

PRIMARY SCHOOLS

Question Ref	Q1 (Name of School:)	Arddleen primary	Response
	Q2 (Is this the official response on behalf of the School, agreed by the Chair of Governors and the Headteacher?)	No	
	Q3 (If no, please provide further information:)	Personal response by a governor nominated by a community council	
	Q4 (Do you agree that the current pupil movement policy is no longer used to adjust delegated funds in year for pupil transferring between Powys schools?)	Neutral	
A1	Q6 (Do you agree that pupil movement should be considered on a case-by-case basis should it cause financial pressures that a school cannot manage within existing funds?)	Strongly agree	
A2	Q7 (Do you agree that a simple template should be developed for schools to use to apply for additional financial support in relation to pupil movement?)	Strongly agree	
B1	Q9 (Do you agree with the proposed change to the deadline for agreeing changes to the fair funding formula?)	Agree	
B3	Q11 (Do you agree with the proposed change to the wording of paragraph 4.3 of the Scheme?)	Neutral	

B4	Q12 (Do you agree with the proposed change to the wording of paragraph 4.6 of the Scheme?)	Neutral	
B5	Q13 (Please provide any comments you may have about the payment or charging of interest on school surplus or deficit balances.)	is it realistic to charge a school interest on deficit balances?	This practice is already in place. The proposed changes to the wording of the paragraphs simply clarifies this and ensures that the Scheme reflects current practice.
B6	Q14 (Do you agree with the proposed change to the wording of paragraph 4.8 of the Scheme?)	Neutral	

Question Ref	Q1 (Name of School:)	Brynhafren CP School	Response
	Q2 (Is this the official response on behalf of the School, agreed by the Chair of Governors and the Headteacher?)	Yes	
	Q4 (Do you agree that the current pupil movement policy is no longer used to adjust delegated funds in year for pupil transferring between Powys schools?)	Agree	
	Q5 (What other comments would you like to make in relation to the current pupil movement policy no longer being used to adjust delegated funds in year for pupil transferring between Powys schools?)	The current arrangements do not allow for out of authority movement and when there is a reduction due to movement out of a small school this has a significant impact on the in-year budget. If we are able to request a case-by-case approach then this should enable us to address gaps. However we are also concerned that the proposed policy has a bias towards not offering additional funding for incoming	Your supportive comments to changing to a case by case is noted. If this proposal is agreed, then we will develop a template / Microsoft Form for schools to make their case and we recommend that schools make their case as soon as possible.

		<p>pupils for a substantial period of time. For small schools each individual pupil can have a significant effect on the budgetary position, particularly around 'crunch points' such as above or below 30 pupils. There is not enough detail of what would be considered as a case-by-case justification for adjusting funding to know whether we could expect additional funding for incoming pupils in most cases.</p>	<p>Factors such as impact on class sizes, teacher and pupil ratios etc may be aspects that would be considered as part of the case-by-case approach.</p> <p>Your comments on the timeliness of decisions on potential funding adjustments are noted and will be considered as the detail of the processes is drawn up.</p>
A1	<p>Q6 (Do you agree that pupil movement should be considered on a case-by-case basis should it cause financial pressures that a school cannot manage within existing funds?)</p>	Strongly agree	
A2	<p>Q7 (Do you agree that a simple template should be developed for schools to use to apply for additional financial support in relation to pupil movement?)</p>	Agree	
A3	<p>Q8 (Please make any other comments you would like to in relation to the pupil movement policy.)</p>	<p>The default position for small schools should be that additional funding will be given to reflect a rise in pupil numbers, as the impact of additional pupils is more significant. This decision also needs to come quickly to allow for appropriate staffing considerations.</p>	<p>Please see response for Q5 above.</p>
B1	<p>Q9 (Do you agree with the proposed change to the deadline for agreeing changes to the fair funding formula?)</p>	Agree	

B2	Q10 (Please provide any comments you may have about the deadline for agreeing changes to the fair funding formula.)	Care needs to be taken that any consultations do not fall over the Christmas break or shortly before it, so that there is sufficient capacity to respond.	Your response is noted. Every effort is always made to avoid school holidays.
B3	Q11 (Do you agree with the proposed change to the wording of paragraph 4.3 of the Scheme?)	Agree	
B4	Q12 (Do you agree with the proposed change to the wording of paragraph 4.6 of the Scheme?)	Agree	
B5	Q13 (Please provide any comments you may have about the payment or charging of interest on school surplus or deficit balances.)	Provision should be made so that it is possible to waive interest payment on deficit balances in exceptional circumstances.	The Section 151 Officer will advise on the interest rate to be used, having due regard to the prevailing market interest rates and financial environment. Consistency and fairness to all schools are important factors in these considerations.
B6	Q14 (Do you agree with the proposed change to the wording of paragraph 4.8 of the Scheme?)	Agree	
B7	Q15 (Please provide any comments you may have about the treatment of licensed or unlicensed deficits.)	None	

Question Ref	Q1 (Name of School:)	Ffederasiwn Carno, Glantwymyn a Llanbrynmair	Response
	Q2 (Is this the official response on behalf of the School, agreed by the Chair of Governors and the Headteacher?)	Yes	

	Q4 (Do you agree that the current pupil movement policy is no longer used to adjust delegated funds in year for pupil transferring between Powys schools?)	Disagree	
	Q5 (What other comments would you like to make in relation to the current pupil movement policy no longer being used to adjust delegated funds in year for pupil transferring between Powys schools?)	ALN funding allowance would need to be continued so that the pupil could be fully supported in their new school.	The pupil movement policy only relates to the delegated formula funding. ALN top up funding is outside of this policy and will continue to be based on pupil needs. It is expected that ALN top up funding follows the pupil if they change schools.
A1	Q6 (Do you agree that pupil movement should be considered on a case-by-case basis should it cause financial pressures that a school cannot manage within existing funds?)	Strongly agree	
A2	Q7 (Do you agree that a simple template should be developed for schools to use to apply for additional financial support in relation to pupil movement?)	Strongly agree	
A3	Q8 (Please make any other comments would you like to in relation to the pupil movement policy.)	We have concerns regarding staffing when pupils move schools and we lose some of our delegated budget mid year as staff are on contracts, many on permanent contracts which would mean redundancy in some cases. The flexibility within the funding transfer is not matched in the planning and staff structure flexibility.	If this proposal is agreed, then we will develop a template / Microsoft Form for schools to make their individual case. Factors such as impact on class sizes, teacher and pupil ratios etc may be aspects that would be considered as part of the case-by-case approach. The change of the current policy will prevent schools losing funding due to pupils transferring out of the school during the financial year.
B1	Q9 (Do you agree with the proposed change to the deadline for agreeing changes to the fair funding formula?)	Agree	

B3	Q11 (Do you agree with the proposed change to the wording of paragraph 4.3 of the Scheme?)	Neutral	
B4	Q12 (Do you agree with the proposed change to the wording of paragraph 4.6 of the Scheme?)	Neutral	
B6	Q14 (Do you agree with the proposed change to the wording of paragraph 4.8 of the Scheme?)	Agree	

Question Ref	Q1 (Name of School:)	Llandysilio Church in Wales School	Response
	Q2 (Is this the official response on behalf of the School, agreed by the Chair of Governors and the Headteacher?)	Yes	
	Q4 (Do you agree that the current pupil movement policy is no longer used to adjust delegated funds in year for pupil transferring between Powys schools?)	Neutral	
A1	Q6 (Do you agree that pupil movement should be considered on a case-by-case basis should it cause financial pressures that a school cannot manage within existing funds?)	Strongly agree	
A2	Q7 (Do you agree that a simple template should be developed for schools to use to apply for additional financial support in relation to pupil movement?)	Strongly agree	

