

## Equality impact assessment (EIA) form: evidencing paying due regard to protected characteristics

(Form updated April 2019)

### *School Funding 2021-22 (School & High Needs Block Funding)*

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যদি আপনি এই ডকুমেন্ট অন্য ভাষায় বা ফরমেটে চান, তাহলে দয়া করে আমাদেরকে বলুন।

如欲索取以另一語文印製或另一格式製作的資料，請與我們聯絡。

اگر آپ کو معلومات کسی دیگر زبان یا دیگر شکل میں درکار ہوں تو برائے مہربانی ہم سے پوچھئے۔

**Equality Impact Assessments (EIAs) are public documents. EIAs accompanying reports going to County Councillors for decisions are published with the committee papers on our website and are available in hard copy at the relevant meeting. To help people to find completed EIAs we also publish them in the Equality and Diversity section of our website. This will help people to see for themselves how we have paid due regard in order to meet statutory requirements.**

Name of Directorate and Service Area	North Yorkshire County Council: Central Services
Lead Officer and contact details	Howard Emmett - Assistant Director – Strategic Services
Names and roles of other people involved in carrying out the EIA	Sally Dunn – Head of Finance (Schools & Early Years)
How will you pay due regard? e.g. working group, individual officer	The proposal has been subject to a school wide consultation process from 23 <sup>rd</sup> September 2020 ending 23 <sup>rd</sup> October 2020

	and this EIA will be updated during and following the consultation responses. The item will be discussed at the North Yorkshire School Forum meeting on 12th November 2020.
When did the due regard process start?	In setting School Funding each year, it is necessary to consider the level at which the Minimum Funding Guarantee (MFG) is set within the parameters determined by the DfE. This EIA considers this issue in respect of 2021-22 School Funding.

**Section 1. Please describe briefly what this EIA is about.** (e.g. are you starting a new service, changing how you do something, stopping doing something?)

The EIA considers the review of the level of the MFG to be used in determining school budgets for the 2021/22 financial year.

The MFG is a protection mechanism which determines the minimum funding uplift which every school will receive in terms of funding per pupil between the 2020/21 financial year and the 2021/22 financial year.

The DfE school funding guidance for 2021/22 allows local authorities to continue to be able to set a MFG in local formulae, which in 2021/22 must be between +0.5% and +2.0%. This allows every school, dependent on the local decision on the level of the MFG, the opportunity to benefit from the 2% more pupil-led funding per pupil compared to its 2020/21 National Funding Formula (NFF) baseline.

The EIA also considers the methodology which will be used to allocate to school budgets any surplus funding remaining in the Schools Block Dedicated Schools Grant (DSG) after the school funding formula allocations have been calculated using the NFF values as determined by the DfE.

**Section 2. Why is this being proposed? What are the aims? What does the authority hope to achieve by it?** (e.g. to save money, meet increased demand, do things in a better way.)

The DfE require each local authority to determine the level of the MFG to be used within their local school funding formula each financial year.

In order to ensure that schools receive optimum benefit from the Schools Block DSG funding consideration needs to be given to the methodology for the allocation of any surplus funding remaining after the calculation of school funding formula allocations using the NFF values as determined by the DfE.

**Section 3. What will change? What will be different for customers and/or staff?**

The impact on individual schools may vary in relation to the proposed level of the Minimum Funding Guarantee (MFG) to be implemented in 2021/22 and the methodology used to allocate

any surplus funding remaining in the Schools Block DSG after the calculation of school funding formula allocations using the NFF values as determined by the DfE.

**Section 4. Involvement and consultation** (What involvement and consultation has been done regarding the proposal and what are the results? What consultation will be needed and how will it be done?)

The DfE released their 2021/22 funding announcement and the associated detailed funding information required to model funding formula options for the next financial year in July 2020. The North Yorkshire Schools Forum will be updated on the 2021/22 funding arrangements and notified on the intention to consult with schools at its meeting the 17<sup>th</sup> September 2020.

A consultation will be undertaken with schools and academies will be undertaken between 23<sup>rd</sup> September 2020 and 23<sup>rd</sup> October 2020.

The responses and results from the consultation exercise will be presented at the Schools Forum on 12<sup>th</sup> November 2020. This EIA will be updated during and following the consultation responses. Schools will be notified of the outcome of this process before the end of November.

**Section 5. What impact will this proposal have on council budgets? Will it be cost neutral, have increased cost or reduce costs?**

Please explain briefly why this will be the result.

