

Secondary Phase School Funding Formula Review - Document for Consultation

(Dates 22nd November to 13th December 2022)

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Background

- The current funding formula came into effect in the 2019-20 financial year following a fundamental review carried out to create a clear and transparent funding model to deliver a core educational offer to schools in Powys.
- The funding formula should be subject to ongoing review and should underpin the local authority's vision for the education of its school pupils, as set out in the Strategy for Transforming Education in Powys 2020-2032, with learner entitlement at its core.

Aims and scope

- The proposals on which we are consulting are intended to support a move to a pupil-led formula whilst also securing stability for Secondary Phase Schools across Powys. This should provide a stable, transparent and equitable funding arrangement for Secondary Phase schools, which will:
 - Create a **more equitable provision for all learners** across Powys
 - **Support the aspirations of the transformation programme**
 - **Support all learners** including helping **offset the effects of disadvantage**
 - **Support a collaborative schools' community** which offers effective professional learning to facilitate the self improving system.
 - **Support inclusion and bilingualism, and promote access to excellence for all learners.**
- These proposals will apply to Secondary schools and the Secondary phase of all-age schools only. Work on reviewing the formula for Primary schools took place in 2021. Proposals for the funding formula for special schools are set out in a separate consultation document.
- So as not to destabilise schools' finances, it is proposed that the introduction of a new funding formula for secondary phase schools should be introduced on a phased implementation over five years. **Implementation will not commence until sufficient funding for full implementation has been identified.**
- In addition to designing a new funding formula, the current formula has also been reviewed and some changes have been proposed which will affect secondary phase schools with more than one secondary campus only, which are also part of this consultation.

Process

- The Formula Review Group was established with a range of stakeholders. The group has been meeting with Council officers since June 2021 to review the formula and develop proposals for consultation, although work on the secondary phase formula paused during the Autumn term 2021 and Spring term 2022 while work focussed on the primary phase formula.

- During the 2021 the group looked at developing models and some “reasonableness” testing, refining options and proposals which underpinned the development of the primary formula. This work continued for the secondary phase formula from July 2022 over the summer leading to the development of a set of proposals for this consultation.
- Council officers and the group also looked in depth at other Local Authority funding formulae across Wales to aid with the proposals.

Amending the Current Funding Formula: Secondary Phase Schools with more than one Secondary campus

- The current secondary phase formula funds all split site schools as two separate schools for all elements of the formula except for the ALNCO and Admin which are funded as a single school. However, it has been argued that this does not adequately recognise the additional costs arising from having more than one secondary campus in different towns.
- It is proposed that an adjustment is made to the funding formula for secondary phase schools with more than one secondary campus to acknowledge the additional costs of managing and running a secondary school over more than one secondary campus in separate towns, such as additional technician support, school receptions and leadership.

Question 1: Do you agree that the current secondary phase funding formula should be amended to acknowledge the additional costs of managing and running a secondary school over more than one secondary campus situated in separate towns?