A3	Q8 (Please make any other comments would you like to in relation to the pupil movement policy.)	There is a real issue for us on the border of pupils moving in from England.	If the school experiences high intake numbers from across the border that would impact on, for example a need for an additional class, then this would be considered as part of the case-by-case application to the Local Authority for additional funding.
B1	Q9 (Do you agree with the proposed change to the deadline for agreeing changes to the fair funding formula?)	Neutral	
B3	Q11 (Do you agree with the proposed change to the wording of paragraph 4.3 of the Scheme?)	Neutral	
B4	Q12 (Do you agree with the proposed change to the wording of paragraph 4.6 of the Scheme?)	Neutral	
B6	Q14 (Do you agree with the proposed change to the wording of paragraph 4.8 of the Scheme?)	Neutral	

Question Ref	Q1 (Name of School:)	Llangorse CiW Primary School	Response
	Q2 (Is this the official response on behalf of the School, agreed by the Chair of Governors and the Headteacher?)	Yes	

	Q4 (Do you agree that the current pupil movement policy is no longer used to adjust delegated funds in year for pupil transferring between Powys schools?)	Agree	
	Q5 (What other comments would you like to make in relation to the current pupil movement policy no longer being used to adjust delegated funds in year for pupil transferring between Powys schools?)	The local authority should be clear on what it means by 'financial pressure' as some schools have very tight budgets and may be unduly impacted by in year transfers.	Financial pressures could reflect aspects such as pupil numbers impacting on staffing numbers, a need to change the class structure of the school, support deployment etc causing financial implications on the school that they cannot manage from within the budget. It is difficult to be prescriptive about this as the same change in 2 different schools could result in quite significantly different financial consequences.
A1	Q6 (Do you agree that pupil movement should be considered on a case-by-case basis should it cause financial pressures that a school cannot manage within existing funds?)	Strongly agree	
A2	Q7 (Do you agree that a simple template should be developed for schools to use to apply for additional financial support in relation to pupil movement?)	Agree	
A3	Q8 (Please make any other comments would you like to in relation to the pupil movement policy.)	The authority needs to consider new heads and new-to-Powys heads and how they would know that this financial support was available.	This would form part of the Local Authority training offer for all new and acting headteachers.

B1	Q9 (Do you agree with the proposed change to the deadline for agreeing changes to the fair funding formula?)	Agree	
B3	Q11 (Do you agree with the proposed change to the wording of paragraph 4.3 of the Scheme?)	Agree	
B4	Q12 (Do you agree with the proposed change to the wording of paragraph 4.6 of the Scheme?)	Agree	
B6	Q14 (Do you agree with the proposed change to the wording of paragraph 4.8 of the Scheme?)	Agree	
B7	Q15 (Please provide any comments you may have about the treatment of licensed or unlicensed deficits.)	it would be more beneficial, financially manageable and potentially realistic for schools to be able to spread the repayment of a deficit budget over five years not three if requested.	The three-year period reflects the period covered by schools' budget plan. The intention is that no school should build up the level of deficit that would require more than three years to repay it. The Scheme does allow this period to be extended in exceptional circumstances. Schools wishing to extend their re-payment period would need to include this in their application to the local authority to operate a deficit budget.

Question Ref	Q1 (Name of School:)	Mount Street Infants	Response
	Q2 (Is this the official response on behalf of the School, agreed by the Chair of Governors and the Headteacher?)	Yes	

	Q4 (Do you agree that the current pupil movement policy is no longer used to adjust delegated funds in year for pupil transferring between Powys schools?)	Strongly agree	
	Q5 (What other comments would you like to make in relation to the current pupil movement policy no longer being used to adjust delegated funds in year for pupil transferring between Powys schools?)	Mount Street Infants is a school with a significant number of pupils who suffer due to mobility of their Military parents. Pupils arrive throughout the year from out of county and often from England Scotland , Nepal and Cyprus. In the past formula the school did not receive any additional funding if these pupils moved after the count date.	The case-by-case element would therefore support such cases. There are also small amounts of additional funding through specific grants associated with EAL (MEAG) and supporting service children in education.
A1	Q6 (Do you agree that pupil movement should be considered on a case-by-case basis should it cause financial pressures that a school cannot manage within existing funds?)	Strongly agree	
A2	Q7 (Do you agree that a simple template should be developed for schools to use to apply for additional financial support in relation to pupil movement?)	Strongly agree	
B1	Q9 (Do you agree with the proposed change to the deadline for agreeing changes to the fair funding formula?)	Strongly agree	
B3	Q11 (Do you agree with the proposed change to the wording of paragraph 4.3 of the Scheme?)	Strongly agree	
B4	Q12 (Do you agree with the proposed change to the wording of paragraph 4.6 of the Scheme?)	Disagree	

B6	Q14 (Do you agree with the proposed change to the wording of paragraph 4.8 of the Scheme?)	Agree	
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Question Ref	Q1 (Name of School:)	Rhayader CoW primary school	Response
	Q2 (Is this the official response on behalf of the School, agreed by the Chair of Governors and the Headteacher?)	Yes	
	Q4 (Do you agree that the current pupil movement policy is no longer used to adjust delegated funds in year for pupil transferring between Powys schools?)	Neutral	
A1	Q6 (Do you agree that pupil movement should be considered on a case-by-case basis should it cause financial pressures that a school cannot manage within existing funds?)	Disagree	
A2	Q7 (Do you agree that a simple template should be developed for schools to use to apply for additional financial support in relation to pupil movement?)	Neutral	
A3	Q8 (Please make any other comments would you like to in relation to the pupil movement policy.)	case by case funding can lead to inconsistencies	The Local Authority hope to avoid this by developing a template / Microsoft Form for all schools to complete. Each case-by-case application will be considered by the Extended School Service team.
B1	Q9 (Do you agree with the proposed change to the deadline for agreeing changes to the fair funding formula?)	Neutral	

B3	Q11 (Do you agree with the proposed change to the wording of paragraph 4.3 of the Scheme?)	Strongly disagree	
B4	Q12 (Do you agree with the proposed change to the wording of paragraph 4.6 of the Scheme?)	Strongly disagree	
B5	Q13 (Please provide any comments you may have about the payment or charging of interest on school surplus or deficit balances.)	<p>Interest should not be paid on any sums above the normal allowance for acceptable levels of balances. An inflationary sum should be added to deficits to make sure that schools payback the real costs. Otherwise over time schools will benefit from inflation and in reality only payback a proportion of what they really owe. No rationale has been given for this changes. Has the Council's Independent Auditor offered advice on this please?</p> <p>Having the Section 151 officer decide on interest rates is not right. It should be bank of England Interest rate plus, say, 1%. It shouldn't be up to the discretion of the Section 151 officer as this could lead to inconsistencies over time.</p>	<p>Your comments on only paying interest on surplus sums up to the levels set in the School Funding (Wales) Regulations 2010 are noted.</p> <p>Charging interest on loans / deficits is in part to compensate for the effect of inflation on the value of the money owed, so adding a sum for inflation could be considered double charging.</p> <p>The proposed changes to the wording of the paragraphs is aimed at clarifying the intention and to ensure that the Scheme reflects current practice.</p> <p>Your comment on the potential for inconsistencies over time is also noted.</p> <p>The Section 151 Officer will advise on the interest rate to be used, having due regard to the prevailing market interest rates and financial environment. Consistency and fairness to all schools are important factors in these considerations.</p>
B6	Q14 (Do you agree with the proposed change to the wording of paragraph 4.8 of the Scheme?)	Neutral	
	Q16 (Section C: Special Schools Formula Review)	Go to Section E: Post-16 Funding Principles	

