



Jersey Funding Formula for Schools: Rationale and Calculations 2022



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School funding in Jersey

Background and Objectives

The development of a new formula is established as a project within the Education Reform Programme. This Programme is the implementation vehicle for the recommendations from the Independent School Funding Review¹ (ISFR) which has the overarching objective to improve educational outcomes and experience for children and young people in Jersey.

The development of a new funding formula for schools is a proposal from the ISFR which recommended that the department deliver the objective to *implement a radically simpler funding formula, so all schools and colleges have transparent and equitable budgets, and the funding system is flexible for the future.*

The method of allocating funding to schools has remained broadly unchanged for some 10 – 15 years and is no longer considered fit for purpose. As described in the ISFR the *Average Weighted Pupil Unit (AWPU) aimed to fund schools by allocating funding on a line-by-line basis to match cost. While this has advantages in ensuring all schools have the basics they need to operate, it has reduced schools' ability to budget well for their children and led to ever increasing complexity and calls from schools for the department to meet new costs from central funds.*

Work to develop a new formula started in 2021 by applying a broad split of funding into mainstream and inclusion components. Initial focus was to standardize the mainstream components of formula construction with closer reference to specific school contexts e.g. number and needs of children, size, age and condition of estate and actual workforce profile. This approach also prompted the need to develop and clarify some areas of policy that underpin funding.

Whilst simplified, the formula remains complex and explanatory notes describing some of the development and application are set out below.

Establishing the formula

New components of the formula were developed using zero-based budgeting principles. Combined with some elements of AWPU that remain relevant, a transitional formula was applied in 2022. These components, split into separately developed workstreams on mainstream and inclusion funding, were also subject to external quality assurance.

This transitional formula remains firmly work in progress. There are several sections planned for review in 2023 including elements of the staffing model in secondary schools and allocations of technology budget.

¹ [Independent School Funding Review \(gov.je\)](https://www.gov.je/independent-school-funding-review)

Spending the budget

The formula is used to derive the budget quantum and, for the majority of the budget, Headteachers have discretion on how to spend it. This ensures that school leaders, who have the best understanding of the context and requirements of the school can, for example, build a workforce that best fits their needs.

There are examples where less discretion is afforded for example:

Jersey Premium – there are additional governance and accountability measures requiring a school to produce a proposed plan for their Jersey Premium budget and produce a review assessing the performance of that plan. Both the plan and review are subject to additional scrutiny and benefit from additional support from external subject matter experts.

English as an additional language – reflecting the new approach for the education system a central team, with support from external subject matter experts, has developed a common support model for multi-lingual learners (MLL) based on their proficiency in English. This model is differentiated based on the specific MLL profile of the school, with resources allocated outside of the formula in 2022 and through the formula from 2023.

Centrally held funds

Whilst the bulk of school funding is allocated directly through the formula there remain funds held centrally for the benefit of schools. This is common for inclusion funding where the changing needs of children and young people often have funding implications for schools beyond their budget. In these instances, budget is made available for schools from the central inclusion team to support individual children and young people.

Another example is learning and development (L&D). Over and above funds allocated to school for L&D through the formula, there is a central fund available for these purposes. £1.345m was approved from 2022 on a recurring basis and, to date, has been invested in multiple different ways including development for early career teachers, SENCO NASENCo² masters level accreditation, a multi-year approach to developing oracy, assessment of proficiency in English and other continuous professional development to support multi-lingual learners. Funds are also provided to schools to pay for teaching cover supply, enabling staff to attend L&D activity.

Whilst there will always be funding held centrally for the benefit of schools the intention is to use the formula for the allocation of most funds to schools, providing Headteachers with greater clarity and certainty.

Approach to fee-charging and grant funded schools

The ISFR recommended *changing the relationship between Government of Jersey and fee-paying schools*. This recommendation, amongst others, is being considered as part of a wider range of transformational policy options. Work considering these options was initiated to inform the incoming Ministerial team and will be presented in 2023.

² National Association for Special Educational Needs

Until the future basis of this relationship is established through policy development work these schools will continue to be funded using the AWPU methodology. Some adjustments have been made, for example there has been a reduction in the occupancy charges for fee-charging schools, conditional on this reduction being invested in enhanced provision for mental health and wellbeing.

Notwithstanding this position these schools retain discretion to raise funds through changes in fees either directly (grant funded) or through annual proposals to the Minister for Children and Education (fee-charging provided schools).

Annual review cycle

The continued development of the formula is an iterative process which reflects several transitional years. The intention is to stabilize the formula by the end of 2023 after which a standardized annual review cycle will apply.

This cycle will, amongst other things, consider any changes to available funds, numbers and allocations of children and young people to schools, changes in the additional needs profile of schools, developments in education strategy and policy and so on.

It is important to remember that, consequently, the formula will continually evolve.

Balancing proposed formula with available budget

Final allocations of funding to schools through the formula need to reflect any changes to available funds, either as determined through the Government Plan process or following underlying allocation of funds between directorates within the department. Consequently, it is not uncommon to adjust the formula to reflect these.

In 2022 there were two budget reconciliation adjustments made:

Mainstream - A reduction to the mainstream components of 3.55% was applied to formula proposals to ensure the departmental budget was within available cash limits.

Inclusion – Reflecting a priority to increase funds available to support the growth in pupils with additional needs the Treasury increased funding by £2.0m from Annual Managed Expenditure (AME). This increment was added to base funding for inclusion and allocated to schools through the pro-rated application of the emerging funding formula for inclusion. This included an increase in centrally held funds for inclusion, then allocated to schools, based on need, during the year.

Final control/check – The transition to a new formula is complex and typically delivered over several years. With multiple changing variables, including approaches to funding mainstream and inclusion components, and as available funds change, it is recognised that the purity of formula application is compromised.

Whilst necessarily pragmatic, the inherent risks in this transition phase were addressed by applying a set of high-level comparisons to the overall change in school budgets for 2022. These comparators included budget in 2021, actual spending in 2021 (recognising that further funding is required in the system) and a theoretical AWPU approach to 2022. This showed that, except for schools with a material reduction in pupil numbers, the 2022 budgets for schools exceeded all three of these comparative measures. This process, often referred to as *'cushioning and dampening'* is a common

application that supports budget movement. Reflecting the majority of budget is invested in workforce it recognises the lag and lead times associated with staff recruitment and movement.