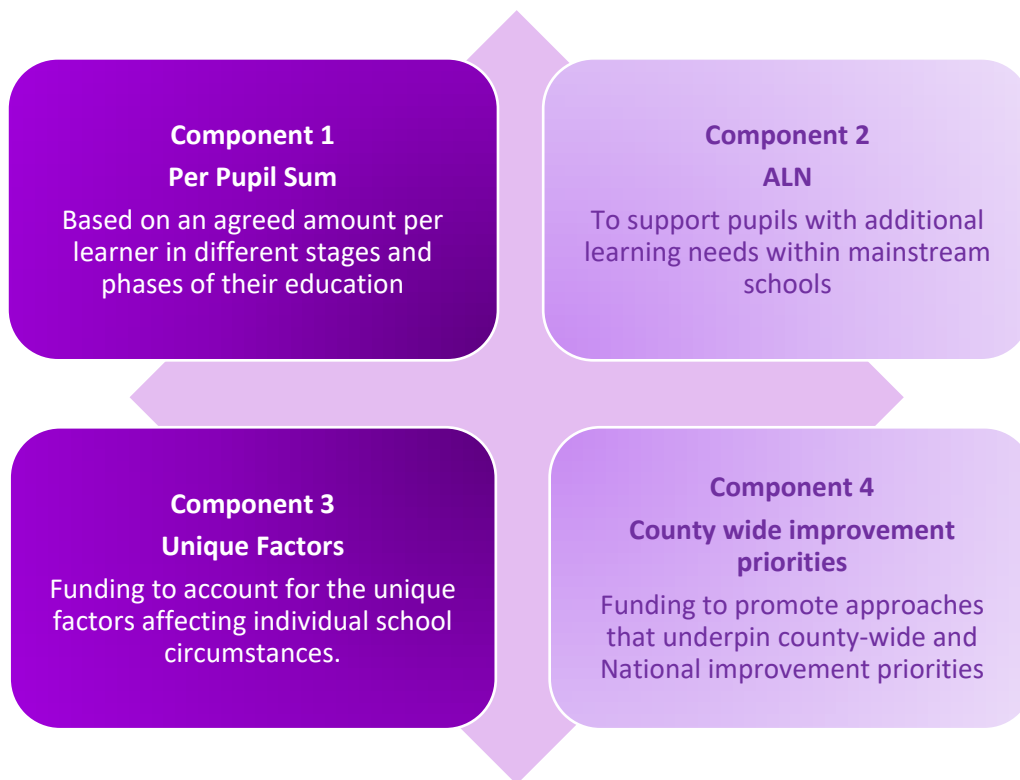
Question 2: Please provide any additional comments you have in relation to the current funding for secondary schools with more than one secondary campus situated in separate towns.

Designing the New Funding Formula for Secondary Phase Schools

- Globally, there are many approaches to the funding of schools. The OECD document “The Funding of School Education Connecting Resources and Learning” has aided the development of these proposals, as it did the Primary phase funding formula in 2021.
- Effective jurisdictions often have different components to their distribution models, such as the following 4 areas:
 - Distribute a **per pupil sum to each school** – based on an agreed amount per learner in different stages and phases of their education. This sum is meant to cover the costs of running an inclusive school that can provide for the needs of all mainstream learners.

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- Add **funding to support pupils with a wide range of additional learning needs**. This sum should be delivered to an agreed formula/methodology.
 - Add **additional sums to reflect matters that are unique to the school**, or unique to a group of schools e.g. split site, dual stream, a school managing transformational change, a school that is too small to provide an effective education if dependent on its per pupil allocation. The sums should be clearly identified.
 - Additional **sums to promote approaches that underpin county-wide and national improvement priorities** e.g. development of the Welsh language, collaboration funding, all-age and cluster developments.
- The proposed revised formula has been broken down into four component led funding streams, as per the diagram below. Each component of the formula is described in detail within this consultation paper. Components 1 and 3 are the main ones impacted through these proposals.



Question 3: Do you agree that a revised funding formula should be based on these four components?

Question 4: Please explain why and let us know if we have missed anything.

Component 1 – Per pupil sum

- Distributes a per pupil sum to each school – based on an agreed amount per learner in different stages and phases of their education. This sum should cover the costs of running an inclusive school that can provide for the needs of all mainstream learners.
- The methodology for calculating the per pupil amount for the different stages in the Secondary phase is based on the current formula but any compensation for unique factors (e.g. small school, dual stream) removed to be included within Component 3. The current formula was applied to a model 600 learner secondary phase school to develop the per pupil allocations for key stage 3 (years 7 to 9) and for key stage 4 (year 10 and 11). The detail of the changes are set out in Appendix A) and includes the following areas:
 - Teachers incl. PPA and Leadership
 - Teaching Assistants
 - SLAs
 - Premises
 - Grounds
- All parameters must meet regulatory requirements, respecting health and safety guidelines and workload management needs.

Question 5: Do you agree with basing the per pupil sum on applying the current formula to a model 600 learner school?

Question 6: Please explain why and list any other elements that you think should be included.

