



Education
Funding
Agency

School capacity (SCAP) survey 2014

Guide for local authorities

June 2014

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PART 1: School capacity return

The school level data within the school capacity return should reflect the position on 1st May 2014.

The school capacity and forecasting elements of the on-line collection include planning area reference codes that have been taken from the planning area proforma that you provided prior to the survey going live. We have used a single planning area reference code for primary schools and a single planning area reference code for secondary schools for local authorities that plan whole authority level.

1.1: Schools covered by SCAP

The school list is pre-populated from the school census January 2014. Survey returns must include all schools which were maintained by the local authority at 1 May 2014, and open **Academies, Free Schools, CTCs, UTCs and Studio Schools in the local authority area**. Special schools, (including special free schools, academies that are special schools or alternative provision), nursery schools, nursery units within schools, pupil referral units (including any free school or academy that is a pupil referral unit), independent schools and 16-19 establishments should be **excluded** from the school capacity return and LA pupil forecast return.

We use the school census January to pre-populate the number on roll (NOR) in schools. The school list therefore has not been updated with any changes that have occurred since January. The school list may not therefore match the information that you provided in your planning area proforma and you will have to make changes on the COLLECT system to make sure that it accurately reflects schools as at 1 May 2014. You will need to check the school list on COLLECT and make changes where a school is showing incorrectly, for example due to closure, academy conversion or amalgamation.

- If a school that has closed between January and May features on the COLLECT system, please mark it as being closed in the appropriate field on COLLECT. Due to the validations that are in place, this will generate an error on COLLECT and you will need to contact us directly to overwrite the error.
- If any new schools have opened since January 2014 and are not already listed on COLLECT, please add these schools in the section 'new schools'.
- For any schools added in the section 'new schools', you will need to provide the correct school governance code, district code, planning area code/s (for middle and all- through schools you **must** include both the primary phase and secondary phase planning area codes), urban/rural indicator, numbers on roll (including year 14 where applicable), the total number of year groups the school will provide published admission numbers (Reception to year 11), capacity – for middle or all-through schools you need to provide the breakdown of capacity between the phases.

- If a school appears on COLLECT as a maintained school but has converted to academy status since January 2014, can you please mark it as closed. This also applies for school amalgamations, changes to governance codes or school name changes. You will need to enter the details for the academy convertor or successor school in the section for 'new schools'. In some cases the school's establishment number may have changed so please include the new establishment number if this is the case.
- We have communicated with academies via the EFA regular bulletin about SCAP 2014 so they are aware that they need to assist local authorities and provide up-to-date information if requested.

1.2: Pupil numbers on roll

When the on-line survey goes live on 2 June 2014, the actual number on roll (NOR) shown for each school will be pre-populated from the number of registered pupils on the school census in January, including any part-time pupils on a head count basis. The pupil count includes sole registration and dual main registration status. All full-time and part-time pupils in a designated nursery class are excluded.

The COLLECT system will subsequently update the NOR with actual numbers lifted from the school census May 2014 on 4th July and local authority contacts will be informed by e-mail when the upload has taken place.

The output reports which are available to you from the school capacity blade on COLLECT include a breakdown of numbers on roll by year group. This data has been taken from the school census January 2014 and will be updated when the school census May 2014 upload takes place in July. If you are entering details for a new school or academy convertor in the 'new schools' section, you will need to provide the NOR for each year group for that school including any year 14 pupils.

1.3: Capacity of schools

LA maintained, VA, VC and foundation schools

The survey data will be pre-populated using net capacity figures for LA maintained schools taken from SCAP 2013. For academies, the capacity figures are derived from the funding agreement or where we understand this to be incorrect; the capacity is taken from the published SCAP 2013 data. The capacity for free schools is taken from their funding agreements and reflects the final capacity of the school. We ask that you amend net capacity details for maintained schools where they have changed since May 2013 and confirm capacity details with your academies and update on COLLECT where necessary. You should hold up-to-date net capacity assessments for all LA maintained, VA, VC and foundation schools, as the assessments are a statutory requirement for the school capacity collection.