Next steps

The formula allocates available funds to schools. Changes in available funds are determined by the annual Government Plan process and any redistribution of funds within the department. Both need to consider the overarching Government challenge to deliver efficiencies and value for money. The Minister for Children and Education has proposed increased funding in education, principally for inclusion, in the Government Plan 2023 – 2026. This plan will be debated in December 2022 and the formula will be adjusted to respond to the outcome of that debate in the first quarter of 2023.

Continued work on the formula will include development of policies underpinning funding decisions, development of workforce models and accountability and governance approaches relating to specific funding streams (e.g. inclusion).

Once the formula is broadly stable the final activities will be to look for opportunities to further rationalize and simplify the approach to deliver the objectives of flexibility, transparency and sustainability.

School Funding Components 2022 (Jersey Non-fee Charging Schools)



Staff Costs

- Teaching Staff
- Headteachers and Deputy Heads
- Teachers
- Supplementary Allowances
- Supply Cover
- Support Staff
- Teaching Assistants
- Technicians
- ICT Support Staff
- Nursery Officers
- Reception and Admin Staff
- Lunchtime Supervision
- Manual Workers
- Caretakers / Site Managers
- Cleaners



Non-Staff Costs

- Premises
- Grounds Maintenance
- Cleaning
- Utilities
- Minor Works
- Other Supplies and Services
- Teaching and Learning Materials
- Travel Costs
- Admin Costs
- Training
- Exam Fees



Inclusion (Pupil Need)

- Base Funding
- Staffing
 - Special Educational Need Coordinator (SENCO)
 - Designated Safeguarding Lead (DSL)
- Counsellor / Emotional Literacy Support Assistant (ELSA)
- Educational Welfare Officer (EWO)
- Attendance Officer
- Inclusion Teacher
- Records of Need (RoN)
- RoN Top-Ups
- Special Education Needs (SEN) but not RoN
- Additional Resource Centre (ARC)
- Nurture Provision



Additional Funding (Education Reform)

- Multi-lingual Learners (MLL)
- Low Prior Attainment (LPA)
- Special Educational Need (SEN)



Additional Funding (non-formula based)

- Jersey Premium
- Information Communication Technology (ICT)
- Teacher Pension Adjustment
- Teacher Supply Conversion
- Non-Consolidated Payments
- ERP Early Career Teachers and Jersey Graduate Teacher Training
- Additional Classrooms
- Pay Awards

The following sections set out the specific construction and assumptions of each spending line at a primary and secondary phase.

Primary School Funding

1 Staffing

1.1 Teaching Staff

- **Heads & Deputies³** - Each Primary School is funded for one Headteacher and one Deputy Headteacher. The allocation is based on the actual salary cost of the Headteacher and Deputy (each school is placed in one of seven bands that reflects its size, Headteachers and Deputies Headteachers are paid from a range of salary points that change dependant on band). If no Deputy is in post, a salary is assumed on the lower tier of salary points of the school banding. The distribution of school groupings across the leadership pay scales can be found in **Appendix 1**.
- **Teachers** - One teacher is funded per class from nursery to year 6. The average cost of a teacher in each school was calculated using the October 2021 payroll costs. In agreement with teaching unions, an additional 10% is calculated to reflect time for Planning Preparation and Assessment (PPA). Four days sickness per teacher per year is also included to the budget at a rate of supply of £240 per day. As the Deputy Headteacher also has responsibility for teaching a class, the teachers' budget is reduced by one to reflect the teaching Deputy.
- **Supplementary Allowance Points⁴** - A *Supplementary Allowance (SA)* is a management allowance paid to a teacher for taking on management responsibility within a school, for example to staff who take on a subject lead role or middle management responsibilities such as Key Stage Leads, SENCO, Designated Safeguarding Lead or Early Years leadership.

The quantum and distribution of SA points is also subject to further review but the following table details how many points are allocated to a school, dependent on how many forms of entry a primary school has. Management responsibilities are agreed and reviewed at the Headteacher's discretion. SA points associated with inclusion-based roles are included in the Inclusion section of this report.

Special adjustment for some schools that have "bulge classes" (additional classes created to meet increased demographics in specific year groups) recognises the difference between a one and two form entry school to reflect the extra responsibility.

| Level | SA Points | £ |
|----------------|-----------|--------|
| 1 Form | 12 | 36,609 |
| 2 Form | 26 | 80,424 |
| Bulge Classes: | | 3,329 |

³ [Head and Deputy Head Pay Scales](#)

⁴ [Teachers Pay Scales](#)

- **Supply Cover** - Five days of supply cover per teacher are included at a rate of £240 per day. This excludes the supply required for sickness described in teachers' costs above.

1.2 Support Staff

- **Receptionist / Secretary** - Based on Grade CSER0603⁵, term time only (TTO), 37 hours per week which is equivalent to 0.81FTE. A Primary School will receive funding for one or two reception staff dependent on how many forms of entry it has.

1 Form School = 1 staff member (0.81FTE)

2 Form School = 2 staff members (1.62 FTE)

- **Nursery Officers** - Two Nursery Officers are funded per primary school (in addition to the Nursery teacher which forms part of the teacher calculation). It is assumed there are 30 children in a Nursery so funding for 3 staff (1 teacher, 2 officers) is provided, giving a ratio of 1 adult to 10 children.

Nursery Officers are funded based on a Teaching Assistant grade TAF0604⁶, 32.5 hours per week, 42.6 weeks per year. Each Primary school receives budget for two Nursery Officers. Schools with larger pupil numbers receive additional funding.

Funding is also given for Lunchtime supervision within each school nursery based on a teaching assistant grade TAF0304, 5 hours per week, 42.2 weeks per year for two adults.

- **Teaching Assistants** - Teaching Assistants offer additional resource to the class teacher and in some cases support to individual children in a class. This resource is not associated with Special Educational Need or Disability as this is funded separately under Inclusion. Funding is provided based on a teaching assistant grade TAF0503, term time only. The number of hours per week differs based on year group as follows:

Reception 25 hours per week

Year 1 & Year 2: 15 hours per week

Year 3 to 6: 2.5 Hours per week.

- **Lunchtime Supervision** – Supervision over lunchtime is funded to allow teaching staff to have a dedicated lunchbreak as agreed as part of their terms and conditions. Funding is based on a Teaching Assistant grade TAF0503, 30 mins per day, 42.2 weeks per year.