Component 2 – Additional Learning Needs Funding

Secondary Sector

- This funding block is intended support schools to provide an inclusive education, for pupils with a wide range of ALN.
- The current methodology for distribution of this element of funding was reviewed and updated for the 2019-20 financial year with all schools receiving sufficient funding to allow them to run a class in each year and in each language stream with a teacher-pupil ratio of 1:15 where there are more than 15 in the year group. (NB it should be noted that the notional funding for ALN in the primary phase schools funding formula is delivered using a formula based on a three-year average of proxy indicators relating specifically to ALN or disadvantage).
- Additional targeted funding for pupils with high level needs is provided outside the general distribution formula.

Component 3 – Unique Factors

- Powys County Council has a significant range of differences between its 11 secondary phase schools e.g. size, language of instruction, condition of buildings.
- This component is designed to ensure that learners in all schools have an equity of provision. Items listed here provide additional sums to reflect matters that are unique to individual schools, or unique to a group of schools e.g. dual stream schools, a school managing transformational change, a school that is too small to provide an effective education if entirely dependent on its per pupil allocation, a school with more than one secondary campus in different towns, school buildings in poor condition and so on.
- The description of these funding adjustments is in **Appendix B (Component 3 section – Unique factors)**.
- There is no proposed change to the way business rates, statutory compliance testing, premises insurance and employee insurance are funded.
- There is no proposed change to the building condition top up from the current formula.
- A new bilingual administration top up is provided for in this section to recognize some of the additional costs incurred by schools that are required to produce their materials and correspondence in both languages.

Question 7: Do you agree that there should be a teaching and learning top up for single medium secondary phase schools with fewer than 600 learners in their secondary phase (as described in Appendix B)?

Question 8: Please provide any additional comments you have in relation to the teaching and learning top up for single medium secondary schools with fewer than 600 learners in their secondary phase.

Question 9: Do you agree that there should be a teaching and learning top up for one or both of the language streams in dual stream schools where they have fewer than 600 pupils in one or both of their language streams (as described in Appendix B)?

Question 10: Please provide any additional comments you have in relation to the teaching and learning top up for one or both of the language streams in dual stream schools where they have fewer than 600 pupils in one or both of their language streams.

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Question 11: Do you agree that there should be a teaching and learning top up for one or more secondary campuses in secondary phase schools where they have more than 1 secondary campus in different towns with fewer than 600 pupils in one or more of their campuses (as described in Appendix B)?

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Question 23: Do you agree with how the grounds area adjustment is funded (as described in Appendix B)?

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Question 25: Do you agree with continuing the current funding arrangements for business rates, statutory testing, premises insurance and employee insurance?

Question 26: Please provide any additional comments you have in relation to the funding arrangements for non-domestic rates, statutory testing, premises insurance and employee insurance.

Question 27: Please provide any comments on the proposals for Component 3 – Unique Factors, or any other elements that should be included.

Component 4 – County wide and national improvement priorities

- This Component provides additional sums to promote approaches that underpin county-wide and broader improvement priorities, linked to the National Mission, Regional School Improvement Grant and so on.
- This entire section of the proposed formula will develop over time to ensure the formula moves forward with the priorities and vision of the council and of the Welsh education system.

Implementation

- Changes to a distribution method will cause changes to individual schools' total funding. How this is managed is key to a school being able to ensure continuity and smooth transitioning for the staff and pupils.
- The initial modelling of the proposed formula for secondary phase schools indicates that there will be additional funding required. Implementation of the proposed new formula will therefore not begin until that additional funding has been identified and agreed.
- It is proposed that the implementation of the proposed formula is staggered over 5 years to mitigate any risk and minimise disruption, whilst also providing a clear signal regarding the direction of travel. This will also give the opportunity to review the impact of new formula during the earlier years.
- The implementation proposed is as follows
 - Year 1 = 20% new formula, 80% current formula.

- Year 2 = 40% new formula, 60% current formula.
- Year 3 = 60% new formula, 40% current formula.
- Year 4 = 80% new formula, 20% current formula
- Year 5 = 100% new formula, if appropriate following a full review of the previous years.

Question 28: Do you agree that the implementation of the new formula should be phased?

Question 29: Do you agree with the proposed phasing over 5 years?

