
NOTICE OF MEETING

SCHOOLS FORUM

WEDNESDAY, 10 FEBRUARY 2021 AT 4.30 PM

VIRTUAL REMOTE MEETING

Telephone enquiries to Lisa Gallacher 023 9283 4056

Email: lisa.gallacher@portsmouthcc.gov.uk

Membership

Schools Members

Two head teacher representatives - primary phase

One head teacher representative - secondary phase

One head teacher representative - special phase

Four academy representatives - primary proprietor

Five academy representatives - secondary proprietor

One academy representative - special proprietor

One governor - primary phase

One governor - secondary phase

Non School Members

Four Councillors (one from each political groups)

One 16-19 Education Providers representative

One Early Years Providers representative

(NB This Agenda should be retained for future reference with the minutes of this meeting.)

Please note that the agenda, minutes and non-exempt reports are available to view online on the Portsmouth City Council website: www.portsmouth.gov.uk

AGENDA

- 1 **Apologies**
- 2 **Declarations of Interest**

- 3 **Membership Changes**
- 4 **Minutes of the previous meeting held on 13 January 2021 and matters arising (Pages 3 - 8)**
- 5 **Dedicated Schools Grant Budget 2021-22 (Pages 9 - 32)**

Purpose

The purpose of this report is to:

Inform Schools Forum of the initial determination of the Dedicated Schools Grant budget (including individual schools budgets) for 2021-22 and to seek the necessary approvals and endorsements required.

Recommendations

It is recommended that Schools Forum:

- 1. Endorse the initial determination of the Schools Budget for 2021-22 as set out in Appendix 1.**
- 2. Endorse the 2021-22 Special School, Inclusion Centre and Alternative Provision Places as set out in Appendix 2.**
- 3. Endorse the 2021-22 Element 3 Top-up values for Special Schools, Inclusion Centres, Alternative Provision settings and pupils with an EHCP in Mainstream schools as set out in Appendix 3.**
- 4. Endorse the proposal to consult with The Harbour School and secondary schools with reference to the Turnaround project as set out in paragraph 5.23.**
- 5. Endorse the proposal that any carry forward of balances from 2020- 21 be used to assist with the continued introduction of the funding reform changes and fund any potential financial pressures arising during 2021- 22.**

- 6 **2020-21 Early Years Providers Covid-19 Additional Grant, Spring 2021 (Pages 33 - 46)**

Purpose

The purpose of this report is to:

Seek endorsement from Schools Forum to pay early years providers additional funding in the form of a grant in order to support the sustainability of the market. This would apply to providers who offered funded early years provision for two, three and four year olds during the first national lockdown.

Recommendations

It is recommended that Schools Forum:

Endorse the proposed grant values to be paid in the spring term 2021 subject to the forecast year end position as set out in Table 1.

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Agenda Item 4

SCHOOLS FORUM

MINUTES OF THE MEETING of the Schools Forum held on Wednesday, 13 January 2021 at 4.30 pm as a virtual meeting.

Present		
Jackie Collins	Head Teacher	Primary Phase
Dave Jones	Head Teacher	Primary Phase
Jason Crouch	Governor	Secondary Phase
Share D'all	Governor	Primary Phase
Sharon Burt	Academies	Special Schools
Nys Hardingham	Academies	Secondary Phase
Sean Preston	Academies	Primary Phase
Simon Barrable	Representative	16 - 19 Education
Kara Jewell	Representative	Early years
Terry Norton	Councillor	Conservative Party
Judith Smyth	Councillor	Labour Party
Claire Udy	Councillor	Progressive Portsmouth People Group

1. Apologies

Apologies for absence were received from David Jeapes and Cllr Lynne Stagg.

Dave Jones as Vice Chair chaired the meeting today.

2. Declarations of Interest

Alison Egerton reported that there were no outstanding declarations of interests.

Councillor Udy declared a personal interest as her children attend Portsmouth schools.

Councillor Norton declared a personal, non-prejudicial interest as he is employed at Mayfield School through a cover agency, his partner is employed at Mayfield School and his daughter attends it.

Jason Crouch declared a personal interest as his children attend Mayfield School.

Dave Jones declared a person interest as his children attend Priory School and Portsmouth College.

3. Membership Changes

Alison Egerton reported that there were currently three secondary academy representative vacancies and two primary academy representative vacancies on the Forum. She highlighted that Schools Forum is required to consist of two thirds of school members, with these vacancies the Forum just meets this criteria.

She asked academy members to encourage colleagues to put themselves forward as representatives to ensure that the Forum had a fair representation across the city. She reminded members that academy representatives do not need to be headteachers, they can have another role within the academy trust.

4. Minutes of the previous meeting held on 2 December 2020 and Matters Arising

RESOLVED that the minutes of the previous meeting held on 2 December 2020 be confirmed as a correct record.

Matters arising from the previous minutes

- a) **Early Years Providers Covid-19 Additional Grant 2020-21**- Officers are proposing to bring a report back to the Forum in May. With regard to considering if there is any additional support for early years providers due to the Covid-19 pandemic, officers advised that they are preparing a report for the February Schools Forum which will set out proposals.

In response to a question regarding when providers would receive the Early Years Providers Covid-19 Additional Grant 2020-21 payment agreed in December, Alison advised that the payments had been processed by the early years team so should be with providers in the next couple of days.

- b) **School Funding Arrangements 2021-22**- Officers had discussed the potential to set up a working group as requested at the last meeting. With regard to the schools block we have a hard National Funding Formula (NFF) expected to be implemented in 2022-23 and the Schools Forum had already made an agreement to follow the NFF. There are very few things that the Forum are able to change, therefore officers are proposing not to set a working group at this stage for the mainstream formula. The DfE is proposing to introduce a hard NFF potentially in 2022/23 and consultation will be taking place at some point over the next year. Once officers know the consultation timetable it was proposed to set up a small working group to add more depth to the authority's response to feed back on the NFF proposal.

School Forum members were in agreement with this proposal.

5. Wimborne Amalgamation Balances

Alison Egerton introduced the report. There were no questions or comments from the Forum members.

RESOLVED Schools Forum

- (1) Endorsed the transfer of Wimborne Infant and Wimborne Junior Schools closing balances to Wimborne Primary School from the Schools Specific Contingency.**
- (2) Endorsed the use of the 2020-21 carry forward in 2021-22 to reinstate the School Specific Contingency to the balance of £141,800 as at December 2020.**

6. Inclusion Centre Funding Arrangements 2021-22

Julia Katherine, Head of Inclusion introduced the report.

In response to questions the following matters were clarified:

Table 3 showed the potential impact and is not based on the actual assessment of children's current needs. Milton Park Primary have an inclusion centre with 14 places currently and under this modelling they would lose out. Officers had been in discussions with all schools with an inclusion centre about developing this model. Once this is agreed officers would need to look at individual children's needs to calculate the actual impact.

Sharon Burt said she was concerned on the potential impact to Milton Park as this was a significant amount of funding to lose. Julia explained that the impact is based on the assumption that 70% of pupils are on the core band. In order to look at the actual impact officers would need to look at the complexity of needs of children. She believed that a number of children at currently at Milton Park would potentially meet the criteria for a higher band of funding.

Milton Park Primary is currently funded at the highest top-up value but the admission criteria for that inclusion centre is now the same as a number of other inclusion centres. In addition children move on from Milton Park Primary when they reach secondary school to Trafalgar School where the funding is less. Officers would like to introduce a model that is reflective of the child's needs rather than a level of funding that is unique to each individual school and the aim is to move to this needs-led model.

The council lets schools with an Inclusion Centre know in January the number of places to be commissioned from the following September. The SEN team have to confirm phase transfer placements by 15th February which is a national deadline, for the following September. The aim is always to give schools as much notice as possible about placements so that they can plan staffing.

