

Equality Impact Assessment (EIA) Report Form

This form should be completed for each Equality Impact Assessment on a new or existing function, a reduction or closure of service, any policy, procedure, strategy, plan or project which has been screened and found relevant to Equality and Diversity.

Please refer to the 'Equality Impact Assessment Guidance' while completing this form. If you would like further guidance please contact the Corporate Strategy Team or your directorate Heads of Service Equality Champion.

Where do you work?	
Service Area:	Strategic School Improvement Programme
Directorate:	ELLL

(a) This EIA is being completed for a...

Service/ Function	Policy/ Procedure	Project	Strategy	Plan	Proposal
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

(b) Please name and describe below...

Review of the funding formula for all primary schools in Neath Port Talbot

(c) It was initially screened for relevance to Equality and Diversity on _____

(d) It was found to be relevant to...

Age	x	Race	x
Disability	x	Religion or belief.....	x
Gender reassignment	<input type="checkbox"/>	Sex	x
Marriage & civil partnership	<input type="checkbox"/>	Sexual orientation.....	<input type="checkbox"/>
Pregnancy and maternity	<input type="checkbox"/>	Welsh language	x

(e) Lead Officer

Name: Debora Holder-Phillips

Job title: Strategic School Improvement Programme

Date: 040118

(f) Approved by Head of Service

Name: Andrew Thomas

Date: 040118

Section 1 – Aims (See guidance):

Briefly describe the aims of the function, service, policy, procedure, strategy, plan, proposal or project

What are the aims?

In order to deliver education in its area the Council's Cabinet determines on an annual basis the total amount of money to be distributed to schools - the Individual Schools Budget. The level of funding individual schools receive - the Schools Budget Share, is an allocation of the Individual Schools Budget determined by a formula.

The formula neither increases nor decreases the amount of money in the Individual Schools Budget. It is the mechanism by which the Individual Schools Budget is distributed amongst schools. The formula is required to be simple, objective, measurable, predictable in effect and clearly expressed. There is a formula for allocating funding to primary schools and separate formulas for secondary and special schools.

Who has responsibility?

The Council, as local education authority, is responsible for developing a formula specific to its area.

Who are the stakeholders?

All NPT primary schools and their school communities

Section 2 - Information

(a) Service Users

Please tick what information you know about your service users and provide details / evidence of how this information is collected.

Age	x	Race	x
Disability	x	Religion or belief	x
Gender reassignment	<input type="checkbox"/>	Sex	x
Marriage & civil partnership	x	Sexual orientation	<input type="checkbox"/>
Pregnancy and maternity	x	Welsh language	x

What information do you know about your service users and how is this information collected?

There are 55 primary schools across NPTCBC. 46 primary schools are English-medium schools and 9 are Welsh-medium schools.

Age -

Pupils - The proposal relates to primary schools for pupils aged 3-11.

Staff – The Council does not discriminate against age in the employment of staff across the Council and within schools.

Disability –

Pupils – The review relates to mainstream primary schools, all of these schools provide for pupils with additional learning needs in a mainstream setting. Some pupils will have statements of special educational needs. Others may be on School Action Plus or School Action.

To provide for pupils with specific special educational needs, NPTCBC currently has 2 special schools and a number of Learning Support Centres placed in schools across the County Borough. In addition to the specialist schools and centres each mainstream school has the capability to provide for pupils with special educational needs within a mainstream setting. This review does not include the funding provided to specialist units or special schools.

Any pupil with a disability is assessed on an individual basis and relevant modifications, adaptation or reasonable adjustments made where applicable, this is the case for all types of disabilities. Assessment on an individual basis includes application for home to school transport.

Staff – HR records show if members of staff have declared that they have a disability.

Race –

Pupils- All NPT schools are inclusive for pupils of all ethnic groups and ethnicity is not a criterion under the Council's Admissions Policy. The Council records the declared ethnicity for each pupil in all primary schools.

Staff – HR records show the nationality declared by all members of staff.

Religion or belief –

Pupils – Pupil records at each individual school record pupils who have declared a religion or belief. The funding review is not faith specific and is applied consistently across primary schools of all categories

Staff - Data held is according to what individuals have chosen to disclose. The funding review is not faith specific and is applied consistently across primary schools of all categories.

Sex –

Pupils – All primary schools across NPT are mixed-sex schools.

Staff – The school employs both male and female staff members.

Pregnancy and maternity –

Pupils – this characteristic is not applicable due to the age of the pupils.

Staff – The Council has policies in place to cover those members of staff who are pregnant or on maternity leave/paternity leave. The Council does not discriminate against woman who are pregnant or on maternity in terms of redundancy. If an employee's post becomes redundant during her/his SPL period, s/he must be treated as any other employee.

Gender reassignment -

Data held is according to what individuals have chosen to disclose. The review of the funding formula for primary schools will have a neutral effect on this characteristic as the formula does not consider the gender reassignment.

Marriage and civil partnership -

Pupils – this characteristic is not applicable due to the age of the pupils.