Supervision ratios are as follows: (Nursery is covered under Nursery Officers above)

Reception 3 supervisors per class

Years 1 to 6 1 supervisor per class

⁵ [Civil Service Pay Scales](#)

⁶ [Teaching Assistant Pay Scales](#)

1.3 Manual Workers

- **Caretakers** – Funding is provided based on one Caretaker on a manual worker grade MANW0503⁷, full time in each school. With a shift allowance at SS123.
- **Directly Employed Cleaners** - Cleaning in schools is delivered in several different ways. Directly employed from payroll where cleaning staff are employed directly by a school as a manual worker, via external providers through cleaning contracts (shown under cleaning contracts below) and in some cases a combination of the two. Directly employed cleaners are funded on a manual worker grade MANW0104 based on the contractual hours they have in place with a specific school.

2 Non-Staffing

2.1 Premises

- **Grounds Maintenance** – Funding is based on the actual costs for existing grounds maintenance contracts and any additional contracts for Astro-turf maintenance. This is based on actual cost from the previous year reflecting that contracts are negotiated centrally and that the school has no influence over the amount they spend.
- **Cleaning Contracts** – Funding is based on the actual costs for existing cleaning contracts. This is based on actual cost from the previous year reflecting that contracts are negotiated centrally and that the school has no influence over the amount they spend.
- **Cleaning Material** - Based on £1.06 per m². Funding is set based on historic spend over a 5-year period (excluding costs of Covid). The area of a school is provided by Jersey Property Holdings (JPH)
- **Utilities** – Prior year actuals were calculated on a school-by-school basis for electricity, water, gas, and oil. It was assumed, when the formula was run in November 2021 that the costs to the end of October could be extrapolated to estimate full year costs.
- **Minor Works** – Assuming a core rate of £7 per m² adjusted for the age of the building. This is intended to take account of increased wear and tear for older buildings and the reduced need for minor works for newer buildings.

The following rates are used; building ages are advised by Jersey Property Holdings (JPH):

- Up to 5 years old receive 90% £6.30
- 5-10 Years receive 95% £6.65
- 10-25 Years receive 100% £7.00
- 25-50 Years receive 105% £7.35
- 50-100 Years receive 110% £7.70
- 100 Years + receive 115% £8.05

⁷ [Manual Workers Pay Scales](#)

2.2 Other Supplies & Services

- **Teaching & Learning Materials** – This includes textbooks, pupil stationary, resources for subject specific teaching etc. It is based on a rate of £110.92 per pupil. This rate is set using a base historical spend over a 5-year period (average actual of £78 per pupil) increased to reflect that this budget line is often a casualty of general school budget pressures and a 5-year average may not fully reflect the need.
- **Administration Charges** - Based on a rate of £48.23 per pupil using analysis of historic spend over a 5-year period. Administration charges are associated with expenditure in stationary, photocopying, telephones, mobile phones, postage etc.
- **Training** – Based on a rate £4.34 per pupil using analysis of historic spend over a 5-year period (excluding 2020 due to COVID skewing the spend). Note that, in addition to these school level funds, there is a centrally held budget for Learning and Development of £1.345m from 2022 recurring.
- **Travel Costs** - Based on £12.06 per pupil set using analysis of historic spend over a 5-year period (excluding 2020 due to COVID skewing the spend). Travel costs include any travel expense related to training and development for teachers including vehicle hire, vehicle fuel, flights, trains, hotel accommodation. Travel related to school trips such as minibus hire will also be included in this funding.

3 Inclusion

The way inclusion in schools is funded has been, and will continue to be, significantly enhanced. Accordingly, 2022 represents a transition point.

3.1 Inclusion Base Funding

- **Staffing** – A School "Pupil Need Context" has been established using Special Educational Need and Disability (SEND) data to understand what percentage of pupils at each school are identified with additional needs. The indicators of Pupil Need include:
 - pupils with a record or need (RoN)
 - pupils with a Special Educational Need (SEN) (less complex needs than RoN)
 - pupils with low prior attainment (LPA)
 - pupils with English as an additional language
 - pupils with speech and language difficulties

This determines a school's context and positions a school within one of five bandings: low, below average, average, high or significant need which can be found in **Appendix 2**. This forms the base calculation to determine the number of staff allocated to support inclusion in primary schools.

Each Primary school receives funding for:

- I. A **Special Educational Needs Co-ordinator (SENCo)**: at a teacher's grade TCH12⁸ plus Supplementary Allowance SA5 on a full time basis. Where a school falls in the Low or Below average context, this role is funded at 0.5 Full Time Equivalent (FTE) whereas an average to significant context attracts funding for 1FTE.

⁸ [Teachers Pay Scales](#)

- II. **A Designated Safeguarding/Early Help Lead (DSL)** at a Civil Service Grade⁹ CESR0903 Term Time Only plus four weeks. Where a school falls in the Low or below average context, this role is funded at 0.5FTE of the salary and an Average to Significant context attracts funding for 1FTE.
 - III. **A Counsellor/Emotional Literacy Support Assistant (ELSA)** at a Civil Service grade CSER0603 on a full year contract for 30 hours per week. Where a school falls in the Low to Average context, it receives funding for 1FTE and an above to significant context attracts funding for 2FTE.
- **Record of Need (RoN) Base** - Every child with a Record of Need attracts base funding which is allocated to the school, this funding remains with the school, regardless of whether the child moves within the calendar year. The formula proposed that every child identified with a Record of Need was allocated 10 hours per week of a Learning Support Assistant at a grade TAF0601 which equates to £10,660 per child per academic year. The Educational needs Code of Practice¹⁰ and Special Educational Needs Policy¹¹ explains the RoN process in more detail.
 - **Special Educational Need (SEN) but no Record of Need (RoN)** – Many children in Primary School have a special educational need, but have not been assessed with a Record of Need. The formula proposed that each of these children is provided one hour and fifteen minutes of 1:1 time per week with a Learning Support Assistant at a Teaching Assistant Grade TAF0601. This is equivalent to £1,333 per child per year.

The subsequent pro-rating of available funds, as describe above under the *Balancing proposed formula with available budget* section, had an average impact on all schools of a 28% reduction. There is some variation for a small number of schools as a result of the final ‘cushioning and dampening’ approach, aimed to smooth transition between formulas. The proposed approach for 2023 will make fundamental changes to the funding of inclusion and will be set out in that year’s published formula.