The net capacity of a school is based on the net area of all buildings that are available to that school and should include all extra places that have been added to the school (even though they may not yet be in use), any classrooms that have been mothballed or non-teaching space that has been re-designated as a classroom. These comprise:

- all buildings including temporary accommodation, on any site used by the school, that are owned or maintained by the local authority, governing body or trustees and are intended to be secure and weather-tight;
- 'non-maintained' accommodation used by the school. The net area of any 'non-maintained' accommodation should also be measured and included if it is available for the school to use during at least 80% of any normal school week.

When completing the net capacity assessment form for a school which has taken a bulge year (or two), the LA should add the number of years and the extra group size in boxes c and d on the net capacity form, to increase the capacity without changing the indicated admission number at box z. In primary schools, this will also rely on the extra classroom being marked with a 'C' in the status column of the schedule of rooms.

	first admission year		(second admission year, if applicable)	(third admission year, if applicable)
normal year of admission	<input type="text" value="R"/>	for instance 'Y2' or 'R' if reception (do not include nurseries: see below)	<input type="text"/>	<input type="text"/>
number of years	<input type="text" value="7"/>	a number of years that those in the admission year will be at this school (e.g. 7)	<input type="text" value="1"/> c	<input type="text"/> f
planned admission number	<input type="text" value="60"/>	b if known (allowing for infant class size limits)	<input type="text" value="30"/> d	<input type="text"/> g
			<input type="text" value="0.50"/> e	<input type="text"/> h
			$e = (c \times d) / b$	$h = (f \times g) / b$
number of age groups	<input type="text" value="7.5"/>	n	(a + e + h)	

Where the number on roll has increased because more pupils are being taught in classrooms under 49m² (the minimum size for 30 pupils), the capacity need not be changed unless further areas are also being used for some classes, in which case these should be marked with a 'C' in the status column of the schedule of rooms.

The same method applies where a school has reduced its published admission number for the lower year groups but the higher PANs still exist in the higher year groups – the net capacity assessment should include both the higher and lower PANs.

Further information on calculating the net capacity assessment of maintained schools can be found in the guidance document ['Assessing the Net Capacity of Schools'](#).

Where the type of school is not middle-deemed primary, middle-deemed secondary or all-through please complete the total capacity field.

Where the type of school is middle-deemed primary, middle-deemed secondary or all-through, you must also complete both the primary and secondary capacity fields and the combined figures must equal the total capacity of the school.

If you have entered zero as a value in a capacity field this will create an error and you will not be able to submit the return. All open schools should have a value in the capacity field.

We have introduced a new “capacity in use” field for SCAP 2014. You need to complete this field if you have any schools that have opened or been expanded since September 2010 by at least 30 places (1FE) in each year group, and are filling up from the bottom. The ‘capacity in use’ figure should reflect the number of places that are currently operating and in use. For example, if a 1FE primary school has expanded to 2 FE but in Sept 2013 only offered 60 places in Reception rather than all through the school, the reported figure should be 240 (even though this may differ to the actual number on roll).

You will also be asked to provide the funding source that was used to provide these places by selecting one of the options from the drop down menu.

Where a school is filling up year on year, you will need to provide the intended final capacity of the school in the total capacity field not just the places in use.

We are collecting this information as we know that some LAs strategically plan the creation of school places in areas where there is a shortfall and add new places in whole forms of entry, well in advance of need. We would like to understand how many LAs are doing this and how they are funding these places. Ministers have not yet decided whether and how the collection of ‘capacity in use’ might be taken into account in future funding allocations.

Where an infant or primary school operates a foundation unit that includes Reception pupils, you need to ensure that the net capacity figure submitted includes any teaching space used by this year group. We expect the number of places available as shown in the survey return to include all available capacity from Reception to Year 6 at primary level.

