



<p>Name of the Officer Nikki Wellington</p> <p>Phone no: 07766504389 E-mail: nicolawellington@monmouthshire.gov.uk</p>	<p>Please give a brief description of the aims of the proposal</p> <p>This proposal sets out the recommendations for a funding formula for the 3 – 19 King Henry VIII school in Abergavenny. This is the first 3 – 19 school in Monmouthshire. All schools have to have an agreed formula to distribute funding and this paper sets out the proposals for this school.</p>
<p>Name of Service area</p> <p>Children and Young People</p>	<p>Date 1st September 2023</p>

1. **Are your proposals going to affect any people or groups of people with protected characteristics?** Please explain the impact, the evidence you have used and any action you are taking below.

Protected Characteristics	Describe any positive impacts your proposal has on the protected characteristic	Describe any negative impacts your proposal has on the protected characteristic	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?
Age	The positive impact of this is that the school will be funded via a formula that is based on the same funding formula for all other schools. It will be based on pupil numbers, floor area and additional learning needs.	No specific impact identified at this time	The formula is based on the same formula as all other schools with additional funding for the management team. All schools are being consulted to highlight any areas of concern and to agree the proposals. Following consultation responses the management structure funding for all secondary schools in Monmouthshire will be review with effect from 1st April 2025.

Protected Characteristics	Describe any positive impacts your proposal has on the protected characteristic	Describe any negative impacts your proposal has on the protected characteristic	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?
Disability	The funding for pupils with additional learning needs is the same as all schools. The same criteria will be used for all schools.	No specific impact identified at this time	The same criteria will be used for all schools. This is applicable for both the mainstream additional learning needs and pupils attending the specialist resource bases.
Gender reassignment	No specific impact identified at this time	No specific impact identified at this time	No specific impact identified at this time
Marriage or civil partnership	No specific impact identified at this time	No specific impact identified at this time	No specific impact identified at this time
Pregnancy or maternity	No specific impact identified at this time	No specific impact identified at this time	No specific impact identified at this time
Race	No specific impact identified at this time	No specific impact identified at this time	No specific impact identified at this time
Religion or Belief	No specific impact identified at this time	No specific impact identified at this time	No specific impact identified at this time

Protected Characteristics	Describe any positive impacts your proposal has on the protected characteristic	Describe any negative impacts your proposal has on the protected characteristic	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?
Sex	No specific impact identified at this time	No specific impact identified at this time	No specific impact identified at this time
Sexual Orientation	No specific impact identified at this time	No specific impact identified at this time	No specific impact identified at this time

2. The Socio-economic Duty and Social Justice

The Socio-economic Duty requires public bodies to have due regard to the need to reduce inequalities of outcome which result from socio-economic disadvantage when taking key decisions This duty aligns with our commitment as an authority to Social Justice.

	Describe any positive impacts your proposal has in respect of people suffering socio economic disadvantage	Describe any negative impacts your proposal has in respect of people suffering socio economic disadvantage.	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?
Socio-economic Duty and Social Justice	The positive impact of this is that the school will be funded via a formula that is based on the same funding formula for all other schools. It will be based on pupil numbers, floor area and additional learning needs.	No specific impact identified at this time	No specific impact identified at this time

3. Policy making and the Welsh language.




How does your proposal impact on the following aspects of the Council's Welsh Language Standards:	Describe the positive impacts of this proposal	Describe the negative impacts of this proposal	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts
<p>Policy Making</p> <p>Effects on the use of the Welsh language,</p> <p>Promoting Welsh language</p> <p>Treating the Welsh language no less favourably</p>	<p>No specific impact identified at this time</p>	<p>No specific impact identified at this time</p>	<p>No specific impact identified at this time</p>
<p>Operational</p> <p>Recruitment & Training of workforce</p>	<p>The funding for staffing ratios is the same as all Monmouthshire schools with an uplift for management structures. The funding reflects the ratios required for the school.</p>	<p>No specific impact identified at this time</p>	<p>The funding formula provides the necessary funding to ensure the correct staffing ratios can be met.</p>
<p>Service delivery</p> <p>Use of Welsh language in service delivery</p> <p>Promoting use of the language</p>	<p>No specific impact identified at this time</p>	<p>No specific impact identified at this time</p>	<p>No specific impact identified at this time</p>



4. Does your proposal deliver any of the well-being goals below? Please explain the impact (positive and negative) you expect, together with suggestions of how to mitigate negative impacts or better contribute to the goal. There's no need to put something in every box if it is not relevant!

