

## **New Free School**

### **Notional Revenue Funding**

Details of how new free schools are funded can be found in the following guidance published by the DfE:

- 1) A guide to new special free school revenue funding 2019-20  
Published in May 2019  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/801467/Special\\_free\\_school\\_revenue\\_funding.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/801467/Special_free_school_revenue_funding.pdf)
  
- 2) Guidance for mainstream, special, alternative provision and 16-19 free schools in the pre-opening phase  
Published in May 2018 and updated in June 2019.  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/808267/Free\\_school-Proposer\\_guidance\\_2019\\_draft\\_update\\_clean\\_access\\_June.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/808267/Free_school-Proposer_guidance_2019_draft_update_clean_access_June.pdf)

### **Place & Top-up Funding**

The main source of revenue funding for special schools nationally is based on a fixed sum per place for each commissioned place and top-up funding for each pupil placed in the free school.

The per-place rate is £10,000 in 2019-20 and will be funded by the DfE.

The top-up funding is paid by the local authority commissioning the place and is based on the needs of the young person and the provision provided. This top-up funding is paid for as long as the pupil attends the school.

The notional funding and profile of pupils for the proposed new free school is set out below in Table 1 and is based on the top 2 bands (D & E) in Hertfordshire's SEMH schools plus an estimate of an additional band (E+) for pupils with a higher level of need. The banding descriptors for these bands are shown in Table 2 below.

The indicative total allocation based on 60 pupils will be just over £2m.

### **Other Sources of Funding**

Post opening grant: Schools will be entitled to a post opening grant to reflect the additional costs that cannot be met through their General Academy Grant (GAG). Details of this are set out in Guidance no 1 mentioned above. (see pages 11&12)

#### Specific revenue allocations:

- Business rates grant
- Teachers pay grant
- Teachers pension employer contribution grant
- Universal infant free school meals
- PE and sport premium

Details of these are also set out in guidance no 1 above (see pages 7-12)

Project Development Grant:

The DfE will provide a project development grant for essential non-capital costs up to the point of opening; Details of this is set out in guidance no 2 above (see chapter 6)

**TABLE 1  
NEW FREE SPECIAL SCHOOL  
NOTIONAL REVENUE BUDET**

No Places	Band D	10
	Band E	40
	Band E+	<u>10</u>
		60
Place Funding per place		£10,000
Top up Funding	Band D	£14,800
	Band E	£23,600
	Band E+	£31,300
<b><u>Revenue Budget</u></b>		
Place Funding		<b>£600,000</b>
Top Up Funding	Band D	£148,000
	Band E	£944,000
	Band E+	<u>£313,000</u>
Total Top Up		<b>£1,405,000</b>
<b>Total Revenue Budget</b>		<b><u>£2,005,000</u></b>
Average Top Up		£23,417

**TABLE 2  
BANDING DESCRIPTORS**

Band D	<p>Will require:</p> <ul style="list-style-type: none"> <li>• Step by step transition plan</li> <li>• a low arousal environment</li> <li>• Key support staff who build trusting relationships</li> <li>• Opportunities for reflection sessions with either a school counsellor or mentor using solution focused thinking to help</li> <li>• Clear anxiety management plan shared by all staff working with pupil and reviewed weekly through 1:1 sessions <ul style="list-style-type: none"> <li>• Pupil has appropriate exit strategies and a safe place to go to – guided by a key adult, initially</li> <li>• Pupil will not recognise the early indicators and will become overwhelmed as soon as he doesn't understand something so will rely heavily on a key adult to help with this emotional regulation by attuning to Pupil</li> <li>• Pupil will have key adults in all lessons who he can ask for help</li> <li>• Pupil will have an identified safe place to retreat</li> <li>• Pupil will have individual accelerated learning sessions in the core subjects</li> <li>• Pupil will have pre-teaching sessions for subjects that go at pace and are more abstract in delivery e.g. English, History, etc</li> <li>• All work will be broken down into small steps, reinforced with visual prompt sheets</li> <li>• To allay anxiety if Pupil leaves the class notes will be taken e.g. copy or the power point or key learning points, and pasted in his text books</li> <li>• Pupil will have access to alternatives to writing for example lap top, lpad, photographs of work.</li> <li>• Pupil is supported to access lunch time and after school extracurricular programmes built around his interests</li> <li>• Alternative learning experiences</li> <li>• Support for family</li> </ul> </li> </ul>
Band E	<p>In addition to above will need:</p> <ul style="list-style-type: none"> <li>• Pupil will have access to learning support initially in all lessons to ensure he has processed information</li> <li>• Pupil will have access to appropriate therapists e.g. SALT, OT,</li> <li>• Pupil will have access to support from CAMHS (Nessie)</li> <li>• Pupil will have smaller class sessions and individual learning programmes</li> <li>• Access to personalised learning sessions</li> </ul>
Band E+	<ul style="list-style-type: none"> <li>• As above but with highly individualised learning support,</li> <li>• May need access to smaller low arousal learning environment</li> <li>• May need high adult support in all aspects of the school day</li> </ul>