Potential future amendments to the Secondary Phase Schools Funding Formula

- It is good practice to keep all schools funding formulae under rolling review and we would like your views on potential future amendments to the secondary phase schools funding formula.
- **ALN** – Currently, the methodology for delegating notional ALN funding for primary and secondary phase schools are not consistent with each other, as the secondary formula does not consider factors relating specifically to ALN or disadvantage.

Question 30: What are your views on the current methodology for delegating notional ALN funding to secondary phase schools (1:15 class in each year) and what factors should be considered in future reviews?

Question 31: What other areas within the secondary phase school funding formula would you like to see considered in future reviews of the formula?

Question 32: What other comments about the School Funding Formula would you wish to make?

Appendix A: Methodology for initial Per Pupil Allocation – Secondary Phase

To arrive at the initial Per Pupil Allocation the funding was built up of the elements listed below for a school with 600 pupils. The Per Pupil Allocations (for Key Stage 3 and Key Stage 4 pupils) will be applied across all secondary schools based on their pupil numbers.

For future years, the per pupil allocations will be inflated by a single inflation factor (to be determined each year).

Component 1 – Per Pupil Allocation	Proposed Basis for a per pupil sum to each school – based on an agreed amount per learner in different stages and phases of their education. This sum to cover the costs of running an inclusive school that can provide for the needs of all mainstream learners	Current Analysis of Powys School Fair Funding Formula Secondary
<p>Teaching and Curriculum</p>	<p>UPS2 PayScale is used to fund the number of teachers needed in the model school, based on pupil numbers and ratios listed below in-line with minimum curriculum delivery, which results in a contact ratio of 0.83. The contact ratio is the proportion of the week that teachers spend in teaching contact with pupils taken as an average across all the teachers).</p> <p>KS3 – first class funded using the ratio 1:15 pupils (the cost this class will be included under ALN) then each subsequent class funded using the ratio 1:30 pupils (with the exception of Design and Technology being a ratio of 1:20 and Science being a ratio of 1:25), per year group.</p> <p>KS4 – first class funded using the ratio 1:15 pupils (the cost this class will be included under ALN) then each subsequent class funded using the ratio 1:30 pupils, options are using the ratio 1:25, in each year.</p>	<p>Average Teacher cost (AVTC) is calculated as follows</p> <p><u>Total cost of teaching staff for secondary schools (Inc. leadership)</u> Total FTE for secondary schools (Inc. leadership)</p> <p>This rate is then used to fund the number of teachers needed in the school, based on pupil numbers and ratios listed below in-line with minimum curriculum delivery, which results in a contact ratio of 0.83 (The contact ratio is the proportion of the week that teachers spend in teaching contact with pupils taken as an average across all the teachers).</p> <p>KS3 – first class funded using the ratio 1:15 pupils then each subsequent class funded using the ratio 1:30 pupils (with the exception of Design and Technology being a ratio of 1:20 and Science being a ratio of 1:25), per year group.</p> <p>KS4 – first class funded using the ratio 1:15 pupils then each subsequent class funded using the ratio 1:30 pupils, options are using the ratio 1:25, in each year.</p>