With regard to the impact of lockdown and increased complexity of needs of children, Julia felt that the real challenge would be school attendance once all schools are open for all children. Inevitably officers are seeing huge pressure on colleagues within CAMHS in terms of mental health needs. Some children will find making the transition back to school difficult, particularly those with additional needs. Officers are working closely with school colleagues to minimise the impact as much as possible.

RESOLVED that Schools Forum endorsed the funding arrangements for mainstream schools with an Inclusion Centre, as set out in this report.

7. School Funding Arrangements 2021-22

The report was introduced by Angela Mann, Finance Manager

In response to questions, the following matters were clarified:

With regard to the Published Admission Numbers (PAN), Alison Egerton said from a finance perspective the Growth Fund is paid where the increase in PAN meets the basic need requirement of the local authority and the school is increasing both its PAN and its planned intake of pupils in the current financial year (1 April to 31 March).

Sharon Burt said she was concerned that there was no increase in the Element 3 top up for special schools from April 2021, particularly as there had been no consideration given for the cost of living increase. Alison Egerton said that officers are still working through the high needs budgets. She explained that whilst there had been an increase in funding there had also been a considerable increase in planned expenditure. There are a large number of new high needs places required from September 2021 and growth in both mainstream pupils with an EHCP and out of city placements. Officers said as they were still working on the budget they could bring the banding rates to the 10 February Schools Forum meeting.

The DSG budget needs to be endorsed on 10 February and this will then go to the Cabinet Member for decision to ensure that the Council

meets the statutory deadline of informing schools of their budgets by 28 February. School Forum members felt this was a sensible idea.

Officers advised that they complete regular updates on forecasting for both mainstream and special school places to see what is needed to meet demand. In the medium to longer term schools place numbers are decreasing however for pupils with complex needs the authority has seen a year on year increase. This is set to continue for the next few years which is why there is a five year strategy in place.

Officers clarified that when infant and junior schools merge to become a primary, the 85% protection on the second lump sum lasts for one year and then is removed.

RESOLVED School Members of the Schools Forum:

- 1. Endorsed the proposed changes to the mainstream schools revenue funding arrangements as set out in Section 5.**
- 2. Endorsed the school revenue funding pro-forma at Appendix 5 for submission to the ESFA on 21 January 2021.**

RESOLVED Schools Forum:

- 1. Endorsed the budget to be held centrally for the payment of central licences negotiated nationally for all schools by the Secretary of State.**
- 2. Approved the Growth Fund Criteria for 2021-22 as set out in Appendix 3**
- 3. Approved the budgets to be held centrally specifically:**
 - Schools Forum**
 - Admissions**
 - Duties retained by the local authority for all schools**
- 4. Following the funding announcement from the Department for Education, endorsed the proposed hourly rates to Early Years providers for 2021-22 as set out in section 7 and Table 5.**
- 5. Agreed that the decision on the Element 3 Top-up values for Special Schools, Alternative Provision settings, Inclusion Centre and Mainstream Education, Health and Care Plan banding for implementation in April 2021 would be deferred until the 10th February meeting.**

The meeting concluded at 5.20 pm.

Chair

Agenda Item 5

Title of meeting: Schools Forum

Date of meeting: 10 February 2021

Subject: Dedicated Schools Grant Budget 2021-22

Report by: Alison Jeffery, Director of Children, Families and Education

Wards affected: All

Key decision: Yes/No

Full Council decision: Yes/No

1 Purpose of report

1.1 The purpose of this report is to:

1.1.1 Inform Schools Forum of the initial determination of the Dedicated Schools Grant budget (including individual schools budgets) for 2021-22 and to seek the necessary approvals and endorsements required.

2 Recommendations

2.1 It is recommended that Schools Forum:

2.1.1 Endorse the initial determination of the Schools Budget for 2021-22 as set out in Appendix 1.

2.1.2 Endorse the 2021-22 Special School, Inclusion Centre and Alternative Provision Places as set out in Appendix 2.

2.1.3 Endorse the 2021-22 Element 3 Top-up values for Special Schools, Inclusion Centres, Alternative Provision settings and pupils with an EHCP in Mainstream schools as set out in Appendix 3

2.1.4 Endorse the proposal to consult with The Harbour School and secondary schools with reference to the Turnaround project as set out in paragraph 5.23.

2.1.5 Endorse the proposal that any carry forward of balances from 2020-21 be used to assist with the continued introduction of the funding reform changes and fund any potential financial pressures arising during 2021-22.

3 Background and previous decisions

- 3.1 The Dedicated Schools Grant (DSG) is a ring-fenced grant for education and can only be used for the purposes of the Schools Budget as defined in the School and Early Years Finance (England) Regulations
- 3.2 The School and Early Years Finance (England) Regulations 2021 require each local authority, by no later than 28th February 2021, to:
 - 3.2.1 Make an initial determination of its schools budget; and
 - 3.2.2 Give notice of that determination to the governing bodies of the schools which it maintains.
- 3.3 In December 2020 and January 2021, the Cabinet Member and Schools Forum has agreed and endorsed a number of decisions regarding the Schools Block and mainstream school budgets, the Central Schools Support Block and the Early Years Block.
- 3.4 This report provides Schools Forum with the background and proposed changes to the High Needs block for 2021-22.

4 Dedicated Schools Grant

- 4.1 The determination of the 2021-22 Dedicated Schools Grant is set out in Appendix 1
- 4.2 On the 17 December 2020 the ESFA announced the Dedicated Schools Grant Allocation for Portsmouth for 2021-22, details of which were reported to Schools Forum and Cabinet Member in January 2021.
- 4.3 When writing the report another national lockdown had been announced in early January 2021. Traditionally the Dedicated Schools Grant is adjusted for early years and high needs import/export in July using data from the January census. Whilst guidance has been issued clarifying the data that should be included with the January 2021 census, there is a greater level of uncertainty regarding pupil numbers that will be recorded on the census and the impact on funding than in previous years.

5 High Needs Block 2021-22

Place Funding Special School places

- 5.1 Overall there is an increase of 46 additional places between the 2020-21 academic years and the 2021-22 academic year, the increased places will enable more pupils with complex needs to remain in the City rather than being placed in other local authority special schools or Independent Out of City provision. The proposed changes include:

- **The Harbour School**
- A pre-Wymering class of 8 places from September 2021, these places will be located at The Harbour School and will transfer the new school the following September.
- **Solent Academies Trust**
- The full year effect of the formalisation of additional places (seven) from September 2020
- Additional places (18) from September 2021..
- An additional 20 places from September 2021 reflecting the expected growth in pupils with complex needs over the coming year.

Inclusion Centre and Alternative Provision places

- 5.2 The 2021-22 budget contains the full year impact of the increase in Inclusion Centre places from September 2020.
- 5.3 Discussions are currently underway to provide for a new 6 place Primary Inclusion Centre from September 2021. The budget therefore contains provision for the place funding for the period September 2021 to March 2022. Appendix 2 sets out the commissioned places for 2021-22.

Element 3 Top-up

- 5.4 In January 2021 Schools Forum requested that the values of the Element 3 Top-up bands were reconsidered. Further refining of the High Needs budgets has released enough funding to provide a 2% uplift on all Element 3 Top-up band values when compared to 2020-21. The Element 3 top-up rates for 2021-22 for Special Schools, Inclusion Centres, Alternative Provision settings and Mainstream Schools are set out in Appendix 3.

Mainstream Schools

- 5.5 Following endorsement by Schools Forum and approval by the Cabinet Member in December 2020, the budget contains the estimated cost of Element 3 top-up bands for pupils attending mainstream schools with an Education Health and Care Plan (EHCP). The budget contains assumptions regarding the band that current pupils will be assigned and where future growth is expected the proportion of new pupils on each band has been based on the current pupil assumptions. As pupils are assessed and the banding confirmed the actual costs may differ from the budgeted assumptions. This will be monitored carefully over the course of the 2021-22 financial year.

