

EIA Title: Schools Funding Formula 2021/22: Impact of proposed level of minimum funding guarantee and lump sum

Question	Answer
Did you use the EIA Screening Tool? (Delete as applicable)	No

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1. Explaining the matter being assessed

Question	Answer
What policy, function or service change are you assessing?	Schools funding formula 2021/22 The specific proposals considered here are (a) to set the level of the minimum funding guarantee, for schools where the average increase in funding per pupil from 2020/21 to 2021/22 is small, at the highest affordable level, (b) to make a small increase in the level of the lump sum
Why does this EIA need to be completed?	The level of the minimum funding guarantee (the minimum average increase in funding per pupil) and of the lump sum are two of the most important variables in the schools funding formula, which determines the level of funding allocated to individual primary and secondary schools. Neither is directly linked to the incidence of protected characteristics but it is possible that choices on the level of either could have a disproportionate impact on schools with a high incidence of pupils in protected groups. Legally management of budget shares is delegated to individual schools. Thus it is for individual schools to decide how to deploy their resources and in so doing to have regards to the needs of protected groups. But in allocating funds to schools we recognise that their spending decisions are affected by the total funding available.
Who is affected by the proposals outlined above?	Schools and pupils and staff in schools. The proposals will affect the level of funding of individual schools

Equality Impact Assessment

Question	Answer
<p>How does your service proposal support the outcomes in the Community Vision for Surrey 2030?</p>	<p>Everyone benefits from education, skills and employment opportunities which help them succeed in life</p>
<p>Are there any specific geographies in Surrey where this will make an impact? (Delete the ones that don't apply)</p>	<ul style="list-style-type: none"> • County-wide
<p>Briefly list what evidence you have gathered on the impact of your proposals</p>	<p>We have estimated funding allocations at individual school level using a range of scenarios and have compared them with data on incidence of ethnic minorities (as a proxy for race), children with special educational needs and disabilities (as a proxy for disability) and pupils eligible for free school meals (as a proxy for deprivation). The data which we have used is largely taken from the school census or from DfE data sets eg workforce census. We do not have data on the incidence in schools of most of the other protected characteristics.</p> <p>We have consulted all individual mainstream schools via a consultation paper available on Surrey Says and we provided illustrations of impact to individual schools.</p>

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2. Service Users / Residents

There are 10 protected characteristics to consider in your proposal. These are:

1. Age including younger and older people
2. Disability
3. Gender reassignment
4. Pregnancy and maternity
5. Race including ethnic or national origins, colour or nationality
6. Religion or belief including lack of belief
7. Sex
8. Sexual orientation
9. Marriage/civil partnerships
10. Carers protected by association

Though not included in the Equality Act 2010, Surrey County Council recognises that socio-economic disadvantage is a significant contributor to inequality across the County and therefore regards this as an additional factor.

Therefore, if relevant, you will need to include information on this. Please **refer to the EIA guidance** if you are unclear as to what this is.

Age

Question	Answer
What information (data) do you have on affected service users/residents with this characteristic?	Both of these proposals affect children between the ages of 4-16 only. The funding can only be spent on this age group.
Impacts (Delete as applicable)	Neither

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Impacts identified	Supporting evidence	How will you maximise positive/minimise negative impacts?	When will this be implemented by?	Owner
None	N/a	n/a	N/a	N/a

Question	Answer
What other changes is the council planning/already in place that may affect the same groups of residents? Are there any dependencies decisions makers need to be aware of	There are other issues within the schools funding formula (eg transfer of funds to support SEN) but as above they will only affect children aged 4-16

Question	Answer
Any negative impacts that cannot be mitigated? Please identify impact and explain why	N/a