Pupils in excess of capacity

Where a primary school has 20 or more pupils in excess of capacity or a secondary school has 100 or more pupils in excess of capacity, the on-line system will flag this as a query which will show as a query message. We ask that you explain why there are a high number of pupils in excess of capacity in the notes section. For example, the school may have small classrooms which impacts on the net area of the school. If a query message is raised, please check that the capacity figure submitted includes all temporary accommodation and any re-designated non-teaching space. You will need to provide this information even if you provided it to us in SCAP 2013.

SEN pupils are included in the pre-populated NOR. This may result in a school showing pupils in excess of capacity and a query message being generated. If a school has pupils

in excess of capacity due to SEN pupils, we ask that you advise us of this in the notes section in COLLECT and tell us the number of children in any SEN resourced units.

Pupil numbers on roll will be updated from the summer census data on 4 July. If you have submitted your return prior to this date, then you will need to re-check your return to see if any other schools have triggered a query for pupils in excess of capacity. If so, you will need to add an explanation in the notes section on COLLECT.

We will not accept a return if explanatory notes have not been provided for all schools where a query has been raised.

1.4: Published admission numbers

PAN data will be pre-populated from SCAP 2013, rolled forward a year; for example a PAN for 'R' cohort in 2013 will be pre-populated for year 1 for SCAP 2014. You will then only need to enter the PAN for the missing year/years of entry to the school. LAs should hold published admission numbers for all schools, including Academies, as co-ordinators of admissions for schools and pupils resident in their area.

The purpose of collecting PAN data is to enable the EFA to see where bulge classes are appearing at primary level and it is also used to apportion the capacity of schools between year groups, so that we can calculate year-group shortfalls in places.

You are asked to provide the PAN for each year of entry for all community, VA, VC and foundation primary and secondary schools, academies, free schools, CTCs, UTCs and studio schools.

The PAN for each year group should relate to the figure when that years' cohort joined the school. It is not the number on roll. However, if an intake year is higher than that originally published, for example the school has taken a bulge year then the PAN should reflect the higher intake admission number. If additional pupils have been admitted through appeals, we do not require you to reflect this in the reported PAN

For new schools that are filling up year or year, or where a school has been expanded, we need the final intended admission number for each national curriculum year group within the school, not just for those year groups that are currently operating.

Although the PAN data is being pre-populated from SCAP 2013, we ask that you check all PAN entries are up-to-date and correctly reflect bulge year admissions and increases in school size.

We do not collect PANs for years 12 and 13 but these year groups are included in the NOR and need to be reflected in the total capacity of the school.

Where there is a difference between the total PANs and capacity of a school of +/- 30 at primary and or +/-100 at secondary, a query message will be generated and you will need to provide an explanation.

We will not accept your return, if explanatory notes have not been included for all schools where a query has been raised.

Examples of how changing PANs need to be reported for SCAP

Example 1 – Where a school has taken a bulge year

Academic year	Year group in 2013 to 2014	PAN	Bulge places	PAN for SCAP 2014
2006 to 2007	Year 6	45		45
2007 to 2008	Year 5	45		45
2008 to 2009	Year 4	45		45
2009 to 2010	Year 3	45		45
2010 to 2011	Year 2	45		45
2011 to 2012	Year 1	45	15	60
2012 to 2013	Reception	60		60

Example 2 – Where a school has been expanded from 1FE to 2FE and capacity for the school building has increased from 210 to 420 and higher PANs are being phased in.

Academic year	Year group in 2013 to 2014	PAN	PAN for SCAP 2014
2006 to 2007	Year 6	30	60
2007 to 2008	Year 5	30	60
2008 to 2009	Year 4	30	60
2009 to 2010	Year 3	30	60
2010 to 2011	Year 2	30	60
2011 to 2012	Year 1	60	60
2012 to 2013	Reception	60	60

Example 3 – A new school that opened September 2010 and is filling up from the bottom.