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TLR Allowance	Based on average of 3 smallest schools TLR structures with the remaining balance split on a per pupil amount.	Based on average of 3 smallest schools TLR structures with the remaining balance split on a per pupil amount.
Business Manager	All secondary schools are funded for 1 Business Manager 37hrs term time only (Grade 12, Point 34).	All secondary schools are funded for 1 Business Manager 37hrs term time only (Grade 12, Point 34).
Admin Support	All secondary schools up to 100 pupils are funded for 1.3fte (37hrs, term time only) admin posts as a minimum, with an additional 0.65fte per every 100 pupils (Grade 4, Point 6) thereafter. This methodology equates to approx. 0.76fte per 100 pupils	All secondary schools up to 100 pupils are funded for 1.3fte (37hrs, term time only) admin posts as a minimum, with an additional 0.65fte per every 100 pupils (Grade 4, Point 6) thereafter.
Technicians	Minimum funding for 3 posts (Grade 5, point 8, 32.5hrs) up to 400 pupils then an additional 0.25fte per 100 pupils thereafter. This equates to approx.. 0.6fte per 100 pupils	Minimum funding for 3 posts (Grade 5, point 8, 32.5hrs) up to 400 pupils then an additional 0.25fte per 100 pupils thereafter.
Cover Supervisor	All schools are funded 1FTE Cover Supervisor (Grade 6, point 12, 32.5hrs term time only) This equates to approx. 0.2fte per 100 pupils	All schools are funded 1FTE Cover Supervisor (Grade 6, point 12, 32.5hrs term time only)
Supply	£400 Per FTE Teacher funded per school. This equates to approx. £20 per pupil.	£400 Per FTE Teacher funded per school.
Teaching Assistants	1 Grade 4, point 6 (25hrs term time only). With an additional 1 x 25hr post per 100 pupils. Teaching Assistant. This equates to approx. 1fte per 100 pupils. Pastoral is included under ALN	Minimum funding up to 200 pupils 1 Grade 7, point 17 (32.5hrs term time only) Pastoral Support. (not pupil led) 1 Grade 4, point 6 (25hrs term time only). With an additional 1 x 25hr post per 100 pupils. Teaching Assistant.
Mid-day supervisors	Funded 1 x 50min post per 200 pupils (Grade 3, point 4, term time only). This equates to approx. 1fte per 100 pupils.	Funded 1 x 1hr post per 200 pupils (Grade 3, point 4, term time only).

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Additional Learning Needs Coordinator (ALNCO)	Under ALN	Funded 0.1FTE teacher up to 100 pupils. Then an additional 0.1FTE per every 100 pupils thereafter (funded at AVTC rate).
Capitation	£150 per pupil	£150 per pupil
Service Level Agreement (SLAs) / core package	Funded at £47 per pupil – this has been fully delegated	All corporate SLAs with schools delegated (Finance, HR, employment services and BPU) are funded in line with the exact charge that is levied for the enhanced offering, whether they opt into the service or not.
Examination fees	£646 per Y11 pupil	£646 per Y11 Pupil (invigilator's come under Admin)
All premises costs excluding Rates and Statutory testing	<p>6.3sqm per pupil funded at £30.03 per SQM</p> <p>Plus a % uplift depending on the following Category that the school has for building, energy and Cleaning.</p> <ul style="list-style-type: none"> • A = 0% • B = 1% • C = 2% • D = 3% <p>Grounds area funded based on smallest school site of £37,000 SQM at £0.20 per SQM</p>	<p>A sum of £33.38 per Square metre for Premises (excluding Grounds) costs. Funded at 90% of the grounds area.</p> <p>Plus a % uplift depending on the following Category that the school has for building, energy and Cleaning.</p> <ul style="list-style-type: none"> • A = 0% • B = 1% • C = 2% • D = 3% <p>A Sum of £2.07 per square metre for Ground costs for 10% of the grounds area.</p>

Appendix B: Description of Powys School Fair Funding Formula Secondary phase schools

Pupil Numbers

Pupil counting date is the Friday in the first week following the October Half Term.

The numbers on roll excluding specialist centre pupils in all years are used to calculate funding for Year 7 to Years 11.

Component 1 - Curriculum Led Funding Streams	Basis for a per pupil sum to each school – based on an agreed amount per learner in different stages and phases of their education. This sum to cover the costs of running an inclusive school that can provide for the needs of all mainstream learners
<p>Per pupil funding for Component 1 is applied to all Secondary pupils based on actual pupil numbers as per note above.</p> <p>The amounts per pupil for 23-24 are as follows</p> <ul style="list-style-type: none"> • KS3 Pupil = £4,129 • KS4 Pupil = £4,414 	
Component 2 - ALN	General allowance to support pupils with additional learning needs within mainstream schools. Additional support is provided on top of this outside the formula for pupils with high level needs.
ALN lump sum	<p>Lump sum per £82,772 school based on the following</p> <ul style="list-style-type: none"> • 1 FTE ALNCo, funded at Leadership 13, 32.5hrs, 52 weeks • 1 FTE Pastoral, funded at Grade 7, 32.5hrs, Term time only
1 st Class of 15 (small class)	<p>Each year group and stream that has 16 or above pupils is funded a first class of 15 pupils based on the following</p> <ul style="list-style-type: none"> * 1FTE teacher, UPS2, 32.5hrs, 52 weeks <p>This applies to all streams & sites that have 16 or more pupils in a year group.</p>
Component 3 – Unique factors	These are funding adjustments made to the Component 1 pupil led funding to account for the unique factors affecting individual school circumstances.