4 Additional Resource Centres (ARC) and Nurture Provision

In line with the Education (Jersey) Law 1999¹² and the Education Inclusion Policy¹³, the Department needs to ensure children with specialist needs can attend their mainstream catchment school wherever possible. This is, in part, enabled through the provision of Additional Resource Centres which form part of mainstream schools. Planned changes to the structure and capacity of ARCs will further support this delivery within catchment.

Additional Resource Centres in Primary Schools

- Rouge Bouillon** – Autistic Spectrum and Social Communication Needs
- Bel Royal** – Physical Needs
- St Clements** – Hearing and Deaf Support Needs
- St Saviour** – Autistic Spectrum and Social Communication Needs

⁹ [Civil Service Pay Scales](#)

¹⁰ [JERSEY COP 2017 \(gov.je\)](#)

¹¹ [SPECIAL EDUCATIONAL NEEDS POLICY \(gov.je\)](#)

¹² [Education \(Jersey\) Law 1999 \(jerseylaw.je\)](#)

¹³ [CYPES Inclusion Policy](#)

4.1 Additional Resource Centres

Base Funding - ARCs In 2022 funding has been based on the number of staff required to support the individual needs of the children attending an ARC and consequently vary. The base staffing levels per primary school are as follows:

| Primary School | Teacher TCH15 | Manager TCH12 FTE | Team leader TAF0704 FTE | Key Worker TAF0604 FTE | Teaching Materials and Reprographics |
|----------------|---------------|-------------------|-------------------------|------------------------|--------------------------------------|
| Bel Royal | 1 | 0 | 0.71 | 7.71FTE | £0 |
| Rouge Bouillon | 1 | 0.04 | 0.71 | 9x 0.71FTE | £2,000 |
| St Clements | 0.2 | 0 | 0.71 | 3x 0.65FTE | £2,000 |
| St Saviour | 1 | 0.04 | 0.71 | 6x 0.65 FTE | £2,000 |

4.2 Nurture Provisions

Two nurture provisions (One Primary and one Secondary), structured through ARC models, have been newly established for those pupils who have been assessed as having low cognitive ability.

These children and young people can access many aspects of the curriculum with their peers e.g., art, music, PE and social times, but need a more appropriate curriculum for core subjects focussed on life/functional skills. Pro-rated funding was provided reflecting the provision would start from September 2022.

- **Base - Nurture provision** A primary school provision, based at D’Auvergne Primary school, is funded based on one teacher at a grade TCH15+ SA2¹⁴ and supported by three key workers on TAF0704¹⁵ Term Time Only plus four weeks.

¹⁴ [Teachers Pay Scales](#)

¹⁵ [Teaching Assistant Pay Scales](#)

Secondary School funding

1 Staffing

1.1 Teaching Staff

- **Heads & Deputies¹⁶** - Each Secondary School is funded for one Headteacher and two Deputy Headteachers. The allocation is based on the actual salary cost of Headteacher and Deputy.
- **Teachers** - The average cost of a teacher in each school was calculated using the October 2021 payroll costs. There is an intention to review the way funding is calculated for teachers in Secondary Schools during 2023 to ensure that it is simplified and provides an equitable base funding model.
- **Supplementary Allowance Points¹⁷** - Each Supplementary Allowance is a management allowance paid to a teacher for taking on management responsibility within a school. Supplementary Allowances can be distributed to staff in schools who take on subject lead roles or middle management responsibilities such as Key Stage Leads, SENCO, Designated Safeguarding Lead or Raising Attainment. Management responsibilities are agreed and reviewed at the Headteacher's discretion. SA points associated to inclusion-based roles are included in the Inclusion section of this report.

The quantum and distribution of SA points is also subject to further review is currently set at a per pupil rate for each school as follows;

£393 per pupil in years 7-9

£422 per pupil in years 10 & 11

£563 per pupil in years 11 & 13

- **Lunchtime Supervision** - Supervision over lunchtime is budgeted to allow teaching staff to have a dedicated lunchbreak as agreed as part of their terms and conditions. Funding is based on 10 lunchtime supervisors per school who provide 40 minutes of cover per day paid at a Grade LSUP00.

1.2 Support Staff

- **Finance Support** - All secondary schools are funded for a Finance Manger graded at CSER0903¹⁸. Term time only plus three weeks working 37 hours per week. Due to the additional year-groups for sixth form, and the complexity of the 14 plus entrance, Hautlieu School also receives funding for an additional part-time Finance Assistant.
- **Administrative Support** - All secondary schools receive funding for two administrative staff including a Senior Secretary and an Officer Manager/Personal Assistant to the Headteacher. These roles are based on a Grade CSER0703 term time only plus two weeks, 37 hours per week. All secondary schools receive funding for one Reprographic Coordinator or General Filing resource which is based on a Grade CSER0503 term time only, 18.5 hours per week. Funding for an additional administrative resource is provided to all secondary schools based on a Grade CSER0603 term time only plus 2 weeks, 37 hours per week.

¹⁶ [Head and Deputy Head Pay Scales](#)

¹⁷ [Teacher Pay Scales](#)

¹⁸ [Civil Servant Pay Scales](#)

- **Technicians** - All Secondary Schools receive funding for one Science Technician based on a Grade CSER0703 Term Time Only plus two weeks, 37 hours per week. 11-16 schools are also funded for an additional science Technician based on a grade CSER0603 Term Time Only plus two weeks, 37 hours per week. Hautlieu School has an additional 1.5 Science Technician headcount. All schools are funded for an additional three technicians to cover: Food, Art, DT or Music. These roles are based on a Grade CSER0603 Term Time Only, 37 hours per week.
- **Information and Communication Technology (ICT) Staff** - All Secondary schools receive funding for an ICT Manager Grade CSER0803 full time. 11-16 schools receive funding for one ICT Technician Grade CSER0603 Term Time Only, 37 hours per week. Hautlieu School receive funding for two ICT technicians.
- **Other Support Staff** – In addition, all Secondary Schools receive funding for a Data Manager based on a grade CSER0703, Term Time Only plus two weeks, 37 hours per week. An Examinations Manager is also funded based on a grade CSER0803, Term Time Only plus two weeks, 37 hours per week whilst Hautlieu School receive funding for 1.5 Examinations Managers to cover responsibilities for Year 11 and Year 13 examinations. Funding for a Librarian / Learning Resource Co-ordinator is provided based on a grade CSER0703 Term Time Only, 37 hours per week.