E1	Q81 (Do you agree that the Post-16 grant funding is no longer allocated based on a pre-determined formula?)	Agree	
E3	Q83 (Do you agree that funding for home school provision is allocated on a per learner basis?)	Agree	
E4	Q84 (Do you agree that funding for the Welsh Bacculaureate Qualification is allocated to the home school on a per learner basis, dependent on provision?)	Agree	
E5	Q85 (Do you agree that funding for post-16 courses be allocated on a per course basis to the school commissioned to deliver the course?)	Agree	
E6	Q86 (Do you agree that funding for year 12 post-16 courses should also be committed for the following year's course, should learner numbers warrant it?)	Agree	
E7	Q87 (Do you agree that the funding per course should be the same whether the course is delivered through Welsh or English, in person or through e-sgol?)	Neutral	
E8	Q88 (What other comments would you like to make in relation to the proposed principles for a commissioning-based post-16 funding mechanism?)	need to make sure that the sum per course covers all the leadership and management costs and, especially, the building and IT related costs. Funding to high schools for under 16 education should not be subsidising post 16 education. A breakdown of the sum per course should demonstrate this.	These factors have already been calculated as part of the funding for each course and values are reviewed annually, in collaboration with secondary phase schools' headteachers. These values and calculations are available for viewing. The local authority agree regarding pre 16 funding not subsidising post 16 education.

SPECIAL SCHOOLS

Question Ref	Q1 (Name of School:)	Brynlliwarch	Response
	Q2 (Is this the official response on behalf of the School, agreed by the Chair of Governors and the Headteacher?)	Yes	
	Q4 (Do you agree that the current pupil movement policy is no longer used to adjust delegated funds in year for pupil transferring between Powys schools?)	Disagree	
	Q5 (What other comments would you like to make in relation to the current pupil movement policy no longer being used to adjust delegated funds in year for pupil transferring between Powys schools?)	Some concerns that the transfer into school may need additional staffing. The majority of our pupils leave at the end of an academic year but our entry is throughout the year.	Comment noted. The revised pupil movement policy will take this into account on a case-by-case basis.
A1	Q6 (Do you agree that pupil movement should be considered on a case-by-case basis should it cause financial pressures that a school cannot manage within existing funds?)	Agree	
A2	Q7 (Do you agree that a simple template should be developed for schools to use to apply for additional financial support in relation to pupil movement?)	Agree	

B1	Q9 (Do you agree with the proposed change to the deadline for agreeing changes to the fair funding formula?)	Agree	
B3	Q11 (Do you agree with the proposed change to the wording of paragraph 4.3 of the Scheme?)	Agree	
B4	Q12 (Do you agree with the proposed change to the wording of paragraph 4.6 of the Scheme?)	Agree	
B5	Q13 (Please provide any comments you may have about the payment or charging of interest on school surplus or deficit balances.)	This should encourage good financial management.	Comment noted
B6	Q14 (Do you agree with the proposed change to the wording of paragraph 4.8 of the Scheme?)	Agree	
B7	Q15 (Please provide any comments you may have about the treatment of licensed or unlicensed deficits.)	This should encourage the local authority to hold schools to account.	Comment noted
	Q16 (Section C: Special Schools Formula Review)	Complete this section	
C1	Q17 (Do you agree with the pupil number proposal as a basis for funding Special schools?)	Agree	
C2	Q18 (Do you agree with the Banding Criteria used to allocate Bands to pupils?)	Disagree	

C3	Q19 (Do you agree with the ratios used and funding method for the teacher funding calculation included in the Per Pupil Allocation?)	Disagree	
C4	Q20 (Do you agree with the supply calculation included in the Per Pupil Allocation?)	Agree	
C5	Q21 (Do you agree with the ratios and funding method for the teaching assistants calculation included in the Per Pupil Allocation?)	Disagree	
C6	Q22 (Please provide any comments you wish to make in relation to the pupil number proposals.)	The main concern is that the ratios are too high. Some of our pupils needs with severe emotional and behavioural difficulties does not allow them to be within a class where the pupil to teacher ratio is so high. This is also the case for teaching assistants in the ratio would not provide enough support to our pupils. Some of our pupils require support away from the classroom and this might take the form of an alternative curriculum, an example of this is one to one at a stables all day that includes pick-up and drop off by a teaching assistant.	The funding formula is a method of delegating monies to schools. Once the monies are received by the school, it is up to the Headteacher and Governors how the money is spent. Individual learners' needs will be considered on a case-by-case basis where they differ significantly from these ratios.
C7	Q23 (Do you agree with the ratios and funding method for the Midday Supervision calculation included in the Per Pupil Allocation?)	Neutral	
C8	Q24 (Do you agree with the changes to the SLA funding calculation included in the Per Pupil Allocation?)	Neutral	
C9	Q25 (Do you agree with the changes to the premises funding calculation included in the Per Pupil Allocation?)	Neutral	

C10	Q26 (Do you agree with the funding method for the capitation calculation included in the Per Pupil Allocation?)	Agree	
C11	Q27 (Do you agree with the methodology for funding additional pupils mainstream level?)	Agree	
C13	Q29 (Please provide any comments you wish to make in relation to the pupil number proposals.)	I do not feel that pupil number allocations are not appropriate. Ratios within the class will not give appropriate support to individual pupils. The overall adult pupil ratio needs to be significantly higher. There is a huge difference in SEBD and PMLD where SEBD can at times require more support.	This is dependent on each individual learners' needs and should be considered on a case-by-case basis, where they differ significantly from these ratios.
C14	Q30 (Do you agree with the basis/calculation of the leadership and management lump sum as set out in the consultation document?)	Strongly agree	
C15	Q31 (Do you agree that the ISR for Special schools is based on the number of pupils within the 5 new bands proposed rather than basing the range on the number of pupils at each Key stage?)	Disagree	
C16	Q32 (Do you agree with the basis /calculation of the administration lump sum as set out in the consultation document?)	Agree	
C17	Q33 (Do you agree with the basis of the grounds lump sum as set out in the consultation document?)	Agree	

C18	Q34 (Please provide any comments you wish to make in relation to Component 2 – Lump Sums)	Additional resources to support our animal area in our grounds will need to be supported from other funding sources.	The funding formula is a method of delegating monies to schools. Once the monies are received by the school, it is up to the Headteacher and Governors how the money is spent.
C19	Q35 (Please list any other elements that you think should be included.)	Vehicle/buses to enable the pupils to experience the broader curriculum.	Comment noted
C20	Q36 (Do you agree that there should be a class size top up for the Special Sector as set out in the consultation document?)	Agree	
C21	Q37 (Do you agree with how the proposed surplus sqm top up is funded for the Special Sector as set out in the consultation document?)	Neutral	
C22	Q38 (Do you agree that there should be a building condition top up as set out in the consultation document?)	Strongly agree	
C23	Q39 (Do you agree with the proposed Site Layout / Safeguarding funding for the Special Sector as set out in the consultation document?)	Neutral	
C24	Q40 (Do you agree with how the Grounds area adjustment is funded as set out in the consultation document?)	Agree	
C25	Q41 (Do you agree with continuing the current funding arrangements for non-domestic rates and statutory testing?)	Agree	
C26	Q42 (Do you agree with a hydro pool allowance for Special Schools?)	Agree	

C27	Q43 (Please provide any comments on the proposals for Component 3 – Unique Factors, or any other elements that should be included.)	This element will change when we have a new school. Will the satellite be part of this funding?	The satellite funding is accounted for in Component 4 of the proposals.
C28	Q44 (Do you agree with the provision of funding for a teacher and a Higher Level Teaching Assistant (HLTA) for satellite provision?)	Strongly agree	
C29	Q45 (Do you agree that the implementation of the new formula should be phased in this way?)	Disagree	
C30	Q46 (Do you agree with the proposed phasing over 2 years?)	Disagree	
C31	Q47 (What other comments about the Special School Funding Formula would you wish to make?)	I think we should get it correct first time and implement from April 23.	Comment noted.