Equality Impact Assessment

Disability

Question	Answer				
<p>What information (data) do you have on affected service users/residents with this characteristic?</p>	<p>We do not hold data on disability as such for school children. We have considered data on special educational needs as the nearest proxy we hold Data on the impact of the two proposals on schools with different levels of SEND is summarised below.</p>				
	<p>Proportion of schools receiving additional funding under the minimum funding guarantee in 2020/21</p>				
		Primary	Secondary		
	all schools	15.10%	10.71%		
	Above average for EHCPs	22.15%	10.71%		
	Above upper quartile for EHCPs	28.00%	14.29%		
	Top10% for EHCPs	28.95%	28.57%		
	Above average for %SEN	26.85%	17.86%		
	Above upper quartile for %SEN	34.67%	21.43%		
	Top10% for %SEN	50.00%	28.57%		
	<p>This suggests that a higher proportion of schools with high levels of SEND benefit from the minimum funding guarantee and therefore will benefit from the proposal to set the minimum funding guarantee at the highest affordable level.</p>				
		(No transfer to high needs)		(With transfer to high needs)	
% gaining from lump sum increase	Primary	Secondary	Primary	Secondary	
all schools	34.34%	21.43%	27.27%	12.50%	
Above average for EHCPs	25.68%	35.71%	20.27%	17.86%	
Above upper quartile for EHCPs	25.68%	57.14%	18.92%	28.57%	
Above average for %SEN	29.05%	39.29%	23.65%	25.00%	
Above upper quartile for %SEN	22.97%	64.29%	17.57%	35.71%	

Question	Answer
	<p>This data shows that in general schools with a high incidence of SEN benefit less than others from an increase in the lump sum. However, this has to be considered against the need to maintain the viability of small schools. An increase in the lump sum is the only way in which the council can assist small schools within the constraints of the schools funding legislation. The increase proposed is similar to the increase proposed for other formula factors, it is just that it maintains the Surrey lump sum at a higher level than would be provided under the national funding formula. Maintaining the viability of small schools will maintain opportunities for children with SEND and disabilities to be educated locally. There is also a legal presumption against the closure of rural schools.</p>
<p>Impacts (Delete as applicable)</p>	<p>Proposed changes to minimum funding guarantee are in general beneficial to schools with high incidence of SEND. Proposed changes to the lump sum are not.</p>

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Impacts identified	Supporting evidence	How will you maximise positive/minimise negative impacts?	When will this be implemented by?	Owner
As above	As above	Negative impacts will be accepted given the need to maintain the viability of small schools and the limited tools available for this purpose within the funding legislation.	n/a	N/a

Question	Answer
<p>What other changes is the council planning/already in place that may affect the same groups of residents? Are there any dependencies decisions makers need to be aware of</p>	<p>The proposals to transfer funding from schools to high needs SEND block will also tend to have an adverse impact on schools with a high incidence of SEND.</p>

Equality Impact Assessment

Question	Answer
Any negative impacts that cannot be mitigated? Please identify impact and explain why	As above there may be negative impacts at school level It will be for individual schools to avoid negative impacts on individuals.

Gender reassignment

Question	Answer
What information (data) do you have on affected service users/residents with this characteristic?	This data is not available for school pupils
Impacts (Delete as applicable)	Unknown

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Impacts identified	Supporting evidence	How will you maximise positive/minimise negative impacts?	When will this be implemented by?	Owner
None	N/a	n/a	N/a	N/a

Question	Answer
What other changes is the council planning/already in place that may affect the same groups of residents? Are there any dependencies decisions makers need to be aware of	N/a.

Question	Answer
Any negative impacts that cannot be mitigated? Please identify impact and explain why	N/a

Pregnancy /maternity

Question	Answer
What information (data) do you have on affected service users/residents with this characteristic?	N/a (school pupils)
Impacts (Delete as applicable)	N/a

Impacts identified	Supporting evidence	How will you maximise positive/minimise negative impacts?	When will this be implemented by?	Owner
None	N/a	n/a	N/a	N/a

Equality Impact Assessment

Question	Answer
What other changes is the council planning/already in place that may affect the same groups of residents? Are there any dependencies decisions makers need to be aware of	N/a.

Question	Answer
Any negative impacts that cannot be mitigated? Please identify impact and explain why	N/a