1.3 Manual Workers

- **Manual Workers** - All Schools are funded for a Site Manager based on a Grade CSER0803, Full Time, a Caretaker based on a grade MANW0503¹⁹ Full Time and a further manual worker grade MANW0303 TTO, 37 hours per week.
- **Directly Employed Cleaners** - Cleaning in schools is delivered in several different ways. Directly employed from payroll where cleaning staff are employed directly by a school as a manual worker, via external providers through cleaning contracts (shown under cleaning contracts below) and in some cases a combination of the two. Directly employed cleaners are funded based on a manual worker grade MANW0104 based on the contractual hours they have in place with a specific school.

2 Non-Staffing

2.1 Premises

- **Grounds Maintenance** – Funding is based on the actual costs for existing grounds maintenance contracts and any additional contracts for Astro-turf maintenance. This is based on actual cost from the previous year reflecting that contracts are negotiated centrally and that the school and that no influence over the amount they spend.
- **Cleaning Contracts** – Funding is based on the actual costs for existing cleaning contracts. This is based on actual cost from the previous year reflecting that contracts are negotiated centrally and that the school has no influence over the amount they spend.
- **Cleaning Material** - Based on £0.48 per m2. Funding is set based on historic spend over a 5-year period (excluding costs of Covid). The area of a school is provided by Jersey Property Holdings (JPH)

¹⁹ [Manual Worker Pay Scales](#)

- **Utilities** - Prior year actuals were calculated on a school-by-school basis for electricity, water, gas, and oil. It was assumed, when the formula was run in November 2021 that the costs to the end of October could be extrapolated to estimate full year costs. Haute Valle School's utility budget is reduced by the amount it is able to recharge the sports division for the use of its pool.
- **Minor Works - Minor Works** – Assuming a core rate of £7 per m2 adjusted for the age of the building. This is intended to take account of increased wear and tear for older buildings and the reduced need for minor works for newer buildings.

The following rates are used; building ages are advised by JPH:

- Up to 5 years old receive 90% £6.30
 - 5-10 Years receive 95% £6.65
 - 10-25 Years receive 100% £7.00
 - 25-50 Years receive 105% £7.35
 - 50-100 Years receive 110% £7.70
 - 100 Years + receive 115% £8.05
- **Catering Contracts** – For each school with a canteen till/payment system, £1,800 is provided to cover the management fee for the hardware/software licences. Funding is provided to Grainville, Haute Vallee, Les Quennevais, and Hautlieu Schools.

2.2 Other Supplies & Services

- **Exam Fees** - All schools are charged by the accrediting exam board to register a pupil for an exam. The school uses this funding dependent on the courses offered and the options a school makes available to pupils in key Stage 4 and 5.

Year 11: Exams at the end of Key Stage 4 (GCSE or equivalent) are funded at £45 per exam assuming all pupils will sit end of year the exams.

Year 13: There are a number of options dependent on what courses a pupil chooses. Key Stage 5 examinations are as follows:

- IB Diploma: £509 per enrolled pupil
- IB Careers programme: £836 per enrolled pupil
- IB Banking Certificate: £252 per pupil enrolled. Pupils studying for this certificate also study two A-levels funded per subject detailed below.
- A-level: £110 per exam. Assume all other sixth form students study three A-levels or, in the case of those studying the banking Certificate, two additional A-levels.

Schools also receive funding for invigilation costs.

- 11-16 school £6,000
- 14-18 school £12,000
- Hautlieu School also receives £7,880 funding for membership fees relating to the IB courses

- **Teaching & Learning Materials** – This includes textbooks, pupil stationary, resources for subject specific teaching etc. It is based on a rate of £192.90 per pupil. This rate is set using a base historical spend over a 5-year period (average actual of £146 per pupil) increased to reflect that this budget line is often a casualty of general school budget pressures and a 5-year average may not be fully reflective of the need.
- **Administration Charges** - Based on a rate of £60.76 per pupil using analysis of historic spend over a 5-year period. Administration charges are associated with expenditure in stationary, photocopying, telephones, mobile phones, postage etc.
- **Training** – Based on a rate £192.90 per teacher using analysis of historic spend over a 5-year period (excluding 2020 due to COVID skewing the spend). Note that, in addition to these school level funds, there is a centrally held budget for Learning and Development of £1.345m from 2022 recurring.
- **Travel Costs** - Based on £33.76 per pupil set using analysis of historic spend over a 5-year period (excluding 2020 due to COVID skewing the spend). Travel costs include any travel expense related to training and development for teachers including vehicle hire, vehicle fuel, flights, trains, hotel accommodation. Travel related to school trips such as minibus hire will also be included in this funding.

3 Inclusion (Pupil Need)

The way inclusion in schools is funded has been, and will continue to be, significantly enhanced. Accordingly, 2022 represents a transition point.

3.1 Inclusion Base Funding

- **Staffing** – A School "Pupil Need Context" has been established using Special Educational Need and Disability (SEND) data to understand what percentage of pupils at each school are identified with additional needs. The indicators of Pupil Need include:
 - pupils with a record or need (RoN)
 - pupils with a Special Educational Need (SEN) (less complex needs than RoN)
 - pupils with low prior attainment (LPA)
 - pupils with English as an additional language
 - pupils with speech and language difficulties

This determines a school's context and positions a school within one of five bandings: low, below average, average, high or significant need which can be found in **Appendix 2**. This forms the base calculation to determine the number of staff allocated to support inclusion in primary schools.

Each secondary school receives funding for:

- I. A **Special Educational Needs Co-ordinator (SENCo)** at a teachers grade TCH12²⁰ plus Supplementary Allowance SA5 on a full time basis regardless of school context.