Staff – HR records show the marital status of members of staff at all primary schools. The review of the funding formula for primary schools will have a neutral effect on this characteristic as the formula does not consider the marital status of employees.

Sexual Orientation –

Data held is according to what individuals have chosen to disclose. The review of the funding formula for primary schools will have a neutral effect on this characteristic as the formula does not

consider the sexual orientation.

Information is collected by NPTCBC in respect of pupil and school data through various means such as Data Unit, School Admissions, School and Family Support, Additional Learning Needs Support Team, Strategic School Improvement Programme etc. Estyn Inspection reports are also considered.

Data is sourced from:

PLASC data as at January each year

Data from the Directorate's Management Information Unit

NPTCBC HR records

School pupil and staff records

The results of the primary sector formula review, with which representatives of LLAN, the primary sector head teacher consultative group, have been involved, form the basis of consultation.

Any Actions Required?

Continue to review information received from key stakeholders to determine if additional information needs to be added to this EIA.

The impact on any particular group will not be known until after the implementation of the new funding formula as individual governing bodies are responsible for determining how the allocated budget is spent in their individual schools.

(b) General

What information do you know and how is this information collected?

The school estate has changed significantly since 2011 with a number of small schools being closed, federations formed and infant/junior schools amalgamated. The current funding formula no longer reflects the balance between small and large schools. Support via the formula for the remaining smaller schools is still disproportionately impacting on the overall funding allocation to schools, resulting in funding not being distributed equitably on a 'per pupil' basis. In short, the formula is still subsidising smaller schools, i.e. the schools with the fewest of pupils and this is having a detrimental impact on the funding available to larger schools, a position which is no longer sustainable.

Information is collected via the Directorate's Management Information Unit and the Bursar/Primary Support Officer service.

Any Actions Required?

Continue to review information received from key stakeholders to determine if additional information needs to be added to this EIA. In particular a review of the impact of changes brought about following the implementation of the new funding formula.

Section 3 – Impact

(a) Impact on Protected Characteristics

Please consider the possible impact on people with different protected characteristics. This could be based on service user information, data, consultation and research or professional experience (e.g. comments and complaints).

	Positive	Negative	Neutral	Needs further investigation
Age	➡ <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
Disability	➡ <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
Gender reassignment	➡ <input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Marriage & civil partnership	➡ <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
Pregnancy and maternity	➡ <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
Race	➡ <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
Religion or belief	➡ <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
Sex	➡ <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
Sexual orientation	➡ <input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Welsh language	➡ <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X

Thinking about your answers above, please explain (in detail) why this is the case. Include details of any consultation (and/or other information) which has been undertaken to support your view.

Currently the impact of changes brought about following the implementation of the new funding formula are unknown. The Council, as local education authority, is responsible for developing a formula specific to its area. At school level, individual governing bodies are responsible for managing expenditure within their funding allocation, i.e. the Schools Budget Share, and for setting an annual budget to this effect.

Until each governing body is allocated its annual school budget and determines its budget spend, the impact on each of the protected characteristics will be unknown.

However, the new funding formula sets out to deliver funding more equitably and in doing so provide the basis for continued school improvement and the raising of standards across the school estate. The most significant factor influencing the amount of funding an individual school receives as its Schools Budget Share is the number of pupils on roll, whilst the largest cost is staff salaries.

The current funding formula no longer reflects the balance between small and large schools. Support via the formula for the remaining smaller schools is still disproportionately impacting on the overall funding allocation to schools, resulting in funding not being distributed equitably on a 'per pupil' basis.

In short, the formula is still subsidising smaller schools, i.e. the schools with the fewest of pupils and this is having a detrimental impact on the funding available to larger schools, a position which is no longer sustainable.

(b) Impact on the Welsh Language

What is the likely impact of the policy on:

- **Opportunities for people to use Welsh**
- **The equal treatment of the Welsh and English languages**

Please give details

The funding review is not language specific and is applied consistently across primary schools of all categories. Therefore both Welsh-medium and English-medium schools are treated equally under the funding formula arrangements.

Until each governing body is allocated its annual school budget and determines its budget spend, the impact on each of the protected characteristics will be unknown.

However, the current formula operates on the basis of a Welsh-medium supplement of 10% for capitation. This allows for translation and purchase of documentation into Welsh at no detriment to the school for use in delivering the Welsh language

Could the policy be developed to improve positive impacts or lessen negative impacts? Please give details

The review group proposes that the Welsh-medium supplement to be increased to 50%. This change will result in Welsh-medium schools receiving more funding within the capitation line of their formula allocation.

The Welsh-medium schools have indicated an increase in the cost of delivering the Welsh-language and this increase will cover the increased costs to each Welsh-medium primary school.

Actions (to increase positive/mitigate adverse impact).

Continue to review information received from key stakeholders to determine if additional information needs to be added to this EIA. In particular a review of the impact of changes brought about following the implementation of the new funding formula.

Section 4 - Other Impacts:

Please consider how the initiative might address the following issues.

You could base this on service user information, data, consultation and research or professional experience (e.g. comments and complaints).