Academic year	Year group in 2013 to 2014	PAN	Intended PAN for all year groups	PAN for SCAP 2014
	Year 6		60	60
	Year 5		60	60
	Year 4		60	60
	Year 3		60	60
2010 to 2011	Year 2	60	60	60

2011 to 2012	Year 1	60	60	60
2012 to 2013	Reception	60	60	60

1.5: Number of year groups

We have pre-populated the number of national curriculum year groups for each school using data received for the January School Census. We ask that you check that the number of year groups for each school is correct and amend this field if the figure is incorrect.

A year group is deemed to have 1 or more pupils in attendance. If the number of year groups has changed (due, for example, to a change in age-range or addition of a sixth form) then you will need to amend this field.

Where a school has Year 14 pupils on roll, you need to ensure that the number of year groups reflect this. For example a maintained secondary school with 6th form provision would show as 8 year groups.

If the number of year groups provided is not equal to the number of PANs provided you will need to provide an explanation in the notes section. (Where this is due to the existence of sixth-form provision and that we do not collect PANs for years 12 and 13, then please just note 'sixth form' in the notes section).

If you are re-organising provision, for example moving from a 3 tier to a 2 tier system, then please contact the PPP team so that we are aware and can offer guidance on how to complete the return.

1.6: Output reports

The on-line system features the following 3 capacity data output reports:

- LA primary schools (including academies) report
- LA secondary schools (including academies) report
- Notes report

Please be aware that the COLLECT system refreshes overnight, so any data that you input will not show on the output reports until the following day.

Part 2: LA pupil forecasts

2.1: Pupil forecasts

We require local authorities to provide pupil forecasts which include pupils expected to attend mainstream community, VA, VC and foundation primary and secondary schools, academies, free schools, CTCs, UTCs and studio schools.

You will need to enter the correct forecast figures relevant to the appropriate year groups for both primary and secondary phases within your relevant planning areas.

Where a school is split between different planning areas because it operates from different sites, you will need to take this into account when producing your pupil forecasts. To ensure that school capacity can be divided to reflect this split, local authorities should have advised of the relevant different planning areas for split site schools – for clarity, it would also be helpful if you could also include a note against these schools on your capacity return advising of the capacity within each planning area.

We also ask that you provide the time of year that the forecasts were calculated – January, April or September. You will only need to enter this once in your primary phase planning area forecasts for reception to year 6 and this will then cascade to each planning area for all primary forecasts. The same will apply when you first input the time of year for year 7 to year 11 and year 12 to year 13 for the secondary forecasts.

Where you have sixth-form provision in secondary schools you will need to ensure that you have entered forecast data for year 12 and year 13. If you anticipate any year 14 pupils these should be included in your year 13 forecasts.

Your main forecast data should exclude pupils who will be provided for in a new school or in new places in an existing school funded through S106 agreements.

We have included a separate S106 section for pupils who will be provided for in a new school or in new places in an existing school funded through S106 agreements. These pupil forecasts should be completed in the same way for each year group but at LA wide level as opposed to planning area level.

Where a local authority consists of more than one planning area you will be asked to enter each planning area's forecasts. The online collection will automatically total your planning area forecasts.

Your forecasts should reflect the pupils that you expect to have to provide places for in each relevant academic year. Do not include a % margin in your forecasts to reflect spare places that you need to manage in-year admissions/mobility/parental choice. You can and should, though, include in your forecasts your well-grounded expectations about pupils arriving during the year – not just those coming through the main application process – most authorities' do this based on their past experience of in-year arrivals.

Pupil forecasts should only include expected pupil yields from housing developments that have full planning permission or where the LA can demonstrate a degree of certainty that the development will go ahead within the timeframe of the forecasts.