²⁰ [Teachers Pay Scales](#)

- II. A **Designated Safeguarding Lead/Early Help Lead (DSL)** at a Civil Service Grade²¹ CESR0903 Term Time Only plus 4 weeks, 37 hours per week.
 - III. A **Counsellor / Emotional Literacy Support Assistant (ELSA)** at a Civil Service grade CESR0903 for the full year contract at 30 hours per week.
 - IV. An **Emotional Literacy Support Assistant (ELSA)**: at a Civil Service Grade CSER0703 Term Time Only plus one week, 35 hours per week. Where a school falls into a Low or below average context, they receive budget for a 1FTE whilst an Average, High and Significant context receives budget for 2FTE.
 - V. A **Special Educational Need Coordinator (SENCo) Support**: Based on a grade CSER0703, Term Time Only plus four weeks, 37 hours per week. Where a school falls in the Low context, this role is funded at 0.5FTE, Below average context attracts funding for 0.75 FTE, Average context equates to 1FTE, High context equates to 1.25FTE and Significant attracts funding for 1.5 FTE.
 - VI. An **Educational Welfare Officer (EWO)**: Funding is provided based on a grade CSER0903, Term Time Only plus one week, 37 hours per week. Schools with a context of Low and Below average do not get funding whilst those with a context of Average, High or Significant will receive funding for 1FTE.
 - VII. An **Attendance Officer**: Based on a Grade CSER0603, Term Time Only plus one week, 37 hours per week. All schools receive funding 1FTE.
 - VIII. An **Inclusion Teacher**: Grade TCH10²² plus SA5 full time. Low and Below average schools do not get funding whilst those with a context of Average, High or Significant will receive funding for 1FTE.
 - IX. An **Special Education Need (SEN) Admin Support**: Funding is provided to all schools for 1FTE regardless of school context based on a grade CSER0603 Term Time Only plus four weeks, 15 hours per week.
- **Record of Need (RoN) Base** - Every child with a Record of Need attracts base funding which is allocated to the school, this funding remains with the school, regardless of whether the child moves within the calendar year. Every child identified with a Record of Need is allocated 10 hours per week of a Learning Support Assistant at a grade TAF0601 which equates to £10,660 per child per academic year. The Educational needs Code of Practice²³ and Special Educational Needs Policy²⁴ explains the RON process in more detail.
 - **Special Educational Need (SEN) but no Record of Need (RoN)** – Many children in Secondary School have a special educational need, but have not been assessed with a Record of Need. Each

²¹ [Civil Service Pay Scales](#)

²² [Teachers Pay Scales](#)

²³ [JERSEY COP 2017 \(gov.je\)](#)

²⁴ [SPECIAL EDUCATIONAL NEEDS POLICY \(gov.je\)](#)

of these children is provided one hour and fifteen minutes of 1:1 time per week with a Learning Support Assistant at a Teaching Assistant Grade TAF0601. This is equivalent to £1,333 per child per year.

As with primary schools, the subsequent pro-rating of available funds, as describe above in the *Balancing proposed formula with available budget* section, had an average impact on all schools of a 28% reduction. There is some variation for a small number of schools as a result of the final ‘cushioning and dampening’ approach, aimed to smooth transition between formulas. The proposed approach for 2023 will make fundamental changes to the funding of inclusion and will be set out in that year’s published formula.

4 Additional Resource Centres (ARC) and Nurture Provisions

In line with the Education (Jersey) Law 1999²⁵ and the Education Inclusion Policy²⁶, the Department needs to ensure children with specialist needs can attend their mainstream catchment school wherever possible. This is, in part, enabled through the provision of specialist ARCs (enabling a child to remain in mainstream education). Planned changes to the structure of ARCs will further support this delivery within catchment.

Additional Resource Centres in Secondary Schools

- Haute Vallee School** – Autistic Spectrum and Social Communication needs
- Les Quennevais School** – Physical Needs
- Le Rocquier School** – Hearing and Deaf Support Needs
- Grainville School** – Autistic Spectrum and Social Communication needs

4.1 Additional Resource Centre

Base Funding - ARCs In 2022 funding was based on the number of staff required to support the individual needs of the children attending an ARC. The base staffing levels per Secondary school are as follows;

| Secondary School | Teacher TCH15 FTE | Manager TCH12 FTE | Team leader* TAF0704 FTE | Key Worker TAF0604 FTE | Teaching Materials and Reprographics |
|------------------|-------------------------|-------------------------|-----------------------------------|----------------------------|---|
| Haute Valle | 1 | 0.04 | 0.71 | 4 x 0.71FTE | £1,000 |
| Grainville | 1 | 0.04 | 0.71 | 4 x 0.71FTE | £1,000 |
| Les Quennevais | 0.2 | 0.04 | 0.71 | 1 x 0.65FTE 1 x 0.32FTE | £1,000 |
| Le Rocquier | 1 | 0.04 | 0.71 | 2 x 0.68FTE | £2,000 |

*Team Leader at LQS is grade TAF0604 and Key Worker at LQS is a grade TAF0504

4.2 Nurture Provisions

Two nurture provisions (One Primary and one Secondary), structured through ARC models, have been established for those pupils who have been assessed as having low cognitive ability.

²⁵ [Education \(Jersey\) Law 1999 \(jerseylaw.je\)](http://jerseylaw.je)

²⁶ [CYPES Inclusion Policy](#)

These children and young people can access many aspects of the curriculum with their peers e.g., art, music, PE and social times, but need a more appropriate curriculum for core subjects focussed on life/functional skills. Pro-rated funding was provided reflecting the provision would start from September 2022.

- **Base - Nurture provision** A secondary school provision, based at Le Rocquier school, is funded based on one teacher at a grade TCH15+ SA2²⁷ and supported by three key workers on TAF0704²⁸ Term Time Only plus four weeks.

²⁷ [Teachers Pay Scales](#)

²⁸ [Teaching Assistant Pay Scales](#)

Additional Funding for Primary and Secondary Schools

As previously described some funding is maintained centrally for allocation to schools based on changing needs.

1. Top Ups

1.2 RON Top UP (calculated and allocated on a termly basis)

This funding is to ensure that children with the greatest need (in or due to be in receipt of a Record of Need) get additional provision over and above the standard funding allocated as part base funding for SEN.

All mainstream schools are provided with a delegated SEN budget (referred to in the Inclusion base funding section under SEN) to support pupils with SEN and disabilities. It is for schools to determine their approach to using these resources to support the progress of pupils with SEN. The SENCo and Headteacher should establish a clear picture of the resources that are available to the school and how they are best deployed.

The accepted threshold is that schools provide arrangements for pupils in the region of 15 hours from their SEN delegated funding, often referred to as '*ordinarily available*' (it is recognised in future bids to the Government Plan that school funding for this purpose has been inadequate). Where a school believes there is evidence that a pupil requires a level of support and breadth of intervention that cannot be met from within the school resources, an *Exceptional Action Assessment* may be necessary to determine what arrangements are needed and if the pupil requires a RoN.