Inclusion Centres

- 5.6 In January 2021 Schools Forum endorsed and Cabinet Member approved the introduction of Element 3 top-up bands for Inclusion Centres. At the time of setting the budget the annual assessments to determine the individual level of need and associated band have yet to be undertaken. Therefore it is not known how many pupils will be on each band. To ensure adequate funding is available the budget has been set using the assumption that all pupils will be on a band that correlates with the current level of Top-up funding for each Inclusion centre. As pupils are assessed over the course of the year and placed on a band relevant to their level of need the budget may need to be revised.

Out of City placements

- 5.7 This budget contains funding for pupils who are placed in independent and special provision out of the City and those in receipt of services from the Child and Adolescent Mental Health Service (CAMHS).
- 5.8 The budget reflects the pupils currently placed in independent and specialist providers who are expected to continue in those placements for the coming financial year. The 2020-21 budget was set using an average cost per placement of £58,300. As at November 2020, the forecast was an average cost of £63,700 per placement, the 2021-22 budget has been set reflecting the increased cost per pupil and a small element for growth over the course of the 2021-22 financial year.
- 5.9 The work undertaken by the SEND reviewing and monitoring hub and the additional places in Special Schools from September 2021 should reduce any growth in the pupils placed out of city, therefore the growth is less than in previous years.
- 5.10 The budget reflects the number of pupils currently placed in CAMHS settings and assumes that the same number of pupils will continue into the 2021-22 financial year. The 2020-21 budget was set using an average placement cost of £5,564. As at November 2020 the forecast cost per place was £6,145, the 2021-22 budget has been set using the increased cost per pupil.

Post-16 top up and places

- 5.11 The number of places at the post-16 Colleges in the city was increased by 76 for the 2020-21 academic year. The budget for 2021-22 contains provision for these additional places to the end of July 2021 (£152,000) and a further 8 places (£32,000) from August 2021 for the 2021-22 Academic year.
- 5.12 The associated Element 3 Top-up funding has been adjusted to reflect the reduction in Element two funding due to the change in place numbers and to reflect expected growth in pupils in the 2021-22 academic year.

- 5.13 As set out in section 4.3 the Import/Export adjustment to the High Needs Block may provide funding to support these increases in Post-16 provision, but at this stage it is not possible to predict the overall adjustment.

Hospital and medical education

- 5.14 The authority commissions the Harbour School to provide tuition to those pupils who are in hospital, or unable to attend school due to a decision made by a medical practitioner. The funding for 2021-22 remains at £660,000 for this provision.
- 5.15 In 2020-21 funding was included in the budget for a pilot using AV1 robots to support remote learning and engagement for pupils unable to attend school for medical reasons. A small pilot began in September 2020 and initial feedback has been positive. All schools that have been involved in the pilot have reported that they believe the AV1 devices to be a valuable tool as part of the medical continuum. The pilot has been temporarily paused due to the current 'lockdown' restrictions. This is at no cost to the LA as the cost of the trial will be deductible from the overall cost of purchase. The trial will be re-started once schools return to full on-site attendance. There will be a complete evaluation at the end of the academic year

Early Years Complex Needs Inclusion Fund

- 5.16 The Early Years Complex Needs Inclusion Fund was established in September 2019 to support those early years' pupils with complex needs in mainstream settings enabling a wider provision of services following the closure of Willows Centre for Children.
- 5.17 Since the budget was set up the demand on this budget has continued to grow. The proposed budget includes funding for those pupils already in receipt of funding and expected to continue to require funding for the 2021-22 financial year. An element of growth has been included for 2021-22 based on the growth seen over the 2019-20 and 2020-21 academic years.
- 5.18 This area is being reviewed by the Inclusion and Early Years teams to understand the reasons behind the increased numbers and funding requirement and to identify options to make the provision financially sustainable.

SEND Hub

- 5.19 In February 2020, Schools Forum endorsed and the Cabinet Member approved the establishment of a SEND "Monitoring and Review" Hub to work on behalf of Schools Forum to ensure value for money within the High needs provision both in the City and with Out of City providers. It was expected that this spend to save initiative would help to cap the increase in

costs seen across the High Needs sector by ensuring the appropriate level of funding to meet support requirements.

- 5.20 The initiative was expected to run for two financial years starting in April 2020 at an annual cost of £180,000, but due to the national lockdown the start date for the recruitment process was delayed until September 2020. The unspent balance has been returned to the DSG and will form part of the 2020-21 carry-forward balance. All four new posts which will form the Monitoring and Review hub have now been recruited to. Two members of staff started in January 2021. An initial review of the impact of this work will be possible at the end of the summer term, with a full review available after a year of operation
- 5.21 It is proposed to continue the funding to this team for 2021-22 at £180,000, the same budget as 2020-21.

Other High Needs DSG Budgets

- 5.22 The funding for both the Portage and Outreach budgets remain at 2020-21 levels. The Sensory Impairment budget has been increased by £28,200 to provide to support the increased numbers of pupils with visual impairment.
- 5.23 Following the success of the Turnaround Project, the authority will be consulting with The Harbour School and secondary schools about how best to build on this work to further increase successful reintegration of pupils from Alternative Provision at The Harbour School back to mainstream. Evaluation has shown that the programme has had a positive impact on reintegration rates due to a number of key factors including; retaining and building relationships between the pupil and their mainstream school and the utilisation of the principles underpinning PACE (Playfulness, Acceptance, Curiosity and Empathy).

6 Dedicated Schools Grant Balances

- 6.1 As previously reported current modelling suggests that the final carry forward balance from 2020-21 will be in the region of £3.8m, however this could change before the end of the financial year.
- 6.2 Any residual balance carried forward would be a one-off funding source and therefore should be used to support one-off expenditure items rather than recurrent expenditure.

7 Reasons for recommendations

- 7.1 The recommendations within this report seek to allocate DSG resources appropriately and fairly, and to provide the best possible outcomes for pupils in Portsmouth City. They are consistent with the requirements contained within the updated School and Early Years Finance (England)

Regulations 2021. Local Authorities are required to make an initial determination of their schools' budget no later than the 28th February 2021.

8 Integrated impact assessment

- 8.1 This report and the proposals within form part of, and are consistent with, the national implementation of the schools and high needs National Funding Formula as directed by the Department of Education and set out in the School and Early Years Finance (England) Regulations 2021.
- 8.2 The funding system does not seek to target funding by reference to particular protected characteristics under the Equality Act 2010, but instead targets funding to those groups which the evidence demonstrates face barriers to their educational achievement.
- 8.3 An Integrated Impact Assessment (IIA) has been completed and is attached at Appendix 4. It confirms that the proposals will not have a negative impact on areas of equality and diversity, communities & safety, regeneration & culture, environment and public space.

9 Legal implications

- 9.1 The updated School and Early Years Finance (England) Regulations 2021 (coming into force on 11th February 2021) require local authorities to make an initial determination of their Schools Budget by the 28th February 2021. The recommendations in this report are consistent with the requirements contained in those updated regulations, based on operational guidance published by central government, and in particular identify elements of the proposals in respect of which Schools Forum's specific approval or endorsement is required.

10 Director of Finance's comments

- 10.1 Financial comments and implications are included in the body of this report.

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Signed by: Alison Jeffery, Director Children Families and Education

Appendices:

Appendix 1: Dedicated Schools Grant Original budget 2021-22

Appendix 2: Special School, Inclusion Centre and Alternative Provision Places
2021-22

Appendix 3: Special School, Inclusion Centre, Alternative Provision and Mainstream
EHCP Element 3 Top-up values 2021-22.