Race including ethnic or national origins, colour or nationality

Question	Answer																											
What information (data) do you have on affected service users/residents with this characteristic?	<p>The table below shows the proportion of schools receiving additional funding under the Minimum Funding Guarantee</p> <table border="1"> <thead> <tr> <th></th> <th>Primary</th> <th>Secondary</th> </tr> </thead> <tbody> <tr> <td>All schools</td> <td>15.10%</td> <td>10.71%</td> </tr> <tr> <td>Schools with:</td> <td></td> <td></td> </tr> <tr> <td> above average non British</td> <td>20.81%</td> <td>10.71%</td> </tr> <tr> <td> above upper quartile non British</td> <td>21.33%</td> <td>21.43%</td> </tr> <tr> <td> top 10% non British</td> <td>23.68%</td> <td>28.57%</td> </tr> <tr> <td> Above average non white</td> <td>20.81%</td> <td>10.71%</td> </tr> <tr> <td> Above upper quartile non white</td> <td>22.67%</td> <td>21.43%</td> </tr> <tr> <td> Top10% for non white</td> <td>26.32%</td> <td>28.57%</td> </tr> </tbody> </table> <p>The table shows that the proportion of schools with above average incidence of non British and non white ethnicity benefiting from the minimum funding guarantee is higher than the proportion of all schools thus benefiting.</p> <p>The table below shows the proportion of schools gaining funding from an increase in lump sum, with and without a transfer of funding to the high needs (SEND) block.</p>		Primary	Secondary	All schools	15.10%	10.71%	Schools with:			above average non British	20.81%	10.71%	above upper quartile non British	21.33%	21.43%	top 10% non British	23.68%	28.57%	Above average non white	20.81%	10.71%	Above upper quartile non white	22.67%	21.43%	Top10% for non white	26.32%	28.57%
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Question	Answer				
	% gaining from lump sum	(No transfer to high needs)		(With transfer to high needs)	
		Primary	Secondary	Primary	Secondary
Impacts (Delete as applicable)	Proposed changes to minimum funding guarantee are in general beneficial to schools with higher incidence of ethnic minorities (on the basis of available data) whereas proposed increases to the level of lump sum are not.				

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Impacts identified	Supporting evidence	How will you maximise positive/minimise negative impacts?	When will this be implemented by?	Owner
As above	As above	It is proposed that the possible negative impacts are accepted in view of the need to maintain the viability of small schools		

Equality Impact Assessment

Question	Answer
What other changes is the council planning/already in place that may affect the same groups of residents? Are there any dependencies decisions makers need to be aware of	N/a

Question	Answer
Any negative impacts that cannot be mitigated? Please identify impact and explain why	As above

Religion including belief or lack of belief

Question	Answer
What information (data) do you have on affected service users/residents with this characteristic?	Data not held for school pupils
Impacts (Delete as applicable)	Not known

Impacts identified	Supporting evidence	How will you maximise positive/minimise negative impacts?	When will this be implemented by?	Owner
None	N/a	n/a	N/a	N/a

Question	Answer
<p>What other changes is the council planning/already in place that may affect the same groups of residents? Are there any dependencies decisions makers need to be aware of</p>	n/a.

Question	Answer
<p>Any negative impacts that cannot be mitigated? Please identify impact and explain why</p>	n/a.

Sex

Question	Answer
<p>What information (data) do you have on affected service users/residents with this characteristic?</p>	<p>While we have data on the sex of school pupils it is not a factor we are allowed to use for funding purposes. As such it has not been considered further.</p>
<p>Impacts (Delete as applicable)</p>	N/a

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Impacts identified	Supporting evidence	How will you maximise positive/minimise negative impacts?	When will this be implemented by?	Owner
None	N/a	n/a	N/a	N/a

Equality Impact Assessment

Question	Answer
What other changes is the council planning/already in place that may affect the same groups of residents? Are there any dependencies decisions makers need to be aware of	N/a.

Question	Answer
Any negative impacts that cannot be mitigated? Please identify impact and explain why	N/a

Sexual orientation

Question	Answer
What information (data) do you have on affected service users/residents with this characteristic?	Unlikely to be of significant relevance to school pupils
Impacts (Delete as applicable)	N/a

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Impacts identified	Supporting evidence	How will you maximise positive/minimise negative impacts?	When will this be implemented by?	Owner
None	N/a	n/a	N/a	N/a

Question	Answer
What other changes is the council planning/already in place that may affect the same groups of residents? Are there any dependencies decisions makers need to be aware of	n/a.

Question	Answer
Any negative impacts that cannot be mitigated? Please identify impact and explain why	n/a

Marriage/civil partnership

Question	Answer
What information (data) do you have on affected service users/residents with this characteristic?	Not relevant as proposals only concern school pupils
Impacts (Delete as applicable)	N/a

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Impacts identified	Supporting evidence	How will you maximise positive/minimise negative impacts?	When will this be implemented by?	Owner
None	N/a	n/a	N/a	N/a

Question	Answer
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Equality Impact Assessment

Impacts identified	Supporting evidence	How will you maximise positive/minimise negative impacts?	When will this be implemented by?	Owner
What other changes is the council planning/already in place that may affect the same groups of residents? Are there any dependencies decisions makers need to be aware of		n/a		

Question	Answer
Any negative impacts that cannot be mitigated? Please identify impact and explain why	n/a

Carers (protected by association)

Question	Answer
What information (data) do you have on affected service users/residents with this characteristic?	While some school pupils will be carers we do not have any data on how many there are
Impacts (Delete as applicable)	N/a

Impacts identified	Supporting evidence	How will you maximise positive/minimise negative impacts?	When will this be implemented by?	Owner
None	N/a	n/a	N/a	N/a

Question	Answer
<p>What other changes is the council planning/already in place that may affect the same groups of residents?</p> <p>Are there any dependencies decisions makers need to be aware of</p>	N/a

Question	Answer
<p>Any negative impacts that cannot be mitigated? Please identify impact and explain why</p>	N/a

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Economic deprivation

Question	Answer															
<p>What information (data) do you have on affected service users/residents with this characteristic?</p>	<p>The table below shows that in general schools with high incidence of deprivation are more likely to be on minimum funding guarantee and thus to benefit from a higher level of minimum funding guarantee.</p> <table border="1"> <thead> <tr> <th><u>MFG</u></th> <th>Primary</th> <th>Secondary</th> </tr> </thead> <tbody> <tr> <td>all schools</td> <td>15.10%</td> <td>10.71%</td> </tr> <tr> <td>Above average FSM deprivn</td> <td>28.86%</td> <td>17.86%</td> </tr> <tr> <td>Above upper quartile FSM deprivn</td> <td>50.67%</td> <td>28.57%</td> </tr> <tr> <td>top 10% deprivation</td> <td>68.42%</td> <td>42.86%</td> </tr> </tbody> </table> <p>The table below shows the proportion of schools with high incidence of economic deprivation which would benefit from an increase in the lump sum, both with and without a transfer of funds to the high needs block. In this case the proportion of high deprivation primary schools gaining Is lower than the proportion of all</p>	<u>MFG</u>	Primary	Secondary	all schools	15.10%	10.71%	Above average FSM deprivn	28.86%	17.86%	Above upper quartile FSM deprivn	50.67%	28.57%	top 10% deprivation	68.42%	42.86%
<u>MFG</u>	Primary	Secondary														
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Equality Impact Assessment

Question	Answer																														
	<p>primary schools gaining, but the reverse applies to secondary schools. This reflects the fact that a number of smaller secondary schools have relatively high incidence of deprivation.</p> <table border="1" data-bbox="571 303 1825 766"> <thead> <tr> <th></th> <th colspan="2" data-bbox="1003 343 1417 419">(No transfer to high needs)</th> <th colspan="2" data-bbox="1451 308 1814 419">(With transfer to high needs)</th> </tr> <tr> <th></th> <th data-bbox="1003 384 1122 419">Primary</th> <th data-bbox="1261 384 1417 419">Secondary</th> <th data-bbox="1451 384 1570 419">Primary</th> <th data-bbox="1653 384 1814 419">Secondary</th> </tr> </thead> <tbody> <tr> <td data-bbox="571 464 943 531"><u>% of schools gaining from lump sum protection)</u></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td data-bbox="571 539 723 571">all schools</td> <td data-bbox="1122 539 1240 571">34.34%</td> <td data-bbox="1305 539 1424 571">21.43%</td> <td data-bbox="1518 539 1637 571">27.27%</td> <td data-bbox="1709 539 1827 571">12.50%</td> </tr> <tr> <td data-bbox="571 619 835 683">Above average for deprivation</td> <td data-bbox="1122 651 1240 683">27.03%</td> <td data-bbox="1305 651 1424 683">35.71%</td> <td data-bbox="1518 651 1637 683">22.30%</td> <td data-bbox="1709 651 1827 683">17.86%</td> </tr> <tr> <td data-bbox="571 691 920 754">Above upper quartile for deprivation</td> <td data-bbox="1122 722 1240 754">16.22%</td> <td data-bbox="1305 722 1424 754">42.86%</td> <td data-bbox="1518 722 1637 754">14.86%</td> <td data-bbox="1709 722 1827 754">21.43%</td> </tr> </tbody> </table>		(No transfer to high needs)		(With transfer to high needs)			Primary	Secondary	Primary	Secondary	<u>% of schools gaining from lump sum protection)</u>					all schools	34.34%	21.43%	27.27%	12.50%	Above average for deprivation	27.03%	35.71%	22.30%	17.86%	Above upper quartile for deprivation	16.22%	42.86%	14.86%	21.43%
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<p>Impacts (Delete as applicable)</p>	<p>Again the proposal to set the minimum funding guarantee as high as possible is generally beneficial to schools with above average incidence of deprivation. The proposal to increase the lump sum is relatively beneficial to deprived secondary schools, but not to deprived primary schools</p>																														