Question Ref	Q1 (Name of School:)	Ysgol Penmaes	Response
	Q2 (Is this the official response on behalf of the School, agreed by the Chair of Governors and the Headteacher?)	Yes	
	Q4 (Do you agree that the current pupil movement policy is no longer used to adjust delegated funds in year for pupil transferring between Powys schools?)	Disagree	

	Q5 (What other comments would you like to make in relation to the current pupil movement policy no longer being used to adjust delegated funds in year for pupil transferring between Powys schools?)	Some concerns as additional funding may be required for some in year transfers depending on needs.	This will be considered as part of the overall pupil movement policy.
A1	Q6 (Do you agree that pupil movement should be considered on a case-by-case basis should it cause financial pressures that a school cannot manage within existing funds?)	Agree	
A2	Q7 (Do you agree that a simple template should be developed for schools to use to apply for additional financial support in relation to pupil movement?)	Agree	
B1	Q9 (Do you agree with the proposed change to the deadline for agreeing changes to the fair funding formula?)	Agree	
B3	Q11 (Do you agree with the proposed change to the wording of paragraph 4.3 of the Scheme?)	Agree	
B4	Q12 (Do you agree with the proposed change to the wording of paragraph 4.6 of the Scheme?)	Agree	
B5	Q13 (Please provide any comments you may have about the payment or charging of interest on school surplus or deficit balances.)	This should encourage more effective financial management and if a budget is in that much of a deficit then the financing is perhaps not correct.	Comment noted.

B6	Q14 (Do you agree with the proposed change to the wording of paragraph 4.8 of the Scheme?)	Agree	
B7	Q15 (Please provide any comments you may have about the treatment of licensed or unlicensed deficits.)	This should encourage the LA to hold schools to account and intervene early and provide support where needed.	Comment noted.
	Q16 (Section C: Special Schools Formula Review)	Complete this section	
C1	Q17 (Do you agree with the pupil number proposal as a basis for funding Special schools?)	Agree	
C2	Q18 (Do you agree with the Banding Criteria used to allocate Bands to pupils?)	Disagree	
C3	Q19 (Do you agree with the ratios used and funding method for the teacher funding calculation included in the Per Pupil Allocation?)	Disagree	
C4	Q20 (Do you agree with the supply calculation included in the Per Pupil Allocation?)	Agree	
C5	Q21 (Do you agree with the ratios and funding method for the teaching assistants calculation included in the Per Pupil Allocation?)	Disagree	

C6	Q22 (Please provide any comments you wish to make in relation to the pupil number proposals.)	Main concerns are around the ratios and in particular the LSAs. 1:6 for SEBD is not sufficient. There needs to be a graduated funding response as pupils do not just fit into the broad descriptors provided. This is based on my knowledge of the needs of the pupils.	We understand and accept that this can be the case. Individual learners' needs can be considered on a case-by-case basis where they differ significantly from these ratios.
C7	Q23 (Do you agree with the ratios and funding method for the Midday Supervision calculation included in the Per Pupil Allocation?)	Neutral	
C8	Q24 (Do you agree with the changes to the SLA funding calculation included in the Per Pupil Allocation?)	Neutral	
C9	Q25 (Do you agree with the changes to the premises funding calculation included in the Per Pupil Allocation?)	Neutral	
C10	Q26 (Do you agree with the funding method for the capitation calculation included in the Per Pupil Allocation?)	Agree	
C11	Q27 (Do you agree with the methodology for funding additional pupils mainstream level?)	Agree	

C13	Q29 (Please provide any comments you wish to make in relation to the pupil number proposals.)	Pupil allocations are not appropriate. Ratios need to increase for some pupils. Significant gap between PMLD and SEBD in funding and SEBD are just as challenging or at even more challenging. Individual needs need to be looked at and funding based on these.	The aim of the formula proposals is to provide for a methodology for delegating the school budget to the three special schools in Powys. Individual learners' needs are to be considered on a case-by-case basis.
C14	Q30 (Do you agree with the basis/calculation of the leadership and management lump sum as set out in the consultation document?)	Strongly agree	
C15	Q31 (Do you agree that the ISR for Special schools is based on the number of pupils within the 5 new bands proposed rather than basing the range on the number of pupils at each Key stage?)	Disagree	
C16	Q32 (Do you agree with the basis /calculation of the administration lump sum as set out in the consultation document?)	Disagree	
C17	Q33 (Do you agree with the basis of the grounds lump sum as set out in the consultation document?)	Agree	
C18	Q34 (Please provide any comments you wish to make in relation to Component 2 – Lump Sums)	We currently have 2 admin. One of these oversees IDPs and this is needed given there are 96 pupils requiring annual reviews. This is a huge role for just one admin. Having a designated admin for this makes the process effective and consistent.	Comment noted.

C19	Q35 (Please list any other elements that you think should be included.)	Lump sum for cleaning. Buses to support pupils accessing the local community particularly those from disadvantaged backgrounds where attainment needs raising. This would support the RADY programme.	Comment noted.
C20	Q36 (Do you agree that there should be a class size top up for the Special Sector as set out in the consultation document?)	Agree	
C21	Q37 (Do you agree with how the proposed surplus sqm top up is funded for the Special Sector as set out in the consultation document?)	Neutral	
C22	Q38 (Do you agree that there should be a building condition top up as set out in the consultation document?)	Agree	
C23	Q39 (Do you agree with the proposed Site Layout / Safeguarding funding for the Special Sector as set out in the consultation document?)	Neutral	
C24	Q40 (Do you agree with how the Grounds area adjustment is funded as set out in the consultation document?)	Agree	
C25	Q41 (Do you agree with continuing the current funding arrangements for non-domestic rates and statutory testing?)	Agree	
C26	Q42 (Do you agree with a hydro pool allowance for Special Schools?)	Agree	
C27	Q43 (Please provide any comments on the proposals for Component 3 – Unique Factors, or any other elements that should be included.)		

C28	Q44 (Do you agree with the provision of funding for a teacher and a Higher Level Teaching Assistant (HLTA) for satellite provision?)	Strongly agree	
C29	Q45 (Do you agree that the implementation of the new formula should be phased in this way?)	Disagree	
C30	Q46 (Do you agree with the proposed phasing over 2 years?)	Disagree	
C31	Q47 (What other comments about the Special School Funding Formula would you wish to make?)	I think the phasing should be fully implemented from the start- April 2023.	Comment noted

Question Ref	Q1 (Name of School:)	Ysgol Cedewain	Response
C1	Q17 (Do you agree with the pupil number proposal as a basis for funding Special schools?)	As we feel our current banding of pupils is incorrect anyway, then this proposal could be detrimental to the school. However, if it is planned to review this once correct bandings are in place then it is a starting point.	Comment noted
C2	Q18 (Do you agree with the Banding Criteria used to allocate Bands to pupils?)	No, for example we have several pupils who at times require tow or even three to one, in order to deal with medical needs etc. yet they are banded the same as pupils with far less complex needs.	Comment noted

C3	Q19 (Do you agree with the ratios used and funding method for the teacher funding calculation included in the Per Pupil Allocation?)	The general ratios are ok, however, banding arrangements need to be sorted before this can be finally agreed.	Comment noted
C4	Q20 (Do you agree with the supply calculation included in the Per Pupil Allocation?)	Given our current supply situation it would be difficult for me to totally agree but in principle yes.	Comment noted.
C5	Q21 (Do you agree with the ratios and funding method for the teaching assistants calculation included in the Per Pupil Allocation?)	I do not agree with this part of the proposal. Our own staffing review is based upon a class teacher, two L3s and an L1 per room as a starting point with 3 HLTs to cover PPA and provide TA support and training.	Comment noted.
C7	Q23 (Do you agree with the ratios and funding method for the Midday Supervision calculation included in the Per Pupil Allocation?)	We currently do not use midday supervisors	Comment noted.
C8	Q24 (Do you agree with the changes to the SLA funding calculation included in the Per Pupil Allocation?)	Yes	
C9	Q25 (Do you agree with the changes to the premises funding calculation included in the Per Pupil Allocation?)	As I am unsure of how this would affect us in our new building I can neither agree or disagree.	Comment Noted
C10	Q26 (Do you agree with the funding method for the capitation calculation included in the Per Pupil Allocation?)	Yes	