An *Exceptional Action Assessment* determines any additional needs and arrangements for a pupil. If the support required is considered to cost over and above the core funding then top-up funding is allocated to the school to enable the pupil with high needs to better access the curriculum.

This description reflects the approach to date, 2022 included, and will be subject to material change if further funding is provided for inclusion in 2023.

2 Additional Funding (subsequent adjustments to the formula)

Additional funding is allocated to schools outside the formula, often linked to incremental budget becoming available for the first time, with the intention of absorbing it into the formula in future years. A breakdown of how the funds were distributed can be found in **Appendix 3**

- **Educational Reform Programme (ERP) – SEN** – An Additional £372k was allocated for SEN through ERP funding. It has been allocated across Primary (£210k) and Secondary (£162k) Mainstream schools, allocated based on the number of children with a Record of Need at each school.
- **ERP – Low Prior Attainment** – An additional £430k was given for children in year one and year 7 based on their outcomes in reception and year 6. Allocation is determined by a child's eligibility and the school they attend (as determined by the school census).
- **ERP – English as an additional language²⁹** - Work was undertaken by an ERP project team to increase the capacity and capability of the school workforce to support multi-lingual learners. This

²⁹ [Language Policy for Jersey Education \(gov.je\)](https://www.gov.je/language-policy)

included the use of a new assessment of a child's proficiency in English (Bell Foundation Framework) to determine a school context where differentiated levels of additional funding and resources were provided to school. In 2022 an additional £307k was added to school budgets.

3 Additional Funding distributed outside the Formula (Primary and Secondary)

3.1 Jersey Premium

Jersey Premium is a targeted funding programme for schools and colleges, introduced to help all pupils get the very best from their education. The Jersey Premium³⁰ (JP) formula is used to calculate the rates each year. Indicative funding requirements are set each year and precise budget and school allocation is determined once income support information is available to confirm eligibility. In the 2022 budget the JP rates match those of the Department for Education (DfE) in England in 2021/22.

- **Primary** £1,345
- **Secondary** £955
- **Child Looked After:** £2,345
- **Child Previously Looked After:** £2,345

3.2 ICT

ICT funding of £350k is allocated to schools using previous AWPU allocations and is subject to review in 2023.

3.3 Teachers' Pension Adjustment – Teachers' Pension

Funding for teacher's pensions reduced from 16.4% to 10.8% from 1st June 2022. An adjustment was made outside the formula to reflect the change from June to December. There is no impact on teachers' pensions as this is the result of a financial restructuring.

3.4 ERP - ECT / JGTPP

- **Early Career Teacher (ECT) training** ensures that all ECTs have equal access to the Early Career Teacher Framework through a combination of central training, school-based training and mentor support. Funding is provided to schools to ensure sufficient Preparation, Planning and Assessment (PPA) time can be allocated during the first two years of training. This funding was allocated after the formula was run based on the actual number of Early Career Teachers in a school.

Additional PPA release is granted to ECTs compared to main scale teachers (all teachers are entitled to non-contact time equivalent to 10% of the school week or a minimum of 2h 30m each week). In their first year ECTs receive an additional PPA release of 10% (5 hours in total); in the second year PPA release is 5% (3hours 45 minutes)

This additional release is funded directly to the ECT's school and funding rates have been calculated as follows;

- ECT Year One = £4,000 pa.
- ECT Year 2 = £2,000 pa.

Funding was distributed for 43 Early Career Teachers, 22 in Secondary schools and 21 Primary schools.

³⁰ [Jersey Premium \(gov.je\)](https://www.gov.je)

- **Jersey Graduate Teacher Training Programme (JGTTP):** Funding is provided to schools to support local graduate teachers working towards their final teaching qualification. This funding facilitates release for time with a dedicated mentor and is based on £1,333 in term 1, £666 for a half term (in a different school) and £1,999 in the last 1.5 terms of the year.

For the academic year, the numbers of teachers is known for Spring and Summer terms with the Autumn term funding allocated once teacher numbers are confirmed.

There were 8 Graduate Teachers in schools from Sept 2022.

Funding for ECT and JGTTP was provided from the Education Reform Programme budget for L&D of £1.345m.

3.5 Non-Consolidated Payments

A one-off payment of £500 was awarded to all school staff in 2022. The payment was made pro-rata according to contractual hours.

3.6 New Classes Opening

Additional classes opened at Samares Primary and Les Quennevais Schools in September 2022. Additional funding of £33k and £36k respectively was provided to reflect this growth from the Autumn term.

3.7 Pay awards

The Treasury agreed a pay award for 2022 of 2.9% for all pay-groups. This was added to the formula following agreement and the additional funding was distributed to schools mid-year.

School and Pupil Characteristics

Reference data used to calculate this formula included Pupil numbers and characteristics gathered via the census which is developed using admissions information and the Special Educational Need and Disability Register.

Information related to pupil numbers includes data on attainment, multi-lingual learners, Children Looked After (Child Protection), Special Educational Need, Cognitive Ability Test Scores, Income Support Status (collected as part of the Jersey Premium Process) and Low Prior Attainment. This data is collected annually as part of the September school census. Information detailing Special Educational Needs such as Record of Need (RoN), Speech and Language Therapy needs and Social Emotional Mental Health are recorded within the census and supplemented with information from the Inclusion Team who provide clarification on Additional Resource Centre (ARC) placements, identification of High Needs as well as the outcomes of the Pre-School Forum.

Data are collected from all Jersey schools three times per year in September, January and May as part of the routine termly school census. Government school data are collected from the schools' management information system (SIMS). Pupil numbers are below.