The specific proposal in the EIA is cost neutral as all costs will be contained within the ring-fence of the 2021/22 Schools Block DSG

<b>Section 6. How will this proposal affect people with protected characteristics?</b>	<b>No impact</b>	<b>Make things better</b>	<b>Make things worse</b>	<b>Why will it have this effect? Provide evidence from engagement, consultation and/or service user data or demographic information etc.</b>
Age	✓			It is anticipated there would be no identifiable impact as a result of this proposal for this characteristic. The proposal will be applied to both primary and secondary schools.
Disability	✓			It is anticipated there would be no identifiable impact as a result of this proposal for this characteristic.
Sex	✓			It is anticipated there would be no identifiable impact as a result of this proposal for this characteristic.
Race	✓			It is anticipated there would be no identifiable impact as a result of this proposal for this characteristic
Gender reassignment	✓			It is anticipated there would be no identifiable impact as a result of this proposal for this characteristic

Sexual orientation	✓			It is anticipated there would be no identifiable impact as a result of this proposal for this characteristic
Religion or belief	✓			It is anticipated there would be no identifiable impact as a result of this proposal for this characteristic
Pregnancy or maternity	✓			It is anticipated there would be no identifiable impact as a result of this proposal for this characteristic
Marriage or civil partnership	✓			It is anticipated there would be no identifiable impact as a result of this proposal for this characteristic

<b>Section 7. How will this proposal affect people who...</b>	<b>No impact</b>	<b>Make things better</b>	<b>Make things worse</b>	<b>Why will it have this effect? Provide evidence from engagement, consultation and/or service user data or demographic information etc.</b>
..live in a rural area?	✓			It is anticipated there would be no identifiable impact as a result of this proposal for this characteristic
...have a low income?	✓			It is anticipated there would be no identifiable impact as a result of this proposal for this characteristic
...are carers (unpaid family or friend)?	✓			It is anticipated there would be no identifiable impact as a result of this proposal for this characteristic

<b>Section 8. Geographic impact – Please detail where the impact will be (please tick all that apply)</b>	
North Yorkshire wide	✓
Craven district	
Hambleton district	
Harrogate district	
Richmondshire district	
Ryedale district	
Scarborough district	
Selby district	
<b>If you have ticked one or more districts, will specific town(s)/village(s) be particularly impacted? If so, please specify below.</b>	

**Section 9. Will the proposal affect anyone more because of a combination of protected characteristics? (e.g. older women or young gay men) State what you think the effect may be and why, providing evidence from engagement, consultation and/or service user data or demographic information etc.**

None identified

Section 10. Next steps to address the anticipated impact. Select one of the following options and explain why this has been chosen. (Remember: we have an anticipatory duty to make reasonable adjustments so that disabled people can access services and work for us)	Tick option chosen
1. <b>No adverse impact - no major change needed to the proposal.</b> There is no potential for discrimination or adverse impact identified.	✓
2. <b>Adverse impact - adjust the proposal</b> - The EIA identifies potential problems or missed opportunities. We will change our proposal to reduce or remove these adverse impacts, or we will achieve our aim in another way which will not make things worse for people.	
3. <b>Adverse impact - continue the proposal</b> - The EIA identifies potential problems or missed opportunities. We cannot change our proposal to reduce or remove these adverse impacts, nor can we achieve our aim in another way which will not make things worse for people. (There must be compelling reasons for continuing with proposals which will have the most adverse impacts. Get advice from Legal Services)	
4. <b>Actual or potential unlawful discrimination - stop and remove the proposal</b> – The EIA identifies actual or potential unlawful discrimination. It must be stopped.	
<p><b>Explanation of why option has been chosen.</b> (Include any advice given by Legal Services.)</p> <p>No significant adverse impacts have been identified from the EIA affecting one or more protected characteristic.</p> <p>The consultation with schools will conclude on the 23<sup>rd</sup> October 2020. This EIA will be updated during and following the consultation responses should this be required.</p>	

**Section 11. If the proposal is to be implemented how will you find out how it is really affecting people? (How will you monitor and review the changes?)**

The school financial governance processes operating within the LA monitor the position of school budgets and the associated impact on the operations of schools.

**Section 12. Action plan.** List any actions you need to take which have been identified in this EIA, including post implementation review to find out how the outcomes have been achieved in practice and what impacts there have actually been on people with protected characteristics.

Action	Lead	By when	Progress	Monitoring arrangements
1. To undertake a formal consultation with schools	Howard Emmett – Asst. Director	23 <sup>rd</sup> October 2020		
2. To report outcomes to School Forum	Howard Emmett – Asst. Director	12 <sup>th</sup> November 2020		

**Section 13. Summary** Summarise the findings of your EIA, including impacts, recommendation in relation to addressing impacts, including any legal advice, and next steps. This summary should be used as part of the report to the decision maker.

The Equality Impact Assessment has assessed the impact of the proposal namely

- To consider MFG levels of 0.5% and 2% for the 2021/22 financial year
- To consider the methodology which will be used to allocate to school budgets any surplus funding remaining in the Schools Block Dedicated Schools Grant (DSG) after the school funding formula allocations have been calculated using the NFF values as determined by the DfE.
- To hold consultation with all schools and academies in North Yorkshire over these proposals
- To report findings, conclusions and recommendations to the School Forum

At this stage of the EIA there is no evidence to suggest that the proposal made will significantly disadvantage one or more protected characteristics

**Section 14. Sign off section**

This full EIA was completed by:

**Name:** Sally Dunn

**Job title:** Head of Finance – Schools, Early Years & High Needs

**Directorate:** Central Services

**Signature:** *Sally Dunn*

**Completion date:** 3<sup>rd</sup> September 2020

**Authorised by relevant Assistant Director (signature):**

**Date:**