C11	Q27 (Do you agree with the methodology for funding additional pupils mainstream level?)	Do not feel able to say at this stage	Comment noted.
C13	Q29 (Please provide any comments you wish to make in relation to the pupil number proposals.)	My only comment here would be the system has to be more responsive to funding mid-year. Our budgets are already stretched and having pupils mid-year with no funding would place an added burden given the staffing ratios proposed.	The formula changes proposed include a proposal to revise funding based on actual pupil in-takes in the Autumn term. This combined with the revised pupil movement policy based on a case-by-case basis should mitigate these issues.
C14	Q30 (Do you agree with the basis/calculation of the leadership and management lump sum as set out in the consultation document?)	Yes	
C15	Q31 (Do you agree that the ISR for Special schools is based on the number of pupils within the 5 new bands proposed rather than basing the range on the number of pupils at each Key stage?)	Yes, so long as the banding for each child is correct.	
C16	Q32 (Do you agree with the basis /calculation of the administration lump sum as set out in the consultation document?)	Yes	
C17	Q33 (Do you agree with the basis of the grounds lump sum as set out in the consultation document?)	Not sure as I do not know the predicted costs of our new site.	
C20	Q36 (Do you agree that there should be a class size top up for the Special Sector as set out in the consultation document?)	Yes	
C21	Q37 (Do you agree with how the proposed surplus sqm top up is funded for the Special Sector as set out in the consultation document?)	Yes	

C24	Q40 (Do you agree with how the Grounds area adjustment is funded as set out in the consultation document?)	As stated previously I would be unsure as to this due to new site, but basic principle appears valid.	Comment noted.
C25	Q41 (Do you agree with continuing the current funding arrangements for non-domestic rates and statutory testing?)	Yes	
C26	Q42 (Do you agree with a hydro pool allowance for Special Schools?)	Yes	
C27	Q43 (Please provide any comments on the proposals for Component 3 – Unique Factors, or any other elements that should be included.)	I also feel the LA needs to consider the costs involved in special school's usage of equipment etc which can raise energy costs etc above mainstream school	Comment noted.
C28	Q44 (Do you agree with the provision of funding for a teacher and a Higher Level Teaching Assistant (HLTA) for satellite provision?)	Totally based on the banding and needs of pupils placed.	
C29	Q45 (Do you agree that the implementation of the new formula should be phased in this way?)	No I feel the new formula should be implemented in one go so as to create stability for funding.	Comment noted.
C30	Q46 (Do you agree with the proposed phasing over 2 years?)	This could cause issues for financial planning.	Comment noted.

SECONDARY SCHOOLS

Question Ref	Q1 (Name of School:)	Brecon High School	Response
	Q2 (Is this the official response on behalf of the School, agreed by the Chair of Governors and the Headteacher?)	Yes	
	Q4 (Do you agree that the current pupil movement policy is no longer used to adjust delegated funds in year for pupil transferring between Powys schools?)	Neutral	
	Q5 (What other comments would you like to make in relation to the current pupil movement policy no longer being used to adjust delegated funds in year for pupil transferring between Powys schools?)	There is typically a delay between what a school believes could be additional in-year funding compared to what is actually received. This should be a known figure within meetings between schools and Finance in order for schools to maintain accuracy around their expected funds.	Comment noted.
A1	Q6 (Do you agree that pupil movement should be considered on a case-by-case basis should it cause financial pressures that a school cannot manage within existing funds?)	Agree	
A2	Q7 (Do you agree that a simple template should be developed for schools to use to apply for additional financial support in relation to pupil movement?)	Agree	
B1	Q9 (Do you agree with the proposed change to the deadline for agreeing changes to the fair funding formula?)	Agree	

B2	Q10 (Please provide any comments you may have about the deadline for agreeing changes to the fair funding formula.)	<p>The current scheme fails to recognise that historical debt that was not created by current Governors and Headteachers hinders the capacity of school leaders to implement change at the pace they wish.</p> <p>In addition, the timing of receipt of funds at the end of the financial year (eg any last minute grant monies) are not able to be used by schools for any other purpose other than be moved to pay off further debt. This is not a suitable use of public money.</p>	<p>National regulations require a school to carry forward any cumulative deficit and this is outside of the authority's control.</p> <p>The length of time over which a school may repay a deficit is normally three years, except in exceptional circumstances where a longer period has been agreed and with the support of the Chief Education Officer and the Section 151 Officer. This is outlined in section 4 of the Scheme for financing schools</p> <p>Feedback has been given to Welsh Government regarding the issues of late Grant awards unfortunately this is outside the control of the Local Authority.</p>
B3	Q11 (Do you agree with the proposed change to the wording of paragraph 4.3 of the Scheme?)	Agree	
B4	Q12 (Do you agree with the proposed change to the wording of paragraph 4.6 of the Scheme?)	Neutral	
B6	Q14 (Do you agree with the proposed change to the wording of paragraph 4.8 of the Scheme?)	Agree	

Question Ref	Q1 (Name of School:)	Llanidloes High School	Response
	Q2 (Is this the official response on behalf of the School, agreed by the Chair of Governors and the Headteacher?)	Yes	

	Q4 (Do you agree that the current pupil movement policy is no longer used to adjust delegated funds in year for pupil transferring between Powys schools?)	Agree	
	Q5 (What other comments would you like to make in relation to the current pupil movement policy no longer being used to adjust delegated funds in year for pupil transferring between Powys schools?)	N/A	
A1	Q6 (Do you agree that pupil movement should be considered on a case-by-case basis should it cause financial pressures that a school cannot manage within existing funds?)	Agree	
A2	Q7 (Do you agree that a simple template should be developed for schools to use to apply for additional financial support in relation to pupil movement?)	Agree	
A3	Q8 (Please make any other comments would you like to in relation to the pupil movement policy.)	N/A	

B1	Q9 (Do you agree with the proposed change to the deadline for agreeing changes to the fair funding formula?)	Agree	
B2	Q10 (Please provide any comments you may have about the deadline for agreeing changes to the fair funding formula.)	N/A	
B3	Q11 (Do you agree with the proposed change to the wording of paragraph 4.3 of the Scheme?)	Agree	
B4	Q12 (Do you agree with the proposed change to the wording of paragraph 4.6 of the Scheme?)	Agree	
B5	Q13 (Please provide any comments you may have about the payment or charging of interest on school surplus or deficit balances.)	N/A	
B6	Q14 (Do you agree with the proposed change to the wording of paragraph 4.8 of the Scheme?)	Agree	
B7	Q15 (Please provide any comments you may have about the treatment of licensed or unlicensed deficits.)	N/A	
	Q16 (Section C: Special Schools Formula Review)	Go to Section D: Secondary Phase School Funding Formula Review	
	Q48 (Section D: Secondary Phase School Funding Formula Review)	Complete this section	

D1	Q49 (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?)	Disagree	
D2	Q50 (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.)	A single secondary school split across two geographical sites benefits from economies of scale savings that are not available to single site secondary schools. For example, management costs can be reduced at every tier of leadership. Through effective planning, additional costs should be counterbalanced by capitalising on these economies of scale. The proposal will unfairly reduce the overall funding envelope available for distribution among the wider community of schools.	The current formula adjusts funding downwards for the potential economies of scale but does not currently provide for the additional cost elements set out.
D3	Q51 (Do you agree that a revised funding formula should include the four-component design for the formula?)	Disagree	

