

## Appendix 3

### PROJECT DEFINITION DOCUMENT (PDD)

#### 1. General Information

<b>Directorate</b>	<i>Education &amp; Skills</i>	<b>Portfolio/Committee</b>	<i>Education and Early Years</i>
<b>Project Title</b>	Additional Places Programme – Basic Need Allocation 2020-21+ Future Years	<b>Project Code</b>	CA-01903-02

**Project Description** Department for Education (DfE) Basic Need (BN) grant and Special Provision Funding Allocation (SPFA) is awarded to the Local Authority (LA) for the purposes of providing additional mainstream and special school places respectively. These funds are allocated to enable the Council to meet its statutory obligation to provide sufficient school places for our children. The capital projects range from remodelling of existing accommodation, new build extensions to whole new build schools. The “2020-21+ Future Years” programme will address the additional places requirements for September 2020 onwards as identified in the **School Place Planning Requirements 2018/19 to 2024/25** document (Appendix 4).

#### Additional Primary Places

The Additional Primary Places programme started in September 2010 in Birmingham. By September 2019 over 18,000 additional primary places had been provided across mainstream schools.

Reception numbers are now showing a forecast of decline as a result of falling birth rates and reduced net migration. This means that there may be a significant number of surplus places in some areas of the city in the coming years which will need to be carefully managed.

Going forwards the emphasis in primary will be to adjust supply to meet future fluctuations in demand, particularly in light of political changes. The process of removing places declared as ‘surplus to requirements’ will need to take place in some areas. This approach is called “decommissioning”. When deciding whether places are surplus we will need to:

- **Target** areas where places are not expected to be required in the future; bearing in mind fluctuating in-year demand (“cohort growth”) and increased housing demands. We may end up decommissioning places in one area and commissioning places in another area of the city.
- **Determine** which schools are undersubscribed and how many places are surplus to requirements. The impact on a school’s future financial viability is considered alongside the quality of provision and the impact of removal of a parental choice.
- **Decide** whether places will be decommissioned on a temporary or permanent basis, and how the surplus space will be managed. This could mean the removal of poorer quality assets or reconfiguration of space to provide specialist or SEND (special educational needs or disability) provision.

#### **Number of Reception places to be decommissioned by Planning Area**

Reception	No.	2019	2020	2021	2022	Total
<b>SCAP 2018<sup>1</sup></b>	FE	2	2	9.5	3.5	17
	Places	60	60	285	105	510
<b>SCAP 2019<sup>2</sup></b>	FE	2	5	4	1	12
	Places	60	150	120	30	360

<sup>1</sup> SCAP 2018 as published in School Place Planning Requirements 2018/19 to 2024/25

<sup>2</sup> SCAP 2019 represents updated requirements as provided to Primary School forum January 2020

#### Additional Secondary Places

The Additional Secondary Places programme started in September 2014 in Birmingham,

although some schools had commenced expansion and new schools had opened prior to then. By 2020, over 2,000 additional secondary places will have been provided through capital schemes across mainstream schools.

Year 7 numbers are now showing a significant forecast increase as the increased primary cohorts move through to the secondary phase. This means that additional places have been required across the city since 2018 and will be until at least 2024. The plan is to increase capacity through bulge classes in the first instance to meet immediate need, and this approach has taken place in 2019. Further temporary and permanent expansions will be planned to meet need in future years.

Our strategy in Birmingham to meet Basic Need is set out in the School Place Planning Requirements (Appendix 5 page 39) document and has 4 key strands:

1. Make optimum use of existing space, buildings and sites to provide sufficient, suitable, high quality additional places where needed.
2. Work with all schools, academies and new schools to meet Basic Need through co-ordinated expansion plans.
3. Allocate annual Basic Need Capital investment effectively and efficiently to areas where basic need requirements can only be met through either re-modelling, refurbishment or new-build projects, ensuring that the needs of our most vulnerable young people are prioritised and capital projects make best use of existing resources.
4. Identify alternative funding sources and models to deliver requirements including S106, school contributions, bidding opportunities, Local Co-ordinated Voluntary Aided Programme (LCVAP), Community Infrastructure Levy, future Basic Need allocations, diversion of other capital funding.

