, please append a copy of your completed Screening or Full Assessment to your report.

Enforcement

Judicial review of an authority can be taken by any person, including the Equality and Human Rights Commission (EHRC) or a group of people, with an interest, in respect of alleged failure to comply with the general equality duty. Only the EHRC can enforce the specific duties. A failure to comply with the specific duties may however be used as evidence of a failure to comply with the general duty.

STAGE 1: SCREENING (MANDATORY)

1.1 What is the overall aim of your proposed *strategy/policy/project etc* and what are its key objectives?

The aim of the project is to carry out larger scale maintainance and improvement works at Community and Voluntary Controlled schools in the borough, funded by the DfE's School Condition Allocation, and spent in accordance with the guidance. Projects are prioritised based on condition and urgency.

1.2 What evidence is available to suggest that your proposal could have an impact on people (including staff and customers) with protected characteristics?

*Consider each of the protected characteristics in turn and identify whether your proposal is **Relevant** or **Not Relevant** to that characteristic. If **Relevant**, please assess the level of impact as either **High / Medium / Low** and whether the impact is **Positive** (i.e. contributes to promoting equality or improving relations within an equality group) or **Negative** (i.e. could disadvantage them). Please **document your evidence** for each assessment you make, **including** a justification of why you may have identified the proposal as "Not Relevant".*

Protected characteristic	Relevance	Level	Positive / Negative	Evidence
Age	Not relevant	n/a	n/a	n/a
Disability	Not relevant	n/a	n/a	n/a
Gender reassignment	Not relevant	n/a	n/a	n/a
Marriage and civil partnership	Not relevant	n/a	n/a	n/a
Pregnancy and maternity	Not relevant	n/a	n/a	n/a
Race	Not relevant	n/a	n/a	n/a
Religion or belief	Not relevant	n/a	n/a	n/a
Sex	Not relevant	n/a	n/a	n/a
Sexual orientation	Not relevant	n/a	n/a	n/a

OUTCOMES, ACTION & PUBLIC REPORTING

Screening Assessment Outcome	Yes / No / Not at this Stage	Further Action Required / Action to be taken	Responsible Officer and / or Lead Strategic Group	Timescale for Resolution of negative impact / Delivery of positive impact
Was a significant level of negative impact identified?	No	No	Ben Wright, School Places and Capital Team Leader.	The proposed schemes should be completed in the 2021/22 financial year.
Does the strategy, policy, plan etc require amendment to have a positive impact?	No	No	Ben Wright, School Places and Capital Team Leader.	The proposed schemes should be completed in the 2021/22 financial year.

If you answered **yes** to either / both of the questions above a Full Assessment is advisable and so please proceed to Stage 2. If you answered “No” or “Not at this Stage” to either / both of the questions above please consider any next steps that may be taken (e.g. monitor future impacts as part of implementation, re-screen the project at its next delivery milestone etc).

All completed EqIA Screenings are required to be publicly available on the council’s website once they have been signed off by the relevant Head of Service or Strategic/Policy/Operational Group or Project Sponsor.

STAGE 2: FULL ASSESSMENT		
2.1 SCOPE & DEFINE		
2.1.1	Who are the main beneficiaries of the proposed strategy / policy / plan / project / service / procedure? List the groups who the work is targeting/aimed at.	
2.1.2	Who has been involved in the creation of the proposed strategy / policy / plan / project / service / procedure? List those groups who the work is targeting/aimed at.	
2.2 INFORMATION GATHERING/EVIDENCE		
2.2.1	What secondary data have you used in this assessment? Common sources of secondary data include: censuses, organisational records.	
2.2.2	What primary data have you used to inform this assessment? Common sources of primary data include: consultation through interviews, focus groups, questionnaires.	
	Advancing the Equality Duty	Negative impact
		Explanation & Mitigations

Equality Duty Statement	Protected Characteristic	Does the proposal advance the Equality Duty Statement in relation to the protected characteristic (Yes/No)	If yes, to what level? (High / Medium / Low)	Does the proposal disadvantage them (Yes / No)	If yes, to what level? (High / Medium / Low)	Please provide explanatory detail relating to your assessment and outline any key actions to (a) advance the Equality Duty and (b) reduce negative impact on each protected characteristic
Eliminate discrimination, harassment, victimisation	Age					
	Disability					
	Gender reassignment					
	Marriage and civil partnership					
	Pregnancy and maternity					
	Race					
	Religion or belief					
	Sex					
Advance equality of opportunity	Age					
	Disability					
	Gender reassignment					
	Marriage and civil partnership					
	Pregnancy and maternity					
	Race					
	Religion or belief					
	Sex					

	Sexual orientation					
Foster good relations	Age					
	Disability					
	Gender reassignment					
	Marriage and civil partnership					
	Pregnancy and maternity					
	Race					
	Religion or belief					
	Sex					
	Sexual orientation					

2.4 Has your delivery plan been updated to incorporate the activities identified in this assessment to mitigate any identified negative impacts?
These could be service, equality, project or other delivery plans. If you did not have sufficient data to complete a thorough impact assessment, then an action should be incorporated to collect this information in the future.

EqIA Process