COLLECT on-line forecast validations

For this year the on-line forecast collection includes the following validations:

SCAP 2013 forecasts compared to 2014 actuals

- If there is a variance of +/-5% (or greater) between the 2013 to 2014 forecasts submitted for SCAP 2013 and the actual NOR from school census January 2014 for each year group – COLLECT will generate a query message and you will need to provide an explanation.
- If true above, have subsequent forecasts submitted for SCAP 2014 been adjusted accordingly to take account of the variance between forecasts and actuals – COLLECT will generate a query message and you will need to provide an explanation.

SCAP 2014 forecast validation

- Is there a +/-5% (or greater) variance between the year on year forecasts submitted for SCAP 2014, for example, is there a +/-5% (or greater) variance between reception forecasts for 2014 to 2015 and 2015 to 2016, 2015 to 2016 and 2016 to 2017. This will be repeated for each national curriculum year group forecasts for every planning area – COLLECT will generate a query message and you will need to provide an explanation.
- Is there is a +/-5% variance between year group cohorts, for example, where there is a variance of +/-5% (or greater) between year 1 forecasts for 2015 to 2016 and reception forecasts for 2014 to 2015. This validation is repeated for all year group cohorts through the primary phase, and year group cohorts through the secondary phase – COLLECT will generate a query message and you will need to provide an explanation. The validation does not cover the transfer of year 6 forecasts to year 7 as there is a natural variance between the phases.

2.2: Forecast methodology

The methodology statement is intended to set the raw figures in context. Pupil forecasts should include pupils from proposed new housing developments, where there is a degree of certainty that they will proceed, in all cases except those covered by S106 agreements.

The accompanying statement explaining the rationale behind the projections is important qualifying information since projection methodology varies from one local authority to another.

It would be helpful if you could provide us with as much information as possible in order to assist us to plan and analyse more effectively.

Please do not include information on your forecasting methodology in the Commentary that sets out local place planning issues.

The forecast methodology can be returned via COLLECT or by word document to the email address below.

2.3: Output reports

The on-line system features the following 2 output reports:

- Forecast data summary report
- Notes report

Please be aware that the COLLECT system refreshes overnight, so any data that you input will not show on the output reports until the following day.

2.4: Submitting your return

The following process needs to be followed:

- Check that your return has been fully completed. You will be unable to submit your return if you have not addressed all error messages. If you are unable to resolve any errors, please send an urgent e-mail to the Pupil Place Planning Team's e-mail address SCAP.PPP@education.gsi.gov.uk.
- Complete the new LA QA checklist. This will help you to know that all data entries are correct before submitting your return.
- Ensure that you have provided an explanation to any queries that have been raised.
- Arrange for your own internal review and DCS sign-off on the template provided.
- Submit all elements of your return: it will only be valid when you have forwarded your DCS sign-off to the Pupil Place Planning Team e-mail address.

Part 3: Commentary

You will have received a template with these guidance notes for you to provide us with some additional information that will assist the Department in its analysis of current and projected pupil place planning pressures and available capacity. It provides an opportunity to qualify the impression that might be obtained from your data return.

We ask that the commentary links to your planning area information. For example, identifying any local pockets where school capacity is an issue, notably where schools/planning areas currently have or are projected to have a shortfall of places. Please use the commentary to explain where there is planned action to secure additional capacity, for 2015 to 2016 and beyond. We would like to know whether this is temporary or permanent and in new schools or expansions.

Please also use the commentary to provide an explanation of any other significant changes to capacity, such as school closures, when they would be implemented and how this would affect the places available. In summary, the commentary should include details of any plans that would significantly impact on available capacity.

Please provide contextual information rather than brief comments alongside particular schools as the department uses any such observations to understand the overall effect on the figures for the LA as a whole.

Please e-mail the completed commentary template (together with any supporting documentation) to SCAP.PPP@education.gsi.gov.uk.