The impact on a school's financial viability is considered alongside the quality of provision and the impact of expansion on parental choice and diversity of provision.

#### Number of additional Year 7 places required

Year 7	No.	2019	2020	2021	2022	2023	2024	Total
SCAP 2018 <sup>1</sup>	FE	24	11	0	19	4.5	-	58.5
	Places	720	330	0	570	135	-	1,755
SCAP 2019 <sup>2</sup>	FE	24	13	5	22	1	2	67
	Places	720	390	150	660	30	60	2,010

<sup>1</sup> SCAP 2018 as published in School Place Planning Requirements 2018/19 to 2024/25

<sup>2</sup> SCAP 2019 represents updated requirements as provided to Primary School forum January 2020

The following projects are currently in progress and have been approved by cabinet in 19/20.

School	Forecast spend 20/21 £m	Forecast spend 21/22 £m
ROCKWOOD ACADEMY	5.231	0.247
SALTLEY ACADEMY	5.552	1.110
ST. BENEDICTS	0.445	0.004
EDEN GIRLS LEADERSHIP	13.907	1.394
TURVES GREEN GIRLS	12.894	5.223
SKILTS NEW BUILD	7.175	0.288
Other Schemes in Development	0.033	22.719
<b>Funding Required</b>	<b>45.237</b>	<b>30.985</b>

### Additional Special School Places

Since 2012, we have created over 700 additional SEND places using the Basic Need allocation across mainstream and special schools. However, in March 2017, the Government committed £215.000m of capital funding from 2018 to 2021 to help local authorities create new school places and improve existing facilities for children and young people with SEN and disabilities.

Birmingham's allocation is a total of £7.253m from 2018 to 2022. This capital funding is not ring-fenced, and local authorities can use it as they see fit to improve special provision for children and young people with education, health and care (EHC) plans. This funding can be invested in mainstream schools and academies, special units, special schools and academies, early years settings, and further education colleges, or to make other provision for children and young people aged from 0 to 25. SEND capital programme will be developed in line with the funding criteria.

### Commissioning of places

Identification of schools to expand will be either through an Expression of Interest process where schools come forward to offer additional places or through a targeted approach where LA officers will identify schools in the right locality. In either case the only the schools meeting the following criteria will be considered for expansion:

1. Location in relation to Basic Need
2. School leadership and governance – it is expected that schools that expand will be Outstanding or Good and have a strong governance practice in place.
3. The capacity of the school to provide suitable accommodation on the site – this could be within existing space internally or externally and within planning / buildability constraints.
4. Popularity of the school – whilst this is not a driver for expansion it is important that we recognise parental preference.
5. Potential of the expansion to create overprovision or reduce diversity of provision in an area – this would be unwelcomed.

It may be necessary to carry out early feasibilities and enabling works, including temporary classrooms, prior to developing a scheme to a Full Business Case approval.

Once existing schools have been fully utilised it is likely that the Council will need to establish new schools through the Free School presumption route to meet any gaps in provision for both mainstream and special provision.

### Procurement

Capital works identified will be carried out either using existing approved contractor framework partners, which will be project managed by Acivico, or where schools meet the funding criteria, then the school may procure independently. However, schools will be required to sign up to the Conditions of Grant Aid (CoGA) and, for schemes over £1.000m, the Birmingham Business Charter for Social Responsibility (BBC4SR).

### Future Governance and reporting back

Projects will be subject to approval through the Council's gateway processes, utilising a programme approach where appropriate.

A regular update for projects and programme over £20.000m will be presented to the Capital Board and an annual Cabinet report updating Cabinet on progress on delivery and outcomes as well as to seek approval for future funding.

