

Appendix 3

PROJECT DEFINITION DOCUMENT (PDD)			
1. General Information			
Directorate	<i>People</i>	Portfolio/Committee	<i>Children's Services</i>
Project Title	Provision of New Build/ Remodelled Accommodation to Meet Additional Pupil Place Requirements (Stage 5)	Project Code	CA-01903-02- 1-1BA0 2AA
Project Description	<p>To provide remodelled and new build accommodation in order to expand schools to meet BCC's statutory obligation to provide additional special, primary and secondary pupil places. On completion the schools will have modern fit for purpose remodelled/new-build accommodation which will be energy efficient and will allow for the provision of a high quality education as well as meeting BCC's statutory obligation in delivering special, primary and secondary school places. Stage 5 addresses the requirements for 2018 identified in the Sufficiency Requirements document (Appendix 1) and also includes additional new requirements to react to increased pressure for places in 2017 due to in year migration.</p> <p>The approach to the design solutions in order to maximise benefits and provide best value is set out in Appendix 1 Education Sufficiency Requirements (page 31 Appendix 5 "Basic Need Strategy").</p> <p>This four pronged approach is: -</p> <ul style="list-style-type: none"> ○ Make optimum use of existing space, buildings and sites to provide sufficient, suitable, high quality additional places where needed e.g. Osborne Primary, Mere Green Primary and Bournville schools, where existing under-utilised buildings will be/have been brought back into full use to provide additional pupil places; ○ Work with Maintained Schools, new schools and Academies to meet Basic Need through co-ordinated expansion plans. EdSI has worked with Olive, University of Birmingham, Eden Boys, Plantsbrook, Ninestiles and Queensbridge free schools, academies and foundation schools in a co-ordinated approach to provide sufficient pupil places; ○ Allocate annual Basic Need capital investment effectively and efficiently to areas where basic need requirements can only be met through either re-modelling, refurbishment, new-build or short life learning chalet projects, ensuring that the needs of our most vulnerable young people are prioritised and capital projects make best use of existing resources – refer to the Education Sufficiency Requirements (Appendix 1) and the planned programme (Appendix 2); 		

	<ul style="list-style-type: none"> ○ Identify alternative funding sources and models to deliver requirements including Section 106/Community Infrastructure Levy, school contributions, bidding opportunities, capital receipts, Local Co-ordinated Voluntary Aided Programme (LCVAP), future Basic Need allocations and diversion of other capital funding. To date £3.5m of S.106, school contributions and LCVAP funding has been levered into the programme. <p>Estimates are based upon pupil numbers from the Sufficiency Requirements, the four pronged strategy for delivery (see above) and costs per square metre for each of the “prongs”.</p> <p>The 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 £1m, the Birmingham Business Charter for Social Responsibility (BBC4SR).</p> <p><u>Future Governance and reporting back</u> Projects will be subject to approval through the Council’s gateway processes, utilising a programme approach where appropriate.</p> <p>An annual report will be presented to Cabinet, updating Cabinet on progress/delivery/outcomes and to seek approval for future stages.</p>
<p>Links to Corporate and Service Outcomes</p>	<p>Which Corporate and Service outcome does the project address:</p> <ul style="list-style-type: none"> ▪ Tackling inequality and deprivation ▪ Promoting Social Cohesion across all communities in Birmingham, ensuring a Fair City with equal opportunities for all including safeguarding for children; ▪ Laying the foundations for a Prosperous City based on an inclusive economy; ▪ A Democratic City involving local people and communities in the future of their local area and public services: a city with local services for local people; ▪ Early Years Development Strategy: To ensure small children can thrive and develop and become active learners through play and social development. ▪ Enjoy and achieve by attending school. ▪ Schools’ Capital Programme 2017-18. <p>All contractors selected to deliver City-wide Basic Need 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.</p>

Project Benefits	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 costs. This project will ensure that quality places will be available for local children. This supports further BCC's statutory responsibilities to ensure the safeguarding of children by providing sufficient places for them to attend school.
Project Deliverables	Provision of additional special, primary and secondary pupil places across various districts.
Key Project Milestones	Planned Delivery Dates
<i>PDD approval by Cabinet</i>	<i>18 April 2017</i>
<i>Expressions of Interest confirmed</i>	<i>April 2017</i>
<i>Feasibility studies finalised</i>	<i>June 2017</i>
<i>FBC/Contract Awards approval by Cabinet</i>	<i>August 2017 onwards</i>
<i>Planned programme of works commence</i>	<i>August 2017 onwards</i>
<i>Post Implementation review</i>	<i>August 2018 onwards</i>
Dependencies on other projects or activities	<ul style="list-style-type: none"> • Planning permission may be required. If schools have listed status consultation with English Heritage and BCC's Conservation team may be required. • Placing orders with contractor/s from August 2017 onwards • Completion of statutory consultation to increase capacity • Confirmation of appropriate schools across various districts • Scope of work identified • Programme and costs developed • The chosen contractors will be required to adhere to the principles of the Birmingham Business Charter for Social Responsibility.
Achievability	<ul style="list-style-type: none"> • Funding strategy is in place • Similar projects (Stages 1 to 4) have been delivered by using experienced internal project managers and by bringing technical advice client side through the role of a Client Technical Advisor (CTA) and following BCC guidelines. • The chosen contractors will be selected based on their available resources, past history and successful record of delivering previous similar projects.