Appendix 4: Integrated Impact Assessment

Background list of documents: Section 100D of the Local Government Act 1972

The following documents disclose facts or matters, which have been relied upon to a material extent by the author in preparing this report:

Title of document	Location
Schools Revenue funding 2021 to 2022: Operational guide	DfE external document template (publishing.service.gov.uk)
School and Early Years Finance (England) Regulations 2021	The School and Early Years Finance (England) Regulations 2021 (legislation.gov.uk)
The National Funding Formula for Schools and High Needs 2021 to 2022	DfE external document template (publishing.service.gov.uk)
High Needs Funding 2021 to 2022: Operational Guide	High needs operational guide 2021 to 2022 (publishing.service.gov.uk)
Early years entitlements: local authority funding of providers: Operational Guide 2021 to 2022	DfE external document template (publishing.service.gov.uk)

The recommendation(s) set out above were approved/ approved as amended/ deferred/ rejected by on

.....
Signed by:

Appendix 1 - Dedicated Schools Grant Original budget 2021-22

	Approved 2020-21 Budget - Sept 2020 (including Academies)	Proposed Budget Revisions	2021-22 Schools Budget Jan 2021 (Including Academies)	2021-22 Schools Budget Jan 2021 (Excluding Academies)
	£000	£000	£000	£000
Schools Block				
Individual Schools Budgets (ISB)				
Primary	68,019	4,101	72,120	28,858
Secondary	54,634	5,526	60,160	13,699
Total ISB	122,653	9,627	132,280	42,557
De-Delegated and Central Budgets				
Growth Fund	1,403	(155)	1,249	1,249
De-delegated Budgets	142	0	142	142
Academy Conversions	0	0	0	0
Other Schools Block Sub Total	1,545	(155)	1,390	1,390
Total Schools Block	124,198	9,472	133,670	43,947
Central School Services Block				
Schools Forum	16	1	16	16
Admissions	333	0	333	333
Licences (negotiated by DfE)	124	30	154	0
ESG retained duties	384	27	411	411
Central Teachers Pay /pensions grant	0	49	49	49
Central School Services Block Total	856	107	964	810
Early Years Block				
3 & 4 Year Old Provision ¹	11,756	153	11,909	11,909
2 Year Old Provision	1,724	26	1,751	1,751
Central Expenditure on under 5's	630	0	630	630
Early Years Block Total	14,110	179	14,289	14,289
High Needs Block				
Individual Schools Budgets				
Special School Place Funding	5,758	370	6,128	503
Resource Unit Place Funding	598	48	646	424
Alternative Provision Place Funding	1,210	0	1,210	40
Total ISB	7,566	418	7,984	967
Element 3 Top-up funding	11,657	1,716	13,373	13,373
Out of City Placements	2,977	58	3,035	3,035
SEN Support Service	877	28	906	906
Medical Education	672	3	675	675
Outreach Services	192	0	192	192
Fair Access Protocol	60	0	60	60
Early Years Complex Needs Inclusion Fund	200	82	282	282

	Approved 2020-21 Budget - Sept 2020 (including Academies)	Proposed Budget Revisions	2021-22 Schools Budget Jan 2021 (Including Academies)	2021-22 Schools Budget Jan 2021 (Excluding Academies)
Post-16 high needs places	652	184	836	0
Teachers' Pay/Pension grant high needs	0	546	546	546
Other High Needs block sub total	17,287	2,617	19,904	19,068
Total High Needs block	24,853	3,034	27,888	20,035
Total Expenditure	164,018	12,793	176,811	79,081
Income				
Schools Block	(124,056)	(9,325)	(133,381)	(43,658)
Central Schools Services Block	(856)	(107)	(964)	(810)
Early Years Block	(14,110)	(179)	(14,289)	(14,289)
High Needs Block	(24,477)	(3,411)	(27,888)	(20,035)
DSG Income ^{2,3}	(163,500)	(13,021)	(176,521)	(78,791)
One-off use of Carry Forward	(518)	228	(290)	(290)
Total Income	(164,018)	(12,793)	(176,811)	(79,081)

¹Includes early years pupil premium

²2021-22 per ESFA allocations December 2020

³ Includes reimbursement of growth funding for Academy schools

Appendix 2 - Special School, Inclusion Centre and Alternative Provision Places 2021-22

Special School Place 2021-22		
	Places 2021-22	
Special School	Apr 21 to Aug 21	Sept 21 to Mar 22
Mary Rose Academy	152	170
Cliffdale Primary Academy	146	146
Cliffdale Willows Centre	18	18
Redwood Park Academy	141	141
The Harbour School	95	95
Total Special School Places	552	570
Additional places agreed and paid locally		
Mary Rose Academy	30	12
Cliffdale Primary Academy	0	37
Redwood Park Academy	4	5
Solent Academies Trust Total	34	54
The Harbour School -pre Wymering class	0	8
Total additional places	34	62
Total Special school places	586	632

Inclusion Centre and Alternative Provision Places 2021-22		
	Places 2021-22	
Inclusion Centre	Apr 21 to Aug 21	Sept 21 to Mar 22
Devonshire Infant	10	10
Milton Park Primary	16	16
Portsdown Primary	9	9
Southsea Infant	8	8
Victory Primary	23	23
Northern Parade Junior	4	4
Trafalgar (9 places paid by the ESFA, 2 paid locally)	11	11
St Edmunds	9	9
New Primary Inclusion Centre	0	6
Total Inclusion Centre Places	90	96
Alternative Provision		
The Harbour School	105	105
Flying Bull Primary Academy	12	12
Flying Bull Primary Academy (Emergency Places)	4	4
Total Alternative Provision Places	121	121

Appendix 3: Element 3 Top-up values 2021-22

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Table A - Solent Academies Trust - Element 3 Top-up values 2021-22								
	Cliffdale		Cliffdale Willows Centre		Mary Rose		Redwood	
	Element 3 Top up rates 2020-21	Element 3 Top up rates 2021-22	Element 3 Top up rates 2020-21	Element 3 Top up rates 2021-22	Element 3 Top up rates 2020-21	Element 3 Top up rates 2021-22	Element 3 Top up rates 2020-21	Element 3 Top up rates 2021-22
	£	£	£	£	£	£	£	£
Band A	19,360	19,750	20,000	20,400	20,000	20,400	21,860	22,300
Band B	10,860	11,080	11,640	11,870	11,640	11,870	12,300	12,550
Band C	9,190	9,370	9,990	10,190	9,990	10,190	10,420	10,630
Band D	7,810	7,970	8,640	8,810	8,640	8,810	8,870	9,050
Band E	6,090	6,210	6,940	7,080	6,940	7,080	6,940	7,080
Band F	3,720	3,790	4,610	4,700	4,610	4,700	4,270	4,360
Band G	2,900	2,960	3,800	3,880	3,800	3,880	3,340	3,410
Band H	1,400	1,430	2,320	2,370	2,320	2,370	1,660	1,690
Core	5,790	5,910	8,840	9,020	8,840	9,020	4,050	4,130
Enhanced	10,060	10,260	11,590	11,820	11,590	11,820	9,350	9,540
Exceptional	19,330	19,720	19,940	20,340	19,940	20,340	19,330	19,720
Highly Exceptional ¹ - 3+	-	-	-	-	30,740	31,350	-	-
Highly Exceptional ² - 1/2	-	-	-	-	46,010	46,930	-	-

¹ Element 3 Top-up paid for any subsequent pupils (3+) attending the highly exceptional class (where agreed by the local authority)

² Element 3 Top-up paid for the first two pupils attending the highly exceptional class (where agreed by the local authority)

Appendix 3 Continued

Table B : The Harbour Special School		
	Element 3 Top up rates 2020-21	Element 3 Top-up rates 2021-22
	£	£
Band A	21,860	22,300
Band B	12,300	12,550
Band C	10,420	10,630
Band D	8,870	9,050
Band E	6,940	7,080
Band F	4,270	4,360
Band G	3,340	3,410
Band H	1,660	1,690
Stamshaw	28,890	29,470
Core	8,840	9,020
Enhanced	11,590	11,820
Exceptional	21,770	22,210
Highly Exceptional	28,890	29,470