<b>Links to Corporate and Service Outcomes</b>	Projects have been developed and delivered to maximise alignment with local priorities, in particular to impact on developing skills, employment opportunities, public health and community cohesion. Works will contribute to the Council Business Plan and Budget 2020+, particularly 'A Prosperous City', by ensuring the provision of school places enabling children to benefit from education through investment at a neighbourhood school. All contractors selected to deliver City-wide school condition projects (including school led programmes over £1m) will be required to sign up to the principles of the Birmingham Business Charter for Social Responsibility (BBC4SR) prior to works orders being placed.
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<b>Project Benefits</b>	The benefit of expanding these schools will enable Birmingham City Council to meet its statutory obligation under the Education Act 1996 to provide special, primary and secondary pupil places to all of its school-age resident children. The consequences of the City Council not meeting this duty are serious and would involve considerable financial and reputational costs. This project will ensure that quality places will be available for local children thus contributing to the safeguarding agenda.										
<b>Project Deliverables</b>	Provision of additional special, primary and secondary pupil places across various districts.										
<table> <tr> <th>Key Project Milestones</th><th>Planned Delivery Dates</th></tr> <tr> <td>PDD approval by Cabinet</td><td>21<sup>st</sup> April 2020</td></tr> <tr> <td>FBC/Contract Awards approval by Cabinet</td><td>1<sup>st</sup> May 2020 onwards</td></tr> <tr> <td>Planned programme of works commences</td><td>1<sup>st</sup> May 2020 onwards</td></tr> <tr> <td>Post Implementation review</td><td>Throughout 2020/21</td></tr> </table>		Key Project Milestones	Planned Delivery Dates	PDD approval by Cabinet	21 <sup>st</sup> April 2020	FBC/Contract Awards approval by Cabinet	1 <sup>st</sup> May 2020 onwards	Planned programme of works commences	1 <sup>st</sup> May 2020 onwards	Post Implementation review	Throughout 2020/21
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<b>Dependencies on other projects or activities</b>	<ul style="list-style-type: none"> <li>• Planning permission may be required.</li> <li>• If schools have listed status consultation with English Heritage and BCC's Conservation team may be required.</li> <li>• Placing orders with contractor/s from May 2020 onwards</li> <li>• Completion of statutory consultation to increase capacity</li> <li>• Confirmation of appropriate schools across various districts</li> <li>• Scope of work identified</li> <li>• Programme and costs developed</li> <li>• The chosen contractors will be required to adhere to the principles of the Birmingham Business Charter for Social Responsibility.</li> </ul>										
<b>Achievability</b>	<ul style="list-style-type: none"> <li>• Schools in scope for expansion are identified</li> <li>• Programme and costs have been developed where possible</li> <li>• Funding strategy is in place</li> <li>• Client liaison between EdI and Acivico is taking place weekly to ensure work is instructed, monitored and delivered on time</li> <li>• Project officers from the EdI team will oversee the delivery of the projects in consultation with key stakeholders i.e. Acivico, contractors, schools, surveyors and other property professionals.</li> <li>• The team is extremely experienced in managing expansion project</li> </ul>										
<b>Project Manager</b>	Zahid Mahmood, Capital Programme Manager 0121 464 9855. <a href="mailto:zahid.mahmood@birmingham.gov.uk">zahid.mahmood@birmingham.gov.uk</a>										

<b>Project Accountant</b>	Jaspal Madahar, Finance & Resources Manager – Education Infrastructure 0121 303 3251, <a href="mailto:jaspal.madahar@birmingham.gov.uk">jaspal.madahar@birmingham.gov.uk</a>
<b>Project Sponsor</b>	Jaswinder Didially, Head of Education Infrastructure 0121 675 0228, <a href="mailto:jaswinder.didially@birmingham.gov.uk">jaswinder.didially@birmingham.gov.uk</a>
<b>Proposed Project Board Members</b>	Jaswinder Didially, Head of Education Infrastructure 0121 675 0228, <a href="mailto:jaswinder.didially@birmingham.gov.uk">jaswinder.didially@birmingham.gov.uk</a> Zahid Mahmood, Capital Programme Manager 0121 464 9855, <a href="mailto:zahid.mahmood@birmingham.gov.uk">zahid.mahmood@birmingham.gov.uk</a> Paul Stevenson, Finance Business Partner, Education & Skills 0121 675 0049, <a href="mailto:paul.x.stevenson@birmingham.gov.uk">paul.x.stevenson@birmingham.gov.uk</a>

<b>Finance Business Partner – Education &amp; Skills</b>	<i>Paul X Stevenson</i>	<b>Date of Finance Business Partner – Education &amp; Skills Approval</b>	<i>13/03/2020</i>
<i>Other Mandatory Information</i>			
• <b>Has project budget been set up on Voyager?</b>			Yes
• <b>Issues and Risks updated</b> <i>(Please attach a copy to the PDD and on Voyager)</i>			Yes