Well Being Goal	Does the proposal contribute to this goal? Describe the positive and negative impacts.	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
A prosperous Wales Efficient use of resources, skilled, educated people, generates wealth, provides jobs	The positive impact is that the funding distributed will allow the school to meet the staffing ratios, on top of this grants will be made available to allow interventions to continue.	No specific impact identified at this time
A resilient Wales Maintain and enhance biodiversity and ecosystems that support resilience and can adapt to change (e.g. climate change)	No specific impact identified at this time	No specific impact identified at this time
A healthier Wales People's physical and mental wellbeing is maximized and health impacts are understood	No specific impact identified at this time	No specific impact identified at this time
A Wales of cohesive communities Communities are attractive, viable, safe and well connected	No specific impact identified at this time	No specific impact identified at this time
A globally responsible Wales Taking account of impact on global well-being when considering local social, economic and environmental wellbeing	No specific impact identified at this time	No specific impact identified at this time
A Wales of vibrant culture and thriving Welsh language Culture, heritage and Welsh language are promoted and protected. People are encouraged to do sport, art and recreation	No specific impact identified at this time	No specific impact identified at this time
A more equal Wales		

Well Being Goal	Does the proposal contribute to this goal? Describe the positive and negative impacts.	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
People can fulfil their potential no matter what their background or circumstances	The school will have the funding to support pupils through their education and allow pupils to have the support they need to fulfil their potential.	Funding provided to allow all staffing ratios to be met and additional funding provided to ensure interventions can be provided.

5. How has your proposal embedded and prioritised the sustainable governance principles in its development?

Sustainable Development Principle	Does your proposal demonstrate you have met this principle? If yes, describe how. If not explain why.	Are there any additional actions to be taken to mitigate any negative impacts or better contribute to positive impacts?
 <p>Long Term</p> <p>Balancing short term need with long term and planning for the future</p>	A sustainable staffing structure is being developed by the Head and Governing Body, to enable it to have the full impact and improve standards the funding will be required to support this. The funding will allow all ratios to be met.	The school will be provided with three year indicative funding to allow them to plan for the long term.
 <p>Collaboration</p> <p>Working together with other partners to deliver objectives</p>	The schools already work with a large number of partners to achieve their objectives, this will allow these partnerships to continue.	None
 <p>Involvement</p> <p>Involving those with an interest and seeking their views</p>	None	None

Sustainable Development Principle	Does your proposal demonstrate you have met this principle? If yes, describe how. If not explain why.	Are there any additional actions to be taken to mitigate any negative impacts or better contribute to positive impacts?
 <p>Prevention</p> <p>Putting resources into preventing problems occurring or getting worse</p>	<p>The Headteacher and the Governing Body are responsible for identifying how the funding is spent. This will include programmes of support for pupils, this may include resources to help support and educate pupils to ensure they reach their potential.</p>	<p>The intervention programmes already in place will continue and assist in pupils achieving their goals.</p>
 <p>Integration</p> <p>Considering impact on all wellbeing goals together and on other bodies</p>	<p>None</p>	<p>None</p>

6. Council has agreed the need to consider the impact its decisions has on the following important responsibilities: Corporate Parenting and Safeguarding. Are your proposals going to affect any of these responsibilities?

	Describe any positive impacts your proposal has	Describe any negative impacts your proposal has	What will you do/ have you done to mitigate any negative impacts or better contribute to positive impacts?
Safeguarding	No specific impact identified at this time	No specific impact identified at this time	N/A
Corporate Parenting	No specific impact identified at this time	No specific impact identified at this time	N/A

7. What evidence and data has informed the development of your proposal?

School balances / grant plans / staffing proposals / school budget / pupil data

8. SUMMARY: As a result of completing this form, what are the main positive and negative impacts of your proposal, how have they informed/changed the development of the proposal so far and what will you be doing in future?

The main benefits are that the school will be funded to ensure that staffing ratios can be met and this will be consistent with other schools in Monmouthshire. Additional grants will be provided to allow intervention programmes. The overall responsibility for the budget remains with the Headteacher and Governing

Body. The new school will have a positive impact on all the protected characteristics, the new school will be fully DDA compliant to allow access to all areas of the school. All protected characteristics and the positive impact were considered prior to the approval of any funding for the school.

9. ACTIONS: As a result of completing this form are there any further actions you will be undertaking? Please detail them below, if applicable.

What are you going to do	When are you going to do it?	Who is responsible
Review of school budget and how the formula is supporting this	May 2025	Headteacher and Governing Body with School improvement from the Local Authority.

10. VERSION CONTROL: The Equality and Future Generations Evaluation should be used at the earliest stage, such as informally within your service, and then further developed throughout the decision making process. It is important to keep a record of this process to demonstrate how you have considered and built in equality and future generations considerations wherever possible.

Version No.	Decision making stage	Date considered	Brief description of any amendments made following consideration
1.1	Consultation document for circulation to interested parties.	12 th September 2023	Initial Draft
1.2	Scrutiny Committee Consultation	10th November 2023	Revised Draft for Performance and Overview Scrutiny Committee
1.3	Cabinet	24th November 2023	Revised draft for Cabinet