

Equality, Diversity, Cohesion and Integration Screening



As a public authority we need to ensure that all our strategies, policies, service and functions, both current and proposed have given proper consideration to equality, diversity, cohesion and integration.

A **screening** process can help judge relevance and provides a record of both the **process** and **decision**. Screening should be a short, sharp exercise that determines relevance for all new and revised strategies, policies, services and functions.

Completed at the earliest opportunity it will help to determine:

- the relevance of proposals and decisions to equality, diversity, cohesion and integration.
- whether or not equality, diversity, cohesion and integration is being or has already been considered, and
- whether or not it is necessary to carry out an impact assessment.

Directorate: Children and Families	Service area: Schools Finance
Lead person: Louise Hornsey	Contact number: 0113 3788689

1. Title: School funding 2019/20 – local funding formula and transfer between funding blocks of the Dedicated Schools Grant

Is this a:

- Strategy / Policy**

 Service / Function

 Other

If other, please specify – local authority schools funding formula for 2018/19

2. Please provide a brief description of what you are screening

1. The 2019/20 formula for allocating funding to schools. This funding is received by the council as part of the Dedicated Schools Grant (DSG).
2. A transfer of £800k of funding between two of the DSG funding blocks. The transfer is from the Central School Services Block (CSSB) to the High Needs Block.

3. Relevance to equality, diversity, cohesion and integration

All the council's strategies and policies, service and functions affect service users, employees or the wider community – city wide or more local. These will also have a greater or lesser relevance to equality, diversity, cohesion and integration.

The following questions will help you to identify how relevant your proposals are.

When considering these questions think about age, carers, disability, gender reassignment, race, religion or belief, sex, sexual orientation. Also those areas that impact on or relate to equality: tackling poverty and improving health and well-being.

Questions	Yes	No
Is there an existing or likely differential impact for the different equality characteristics?	x	
Have there been or likely to be any public concerns about the policy or proposal?	x	
Could the proposal affect how our services, commissioning or procurement activities are organised, provided, located and by whom?		x
Could the proposal affect our workforce or employment practices?		x
Does the proposal involve or will it have an impact on <ul style="list-style-type: none">• Eliminating unlawful discrimination, victimisation and harassment• Advancing equality of opportunity• Fostering good relations	x	

If you have answered **no** to the questions above please complete **sections 6 and 7**

If you have answered **yes** to any of the above and;

- Believe you have already considered the impact on equality, diversity, cohesion and integration within your proposal please go to **section 4**.
- Are not already considering the impact on equality, diversity, cohesion and integration within your proposal please go to **section 5**.

4. Considering the impact on equality, diversity, cohesion and integration

If you can demonstrate you have considered how your proposals impact on equality, diversity, cohesion and integration you have carried out an impact assessment.

Please provide specific details for all three areas below (use the prompts for guidance).

- **How have you considered equality, diversity, cohesion and integration?**

(**think about** the scope of the proposal, who is likely to be affected, equality related information, gaps in information and plans to address, consultation and engagement activities (taken place or planned) with those likely to be affected)

Funding Formula

All schools and Schools Forum were consulted with on two options for the 2019/20 schools funding formula. The two options that the council consulted on both proposed to move as close as possible to the national funding formula for 2019/20, as this was the approach taken for 2018/19 which was supported by the majority of schools that responded to the consultation and also Schools Forum.

Under both options the council included an increase in per-pupil funding, so that all schools would still see a per-pupil gain compared to 2018/19. However the options distributed funding differently to schools depending on which aspects of the formula were prioritised.

The local authority's view was that option 1 provided the greatest stability in the formula as it would deliver the same priorities as in 2018/19: a 0.5% minimum per pupil increase in funding, a 2.3% cap on gains per pupil and the same minimum funding level per pupil. The minimum funding level means that if any schools are not attracting this level of funding through other factors in the formula then their funding is uplifted to this minimum amount and this is not subject to a cap on gains.

The council also modelled a second option to demonstrate the effect of increasing the minimum per pupil funding level while protecting the cap on gains at 2.3%: this would result in a reduced minimum increase per pupil of 0.25%.

The responses received from schools were almost evenly split between the two options. As the voting did not identify a clear preference between the two options that were consulted on, the council took a proposal to Schools Forum in November 2018 that the general principles of option 1 should be applied (as this provides the greatest stability in the formula factors compared to 2018/19) but with some adjustments to reduce the difference between the two options for the schools that would have had the lowest increase under option 1. Schools Forum members voted in support of this approach.