D4	<p>Q52 (Please explain why and let us know if we have missed anything:)</p>	<p>Under the heading, ‘Which major components should a needs-based funding formula include?’ the OECD guidance says the following in box 3.7 on page 134 :</p> <p>1) A basic allocation: This could be an allocation per student OR PER CLASS. If the unit is class, then the formula will include assumptions about the maximum permitted class size before an extra student demands the forming of two classes. There would be a year-level supplement differentiated according to the school year (grade level) or stage of schooling (e.g. primary, lower secondary, etc.). Setting a fixed amount per student in a particular year uses the assumption of the costs of educating a student with normal educational needs. This requires an analysis of expenditure requirements, e.g. activity-led costing. This – particularly with a per student unit – strongly supports the market regulation function.</p> <p>2) An allocation for curriculum enhancement: This component would adjust for the costs of providing a specific educational profile and would only apply to selected schools or students...</p> <p>3) An allocation for students with supplementary educational needs...</p> <p>4) An allocation for specific needs related to school site/location: This would aim to adjust for structural differences in school site operation costs that are generally beyond the school management’s control, e.g. schools located in rural or remote areas with significantly lower class sizes, schools with higher maintenance costs (linked to local economic factors and/or specialised equipment needs). School size is an important determinant of unit cost. Fixed costs (e.g. school leadership, premises, providing a selection of subjects) do not diminish with the number of students. Here it is key to define the</p>	<p>Comments noted – to confirm the proposed top ups in component 3 provide additional funding for a number of these elements with the aim of being more transparent in how schools are funded.</p>
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		<p>“minimum efficient size” which represents the minimum size of a school at which average cost per student approaches its lowest feasible value. This involves a judgement about the extent to which small schools should be supported by additional allocations. This allocation can support the equity and directive functions.</p> <p>We believe that in an area like Powys with small and dual stream schools, the current per class funding model is the fairest approach in component 1. So component 1 should be retained rather than replaced as is being proposed. This is explained in response to question 22 below.</p>	
D5	Q53 (Do you agree with basing the per pupil sum on applying the current formula to a model 600 learner school?)	Disagree	
D6	Q54 (Please explain why and list any other elements that you think should be included.)	<p>The current funding formula in the secondary phase already applies OECD need-based funding guidance.</p> <p>In a rural area where school sizes vary considerably, and dual stream provision creates de facto two schools on one site, the current formula effectively meets school funding needs through a class-based funding model. This is because the fairness of delegated budget allocations is NOT determined by equity in per pupil allocations. In fact, equity in per pupil allocations would be unfair. This is because of the varying costs of delivering the curriculum associated with different school configurations.</p>	Comments noted: to confirm your comments are reflected in the top ups proposed.

		<p>For example, a single stream school with 150 pupils per year group and class sizes of, say, no more than 30, would need 5 teachers per year group to staff the curriculum (+ PPA etc). However, a dual stream school with 150 pupils in each year group and 75 pupils in each stream, would need 6 teachers per year group to staff the curriculum. That's over 250K per year extra to staff the curriculum in the dual stream school (and, quite rightly, a correspondingly higher level of per pupil funding). The current model deals with this issue transparently in block 1.</p> <p>The proposed per pupil funding model would only be fair if the uplift for dual stream and small schools was the difference between what such schools would have been funded in block 1 under the current model and the significantly reduced amount they will be funded in block 1 under the new per pupil model. Without such an approach, Powys will repeat the mistakes of the past when spiralling debt beset dual stream schools like Brecon High School where successive external finance reviews concluded the issue was not profligate spending on the part of the school, but predictable underfunding flowing from a per pupil model and an inadequate, arbitrary uplift.</p>	
D7	<p>Q55 (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)?)</p>	Agree	

D8	Q56 (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.)	For the reasons already given above, it would be fairer and clearer to retain our current approach to component 1 funding. However, if the decision is made to move to a per pupil funding model, then a teaching and learning top up will be essential for a small, single stream school to remain viable.	Comments noted.
D9	Q57 (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)?)	Strongly agree	
D10	Q58 (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.)	<p>For the reasons already given above, it would be fairer and clearer to retain our current approach to component 1 funding. However, if the decision is made to move to a per pupil funding model, then a teaching and learning top up for BOTH STREAMS will be essential for dual stream schools. This will avoid discriminating against Welsh learners in dual stream schools through planned underfunding. It will ensure dual stream schools to remain viable. It will help avoid a repeat of historic spiralling debt in dual stream schools such as Brecon High School.</p> <p>Topping up BOTH STREAMS in a dual stream school is also the only fair way of funding these schools. For example, a single stream school with 150 pupils per year group and class sizes of, say, no more than 30, would need 5 teachers per year group to staff the curriculum (+ PPA etc). However, a dual stream school with 150 pupils in each year group and 75 pupils in each stream, would need 6 teachers per year group to staff the curriculum. That's potentially over 250K per year extra to staff the curriculum in the dual stream school (and, quite rightly, a correspondingly higher level of per pupil</p>	It is proposed that where streams are under 600 pupils they will <u>both</u> receive a top up so neither language will be discriminated against.

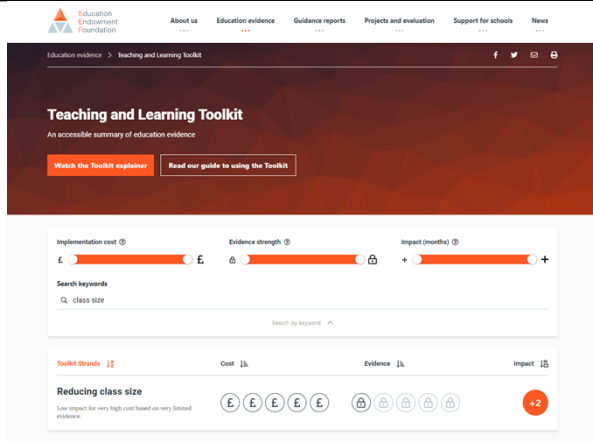
		<p>funding). The current well-considered model deals with this issue transparently in component 1.</p> <p>The proposed per pupil funding model will only be fair if the uplift for dual stream and small schools is the difference between what such schools would have been funded in component 1 under the current model, and the significantly reduced amount they will be funded in component 1 under the new per pupil model.</p> <p>Without such an approach, Powys will repeat the mistakes of the past when spiralling debt beset dual stream schools like Brecon High School where successive external finance reviews concluded the issue was not profligate spending on the part of the school, but predictable underfunding flowing from a per pupil model and an inadequate, arbitrary uplift.</p>	
D11	<p>Q59 (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)?)</p>	Agree	
D12	<p>Q60 (Please provide any additional comments you have in relation to the 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.)</p>	N/A	

D13	Q61 (Do you agree that there should be a management and administration top up for secondary phase schools with fewer than 600 learners (as described in Appendix B)?)	Agree	
D14	Q62 (Please provide any additional comments you have in relation to the management and administration top up for secondary phase schools with fewer than 600 learners.)	N/A	
D15	Q63 (Do you agree that there should be a management and administration top up for secondary phase schools with more than one secondary campus in different towns (as described in Appendix B)?)	Disagree	
D16	Q64 (Please provide any additional comments you have in relation to the management and administration top up for secondary phase schools with more than one secondary campus in different towns.)	A single secondary school split across two geographical sites benefits from economies of scale savings that are not available to single site secondary schools. For example, management costs can be reduced at every tier of leadership. Through effective planning, additional costs should be counterbalanced by capitalising on economies of scale savings. This is better than reducing the overall funding envelope available for distribution among the wider community of schools.	Comments noted
D17	Q65 (Do you agree with providing a bilingual top up for Welsh medium or dual stream schools?)	Agree	
D18	Q66 (Please provide any additional comments you have in relation to a bilingual top up.)	There is going to be significant additional management time needed to move dual stream schools along the language continuum envisioned by Welsh Government's new school categorisation model.	Comments noted