Project Manager	Jaswinder Didiyally, Head of Education Infrastructure 0121 303 8847 jaswinder.didially@birmingham.gov.uk
Project Accountant	Dave England, Contract Manager, Quantity Surveyor 0121 303 8847 david.england@birmingham.gov.uk
Project Sponsor	Emma Leaman Assistant Director Education Infrastructure 0121 464 3423 emma.leaman@birmingham.gov.uk
Proposed Project Board Members	David England, Contract Manager, Quantity Surveyor 0121 303 8847 david.england@birmingham.gov.uk

	Emma Leaman 0121 464 3423	Assistant Director Education Infrastructure emma.leaman@birmingham.gov.uk
	Jaswinder Didi ally 0121 675 0228	Head of Education Infrastructure jaswinder.didially@birmingham.gov.uk
	Ryan Turner 0121 303 6868	Accounts Manager, Acivico ryan.turner@acivico.gov.uk
	Anil Nayyar 0121 675 3570	Head of City Finance CYPF anil.nayyar@birmingham.gov.uk

Head of City Finance (HoCF)	<i>Anil Nayyar</i>	Date of HoCF Approval	
<i>Other Mandatory Information</i>			
• Has project budget been set up on Voyager?			Yes
• Issues and Risks updated (<i>Please attach a copy to the PDD and on Voyager</i>)			Yes

2. Options Appraisal Records

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

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

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

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

3. Summary of Options Appraisal – Price/Quality Matrix							
Ratings from 1 (lowest) - 10 (highest)	Options			Weighting	Weighted Score		
	1	2	3		1	2	3
Criteria							
Total Capital Cost	5	10	3	25	125	250	75
Full Year Revenue Consequences	1	5	10	5	5	25	50
Quality Evaluation Criteria							
1) Programme allows occupation by Sep 2017-19	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
Total				100%	470	595	825

4. Option Recommended	<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"> Best use of Government Grant available Will allow schools to meet requirements for additional places Can be delivered within time scales using CWM Framework Will meet BCC statutory obligations and provide a local place for local children.
------------------------------	--

5. Capital Costs & Funding	Voyager Code	Financial Year 2017/18	Financial Year 2018/19	Totals
Expenditure				
Development Funding to proceed to Full Business Case	CA-1903-02-1 1BA0 2AA	£1,500,000	£1,500,000	£3,000,000
Implementation Cost			£27,635,000	£27,635,000
Totals		£1,500,000	£29,135,000	£30,635,000
Funding				
Costs Funded by:				
DfE Basic Need Grant		£1,500,000	£29,350,000	£30,635,000
Totals		£1,500,000	£29,350,000	£30,635,000

6. Project Development Requirements/Information			
Products required to produce Full Business Case	<p>The work includes:</p> <ul style="list-style-type: none"> • Selection of school • A range of detailed surveys, many of which are intrusive • Extensive feasibility work in preparing and agreeing schemes with the Client and each school end user • Scheme design and specification by all disciplines to a stage where Planning and Building Regulations applications can be submitted including payment of their fees • Detailed design • Specification, • Project planning • Procurement to a stage where contracts can be entered into and the scheme built. 		
Estimated time to complete project development	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.		
Estimated cost to complete project development	Development of proposals to FBC/Contract Award stage by EdSI and Acivico are estimated at £3,000,000. These costs will be incurred in progressing each scheme to stage D after which contracts can be entered into and construction can begin.		
Funding of development costs	DfE Basic Need Grant		
Planned FBC date	August 2017 onwards	Planned date for Technical Completion	September 2017 onwards

Background

After a period of increasing birth rate, we are now due to see three years of birth rate decline. We expect demand for places in Reception to reduce from 2017 onwards.

More children are joining our schools during each year. Increasing numbers of families choose to re-locate to Birmingham. We call this cohort growth. Cohort growth remains on an upward trend.