Subsequently, following the announcement by the ESFA of additional funding, the final formula proposal was revised. On a per-pupil basis compared to 2018/19 the final formula proposal provides for a £100 increase in the minimum funding levels for both

primary (£3,400) and secondary (£4,700) schools, retains the 0.5% Minimum Funding Guarantee and increases the cap on gains from 2.3% to 2.7%. In particular, the increase in the minimum funding level fulfils the council's commitment to adjust option 1 to ensure that funding was increased for the small number of schools with the most significant difference between option 1 and 2. In addition the council is proposing to contribute £1m to the funding formula in 2019/20 to address funding requirements for PFI schools, which will then be baselined by the DfE in future years' Schools Block settlements. This protects non-PFI schools from contributing to an increase in the PFI Factor and provides more certainty over meeting the projected increase in costs for the PFI schools. The £1m contribution by the Council is being put forward as part of the Council's 2019/20 budget proposals and is referenced in the associated budget report. Schools Forum members fully supported these final proposals at the January 2019 meeting.

Transfer from the Central School Services Block to the High Needs Block

We consulted with all schools and Schools Forum on a transfer to the high needs block of £800k from the central school services block (CSSB), which funds local authorities for the statutory duties they hold for both maintained schools and academies.

The ESFA provides CSSB funding based on our previous year's expenditure, and due to a reduction in costs for equal pay borrowing since 2018/19 we are able to transfer £800k of the CSSB funding for 2019/20 to the High Needs Block, in order to support pressures in this area.

This transfer will not affect our ability to fund central school services, and it will contribute to reducing the current financial pressures relating to the High Needs Block.

The majority of schools supported this proposal and Schools Forum also supported it.

• **Key findings**

(think about any potential positive and negative impact on different equality characteristics, potential to promote strong and positive relationships between groups, potential to bring groups/communities into increased contact with each other, perception that the proposal could benefit one group at the expense of another)

By moving as close as possible to the ESFA's new National Funding Formula for schools, we are replicating as closely as possible the government's view on how school funding should be allocated according to various pupil characteristics, which includes a greater weighting towards targeted funding for additional needs, such as deprivation. Schools will receive funding in this way once the National Funding Formula is fully implemented, and by moving as close as possible to this model in 2019/20 schools will be prepared for their future funding arrangements, at the same time as receiving at least a 0.5% per pupil increase.

Figures provided for the two formula options during the consultation demonstrated the impact on all schools. All schools were given the opportunity to comment.

The council's proposal to contribute £1m to the funding formula in 2019/20 to address funding requirements for PFI schools, which will then be baselined by the DfE in future years' Schools Block settlements. This protects non-PFI schools from contributing to an increase in the PFI Factor and provides more certainty over meeting the projected increase in costs for the PFI schools.

• **Actions**

(**think about** how you will promote positive impact and remove/ reduce negative impact)

The 0.5% minimum increase in per pupil funding for the schools block has been a consistently positive proposal for schools throughout the consultation in both 2018/19 and 2019/20. The council is able to set the funding guarantee at anything down to -1.5% (i.e. schools could see this level of reduction in their per-pupil funding). However as the funding the council receives is based on at least a 0.5% increase per pupil for all schools, it was recognised that this would be a fair way to allocate funding, taking into account the financial pressures faced by schools.

5. If you are not already considering the impact on equality, diversity, cohesion and integration you will need to carry out an impact assessment.

Date to scope and plan your impact assessment:	n/a
Date to complete your impact assessment	n/a
Lead person for your impact assessment (Include name and job title)	n/a

6. Governance, ownership and approval

Please state here who has approved the actions and outcomes of the screening

Name	Job title	Date
Tim Pouncey	Chief Officer (Resources & Strategy), Children and Families	21/01/19
Date screening completed		18/01/19

7. Publishing

Though **all** key decisions are required to give due regard to equality the council **only** publishes those related to **Executive Board, Full Council, Key Delegated Decisions** or a **Significant Operational Decision**.

A copy of this equality screening should be attached as an appendix to the decision making report:

- Governance Services will publish those relating to Executive Board and Full Council.
- The appropriate directorate will publish those relating to Delegated Decisions and Significant Operational Decisions.

- A copy of all other equality screenings that are not to be published should be sent to equalityteam@leeds.gov.uk for record.

Complete the appropriate section below with the date the report and attached screening was sent:

For Executive Board or Full Council – sent to Governance Services	Date sent:
For Delegated Decisions or Significant Operational Decisions – sent to appropriate Directorate	Date sent:
All other decisions – sent to equalityteam@leeds.gov.uk	Date sent: