

APPENDIX B Selection of responses from November 2006 consultation

Proposal	Sch No	Sector	Comment
11	220	Secondary	11 - We do not agree that SATs are sufficient to give an accurate assessment of need.
11	604	Secondary	11 - If the standard assessment test relates to KS2 results Agree subject to reservations 1 on proposal 4. (4 - By disregarding children absent from tests and also presumably those from independent primary school who do not take SATs an unfair penalty is placed on a small secondary school) If they relate to KS3 results Disagree since as a new school these will not be available until summer 2009. Reservation 2 on proposal 4 also applies here
13	632	Special	13 - it is illogical and inequitable. We strongly recommend that the unweighted place factor be used to allocate pay progression funding i.e. all school get the same amount per pupil.
13	639	Special	13 - the funding allocation should be based on the number of teachers eligible for pay progression costs. This would be a much faster system.
14(13,15)	13	Secondary	13, 14 & 15 - The disadvantages outweigh the advantages financially. Income would be "hidden" and therefore impossible to verify. Income would not be relevant to the year received.
14	245	Secondary	14 - What resources are to be transferred? The recommended levels or the actual levels? It would be more helpful to be able to see exactly how much was being allocated for UPS2.
14	344	Secondary	14 - On the proposed basis schools will receive funding not based on how many teachers they have on UPS2 but on how many pupils on roll and the area of the site as the money will be added to the formula. This remains the direct link of receiving funding to set against UPS2 added costs. Remains the current return and replaces it with the same mechanism as contained in proposal 15 would be fairer.
14	402	Secondary	14 - As a school with a very large number of staff on UPS 2&3 we are concerned that we will be seriously disadvantaged here.
14	406	Secondary	14&15 - Both of these - if in the September following the January return the Nos moving to UPS2 and UPS1 increase dramatically, will there be an additional grant available to claim to tide schools over for the 15 months to the following September? Something like that proposed for primary schools in proposal 16.
14	510	Secondary	11,12,14 -, prefer school data to be used year on year.
14	690	Secondary	14 - The salary structure can change and this proposal could expose a school to unfunded costs. .
14	710	Secondary	14 - for similar reasons to those given the previous page we would prefer to see losses capped at £5000 for 2007/08. The consequence would be to reduce slightly the windfalls to the 39 schools gaining from this proposal. (at present a school in the losers for both proposals band 14 could stand to lose up to £70k.)
14	711	Secondary	14 - we are concerned about the size of the losses and potential effect on the schools concerned a system to limit losses and gains should be put in place.
17	632	Special	A number of schools are having their numbers increased (and therefore their budget). Only one school seems to be having a reduction. Will this growth be funded out of new money, or will it be a redistribution of our current money thus resulting in a real terms cut to our budgets?
22	626	Special	22 - Use it within the special school sector.

APPENDIX B Selection of responses from November 2006 consultation

22	632	Special	<p>22 - the proposal is to use the money clawed back from schools with very high carry forward balances to increase the central and general building (capital) programme. As the money held in special school balances is a sharing of the ring-fenced special school total budget and as this high level of balance has been created through an unfair and flawed weighted place factor model - we strongly recommend that the money be re-distributed amongst all special schools in order to reflect the increasing complexity of the populations we deal with. The precedent for this is the allocation of the balance held in the exceptional funding budget.</p>
----	-----	---------	---