## 2. Options Appraisal Records

<b>Option 1</b>	Create additional places in temporary accommodation
<b>Information Considered</b>	What information was considered in making the decision <ul style="list-style-type: none"> <li>• Best use of DfE non ring-fenced Basic Need and School Condition grants in investing in quality spaces</li> <li>• Planning Guidance</li> <li>• Ofsted safeguarding principles</li> <li>• Delivery of quality places</li> </ul>
<b>Pros and Cons of Option</b>	What were the advantages/positive aspects of this option? <ul style="list-style-type: none"> <li>• Less cost to BCC</li> <li>• Easier to deliver than permanent build</li> <li>• Faster to procure</li> <li>• Meets BCC statutory obligation to provide places</li> <li>• Can be removed once demand reduces</li> </ul> What are the disadvantages/negative aspects of this option? <ul style="list-style-type: none"> <li>• Safeguarding risks increase as temporary buildings tend to be standalone away from the main building</li> <li>• Governing body/parental resistance to temporary accommodation</li> <li>• Planning approval will not be given for more than 3 years following which units would need to be removed</li> <li>• Isolation from main school</li> <li>• Does not improve the school environment</li> </ul>
<b>People Consulted</b>	Head Teachers, School Governors, DfE, Acivico consultants, contractor partners
<b>Recommendation</b>	Proceed or Abandon this Option? <i>Proceed in certain circumstances where provision is required for short period</i>
<b>Principal Reason for</b>	Suitable where short term solution is required.

<b>Decision</b>	
<b>Option 2</b>	To increase class sizes
<b>Information Considered</b>	<p>What information was considered in making the decision?</p> <ul style="list-style-type: none"> <li>• Class size legislation</li> <li>• Best use of DfE un-ring-fenced Basic Need Funding</li> <li>• Ofsted safeguarding principles</li> <li>• Teacher/HT/Governor associations</li> <li>• Delivery of quality places</li> </ul>
<b>Pros and Cons of Option</b>	<p>What were the advantages/positive aspects of this option?</p> <ul style="list-style-type: none"> <li>• Less cost to BCC</li> <li>• Faster to implement</li> </ul> <p>What are the disadvantages/negative aspects of this option?</p> <ul style="list-style-type: none"> <li>• Does not guarantee to meet BCC statutory obligation for provision of places</li> <li>• Not best use of DfE un-ring-fenced Basic Need</li> <li>• Infant class size legislation requires no more than 30 pupils to be taught by one teacher in Key Stage 1 classes.</li> <li>• Admissions authority would have to employ additional teachers at significant cost.</li> <li>• Safeguarding risks increase</li> <li>• Governing body/parental/Teaching Associations resistance to increased class sizes</li> <li>• Increased Health &amp; Safety issues due to potential overcrowding</li> <li>• Negative impact on standards</li> <li>• Negative impact on applications for places</li> </ul>
<b>People Consulted</b>	Head Teachers, School Governors, DfE, Acivico consultants, contractor partners
<b>Recommendation</b>	Proceed or Abandon this Option? <i>Abandon</i>
<b>Principal Reason for Decision</b>	Class size legislation, Trade Union/Professional Association and parental concerns will lead to negative impact on school and reduction in applications

  

<b>Option 3</b>	To provide permanent new build and remodelled accommodation
<b>Information Considered</b>	<p>What information was considered in making the decision</p> <ul style="list-style-type: none"> <li>• Best use of DfE un-ring-fenced Basic Need funding</li> <li>• Planning Guidance</li> <li>• Ofsted safeguarding principles</li> <li>• Delivery of high quality places</li> </ul>
<b>Pros and Cons of Option</b>	<p>What were the advantages/positive aspects of this option?</p> <ul style="list-style-type: none"> <li>• Best use of DfE Basic Need funding</li> <li>• School and community (parental and wider) buy in</li> <li>• Delivers quality places</li> <li>• Will meet timescale using CWM Framework</li> <li>• Complies with safeguarding principles</li> </ul>



	<p>What are the disadvantages/negative aspects of this option?</p> <ul style="list-style-type: none"> <li>Funding requirement</li> <li>Possible disruption to school and community while build takes place</li> </ul>
<b>People Consulted</b>	Head Teachers, School Governors, DfE, Acivico consultants, contractor partners
<b>Recommendation</b>	Proceed or Abandon this Option? <i>Proceed where provision is required in the long term</i>
<b>Principal Reason for Decision</b>	Best use of DfE Basic Need funding where long term solution is required.