Table C: Alternative Provision		
	Element 3 Top-up rates 2020-21	Element 3 Top-up rates 2021-22
	£	£
Flying Bull	6,290	6,420
Harbour	8,330	8,500

Table D: Inclusion Centres	
Funding Band	Element 3 Top-up rates 2021-22
	£
Ordinarily Available Provision	0
Core	2,040
Enhanced	4,390
Exceptional	6,170
Highly Exceptional	8,160

Appendix 3 Continued

Table E: Mainstream Schools EHCP pupils	
Band	Element 3 Top-up rates 2021-22
	£
Ordinarily Available Provision EHCP	0
Core	410
Enhanced	2,040
Exceptional	4,390
Exceptional plus	6,170
Highly Exceptional	8,160

Integrated Impact Assessment (IIA)

Integrated impact assessment (IIA) form December 2019

www.portsmouth.gov.uk

The integrated impact assessment is a quick and easy screening process. It should:

- identify those policies, projects, services, functions or strategies that could impact positively or negatively on the following areas:
 - Communities and safety
 - Regeneration and culture
 - Environment and public space
 - Equality & diversity

Directorate:

Children Families and Education

Service, function:

Finance

Title of policy, service, function, project or strategy (new or old) :

School Funding Arrangements 2020-21

Type of policy, service, function, project or strategy:

- ☐ Existing
- ☐ New / proposed
- ☒ ★ Changed

What is the aim of your policy, service, function, project or strategy?

To agree the Dedicated Schools Grant Budget arrangements for the financial year 2021-22 in accordance with operational guidance and legislation issued by the Department for Education.

Has any consultation has been undertaken for this proposal? What were the outcomes of the consultations?
Has anything changed because of the consultation? Did this inform your proposal?

No formal consultation was undertaken, but feed back was provided from Schools Forum relating to the proposed annual values for element 3 top-up funding, the rates have been reassessed and increased.

A - Communities and safety

Yes

No

Is your policy, proposal relevant to the following questions?

A1-Crime - Will it make our city safer?



In thinking about this question:

- How will it reduce crime, disorder, ASB and the fear of crime?
- How will it prevent the misuse of drugs, alcohol and other substances?
- How will it protect and support young people at risk of harm?
- How will it discourage re-offending?

If you want more information contact Lisa.Wills@portsmouthcc.gov.uk or go to:

<https://www.portsmouth.gov.uk/ext/documents-external/cou-spp-plan-2018-20.pdf>

Please expand on the impact on these issues your proposal will have, and how you propose to mitigate any negative impacts?

The proposal relates to mainstream school funding to support the education of pupils in the city, thus enabling children to reach their potential, contributing to the community and the prosperity of the City.

How will you measure/check the impact of your proposal?

A - Communities and safety

Yes

No

Is your policy, proposal relevant to the following questions?

A2-Housing - Will it provide good quality homes?



In thinking about this question:

- How will it increase good quality affordable housing, including social housing?
- How will it reduce the number of poor quality homes and accommodation?
- How will it produce well-insulated and sustainable buildings?
- How will it provide a mix of housing for different groups and needs?

If you want more information contact Daniel.Young@portsmouthcc.gov.uk or go to:

<https://www.portsmouth.gov.uk/ext/documents-external/psh-providing-affordable-housing-in-portsmouth-april-19.pdf>

Please expand on the impact on these issues your proposal will have, and how you propose to mitigate any negative impacts?

How are you going to measure/check the impact of your proposal?

A - Communities and safety

Yes

No

Is your policy, proposal relevant to the following questions?

A3-Health - Will this help promote healthy, safe and independent living?

☐☒

In thinking about this question:

- How will it improve physical and mental health?
- How will it improve quality of life?
- How will it encourage healthy lifestyle choices?
- How will it create healthy places? (Including workplaces)

If you want more information contact Daniel.Young@portsmouthcc.gov.uk or go to:

<https://www.portsmouth.gov.uk/ext/documents-external/psh-providing-affordable-housing-in-portsmouth-april-19.pdf>

Please expand on the impact on these issues your proposal will have, and how you propose to mitigate any negative impacts?

How are you going to measure/check the impact of your proposal?

A - Communities and safety

Yes

No

Is your policy, proposal relevant to the following questions?

A4-Income deprivation and poverty-Will it consider income deprivation and reduce poverty?

☐☒

In thinking about this question:

- How will it support those vulnerable to falling into poverty; e.g., single working age adults and lone parent households?
- How will it consider low-income communities, households and individuals?
- How will it support those unable to work?
- How will it support those with no educational qualifications?

If you want more information contact Mark.Sage@portsmouthcc.gov.uk or go to:

<https://www.portsmouth.gov.uk/ext/documents-external/cou-homelessness-strategy-2018-to-2023.pdf>
<https://www.portsmouth.gov.uk/ext/health-and-care/health/joint-strategic-needs-assessment>

Please expand on the impact on these issues your proposal will have, and how you propose to mitigate any negative impacts?

How are you going to measure/check the impact of your proposal?

A - Communities and safety

Yes

No

Is your policy, proposal relevant to the following questions?

A5-Equality & diversity - Will it have any positive/negative impacts on the protected characteristics?

★

In thinking about this question:

- How will it impact on the protected characteristics-Positive or negative impact (Protected characteristics under the Equality Act 2010, Age, disability, race/ethnicity, Sexual orientation, gender reassignment, sex, religion or belief, pregnancy and maternity, marriage and civil partnership,socio-economic)
- What mitigation has been put in place to lessen any impacts or barriers removed?
- How will it help promote equality for a specific protected characteristic?

If you want more information contact gina.perryman@portsmouthcc.gov.uk or go to:

<https://www.portsmouth.gov.uk/ext/documents-external/cmu-equality-strategy-2019-22-final.pdf>

Please expand on the impact on these issues your proposal will have, and how you propose to mitigate any negative impacts?

The DfE has conducted a full Equalities Impact Assessment which can be found on their website. The funding system does not seek to target funding by reference to particular protected characteristics under the equality act 2010, but instead targets funding to those group which the evidence demonstrates face barriers to their educational achievement.

How are you going to measure/check the impact of your proposal?

B - Environment and climate change

Yes

No

Is your policy, proposal relevant to the following questions?

B1-Carbon emissions - Will it reduce carbon emissions?☐☒

In thinking about this question:

- How will it reduce greenhouse gas emissions?
- How will it provide renewable sources of energy?
- How will it reduce the need for motorised vehicle travel?
- How will it encourage and support residents to reduce carbon emissions?

If you want more information contact Tristan.thorn@portsmouthcc.gov.uk or go to:

<https://www.portsmouth.gov.uk/ext/documents-external/cmu-sustainability-strategy.pdf>

Please expand on the impact on these issues your proposal will have, and how you propose to mitigate any negative impacts?

How are you going to measure/check the impact of your proposal?

B - Environment and climate change

Yes

No

Is your policy, proposal relevant to the following questions?

B2-Energy use - Will it reduce energy use?☐☒

In thinking about this question:

- How will it reduce water consumption?
- How will it reduce electricity consumption?
- How will it reduce gas consumption?
- How will it reduce the production of waste?

If you want more information contact Daniel.Young@portsmouthcc.gov.uk or go to:

<https://www.portsmouth.gov.uk/ext/documents-external/psh-providing-affordable-housing-in-portsmouth-april-19.pdf>

Please expand on the impact on these issues your proposal will have, and how you propose to mitigate any negative impacts?

How are you going to measure/check the impact of your proposal?

B - Environment and climate change

Yes

No

Is your policy, proposal relevant to the following questions?

B3 - Climate change mitigation and flooding-Will it proactively mitigate against a changing climate and flooding ?

☐☒

In thinking about this question:

- How will it minimise flood risk from both coastal and surface flooding in the future?
- How will it protect properties and buildings from flooding?
- How will it make local people aware of the risk from flooding?
- How will it mitigate for future changes in temperature and extreme weather events?