The housing demands for Birmingham have also significantly increased, with an additional 80,000 homes required by 2031. Housing development plans are shared regularly and integrated within pupil place forecasting with greater alignment in order to ensure that education requirements are prioritised within Section 106 contributions and proposed Community Infrastructure Levy arrangements. Given the pressure on school places, the Council is taking a consistent stance with all developers that additional places generated from housing growth will require additional school places across both mainstream and special school provision.

Primary Provision

The Local Authority's Additional Primary Places programme has successfully met the demand for increased places in Reception without creating oversupply. There is a risk of oversupply as birth rates decline. However, the spaces created may be helpful to meet increased demand from cohort growth.

Cohort growth - There was a net increase of over 1000 new pupils (YR-Y6) joining Birmingham's primary schools over the period Oct 2015 - May 2016. Our challenge is to continue to monitor demand of in year places and prioritise sufficient supply is available.

The Pupil Place Planning Team is working to create a flexible estate to cope with future changes in growth and the approach to meet Basic Need requirements will be delivered through a combination of:

- Maximum utilisation of existing space
- Refurbishment and/or new-build projects supported by Basic Need grant
- Free schools and academy expansion projects funded directly through the Education Funding Agency

The criteria used for identifying schools for potential expansion is based on:

- Location
- Site and Buildability
- Management capability / Standards
- Popularity
- Impact on neighbouring schools

Clearly, it is important to provide the additional places in the areas where they are needed. Therefore, the starting point for the selection of Stage 5 schools is an analysis of projected demand on an area by area basis. Whilst it is possible to identify the schools best positioned to be permanently/temporarily expanded, other factors are also very important. Data from the Asset Management database is extracted to identify which schools have the physical capacity to be permanently/temporarily expanded. Another factor considered is

whether the schools identified for expansion are popular with local parents: the local authority has a duty to meet parental preference, to the maximum extent where possible. Information on parental preferences is supplied by the Admissions and Appeals team. We work with Birmingham Education Partnership (BEP), our school improvement partners, to ensure the school has the leadership capacity to cope with the additional pupils, maintain school standards and the ability to manage change.

Special Provision

The City has 27 special schools and 45 resource bases within mainstream schools. Sufficiency in the special schools estate is a priority within the Basic Need Strategy to create new places and to identify permanent solutions to short term measures implemented to ensure sufficient places thus preventing vulnerable pupils being out of school.

Birmingham is a young city and is getting younger: in the 12 years from 2000 to 2012 the number of children born in Birmingham increased by 25%. The SEND population is predicted to increase by approximately 10% in line with population growth by 2021. This translates into a likely additional 800 – 1,000 young people with SEND Statements or Education Health and Care Plans. We have recently carried the sufficiency of our special school estate, which highlights that it is at full capacity.

The increase in births has, in the main, been concentrated in areas which are already experiencing high pressure for school places due to the levels of newly arrived residents and the limited dispersion of immigrant communities into other areas; however, this pattern is now beginning to have an impact on other areas. The need for additional SEN places has grown at a higher rate than core need, and this has been evidenced in Birmingham's 2013 Joint Strategic Needs Analysis (SEN).

These schemes have to be delivered to ensure that there will be sufficient SEN school places in the city for the Council to meet its statutory obligation to provide all children with a school place. The schools chosen for expansion will be able to provide appropriate educational provision to meet the specific identified needs of children with SEN who are in need of places. Geographical location and parental preference has also been considered in relation to need.

Secondary Provision

The demand for Secondary school places is beginning a period of sustained growth until at least 2023 and beyond. Although there may be some hotspot areas where we will look to create additional Year 7 capacity, places are likely to be met mainly from within existing supply for September 2017 entry year requirements. Work is underway to identify what additional capacity is required for Sept 2018 requirements, which on the whole will be met through utilising existing capacity or expanding existing schools.

Cohort growth - There is an emerging upward trend of cohort growth now appearing in our Secondary age year groups. A net increase of nearly 400 new pupils (Year 7 - 9) joining secondary provision over the period Oct 2015 - May 2016. Early information indicates that this is set to be exceeded and reactive measures, such as flexible bulges, where a number of schools take a small number of additional pupils each, may be required to add additional capacity across Year 8 – 9 in hot spot areas.

Birmingham City Council's Statutory Obligation

The purpose of expanding schools is to enable Birmingham City Council to meet its statutory obligation under the Education Act 1996 to provide a school place 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 costs, as well as increased safeguarding risk for children and young people.