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Impacts identified	Supporting evidence	How will you maximise positive/minimise negative impacts?	When will this be implemented by?	Owner
Inconclusive	As above	Negative impacts will need to be accepted in order to assist small schools	N/a	N/a

Question	Answer
What other changes is the council planning/already in place that may affect the same groups of residents? Are there any dependencies decisions makers need to be aware of	The proposed transfer of funding from schools to high needs block will in general have a negative impact on schools with a high incidence of economic deprivation.

Question	Answer
Any negative impacts that cannot be mitigated? Please identify impact and explain why	As above

Equality Impact Assessment

3. Staff

Age

Question	Answer
What information (data) do you have on affected service users/residents with this characteristic?	This data is not held for school staff.
Impacts (Delete as applicable)	There is a potential impact in that changes in funding levels may affect scope for promotion or create needs for redundancies (which may disproportionately affect staff in some age groups eg recent starters) and the distribution of funding may affect which, and how many, schools will be affected. Decisions as to which staff are affected would be a matter for individual schools.

Impacts identified	Supporting evidence	How will you maximise positive/minimise negative impacts?	When will this be implemented by?	Owner
Unable to identify: insufficient data	N/a	n/a	n/a	n/a

Disability

Question	Answer
What information (data) do you have on affected service users/residents with this characteristic?	This data is not held centrally for school staff.
Impacts (Delete as applicable)	There is a potential impact in that changes in funding levels may affect scope for promotion or create needs for redundancies. Decisions as to which staff are affected would be a matter for individual schools.

Impacts identified	Supporting evidence	How will you maximise positive/minimise negative impacts?	When will this be implemented by?	Owner
Unable to identify -insufficient data held	N/a	N/a	n/a	n/a

Gender reassignment

Equality Impact Assessment

Question	Answer
What information (data) do you have on affected service users/residents with this characteristic?	This data is not held for school staff.
Impacts (Delete as applicable)	There is no reason to think that staff with this protected characteristic will be disproportionately affected by the proposals, although it would be for individual schools to ensure that specific individuals were not disadvantaged..

Impacts identified	Supporting evidence	How will you maximise positive/minimise negative impacts?	When will this be implemented by?	Owner
Unable to identify-insufficient data	N/a	n/a	n/a	

Pregnancy/maternity

Question	Answer
What information (data) do you have on affected service users/residents with this characteristic?	This data is not held for school staff.
Impacts (Delete as applicable)	There is a potential impact in that changes in funding levels may affect scope for promotion or create needs for redundancies. Decisions as to which staff are affected would be a matter for individual schools.

Impacts identified	Supporting evidence	How will you maximise positive/minimise negative impacts?	When will this be implemented by?	Owner
Insufficient data to identify impact	N/a	n/a	n/a	n/a

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Race, including ethnicity or national origin, colour or nationality

Equality Impact Assessment

Question	Answer
What information (data) do you have on affected service users/residents with this characteristic?	Limited data is available for school staff from the workforce census