If you want more information contact Tristan.thorn@portsmouthcc.gov.uk or go to:

<https://www.portsmouth.gov.uk/ext/documents-external/env-surface-water-management-plan-2019.pdf>

<https://www.portsmouth.gov.uk/ext/documents-external/cou-flood-risk-management-plan.pdf>

Please expand on the impact on these issues your proposal will have, and how you propose to mitigate any negative impacts?

How are you going to measure/check the impact of your proposal?

B - Environment and climate change

Yes

No

Is your policy, proposal relevant to the following questions?

B4-Natural environment-Will it ensure public spaces are greener, more sustainable and well-maintained?

☐☒

In thinking about this question:

- How will it encourage biodiversity and protect habitats?
- How will it preserve natural sites?
- How will it conserve and enhance natural species?

If you want more information contact Daniel.Young@portsmouthcc.gov.uk or go to:

<https://www.portsmouth.gov.uk/ext/documents-external/pln-solent-recreation-mitigation-strategy-dec-17.pdf>

Please expand on the impact on these issues your proposal will have, and how you propose to mitigate any negative impacts?

How are you going to measure/check the impact of your proposal?

B - Environment and climate change

Yes

No

Is your policy, proposal relevant to the following questions?

B5-Air quality - Will it improve air quality?☐☒

In thinking about this question:

- How will it reduce motor-vehicle traffic congestion?
- How will it reduce emissions of key pollutants?
- How will it discourage the idling of motor vehicles?
- How will it reduce reliance on private car use?

If you want more information contact Hayley.Trower@portsmouthcc.gov.uk or go to:

<https://www.portsmouth.gov.uk/ext/documents-external/env-aq-air-quality-plan-outline-business-case.pdf>

Please expand on the impact on these issues your proposal will have, and how you propose to mitigate any negative impacts?

How are you going to measure/check the impact of your proposal?

B - Environment and climate change

Yes

No

Is your policy, proposal relevant to the following questions?

B6-Transport - Will it improve road safety and transport for the whole community?☐☒

In thinking about this question:

- How will it prioritise pedestrians, cyclists and public transport users over users of private vehicles?
- How will it be safe and comfortable for children and older people to cycle and walk in the area?
- How will it increase the proportion of journeys made using sustainable and active transport?
- How will it reduce the risk of traffic collisions, and near misses, with pedestrians and cyclists?

If you want more information contact Pam.Turton@portsmouthcc.gov.uk or go to:

<https://www.portsmouth.gov.uk/ext/travel/local-transport-plan-3>

Please expand on the impact on these issues your proposal will have, and how you propose to mitigate any negative impacts?

How are you going to measure/check the impact of your proposal?

B - Environment and climate change

Yes

No

Is your policy, proposal relevant to the following questions?

B7-Waste management - Will it increase recycling and reduce the production of waste?

☐☒

In thinking about this question:

- How will it reduce household waste and consumption?
- How will it increase recycling?
- How will it reduce industrial and construction waste?

If you want more information contact Steven.Russell@portsmouthcc.gov.uk or go to:

<https://documents.hants.gov.uk/mineralsandwaste/HampshireMineralsWastePlanADOPTED.pdf>

Please expand on the impact on these issues your proposal will have, and how you propose to mitigate any negative impacts?

How are you going to measure/check the impact of your proposal?

C - Regeneration of our city

Yes

No

Is your policy, proposal relevant to the following questions?

C1-Culture and heritage - Will it promote, protect and enhance our culture and heritage?

☐☒

In thinking about this question:

- How will it protect areas of cultural value?
- How will it protect listed buildings?
- How will it encourage events and attractions?
- How will it make Portsmouth a city people want to live in?

If you want more information contact Claire.Looney@portsmouthcc.gov.uk or go to:

<https://www.portsmouth.gov.uk/ext/documents-external/pln-portsmouth-plan-post-adoption.pdf>

Please expand on the impact on these issues your proposal will have, and how you propose to mitigate any negative impacts?

How are you going to measure/check the impact of your proposal?

C - Regeneration of our city

Yes

No

Is your policy, proposal relevant to the following questions?

C2-Employment and opportunities - Will it promote the development of a skilled workforce?

☐☒

In thinking about this question:

- How will it improve qualifications and skills for local people?
- How will it reduce unemployment?
- How will it create high quality jobs?
- How will it improve earnings?

If you want more information contact Mark.Pembleton@portsmouthcc.gov.uk or go to:

<https://www.portsmouth.gov.uk/ext/documents-external/cou-regeneration-strategy.pdf>

Please expand on the impact on these issues your proposal will have, and how you propose to mitigate any negative impacts?

How are you going to measure/check the impact of your proposal?

Is your policy, proposal relevant to the following questions?

C3 - Economy - Will it encourage businesses to invest in the city, support sustainable growth and regeneration?

☐☒

In thinking about this question:

- How will it encourage the development of key industries?
- How will it improve the local economy?
- How will it create valuable employment opportunities for local people?
- How will it promote employment and growth to the city?

If you want more information contact Mark.Pembleton@portsmouthcc.gov.uk or go to:

<https://www.portsmouth.gov.uk/ext/documents-external/cou-regeneration-strategy.pdf>

Please expand on the impact on these issues your proposal will have, and how you propose to mitigate any negative impacts?

How are you going to measure/check the impact of your proposal?

Q8 - Who was involved in the Integrated integrated assessment?

Alison Egerton Group Accountant

This IIA has been approved by: Angela Mann

Contact number: 023 92 834507

Date: 29/01/21

Agenda Item 6



Portsmouth
CITY COUNCIL

Title of meeting: Schools Forum

Date of meeting: 10 February 2021

Subject: 2020-21 Early Years Providers Covid-19 additional grant, Spring 2021

Report by: Alison Jeffery, Director of Children, Families and Education

Wards affected: All

Key decision: Yes/No

Full Council decision: Yes/No

1 Purpose of report

1.1 The purpose of this report is to:

1.1.1 Seek endorsement from Schools Forum to pay early years providers additional funding in the form of a grant in order to support the sustainability of the market. This would apply to providers who offered funded early years provision for two, three and four year olds during the first national lockdown.

2 Recommendations

2.1 It is recommended that Schools Forum:

2.1.1 Endorse the proposed grant values to be paid in the spring term 2021 subject to the forecast year end position as set out in Table 1.

3 Background and previous decisions

3.1 In December 2020, Schools Forum endorsed and the Cabinet Member approved proposals to pay grant funding to early years providers (£2,700) and childminders (£500) to support future sufficiency and continued recovery following the national lockdown. Included in the report was a proposal to review the early years block budget in the spring term and identify if there was enough funding to make a further allocation to providers before the end of the financial year.

3.2 The timing of both the Schools Forum and Cabinet Member meetings in February 2021 is before the data for the actual number of hours of nursery provision is available and the final outturn is known. This would preclude obtaining agreement for further grants in the 2020-21 financial year.



3.3 To ensure that the grants can be paid if funding is available it is proposed to seek approval for the value of the grants, subject to the expected outturn position, based on a number of scenarios.

3.4 This report sets out the proposals

4 Reasons for recommendations

4.1 As at the end of December 2020 the current forecast position is an underspend on the early years block of approximately £334,000, this is likely to change between now and the end of the year, as the final spring term forecast payments are made and then adjusted for the actual hours provided later in the term.

4.2 The authority needs to carry forward approximately £200,000¹ to support any potential reduction to early years block funding for the period September 2020 to March 2021 which will happen in July 2021. The value of this adjustment is unknown and will be dependent on the number of pupils recorded as attending early year's settings and schools in the January 2021 census.

4.3 As there is an element of uncertainty regarding the final outturn position, the Table below proposes the grant values that will be paid depending on the level of underspend in the early years block.