Primary School Pupil Numbers 2021 Census

| | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Total |
|----------------------|------------|------------|------------|------------|------------|------------|------------|------------|--------------|
| Bel Royal | 16 | 27 | 26 | 26 | 27 | 27 | 40 | 27 | 216 |
| D'Auvergne | 35 | 52 | 78 | 53 | 58 | 70 | 81 | 71 | 498 |
| First Tower | 30 | 49 | 47 | 48 | 53 | 50 | 48 | 49 | 374 |
| Grands Vaux | 11 | 21 | 22 | 18 | 19 | 17 | 24 | 23 | 155 |
| Grouville | 30 | 53 | 56 | 50 | 50 | 53 | 55 | 50 | 397 |
| Janvrin | 27 | 43 | 45 | 51 | 43 | 50 | 46 | 49 | 354 |
| La Moye | 25 | 46 | 57 | 43 | 54 | 56 | 54 | 57 | 392 |
| Les landes | | 25 | 27 | 27 | 28 | 27 | 28 | 23 | 185 |
| Mont Nicolle | 25 | 29 | 29 | 28 | 29 | 30 | 28 | 52 | 250 |
| Plat Douet | 38 | 57 | 71 | 51 | 51 | 55 | 77 | 48 | 448 |
| Rouge Bouillon | 28 | 39 | 50 | 48 | 48 | 50 | 47 | 53 | 363 |
| Samares | 29 | 43 | 47 | 27 | 26 | 27 | 29 | 19 | 247 |
| Springfield | 26 | 26 | 25 | 23 | 28 | 27 | 51 | 24 | 230 |
| St Clement | 29 | 28 | 27 | 28 | 26 | 27 | 25 | 24 | 214 |
| St John | 15 | 20 | 25 | 26 | 28 | 25 | 27 | 22 | 188 |
| St Lawrence | 16 | 27 | 30 | 26 | 28 | 27 | 25 | 27 | 206 |
| St Luke | 19 | 27 | 26 | 28 | 21 | 23 | 26 | 27 | 197 |
| St Martin | 30 | 28 | 29 | 28 | 23 | 24 | 27 | 25 | 214 |
| St Mary | 13 | 14 | 27 | 21 | 27 | 23 | 21 | 28 | 174 |
| St Peter | 13 | 28 | 27 | 24 | 29 | 27 | 26 | 28 | 202 |
| St Saviour | 22 | 23 | 25 | 23 | 26 | 23 | 24 | 25 | 191 |
| Trinity | 15 | 27 | 47 | 24 | 23 | 27 | 26 | 25 | 214 |
| Primary Total | 492 | 732 | 843 | 721 | 745 | 765 | 835 | 776 | 5,909 |

Secondary School Pupil Numbers 2021 Census

| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 | Year 13 | Total |
|------------------------|------------|------------|------------|------------|------------|------------|------------|--------------|
| Grainville | 174 | 163 | 171 | 118 | 114 | | | 740 |
| Haute Vallee | 116 | 109 | 126 | 101 | 123 | | | 575 |
| Hautlieu | | | | 137 | 110 | 286 | 230 | 763 |
| Le Rocquier | 154 | 147 | 175 | 133 | 142 | | | 751 |
| Les Quennevais | 178 | 179 | 156 | 158 | 142 | | | 813 |
| Secondary Total | 622 | 598 | 628 | 647 | 631 | 286 | 230 | 3,642 |

Appendices

Appendix 1

Primary School Leadership Groupings

| Pay code | Annual Rate | Group 2 - Deputies | | | Group 3 - Deputies | | | Group 4 - Deputies |
|----------|-------------|--------------------|--------|--------|--------------------|--------|--------|--------------------|
| | | a | b | c | a | b | c | |
| LEAD03 | 75,801 | 75,801 | | | | | | |
| LEAD04 | 76,408 | 76,408 | 76,408 | | | | | |
| LEAD05 | 77,020 | | 77,020 | 77,020 | | | | |
| LEAD06 | 77,636 | | | 77,636 | | | | |
| LEAD07 | 76,974 | | | | 76,974 | | | |
| LEAD08 | 77,898 | | | | 77,898 | 77,898 | | |
| LEAD09 | 78,833 | | | | | 78,833 | 78,833 | |
| LEAD10 | 79,779 | | | | | | 79,779 | |
| LEAD11 | 81,964 | | | | | | | 81,964 |
| LEAD12 | 83,275 | | | | | | | 83,275 |
| LEAD13 | 84,607 | | | | | | | 84,607 |
| LEAD14 | 85,961 | | | | | | | 85,961 |
| LEAD15 | 87,336 | | | | | | | 87,336 |
| LEAD16 | 87,365 | 87,365 | | | | | | |
| LEAD17 | 88,064 | 88,064 | 88,064 | | | | | |
| LEAD18 | 88,769 | 88,769 | 88,769 | 88,769 | | | | |
| LEAD19 | 89,480 | 89,480 | 89,480 | 89,480 | | | | |
| LEAD20 | 90,195 | 90,195 | 90,195 | 90,195 | | | | |
| LEAD21 | 90,916 | | | 90,916 | | | | |
| LEAD22 | 91,834 | | | | 91,834 | | | |
| LEAD23 | 93,028 | | | | 93,028 | 93,028 | | |
| LEAD24 | 94,238 | | | | 94,238 | 94,238 | 94,238 | |
| LEAD25 | 95,462 | | | | 95,462 | 95,462 | 95,462 | |
| LEAD26 | 96,703 | | | | | 96,703 | 96,703 | |
| LEAD27 | 97,961 | | | | | | 97,961 | |
| LEAD28 | 106,445 | | | | | | | 106,445 |
| LEAD29 | 108,361 | | | | | | | 108,361 |
| LEAD30 | 110,311 | | | | | | | 110,311 |
| LEAD31 | 112,297 | | | | | | | 112,297 |

Appendix 2

Pupil Need Context

| Context Matrix | No of High Needs Children in Mainstream School (Not ARC) | High Needs Score | Children with RON | RON Score | No of Children with LPA | LPA Score | No of Children that are EAL | EAL Score | No of Children with Speech & Language Difficulties | S&L Score | Total Score |
|-----------------------|---|-------------------------|--------------------------|------------------|--------------------------------|------------------|------------------------------------|------------------|---|----------------------|--------------------|
| Weighting | | 3 | | 4 | | 2 | | 2 | | 2 | |
| Significant Need | 55+ | 15 | 6+ | 20 | 20+ | 10 | 150+ | 10 | 30+ | 10 | 45+ |
| High Need | 46-55 | 12 | 5 | 16 | 13-19 | 8 | 101-150 | 8 | 16-29 | 8 | 35-45 |
| Average Need | 31-45 | 9 | 3 or 4 | 12 | 8-12 | 6 | 61-100 | 6 | 11-15 | 6 | 30-35 |
| Below Average Need | 16-30 | 6 | 2 | 8 | 5-7 | 4 | 31-60 | 4 | 6-10 | 4 | 20-30 |
| Low Need | 1-15 | 3 | 1 | 4 | 1-4 | 2 | 1-30 | 2 | 1-5 | 2 | 1-20 |
| No Need | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