Question	Answer																																	
<p>Impacts (Delete as applicable)</p>	<p>There is a potential impact in that changes in funding levels may affect scope for promotion or create needs for redundancies. Decisions as to which staff are affected would be a matter for individual schools.</p> <p>The table below shows that schools benefiting from the minimum funding guarantee in 2020/21 generally had a higher incidence of ethnic minority staff than those which did not benefit</p> <table border="1" data-bbox="560 414 1456 877"> <thead> <tr> <th colspan="3">Proportion of schools on minimum funding guarantee in 2020/21</th> </tr> <tr> <th></th> <th>primary</th> <th>Secondary</th> </tr> </thead> <tbody> <tr> <td>All schools</td> <td>15.10%</td> <td>10.71%</td> </tr> <tr> <td>Schools with</td> <td></td> <td></td> </tr> <tr> <td>Above average incidence of ethnic minority teachers</td> <td>16.78%</td> <td>17.86%</td> </tr> <tr> <td>Above upper quartile incidence of ethnic minority teachers</td> <td>22.67%</td> <td>14.29%</td> </tr> <tr> <td>Above average incidence of ethnic minority support staff</td> <td>15.44%</td> <td>14.29%</td> </tr> <tr> <td>Above upper quartile incidence of ethnic minority support staff</td> <td>20.00%</td> <td>14.29%</td> </tr> </tbody> </table>	Proportion of schools on minimum funding guarantee in 2020/21				primary	Secondary	All schools	15.10%	10.71%	Schools with			Above average incidence of ethnic minority teachers	16.78%	17.86%	Above upper quartile incidence of ethnic minority teachers	22.67%	14.29%	Above average incidence of ethnic minority support staff	15.44%	14.29%	Above upper quartile incidence of ethnic minority support staff	20.00%	14.29%									
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<p>The table below shows that the impact on schools with higher incidence of ethnic minority staff of increasing the lump sum is inconclusive.</p> <table border="1" data-bbox="560 973 1702 1340"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Without transfer to high needs block</th> <th colspan="2">With transfer to high needs block</th> </tr> <tr> <th>primary</th> <th>secondary</th> <th>primary</th> <th>secondary</th> </tr> </thead> <tbody> <tr> <td>all schools</td> <td>34.23%</td> <td>21.43%</td> <td>27.18%</td> <td>12.50%</td> </tr> <tr> <td>Above average for ethnic minority teachers</td> <td>37.58%</td> <td>14.29%</td> <td>32.89%</td> <td>7.14%</td> </tr> <tr> <td>Above upper quartile for ethnic min teachers</td> <td>37.33%</td> <td>28.57%</td> <td>29.33%</td> <td>14.29%</td> </tr> <tr> <td>Above average for ethnic minority support staff</td> <td>26.17%</td> <td>17.86%</td> <td>22.82%</td> <td>7.14%</td> </tr> <tr> <td>Above upper quartile for ethnic min support staff</td> <td>26.67%</td> <td>21.43%</td> <td>24.00%</td> <td>14.29%</td> </tr> </tbody> </table>		Without transfer to high needs block		With transfer to high needs block		primary	secondary	primary	secondary	all schools	34.23%	21.43%	27.18%	12.50%	Above average for ethnic minority teachers	37.58%	14.29%	32.89%	7.14%	Above upper quartile for ethnic min teachers	37.33%	28.57%	29.33%	14.29%	Above average for ethnic minority support staff	26.17%	17.86%	22.82%	7.14%	Above upper quartile for ethnic min support staff	26.67%	21.43%	24.00%	14.29%
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Equality Impact Assessment

Impacts identified	Supporting evidence	How will you maximise positive/minimise negative impacts?	When will this be implemented by?	Owner
What impacts have you identified?	The proposal is generally beneficial to those schools with high incidence of this particular protected group	n/a	n/a	n/a

Question	Answer
What other changes is the council planning/already in place that may affect the same groups of residents? Are there any dependencies decisions makers need to be aware of	n/a

Question	Answer
Any negative impacts that cannot be mitigated? Please identify impact and explain why	n/a

Religion or belief, including lack of belief

Question	Answer
What information (data) do you have on affected service users/residents with this characteristic?	This data is not held for school staff.
Impacts (Delete as applicable)	n/a

Impacts identified	Supporting evidence	How will you maximise positive/minimise negative impacts?	When will this be implemented by?	Owner
Unable to identify as no data held	n/a	n/a	n/a	n/a

Sex

Equality Impact Assessment

Question	Answer
What information (data) do you have on affected service users/residents with this characteristic?	This data is not held for school staff.
Impacts (Delete as applicable)	There is a potential impact in that changes in funding levels may affect scope for promotion or create needs for redundancies. Decisions as to which staff are affected would be a matter for individual schools.

Impacts identified	Supporting evidence	How will you maximise positive/minimise negative impacts?	When will this be implemented by?	Owner
Insufficient data	n/a	n/a	n/a	n/a

Sexual Orientation

Question	Answer
What information (data) do you have on affected service users/residents with this characteristic?	This data is not held for school staff.
Impacts (Delete as applicable)	There is a potential impact in that changes in funding levels may affect scope for promotion or create needs for redundancies. Decisions as to which staff are affected would be a matter for individual schools.