Table 1: Potential grant payable dependent on early years block underspend Spring 2021				
Range of underspend	Grant payment		Total cost of grant	Cfwd. to support funding adjustment for 2020-21
	Early years settings	Child minders		
£'000	£	£	£'000	£'000
350 to 400	1,350	250	140	210 to 260
400 to 450	1,755	325	180	220 to 270
450 to 450	2,160	400	220	230 to 280
Over 500	2,700	500	270	230 upwards

4.4 The proposal enables the authority to provide a payment to providers whilst ensuring there is sufficient funding carried forward to support any reduction in funding relating to the January 2021 census in July 2021.

5 Integrated impact assessment

5.1 An integrated impact assessment has been completed and is attached at Appendix 1. It confirms that the proposals will not have a negative impact

¹ As the value of the adjustment to be made in July 2021, the proposed value of £200,000 is based on the movement of pupil numbers between January 2019 and January 2020 census data, which was adjusted for in July 2020.



on the areas of equality and diversity, communities & safety, regeneration & culture, environment and public space.

6 Legal implications

- 6.1 There are no legal implications arising directly from the recommendations contained within this report.

7 Director of Finance's comments

- 7.1 As part of the national Coronavirus response, the Department for Education² updated the guidance and advice re regulation 16 of the School and Early Years Finance (England) regulations 2020 regarding the Early Years Block of the DSG. This enables local authorities to "redirect early years DSG funding from providers that are closed³ in order to ensure provision of childcare for vulnerable children and children of critical workers". The aim of the funding is to ensure that providers which are open and offering the entitlements or are closed due to public health reasons are funded at broadly the same level that they would have expected to if Coronavirus had not happened.
- 7.2 The authority has funded early year's providers in line with the Government advice during the summer and autumn terms without having to deduct any funding from providers who had to close. An initial grant was paid in the autumn term.

.....
Signed by: Alison Jeffery, Director Children Families and Education

Appendices:

Appendix 1 - Integrated Impact Assessment

Background list of documents: Section 100D of the Local Government Act 1972

The following documents disclose facts or matters, which have been relied upon to a material extent by the author in preparing this report:

Title of document	Location

² Guidance on the use of free early education entitlements funding during coronavirus (Covid-19) - 20 July 2020 - [Use of free early education entitlements funding during coronavirus \(COVID-19\) - GOV.UK](#)

³ Closed without a public health reason

The recommendation(s) set out above were approved/ approved as amended/
deferred/ rejected by on

.....
Signed by:

Integrated Impact Assessment (IIA)

Integrated impact assessment (IIA) form December 2019

www.portsmouth.gov.uk

The integrated impact assessment is a quick and easy screening process. It should:

- identify those policies, projects, services, functions or strategies that could impact positively or negatively on the following areas:
 - Communities and safety
 - Regeneration and culture
 - Environment and public space
 - Equality & - Diversity This can be found in Section A5

Directorate:

Children, Families and Education

Service, function:

Education

Title of policy, service, function, project or strategy (new or old) :

Early Years Covid 19 grant proposal

Type of policy, service, function, project or strategy:

- ☐ Existing
- ☒ New / proposed
- ☐ Changed

What is the aim of your policy, service, function, project or strategy?

To give all early year's providers who access EEF a Covid 19 grant to assist them in remaining sufficient during the pandemic.

Has any consultation been undertaken for this proposal? What were the outcomes of the consultations? Has anything changed because of the consultation? Did this inform your proposal?

Consultation will not be required as all early year's providers who provide Early Education Funding will receive a payment, and no-one will be excluded.

A - Communities and safety

Yes

No

Is your policy/proposal relevant to the following questions?

A1-Crime - Will it make our city safer?

☐☒

In thinking about this question:

- How will it reduce crime, disorder, ASB and the fear of crime?
- How will it prevent the misuse of drugs, alcohol and other substances?
- How will it protect and support young people at risk of harm?
- How will it discourage re-offending?

If you want more information contact Lisa.Wills@portsmouthcc.gov.uk or go to:

<https://www.portsmouth.gov.uk/ext/documents-external/cou-spp-plan-2018-20.pdf>

Please expand on the impact your policy/proposal will have, and how you propose to mitigate any negative impacts?

How will you measure/check the impact of your proposal?

A - Communities and safety

Yes

No

Is your policy/proposal relevant to the following questions?

A2-Housing - Will it provide good quality homes?

☐☒

In thinking about this question:

- How will it increase good quality affordable housing, including social housing?
- How will it reduce the number of poor quality homes and accommodation?
- How will it produce well-insulated and sustainable buildings?
- How will it provide a mix of housing for different groups and needs?

If you want more information contact Daniel.Young@portsmouthcc.gov.uk or go to:

<https://www.portsmouth.gov.uk/ext/documents-external/psh-providing-affordable-housing-in-portsmouth-april-19.pdf>

Please expand on the impact your policy/proposal will have, and how you propose to mitigate any negative impacts?

Not applicable

How are you going to measure/check the impact of your proposal?

Not applicable

A - Communities and safety

Yes

No

Is your policy/proposal relevant to the following questions?

A3-Health - Will this help promote healthy, safe and independent living?

☐☒

In thinking about this question:

- How will it improve physical and mental health?
- How will it improve quality of life?
- How will it encourage healthy lifestyle choices?
- How will it create healthy places? (Including workplaces)

If you want more information contact Dominique.Letouze@portsmouthcc.gov.uk or go to:

<https://www.portsmouth.gov.uk/ext/documents-external/cons-114.86-health-and-wellbeing-strategy-proof-2.pdf>

Please expand on the impact your policy/proposal will have, and how you propose to mitigate any negative impacts?

Not applicable

How are you going to measure/check the impact of your proposal?

Not applicable

A - Communities and safety

Yes

No

Is your policy/proposal relevant to the following questions?

A4-Income deprivation and poverty-Will it consider income deprivation and reduce poverty?

☐☒

In thinking about this question:

- How will it support those vulnerable to falling into poverty; e.g., single working age adults and lone parent households?
- How will it consider low-income communities, households and individuals?
- How will it support those unable to work?
- How will it support those with no educational qualifications?

If you want more information contact Mark.Sage@portsmouthcc.gov.uk or go to:

<https://www.portsmouth.gov.uk/ext/documents-external/cou-homelessness-strategy-2018-to-2023.pdf>
<https://www.portsmouth.gov.uk/ext/health-and-care/health/joint-strategic-needs-assessment>

Please expand on the impact your policy/proposal will have, and how you propose to mitigate any negative impacts?

not applicable

How are you going to measure/check the impact of your proposal?
Not applicable

A - Communities and safety

Yes

No

Is your policy/proposal relevant to the following questions?

A5-Equality & diversity - Will it have any positive/negative impacts on the protected characteristics?



In thinking about this question:

- How will it impact on the protected characteristics-Positive or negative impact (Protected characteristics under the Equality Act 2010, Age, disability, race/ethnicity, Sexual orientation, gender reassignment, sex, religion or belief, pregnancy and maternity, marriage and civil partnership,socio-economic)
- What mitigation has been put in place to lessen any impacts or barriers removed?
- How will it help promote equality for a specific protected characteristic?

If you want more information contact gina.perryman@portsmouthcc.gov.uk or go to:

<https://www.portsmouth.gov.uk/ext/documents-external/cmu-equality-strategy-2019-22-final.pdf>

Please expand on the impact your policy/proposal will have, and how you propose to mitigate any negative impacts?

There will be no negative impact on the protected characteristics as payments will be split proportionately for nursery settings and childminders. Every provider who delivers EEF will be included regardless of their demographic or protected characteristic.

How are you going to measure/check the impact of your proposal?

Our sufficiency assessment next year will ascertain whether these grant payments have made an impact on the sustainability of providers across the city, by measuring the number of settings open in 2021 compared to 2020. It is our intention that with the extra financial support from the grant, providers will manage to remain sufficient and continue to ensure all parents across the city have access to childcare.

B - Environment and climate change

Yes

No

Is your policy/proposal relevant to the following questions?