<b>3. Summary of Options Appraisal – Price/Quality Matrix</b>							
Ratings from 1 (lowest) - 10 (highest)	Options			Weighting	Weighted Score		
Criteria	1	2	3		1	2	3
Total Capital Cost	5	10	3	25	125	250	75
Full Year Revenue Consequences	1	5	10	5	5	25	50
<b>Quality Evaluation Criteria</b>							
1) Programme allows occupation by Sep 2019-20	10	10	10	20	200	200	200
2) Effectiveness: allows delivery of quality education	1	3	10	20	20	60	200
3) Functionality : meets service delivery and service user requirements and delivers quality places	1	2	10	20	20	40	200
4) Achievable : will meet statutory responsibility on school places	10	2	10	10	100	20	100
<b>Total</b>				<b>100%</b>	470	595	825

<b>4. Option Recommended</b>	<p>Which option, from those listed in the Options Appraisal Records above, is recommended and the key reasons for this decision.</p> <p>Option 3 to build new and remodel existing accommodation in order to expand existing school sites to meet BCC basic need of additional special, primary and secondary places.</p> <p>Reasons:</p> <ul style="list-style-type: none"> <li>Best use of Government Grant available</li> <li>Will allow schools to meet requirements for additional places</li> <li>Can be delivered within time scales using CWM Framework</li> <li>Will meet BCC statutory obligations and provide a local place for local children.</li> </ul>
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<b>5. Capital Costs &amp; Funding</b>	<b>Voyager Code</b>	<b>Financial Year 2020/21 £m</b>	<b>Financial Year 2021/22 £m</b>	<b>Financial Year 2022/23 £m</b>	<b>Totals £m</b>
<b><u>Expenditure</u></b>					
Development Funding to proceed to Full Business Case		£2.000	£3.000	£0.000	£5.000
Implementation Cost BN		£37.984	£26.964	£114.467	£179.415
Implementation Cost SPFA		£5.253	£0.576	£0.000	£5.829
S106			£0.445	£3.116	£3.561
<b>Totals</b>		£45.237	£30.985	£117.583	£193.805
<b><u>Funding</u></b>					
Basic Need Grant		£39.984	£29.964	£114.467	£184.415
Special Provision Funding		£5.253	£0.576	£0.000	£5.829
S106 Funding		£0.000	£0.445	£3.116	£3.561
<b>Totals</b>		£45.237	£30.985	£117.583	£193.805

<b>6. Project Development Requirements/Information</b>	
<b>Products required to produce Full Business Case</b>	<p>The work includes:</p> <ul style="list-style-type: none"> <li>• Selection of school</li> <li>• A range of detailed surveys, many of which are intrusive</li> <li>• Extensive feasibility work in preparing and agreeing schemes with the Client and each school end user</li> <li>• Scheme design and specification by all disciplines to a stage where Planning and Building Regulations applications can be submitted including payment of their fees</li> <li>• Detailed design</li> <li>• Specification,</li> <li>• Project planning</li> </ul>



	<ul style="list-style-type: none"> <li>Procurement to a stage where contracts can be entered into and the scheme built.</li> </ul>		
<b>Estimated time to complete project development</b>	Up to 3 months to complete all programmes to stage D design and obtain target costs for schemes. FBC's will then be provided for final programme.		
<b>Estimated cost to complete project development</b>	Development of proposals to FBC/Contract Award stage by Edl and Acivico are estimated at £5.000m These costs will be incurred in progressing each scheme to stage D, development of design and cost plan, after which contracts can be entered into and construction can begin.		
<b>Funding of development costs</b>	DfE Basic Need Grant		
<b>Planned FBC date</b>	April 2020 onwards	<b>Planned date for Technical Completion</b>	Throughout 2020/21