Impacts identified	Supporting evidence	How will you maximise positive/minimise negative impacts?	When will this be implemented by?	Owner
Unable to identify impact as no data is available	n/a	n/a	n/a	n/a

Marriage and civil partnerships

Equality Impact Assessment

Question	Answer
What information (data) do you have on affected service users/residents with this characteristic?	This data is not held for school staff.
Impacts (Delete as applicable)	There is a potential impact in that changes in funding levels may affect scope for promotion or create needs for redundancies. Decisions as to which staff are affected would be a matter for individual schools.

Impacts identified	Supporting evidence	How will you maximise positive/minimise negative impacts?	When will this be implemented by?	Owner
Unable to identify as insufficient data held	n/a	n/a	n/a	n/a

Carers (protected by association)

Question	Answer
What information (data) do you have on affected service users/residents with this characteristic?	This data is not held for school staff.
Impacts (Delete as applicable)	There is a potential impact in that changes in funding levels may affect scope for promotion or create needs for redundancies. Decisions as to which staff are affected would be a matter for individual schools.

Impacts identified	Supporting evidence	How will you maximise positive/minimise negative impacts?	When will this be implemented by?	Owner
Unable to identify specific impacts as no data is held	m/a	n/a	n/a	n/a

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Socio-economic disadvantage

Equality Impact Assessment

Question	Answer
What information (data) do you have on affected service users/residents with this characteristic?	This data is not held for school staff.
Impacts (Delete as applicable)	There is a potential impact in that changes in funding levels may affect scope for promotion or create needs for redundancies. Decisions as to which staff are affected would be a matter for individual schools.

Impacts identified	Supporting evidence	How will you maximise positive/minimise negative impacts?	When will this be implemented by?	Owner
Insufficient data held	N/a	n/a	n/a	n/a

4. Amendments to the proposals

CHANGE	REASON FOR CHANGE
None yet	

5. Recommendation

Based your assessment, please indicate which course of action you are recommending to decision makers. You should explain your recommendation below.

Outcome Number	Description	Tick
Outcome One	No major change to the policy/service/function required.	
Outcome Two	Adjust the policy/service/function to remove barriers identified by the EIA or better advance equality. Are you satisfied that the proposed adjustments will remove the barriers you identified?	
Outcome Three	Continue the policy/service/function despite potential for negative impact or missed opportunities to advance equality identified. You will need to make sure the EIA clearly sets out the justifications for continuing with it. You need to consider whether there are: <ul style="list-style-type: none"> • Sufficient plans to stop or minimise the negative impact • Mitigating actions for any remaining negative impacts plans to monitor the actual impact. 	x
Outcome Four	Stop and rethink the policy when the EIA shows actual or potential unlawful discrimination (For guidance on what is unlawful discrimination, refer to the Equality and Human Rights Commission's guidance and Codes of Practice on the Equality Act concerning employment, goods and services and equal pay).	

Equality Impact Assessment

Question	Answer
Confirmation and explanation of recommended outcome	This EIA considers two linked decisions. Neither has a direct impact on services to individual pupils but both will have an indirect impact based on the overall budget allocated to the school. The proposed changes to the level of the minimum funding guarantee are in general beneficial to those schools with a high incidence of those protected groups for which data is available. The proposed increase in lump sum is generally not beneficial to such schools, but is still recommended as it is the only mechanism available within the available funding formula factors, to support small schools.

Equality Impact Assessment

6a. Version control

Version Number	Purpose/Change	Author	Date
0.1	Original	David Green	29 Oct 2020

The above provides historical data about each update made to the Equality Impact Assessment. Please do include the name of the author, date and notes about changes made – so that you are able to refer back to what changes have been made throughout this iterative process. For further information, please see the EIA Guidance document on version control.

6b. Approval

Approved by*	Date approved
Head of Service	
Executive Director	
Cabinet Member	
Directorate Equality Group	

EIA Author	
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*Secure approval from the appropriate level of management based on nature of issue and scale of change being assessed.

6c. EIA Team

Name	Job Title	Organisation	Team Role
David Green	Senior Finance Business Partner	Surrey County Council (Resources)	Author

If you would like this information in large print, Braille, on CD or in another language please contact us on:

Tel: 03456 009 009

Textphone (via Text Relay): 18001 03456 009 009

SMS: 07860 053 465

Email: contactcentre@surreycc.gov.uk