

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/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: Lucie McAulay	Contact number: 0113 3788766

1. Title: School Funding 2024/25 – Local Funding Formula
Is this a: <input checked="" type="checkbox"/> Strategy / Policy <input type="checkbox"/> Service / Function <input type="checkbox"/> Other
If other, please specify

2. Please provide a brief description of what you are screening
The proposal being screened is the 2024/25 formula for allocating funding to mainstream schools and academies.

3. Relevance to equality, diversity, cohesion and integration All the council's strategies/policies, services/functions affect service users, employees or the wider community – city wide or more local. These will also have a greater/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 and any other relevant characteristics (for example socio-economic status, social class, income, unemployment, residential location or family background and education or skills levels).		
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).
<ul style="list-style-type: none"> • 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) <p>All schools and Schools Forum were consulted with on two options for the 2024/25 schools funding formula. Figures provided for the two formula options during the consultation demonstrated the impact on all schools. All schools were given the opportunity to comment.</p> <p>Given the complexity of the possible formula factors there were a number of formula options that it would have been possible to model for consultation, and the council looked at a number of alternative options. Under the funding regulations the local authority could only set an MFG of between 0% and 0.5% for 2024/25, which did not give much scope for differentiation. However, there were two options that the council consulted on; one which stayed as close as possible to the national funding formula and one that varied</p>

slightly by proposing a lower Minimum Funding Guarantee.

The two options presented were as follows:

- Option 1: A cap on gains of 1.06% per pupil. All other factors were in line with the national funding formula, including the Minimum Funding Guarantee increase of 0.5% per pupil.
- Option 2: A reduced Minimum Funding Guarantee increase of 0% per pupil and an increased cap on gains of 1.09% per pupil. All factors, other than the MFG rate, were in line with the national funding formula.

After consultation, in December 2023, the ESFA confirmed the final schools block funding allocations for local authorities using updated pupil data from the October 2023 census. The final allocation was aligned to that predicted during the consultation and therefore allowed an MFG of 0.5% to be applied, whilst also allowing a cap on gains of 0.97%. This ensures that all schools will receive at least a 0.5% per pupil increase compared to 2023/24 funding levels.

In line with the National Funding Formula our calculation of the MFG and cap on gains for PFI schools excludes the PFI funding they receive. This will ensure that both PFI and non-PFI schools are treated equally in the funding formula and receive equivalent levels of funding protection.

- **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)

The Local Authority aims to fund all schools and academies in accordance with the principles of the NFF. The local formula will not be able to fully mirror the NFF as Schools Forum has agreed to transfer funding of 0.5% (£3.54m) from the Schools Block to the High Needs Block to support pressures in that area. However, the LA intends to distribute the remaining funds through a formula which matches the NFF as closely as possible. We have fully consulted with schools and Schools Forum on our approach and by mirroring the NFF as closely as possible we have ensured we have taken into account the equality considerations built into the NFF.

- **Actions**

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

The positive impact of this proposal has been communicated to schools and Schools Forum through the consultations and briefings noted above. The adjustment proposed ensures there is no negative impact to address.

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
Lucie McAulay	Head of Finance; Children & Families	5 th February 2024
7. Publishing		
This screening document will act as evidence that due regard to equality and diversity has been given. If you are not carrying out an independent impact assessment the screening document will need to be published.		
Please send a copy to the Equality Team for publishing		
Date screening completed		
Date sent to Equality Team		
Date published (To be completed by the Equality Team)		