D19	Q67 (Do you agree with the proposed Surplus Square meterage on internal floor area (as described in Appendix B)?)	Agree	
D20	Q68 (Please provide any additional comments you have in relation to the surplus floor area top up.)	N/A	
D21	Q69 (Do you agree with maintaining the building condition top up funding method?)	Agree	
D22	Q70 (Please provide any additional comments you have in relation to the building condition top up.)	We believe that the LA's current approach to the use of 21st Century Schools funding is misguided. While we agree with the building condition top up, we believe this is an inadequate substitute for redistributing 21st Century Schools funding more evenly across a larger number of schools/clusters in need of rapid upgrade. Long term, retrofitting many schools to support moves towards the LA achieving net zero status. Similarly, retrofitting will surely deliver greater overall environmental and learning environment benefits across the whole schools estate than is achieved by focusing all funding on a tiny proportion of schools receiving unaffordable new builds. The current approach needs to be halted and a more equitable, responsible approach introduced so that pupils in areas like Llanidloes, Caereinion, Newtown and Welshpool can receive educational benefits of improved premises at a faster pace.	
D23	Q71 (Do you agree with how the Grounds area adjustment is funded (as described in Appendix B)?)	Agree	
D24	Q72 (Please provide any additional comments you have in relation to the grounds area top up.)	N/A	

D25	Q73 (Do you agree with continuing the current funding arrangements for business rates, Statutory testing, Premises and Employee insurance?)	Disagree	
D26	Q74 (Please provide any additional comments you have in relation to the funding arrangements for non-domestic rates, statutory testing, premises insurance and employee insurance.)	Schools need greater independence when finding the best price for these services.	Non-domestic rates are a fixed cost. The overarching responsibility in terms of building and employees is Powys County Council and therefore the LA source the best insurance for the needs of the authority and its schools to ensure full coverage. Schools are currently funded for what they are charged for each of these elements and no change to this are proposed.
D27	Q75 (Please provide any comments on the proposals for Component 3 – Unique Factors, or any other elements that should be included:)	<p>For the reasons already given above, it would be fairer and clearer to retain our current approach to component 1 funding. However, if the decision is made to move to a per pupil funding model, then a teaching and learning top up for BOTH STREAMS will be essential for dual stream schools. This will avoid discriminating against Welsh learners in dual stream schools through planned underfunding. It will ensure dual stream schools to remain viable. It will help avoid a repeat of historic spiralling debt in dual stream schools such as Brecon High School.</p> <p>Topping up BOTH STREAMS in a dual stream school is also the only fair way of funding these schools. For example, a single stream school with 150 pupils per year group and class sizes of, say, no more than 30, would need 5 teachers per year group to staff the curriculum (+ PPA etc). However, a dual stream school with 150 pupils in each year group and 75 pupils in each stream, would need 6 teachers per year group to staff the curriculum. That's potentially over 250K per year extra to staff the curriculum in the dual stream school (and, quite rightly, a correspondingly higher level of per pupil funding). The current well-considered model deals</p>	As above

		<p>with this issue transparently in component 1.</p> <p>The proposed per pupil funding model will only be fair if the uplift for dual stream and small schools is the difference between what such schools would have been funded in component 1 under the current model, and the significantly reduced amount they will be funded in component 1 under the new per pupil model.</p> <p>Without such an approach, Powys will repeat the mistakes of the past when spiralling debt beset dual stream schools like Brecon High School where successive external finance reviews concluded the issue was not profligate spending on the part of the school, but predictable underfunding flowing from a per pupil model and an inadequate, arbitrary uplift.</p>	
D28	Q76 (Do you agree that the implementation of the new formula should be phased?)	Agree	
D29	Q77 (Do you agree with the proposed phasing over 5 years?)	Agree	
D30	Q78 (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?)	<p>We agree with the current methodology for delegating notional ALN funding to secondary phase with small group provision in each year. First, this reflects practice across most secondary schools that want to invest in smaller class provision for learners most in need of support.</p> <p>Second, the Education Endowment Foundation (a world leader in educational research) states the following when consider the impact of reducing class size as an intervention:</p> <p>'The evidence suggests that significant effects of reducing class size are not seen until the number of pupils has decreased substantial (to fewer than 20</p>	<p>Comments noted. The Local Authority is aware of the evidence from the Education Endowment Foundation Teaching and Learning Toolkit. The overview of the toolkit for reducing class size clearly states that reducing class size is evidenced as having a 'low impact for very high cost based on very limited evidence' although this is based on very limited evidence.</p>

		<p>or even 15 pupils). Crucially, a reduction in class size is only likely to be effective if it permits teachers to change their teaching approach to the extent that this changes the learning behaviours of pupils. High quality implementation of reducing class size might consider:</p> <ul style="list-style-type: none"> • Additional opportunities to provide feedback on pupils • Time for high quality interaction between pupils and teachers e.g. modelling approaches closely with pupils.' 	
D31	Q79 (What other areas within the secondary phase school funding formula would you like to see considered in future reviews of the formula?)	Retain (or return) to the current per class funding model in component 1.	Comment noted
D32	Q80 (What other comments about the School Funding Formula would you wish to make?)	N/A	
E1	Q81 (Do you agree that the Post-16 grant funding is no longer allocated based on a pre-determined formula?)	Agree	
E2	Q82 (What other comments would you like to make in relation to changing the distribution of the post-16 grant from a formula distribution to a commissioning based distribution?)	Our support for the move towards a commissioning model reflects strong partnership working between schools and LA colleagues. By supporting this change, schools are placing considerable trust in LA officers who serve on the Strategic Management Board (SMB). The local knowledge of school representatives on Operational Management Boards (OMBs) should mean that changes to the OMB curriculum proposals are rare rather than the rule.	Comment noted.

E3	Q83 (Do you agree that funding for home school provision is allocated on a per learner basis?)	Agree	
E4	Q84 (Do you agree that funding for the Welsh Baccalaureate Qualification is allocated to the home school on a per learner basis, dependent on provision?)	Agree	
E5	Q85 (Do you agree that funding for post-16 courses be allocated on a per course basis to the school commissioned to deliver the course?)	Agree	
E6	Q86 (Do you agree that funding for year 12 post-16 courses should also be committed for the following year's course, should learner numbers warrant it?)	Agree	
E7	Q87 (Do you agree that the funding per course should be the same whether the course is delivered through Welsh or English, in person or through e-sgol?)	Agree	