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<p>1. Small School Management & Administration Top up</p>	<p>This top up provides additional funding for support staff and management to school who have less than 592 pupils to ensure they have enough funding to support the minimum levels needed for</p> <ul style="list-style-type: none"> * TLR Structure * Business Management * Technicians * Cover Supervisors <p>Schools receive an additional £333.33 per pupil for the pupil difference between their funded pupils and 592 pupils.</p> <p>Eg – A school of 475 pupils would receive</p> <p style="text-align: center;">$592 - 475 = 117$ pupils</p> <p style="text-align: center;">$117 \times £333.33 = £39,000$ (rounded)</p>																																																
<p>2. Small school Teaching and Learning top up</p>	<p>Schools with fewer than 600 pupils receive this additional top up to manage year groups as follows:</p> <p>Key Stage 3:</p> <table border="1" data-bbox="592 1032 1401 1872"> <thead> <tr> <th>Year Group Size</th> <th>Starting point pupil numbers</th> <th>Starting point top up</th> <th>Top up per pupil below starting point</th> </tr> </thead> <tbody> <tr> <td>1 - 14</td> <td>14</td> <td>£28,580</td> <td>£2,835</td> </tr> <tr> <td>15 - 19</td> <td>19</td> <td>£66,763</td> <td>£2,835</td> </tr> <tr> <td>20 - 24</td> <td>24</td> <td>£57,118</td> <td>£2,835</td> </tr> <tr> <td>25 - 39</td> <td>39</td> <td>£25,917</td> <td>£2,835</td> </tr> <tr> <td>40 - 44</td> <td>44</td> <td>£16,271</td> <td>£2,835</td> </tr> <tr> <td>45 - 49</td> <td>49</td> <td>£54,653</td> <td>£2,835</td> </tr> <tr> <td>50 - 59</td> <td>59</td> <td>£37,641</td> <td>£2,835</td> </tr> <tr> <td>60 - 74</td> <td>73*</td> <td>£2,633</td> <td>£2835</td> </tr> <tr> <td>75 - 79</td> <td>79</td> <td>£49,376</td> <td>£2,835</td> </tr> <tr> <td>80 - 104</td> <td>97*</td> <td>£2,813</td> <td>£2,835</td> </tr> <tr> <td>105 - 120</td> <td>120</td> <td>£5,942</td> <td>£2,834</td> </tr> </tbody> </table> <p>* For year groups of 74 and from 98 - 104 the modelled “top ups” were insignificant / negative, indicating that the per pupil allocations provided sufficient funding for these year group numbers</p>	Year Group Size	Starting point pupil numbers	Starting point top up	Top up per pupil below starting point	1 - 14	14	£28,580	£2,835	15 - 19	19	£66,763	£2,835	20 - 24	24	£57,118	£2,835	25 - 39	39	£25,917	£2,835	40 - 44	44	£16,271	£2,835	45 - 49	49	£54,653	£2,835	50 - 59	59	£37,641	£2,835	60 - 74	73*	£2,633	£2835	75 - 79	79	£49,376	£2,835	80 - 104	97*	£2,813	£2,835	105 - 120	120	£5,942	£2,834
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105 - 120	120	£5,942	£2,834																																														