(a) Equalities

Public Sector Equality Duty (PSED)

- to eliminate discrimination, harassment and victimisation;
- to advance equality of opportunity between different groups; and
- to foster good relations between different groups

Please explain any possible impact on meeting the Public Sector Equality Duty

The new funding formula sets out to deliver funding more equitably and in doing so provide the basis for continued school improvement and the raising of standards across the school estate.

Support via the formula for the remaining smaller schools is still disproportionately impacting on the overall funding allocation to schools, resulting in funding not being distributed equitably on a 'per pupil' basis. The new funding formula will address this discrepancy.

What work have you already done to improve the above?

The Council's school funding formula was substantively revised in 2011. It is this modified version that is currently used to distribute funding to schools.

The current formula has been an important step forward towards a more equitable distribution of funding to schools. However, there are aspects of the formula that need further revision, particularly in light of the increased number of larger schools and reduced number of smaller schools.

Actions (to mitigate adverse impact or to address identified gaps in knowledge).

Continue to review information received from key stakeholders to determine if additional information needs to be added to this EIA. In particular a review of the impact of changes brought about following the implementation of the new funding formula.

(b) Reduce Social Exclusion and Poverty

Please explain any possible impact

Currently the impact of changes brought about following the implementation of the new funding formula are unknown. The Council, as local education authority, is responsible for developing a formula specific to its area. At school level, individual governing bodies are responsible for managing expenditure within their funding allocation, i.e. the Schools Budget Share, and for setting an annual budget to this effect. Until each governing body is allocated its annual school budget and determines its budget spend, the impact on each of the protected characteristics will be unknown.

The formula is required to be simple, objective, measurable, predictable in effect and clearly expressed. It is applied consistently across all primary schools.

It is recognised that there is a need to continue to review information received from key stakeholders to determine if additional information needs to be added to this EIA. In particular a review of the impact of changes brought about following the implementation of the new funding formula.

This review will include the effect of pupils who are entitled to Free School Meals.

The new funding formula aims to have funding across all primary schools distributed equitably on a 'per pupil' basis.

What work have you already done to improve the above?

The Council's school funding formula was substantively revised in 2011. It is this modified version that is currently used to distribute funding to schools. The current formula has been an important step forward towards a more equitable distribution of funding to schools. However, there are aspects of the formula that need further revision, particularly in light of the increased number of larger schools and reduced number of smaller schools.

Actions (to mitigate adverse impact or to address identified gaps in knowledge).

Continue to review information received from key stakeholders to determine if additional information needs to be added to this EIA. In particular a review of the impact of changes brought about following the implementation of the new funding formula.

(c) Community Cohesion

Is the initiative likely to have an impact on Community Cohesion?

The new funding formula aims to have funding across all primary schools distributed equitably on a 'per pupil' basis. Until each governing body is allocated its annual school budget and determines its budget spend in relation to community use and provision, the impact on community cohesion will not be known.

Actions (to mitigate adverse impact or to address identified gaps in knowledge).

Section 5 Consultation

What consultation and engagement has been undertaken (e.g. with the public and/or members of protected groups) to support the views in section 3 and 4?

Consultation took place during the period 16th October 2017 until the 3rd December 2017. Those consulted included Schools Forum and with individual school governing bodies and head teachers. The Council also consulted with teacher associations/trade unions, the representative groups for the primary and secondary sectors, LLAN & NAASH, and other key stakeholders.

Any actions required (to mitigate adverse impact or to address identified gaps in knowledge)

Section 6 – Post Consultation

What was the outcome of the consultation?

Please see the attached Consultation Report shown under Appendix B of the Cabinet Report dated 12th January 2018

Section 7 - Monitoring arrangements:

Please explain the arrangements in place (or those which will be put in place) to monitor the impact of this function, service, policy, procedure, strategy, plan or project:

Monitoring arrangements:

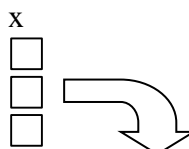
Continue to review information received from key stakeholders to determine if additional information needs to be added to this EIA. In particular a review of the impact of changes brought about following the implementation of the new funding formula.

Actions:

Section 8 – Outcomes:

Having completed sections 1-5, please indicate which of the outcomes listed below applies to your initiative (refer to guidance for further information on this section).

- Outcome 1: Continue the initiative...
- Outcome 2: Adjust the initiative...
- Outcome 3: Justify the initiative...
- Outcome 4: Stop and remove the initiative...



For outcome 3, detail the justification for proceeding here

Section 9 - Publication arrangements:

Information on the publication arrangements for equality impact assessments is available in the guidance notes

Action Plan:

Objective What are we going to do and why?	Who will be responsible for seeing it is done?	When will it be done by?	Outcome How will we know we have achieved our objective?	Progress
Continue to review information received from key stakeholders to determine if additional information needs to be added to this EIA. In particular a review of the impact of changes brought about following the implementation of the new funding formula.	Programme Manager Strategic School Improvement Programme	At the conclusion of one financial year following the implementation of the new funding formula	Funding for all primary schools is more equitably distributed according to a per pupil basis	ongoing

*** Please remember to be 'SMART' when completing your action plan.**