<p>E8</p>	<p>Q88 (What other comments would you like to make in relation to the proposed principles for a commissioning-based post-16 funding mechanism?)</p>	<p>Funding for Year 13 courses should not be based on class sizes. If a student has studied a course for a year, they must be enabled to complete it even if their peers leave the course at the end of Year 12. This will not prohibit local efficiency solutions, such as reduced lesson allocation to the course to reflect the progress secured through costly small group provision.</p> <p>It is important that the OMB and SMB carefully consider the context of schools rather than specifying minimum class sizes. For example, the definition of a minimum class size for a course in a small Welsh Medium centre, such as Bro Hyddgen, will be considerably lower than in a large English medium school with a very large Sixth Form, like Crickhowell.</p> <p>The Education Endowment Foundation state the following in their Teaching and Learning Toolkit when commenting on the impact of small group provision:</p> <p>‘Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners’ needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</p> <p>The variability in findings suggests two things. First, the quality of the teaching in small groups may be as, or more important than, the precise group size (there is evidence of the benefits of staff professional development on pupil outcomes). Second, it is important to evaluate the effectiveness</p>	<p>Comment noted.</p> <p>As noted above, the Local Authority is aware of the evidence from the Education Endowment Foundation Teaching and Learning Toolkit. The overview of the toolkit for reducing class size clearly states that reducing class size is evidenced as having a ‘low impact for very high cost based on very limited evidence’.</p>
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		<p>of different arrangements, as the specific subject matter being taught and composition of the groups may influence outcomes.'</p> <p>Moreover, some courses are required for students to remain on their chosen career pathway.</p> <p>Therefore, given the school context and language stream, learning benefits of small group provision, and the desirability of facilitating long term student aspirations, it may at times be justified to run a course with relatively low pupil numbers. Operational Management Boards are best placed to make these determinations and should only rarely be overruled by the SMB (which is not party to the local knowledge steering professional dialogue between school leaders on the OMB).</p>	
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ALL-AGE SCHOOLS

Question Ref	Q1 (Name of School:)	Ysgol Llanfyllin	Response
	Q2 (Is this the official response on behalf of the School, agreed by the Chair of Governors and the Headteacher?)	No	

	Q3 (If no, please provide further information:)	just responding as an individual governor	
	Q4 (Do you agree that the current pupil movement policy is no longer used to adjust delegated funds in year for pupil transferring between Powys schools?)	Disagree	
	Q5 (What other comments would you like to make in relation to the current pupil movement policy no longer being used to adjust delegated funds in year for pupil transferring between Powys schools?)	every child has an allocated amount of funding for their education. that should follow the pupil on a pro rata basis if they move within the school year	Comment noted
A1	Q6 (Do you agree that pupil movement should be considered on a case-by-case basis should it cause financial pressures that a school cannot manage within existing funds?)	Agree	
A2	Q7 (Do you agree that a simple template should be developed for schools to use to apply for additional financial support in relation to pupil movement?)	Agree	
A3	Q8 (Please make any other comments would you like to in relation to the pupil movement policy.)	when a pupil moves it can be various reasons. some of the reasons may require extra support for the pupil and additional money may be required and therefore the school should be allowed to look for further funding to support that child over and above the funding that should follow that child automatically	This will be considered through the case-by-case basis.

B1	Q9 (Do you agree with the proposed change to the deadline for agreeing changes to the fair funding formula?)	Disagree	
B2	Q10 (Please provide any comments you may have about the deadline for agreeing changes to the fair funding formula.)	he time scale of 3 months is tight reducing it to 2 months and the implications this may have on a school budget and its planning is not acceptable	Comment noted.
B3	Q11 (Do you agree with the proposed change to the wording of paragraph 4.3 of the Scheme?)	Agree	
B4	Q12 (Do you agree with the proposed change to the wording of paragraph 4.6 of the Scheme?)	Agree	
B6	Q14 (Do you agree with the proposed change to the wording of paragraph 4.8 of the Scheme?)	Neutral	
	Q16 (Section C: Special Schools Formula Review)	Go to Section D: Secondary Phase School Funding Formula Review	
	Q48 (Section D: Secondary Phase School Funding Formula Review)	Complete this section	
D1	Q49 (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?)	Strongly disagree	

D2	Q50 (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.)	we need to be cutting costs and not increasing costs. surely we should be looking at the viability of a split school over 2 sites and look to amalgamate onto one site. what is the cost implication of amalgamation compared to the cost of running 1 school on 2 sites?	Specific costed options would be available when proposals are identified through the schools transformation programme.
D3	Q51 (Do you agree that a revised funding formula should include the four-component design for the formula?)	Agree	
D5	Q53 (Do you agree with basing the per pupil sum on applying the current formula to a model 600 learner school?)	Agree	
D7	Q55 (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)?)	Agree	
D9	Q57 (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)?)	Agree	
D11	Q59 (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)?)	Disagree	

D13	Q61 (Do you agree that there should be a management and administration top up for secondary phase schools with fewer than 600 learners (as described in Appendix B)?)	Neutral	
D15	Q63 (Do you agree that there should be a management and administration top up for secondary phase schools with more than one secondary campus in different towns (as described in Appendix B)?)	Disagree	
D17	Q65 (Do you agree with providing a bilingual top up for Welsh medium or dual stream schools?)	Neutral	
D19	Q67 (Do you agree with the proposed Surplus Square meterage on internal floor area (as described in Appendix B)?)	Neutral	
D21	Q69 (Do you agree with maintaining the building condition top up funding method?)	Agree	
D23	Q71 (Do you agree with how the Grounds area adjustment is funded (as described in Appendix B)?)	Neutral	
D25	Q73 (Do you agree with continuing the current funding arrangements for business rates, Statutory testing, Premises and Employee insurance?)	Neutral	
D28	Q76 (Do you agree that the implementation of the new formula should be phased?)	Agree	
D29	Q77 (Do you agree with the proposed phasing over 5 years?)	Agree	
E1	Q81 (Do you agree that the Post-16 grant funding is no longer allocated based on a pre-determined formula?)	Agree	
E3	Q83 (Do you agree that funding for home school provision is allocated on a per learner basis?)	Agree	

E4	Q84 (Do you agree that funding for the Welsh Baccalaureate Qualification is allocated to the home school on a per learner basis, dependent on provision?)	Agree	
E5	Q85 (Do you agree that funding for post-16 courses be allocated on a per course basis to the school commissioned to deliver the course?)	Agree	
E6	Q86 (Do you agree that funding for year 12 post-16 courses should also be committed for the following year's course, should learner numbers warrant it?)	Agree	
E7	Q87 (Do you agree that the funding per course should be the same whether the course is delivered through Welsh or English, in person or through e-sgol?)	Agree	

UNKNOWN SCHOOL SECTOR

Question Ref	Q1 (Name of School:)		Response
	Q4 (Do you agree that the current pupil movement policy is no longer used to adjust delegated funds in year for pupil transferring between Powys schools?)	Agree	

	Q5 (What other comments would you like to make in relation to the current pupil movement policy no longer being used to adjust delegated funds in year for pupil transferring between Powys schools?)	The authority should define what the percentage of a 'financial pressure' on a school budget would be. It is difficult to comment on an unknown parameter or quantity and therefore difficult to know the impact on the school budget.	Comment noted Financial pressures could reflect aspects such as pupil numbers impacting on staffing numbers, a need to change the class structure of the school, support deployment etc causing financial implications on the school that they cannot manage from within the budget. It is difficult to be prescriptive about this as the same change in 2 different schools could result in quite significantly different financial consequences.
A1	Q6 (Do you agree that pupil movement should be considered on a case-by-case basis should it cause financial pressures that a school cannot manage within existing funds?)	Strongly agree	
A2	Q7 (Do you agree that a simple template should be developed for schools to use to apply for additional financial support in relation to pupil movement?)	Agree	
B1	Q9 (Do you agree with the proposed change to the deadline for agreeing changes to the fair funding formula?)	Agree	
B3	Q11 (Do you agree with the proposed change to the wording of paragraph 4.3 of the Scheme?)	Strongly agree	
B4	Q12 (Do you agree with the proposed change to the wording of paragraph 4.6 of the Scheme?)	Strongly agree	
B6	Q14 (Do you agree with the proposed change to the wording of paragraph 4.8 of the Scheme?)	Agree	

B7	Q15 (Please provide any comments you may have about the treatment of licensed or unlicensed deficits.)	A maximum of five years for a recovery plan would be more useful, providing more flexibility for the schools involved.	The length of time over which a school may repay a deficit is three years, except in exceptional circumstances where a longer period has been agreed and with the support of the Chief Education Officer and the Section 151 Officer.
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