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	<p>Examples:</p> <p>a) Year group of 93: Top up = £2,813 + [(97-93) * £2,835] = £14,153</p> <p>b) Year group of 37: Top up = £25,917 + [(39-37) * £2,835] = £31,587</p> <p>Key Stage 4:</p> <table border="1" data-bbox="592 613 1401 1285"> <thead> <tr> <th>Year Group Size</th> <th>Starting point pupil numbers</th> <th>Starting point top up</th> <th>Top up per pupil below starting point (£)</th> </tr> </thead> <tbody> <tr> <td>1 - 14</td> <td>14</td> <td>£28,518</td> <td>£2,836</td> </tr> <tr> <td>15 - 24</td> <td>24</td> <td>£48,111</td> <td>£2,835</td> </tr> <tr> <td>25 - 44</td> <td>44</td> <td>£11,864</td> <td>£2,835</td> </tr> <tr> <td>45 - 49</td> <td>49</td> <td>£45,574</td> <td>£2,835</td> </tr> <tr> <td>50 - 75</td> <td>71*</td> <td>£3,676</td> <td>£2,835</td> </tr> <tr> <td>75 - 95</td> <td>95</td> <td>£3,959</td> <td>£2,835</td> </tr> <tr> <td>95 - 104</td> <td>103*</td> <td>£3,959</td> <td>£2,835</td> </tr> <tr> <td>105 - 120</td> <td>120</td> <td>£1,372</td> <td>£2,835</td> </tr> </tbody> </table> <p>* For year groups of 72 - 74 and 104 the modelled "top ups" were immaterial or negative, indicating that the per pupil allocations provided sufficient funding for these year group numbers</p> <p>Note this does not apply to Multiple Secondary Campus schools or Dual stream schools - see relevant top ups below.</p>	Year Group Size	Starting point pupil numbers	Starting point top up	Top up per pupil below starting point (£)	1 - 14	14	£28,518	£2,836	15 - 24	24	£48,111	£2,835	25 - 44	44	£11,864	£2,835	45 - 49	49	£45,574	£2,835	50 - 75	71*	£3,676	£2,835	75 - 95	95	£3,959	£2,835	95 - 104	103*	£3,959	£2,835	105 - 120	120	£1,372	£2,835
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<p>3. Multiple secondary Campus Management lump sum</p>	<p>Each school that is running over multiple secondary campuses will receive the following lump sum to recognise the additional running costs of multiple secondary campuses in different towns in terms of the following</p> <ul style="list-style-type: none"> • Senior leadership • Technician support • Administration <p>Each school will receive a lump sum of £98,960</p>																																				

Appendix D

4. Multiple secondary campus Teaching and Learning top up	<p>Campuses with fewer than 600 pupils receive this additional top up to manage year groups on that campus calculated in the same way as the small school top up.</p> <p>Note this does not apply to Dual stream schools / campuses - see Dual stream top up below.</p>
5. Dual Stream Teaching and Learning top up	<p>Individual streams with fewer than 600 pupils will receive this additional top up to manage year groups in that stream calculated in the same way as the small school top up.</p> <p>Note – a dual stream school with fewer than 600 pupils in total would not receive the small school T&L top up in addition to this top up is applied to each stream instead</p>
6. Bilingual administration top up	<p>A sum of £5,000 will be provided to secondary phase schools providing education in Welsh medium to acknowledge the additional costs incurred by schools that are required to produce resources, materials and correspondence in both languages.</p>
7. Surplus SQM floor area / Grounds area adjustment	<p>Top up provided for any schools where the actual floor area SQM is higher than the standard per pupil SQM funded in Component 1. Funded at £30.03 per “surplus” SQM.</p> <p>Top up is provided where the actual external grounds area SQM is higher than the standard per pupil SQM funded in component 1. Funded at £0.20 per surplus SQM.</p>
8. Building Condition	<p>This % uplift is applied to the total premises funding after the surplus SQM top up to account for the condition of the building.</p> <p>Condition A 0%</p> <p>Condition B 1%</p> <p>Condition C 2%</p> <p>Condition D 3%</p>
9. Rates, Statutory Testing, Premises Insurance & Employee Insurance	<p>Funded at actual cost per school</p>
Component 4 - County wide improvement Priorities	<p>To promote approaches that underpin county-wide improvement priorities</p>
	<ul style="list-style-type: none"> To be developed in partnership with schools over time