Were the additional places not to be delivered, there would be insufficient school provision from September 2017 and 2018 onwards and the implications would be:

- Where it is considered that the Authority is in breach of its legal duty to secure sufficient school places, affected persons (e.g. parents) could pursue Judicial Review proceedings in the High Court. Apart from the cost implications of the Court ordering the Authority to comply with the law, the Authority would normally have to pay the legal costs of the parents as well as its own legal costs.
- Complaints to the Local Government Ombudsman. The Ombudsman might recommend payments to be made to parents who complain (in recognition of injustice suffered) if their child does not have a school place due to maladministration by the Authority.
- The Secretary of State under section 497A of the Education Act 1996 has wide powers to secure proper performance of the Authority's education functions which include the duty to secure sufficient school places.
- Parents can appeal to Independent Admission Appeal Panels if the admissions authority refuses a child admission to a school. If the shortage of places leads to Independent Admission Appeal Panels upholding more appeals, this could lead to already oversubscribed schools having to admit even more pupils.
- Parents can exercise their right to complain to the Local Authority.

Sufficiency Requirements

The tables below shows the predicted level of demand by District for school places from September 2017 onwards.

In order to identify specific schools it is proposed that the Council will:

- i) Share requirements for additional places regularly with all school partners
- ii) Invite Academies and Free Schools to share and co-ordinate their expansion intentions so that requirements can be modified to factor in new provision
- iii) Invite schools and education providers to express interest in expanding their provision in order to identify optimum solutions to meeting Basic Need and, where necessary, identify projects for Basic Need capital investment
- iv) Ask schools to work with the Local Authority to identify additional funding streams and alternative funding models to meet Basic Need.

Additional Requirements from September 2017 Onwards

The tables below represent the number of places required going forward according to the current forecast. It will depend upon solutions as to how much of this need will require capital expenditure in Stage 5.

Additional Primary Places (APP)

Year	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
2017/18	6 FE	6 FE	5 FE	5 FE	5 FE	5 FE	3 FE	35 FE
2018/19	-	-						23 FE
2019/20	-	-	-					23 FE
Areas of local pressure may arise requiring some flexibility that could be accommodated across a number of schools.								

More detailed information can be found in the Education Sufficiency Requirements document.

Additional Secondary Places

	Additional Y7 Places Required	Additional FE	Cumulative FE
2017	461	15	15
2018	601	20	35
2019	655	22	57
2020	53	2	59
2021	-80	-3	56
2022	636	21	78
TOTAL	2326	78	-
Areas of local pressure may arise requiring some flexibility that could be accommodated across a number of schools.			

More detailed information can be found in the Education Sufficiency Requirements document.

Special School Additional Places (SSAP)

SSAP 2017	Forecast of 100 pupils with SEND as a result of population growth.	We forecast an increase of 100 additional pupils from 3825 to 3925 in C&L, ASC and SEMH areas of need across all key stages.
------------------	--	--

Risk Assessment

Risk	Likelihood of risk	Severity of risk	Effect	Solution
Stakeholders do not consider School Travel Plans and transportation issues prior to consultation.	Low	High	Increased residents, and parental concerns over parking issues	Review school travel plans in partnership with transportation prior to local consultation in order to mitigate possible objections.
Stakeholders/ Governors do not engage in project or sign up to the solution	Low	Medium	Design and delivery could be delayed	The Design Team will ensure regular meetings and consultation with stakeholders and Governors
Free Schools and Academies	Medium	Medium	Impact on school place planning and pupil places possibly leading to delay in confirming BCC's preferred options. Risk of over-provision	Liaise closely with Free School Providers and Academies when planning the provision of Additional Primary Pupil Places
Building costs escalate	Medium	Medium	The cost of the buildings would be more than the funding available	The Design Team will closely monitor the schedule of works and build costs. Cost schedules include contingency sums. Any increase in costs will need to be met through value re-engineering to ensure projected spend remains within the overall allocation. Any change in the scope of the works to address changing pupil requirements will be brought to the Project Board, and the relevant decision maker as appropriate, for approval. Any outstanding maintenance works will be reviewed with the Capital Maintenance team and where agreed a priority, capital maintenance grant funding provided. Surveys will be carried out early to identify and mitigate any abnormal costs.
Building works fall behind	Medium	Medium	Deadlines not met	The Design Team will closely monitor schemes on site and liaise with Contractor Partners to identify action required.
BCC faced with	Low	Low	Increased pressure on	Individual Schools will meet

increasing revenue costs			the revenue budget	all revenue costs and day to day repair and maintenance of additional space from their delegated budget share
Problems with contract procurement process	Low	Low	Funding not spent in financial year allocated. Delay in project commencement/delivery	Work closely with Partners to ensure compliance with City Council standing orders.
BCC does not commit to maintain extension owned by them in the long term	Low	Medium	Building would deteriorate more quickly than if properly maintained	Revenue costs and day to day repair and maintenance of the assets will be met from school budget share via an increase in the formulaic Dedicated Schools Grant. Use of schools Governments devolved capital grant for major maintenance.