B1-Carbon emissions - Will it reduce carbon emissions?☐☒

In thinking about this question:

- How will it reduce greenhouse gas emissions?
- How will it provide renewable sources of energy?
- How will it reduce the need for motorised vehicle travel?
- How will it encourage and support residents to reduce carbon emissions?

If you want more information contact Tristan.thorn@portsmouthcc.gov.uk or go to:

<https://www.portsmouth.gov.uk/ext/documents-external/cmu-sustainability-strategy.pdf>

Please expand on the impact your policy/proposal will have, and how you propose to mitigate any negative impacts?

Not applicable

How are you going to measure/check the impact of your proposal?
Not applicable

B - Environment and climate change

Yes

No

Is your policy/proposal relevant to the following questions?

B2-Energy use - Will it reduce energy use?☐☒

In thinking about this question:

- How will it reduce water consumption?
- How will it reduce electricity consumption?
- How will it reduce gas consumption?
- How will it reduce the production of waste?

If you want more information contact Triston.thorn@portsmouthcc.gov.uk or go to:

<https://www.portsmouth.gov.uk/ext/documents-external/pln-portsmouth-plan-post-adoption.pdf>

<https://democracy.portsmouth.gov.uk/documents/s24685/Home%20Energy%20Appendix%201%20-%20Energy%20and%20water%20at%20home%20-%20Strategy%202019-25.pdf>

Please expand on the impact your policy/proposal will have, and how you propose to mitigate any negative impacts?

Not applicable

How are you going to measure/check the impact of your proposal?
Not applicable

B - Environment and climate change

Yes

No

Is your policy/proposal relevant to the following questions?

B3 - Climate change mitigation and flooding-Will it proactively mitigate against a changing climate and flooding?

☐☒

In thinking about this question:

- How will it minimise flood risk from both coastal and surface flooding in the future?
- How will it protect properties and buildings from flooding?
- How will it make local people aware of the risk from flooding?
- How will it mitigate for future changes in temperature and extreme weather events?

If you want more information contact Tristan.thorn@portsmouthcc.gov.uk or go to:

<https://www.portsmouth.gov.uk/ext/documents-external/env-surface-water-management-plan-2019.pdf>

<https://www.portsmouth.gov.uk/ext/documents-external/cou-flood-risk-management-plan.pdf>

Please expand on the impact your policy/proposal will have, and how you propose to mitigate any negative impacts?

Not applicable

How are you going to measure/check the impact of your proposal?

Not applicable

B - Environment and climate change

Yes

No

Is your policy/proposal relevant to the following questions?

B4-Natural environment-Will it ensure public spaces are greener, more sustainable and well-maintained?

☐☒

In thinking about this question:

- How will it encourage biodiversity and protect habitats?
- How will it preserve natural sites?
- How will it conserve and enhance natural species?

If you want more information contact Daniel.Young@portsmouthcc.gov.uk or go to:

<https://www.portsmouth.gov.uk/ext/documents-external/pln-solent-recreation-mitigation-strategy-dec-17.pdf>

<https://www.portsmouth.gov.uk/ext/documents-external/pln-portsmouth-plan-post-adoption.pdf>

Please expand on the impact your policy/proposal will have, and how you propose to mitigate any negative impacts?

Not applicable

How are you going to measure/check the impact of your proposal?

Not applicable

B - Environment and climate change

Yes

No

Is your policy/proposal relevant to the following questions?

B5-Air quality - Will it improve air quality?☐☒

In thinking about this question:

- How will it reduce motor vehicle traffic congestion?
- How will it reduce emissions of key pollutants?
- How will it discourage the idling of motor vehicles?
- How will it reduce reliance on private car use?

If you want more information contact Hayley.Trower@portsmouthcc.gov.uk or go to:

<https://www.portsmouth.gov.uk/ext/documents-external/env-aq-air-quality-plan-outline-business-case.pdf>

Please expand on the impact your policy/proposal will have, and how you propose to mitigate any negative impacts?

Not applicable

How are you going to measure/check the impact of your proposal?
Not applicable

B - Environment and climate change

Yes

No

Is your policy/proposal relevant to the following questions?

B6-Transport - Will it improve road safety and transport for the whole community?☐☒

In thinking about this question:

- How will it prioritise pedestrians, cyclists and public transport users over users of private vehicles?
- How will it allocate street space to ensure children and older people can walk and cycle safely in the area?
- How will it increase the proportion of journeys made using sustainable and active transport?
- How will it reduce the risk of traffic collisions, and near misses, with pedestrians and cyclists?

If you want more information contact Pam.Turton@portsmouthcc.gov.uk or go to:

<https://www.portsmouth.gov.uk/ext/travel/local-transport-plan-3>

Please expand on the impact your policy/proposal will have, and how you propose to mitigate any negative impacts?

Not applicable

How are you going to measure/check the impact of your proposal?
Not applicable

B - Environment and climate change**Yes****No**

Is your policy/proposal relevant to the following questions?

B7-Waste management - Will it increase recycling and reduce the production of waste?

☐☒

In thinking about this question:

- How will it reduce household waste and consumption?
- How will it increase recycling?
- How will it reduce industrial and construction waste?

If you want more information contact Steven.Russell@portsmouthcc.gov.uk or go to:

<https://documents.hants.gov.uk/mineralsandwaste/HampshireMineralsWastePlanADOPTED.pdf>

Please expand on the impact your policy/proposal will have, and how you propose to mitigate any negative impacts?

Not applicable

How are you going to measure/check the impact of your proposal?

Not applicable

C - Regeneration of our city

Yes

No

Is your policy/proposal relevant to the following questions?

C1-Culture and heritage - Will it promote, protect and enhance our culture and heritage?

☐☒

In thinking about this question:

- How will it protect areas of cultural value?
- How will it protect listed buildings?
- How will it encourage events and attractions?
- How will it make Portsmouth a city people want to live in?

If you want more information contact Claire.Looney@portsmouthcc.gov.uk or go to:

<https://www.portsmouth.gov.uk/ext/documents-external/pln-portsmouth-plan-post-adoption.pdf>

Please expand on the impact your policy/proposal will have, and how you propose to mitigate any negative impacts?

Not applicable

How are you going to measure/check the impact of your proposal?
Not applicable

C - Regeneration of our city

Yes

No

Is your policy/proposal relevant to the following questions?

C2-Employment and opportunities - Will it promote the development of a skilled workforce?

☐☒

In thinking about this question:

- How will it improve qualifications and skills for local people?
- How will it reduce unemployment?
- How will it create high quality jobs?
- How will it improve earnings?

If you want more information contact Mark.Pembleton@portsmouthcc.gov.uk or go to:

<https://www.portsmouth.gov.uk/ext/documents-external/cou-regeneration-strategy.pdf>

Please expand on the impact your policy/proposal will have, and how you propose to mitigate any negative impacts?

Not applicable

How are you going to measure/check the impact of your proposal?
Not applicable

Is your policy/proposal relevant to the following questions?

C3 - Economy - Will it encourage businesses to invest in the city, support sustainable growth and regeneration?

☐☒

In thinking about this question:

- How will it encourage the development of key industries?
- How will it improve the local economy?
- How will it create valuable employment opportunities for local people?
- How will it promote employment and growth in the city?

If you want more information contact Mark.Pembleton@portsmouthcc.gov.uk or go to:

<https://www.portsmouth.gov.uk/ext/documents-external/cou-regeneration-strategy.pdf>

Please expand on the impact your policy/proposal will have, and how you propose to mitigate any negative impacts?

Not applicable

How are you going to measure/check the impact of your proposal?
Not applicable

Q8 - Who was involved in the Integrated impact assessment?

Mindy Butler - Early Years and Childcare Manager

This IIA has been approved by: Mike Stoneman, Deputy Director Children, Families and Education

Contact number: 02392 841712

Date: 16/11/2020