Part 4: Capital spend data

4.1: Introduction

The aim of the capital spend data (CSD) collection is to help us understand how additional school places are being provided and funded. The capital spend return should therefore include:

- All projects that provide additional school places. This includes all projects LAs are delivering from basic need allocations or other funding sources, all targeted basic need (TBN) projects and all expansions delivered through priority school building programme (PSBP). The only exceptions that we do not want you to include are projects funded through the free school programme (free schools, UTCs and studio schools) and projects funded through academies maintenance fund (ACMF) unless the LA is adding funding to these projects.
- For PSBP projects please only record any funding you are contributing to the projects not the central capital.

The capital spend data collection is also aimed at helping us understand how LAs are using basic need capital allocations to improve wider accountability for basic need allocations. It will also make local authority (LA) decisions about where to add places more transparent and accessible to the public. The capital spend return should therefore include:

- All projects that have been or will be delivered using basic need funding, whether they add mainstream places or not. This means including any projects that provide nursery or post-16 places or schemes that improve facilities but do not add places.

Data is collected via two excel templates sent out to each local authority.

- Places provided and pipeline
- Future capacity

Local authorities should complete both templates. Guidance on how to do so is given in the sections below.

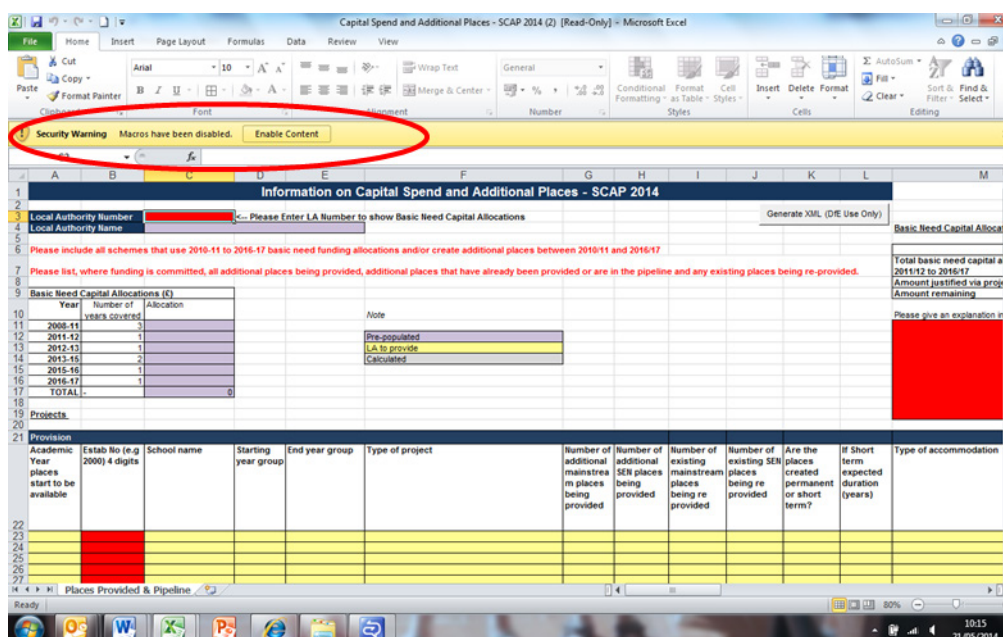
4.2: Places provided and pipeline

The places provided and pipeline template should be completed for projects that use 2010 to 2011 to 2016 to 2017 basic need funding allocations and/or create additional mainstream places between 2010 to 2011 and 2016 to 2017, where funding is committed. We would normally expect this to be where the local decision maker (eg mayor or cabinet) has signed off the capital plans or where contracts have been let. You should list all additional places being provided, any existing places being re-provided and any additional places or existing places being re-provided that are in the delivery pipeline.

Amendments have been made to the 2014 data collection template and you may need to resubmit data provided in the 2013 CSD collection. This is to ensure that the data is comparable and comes from the same source. We do not intend to ask for historic data again in SCAP 2015.

Opening and saving the spreadsheet

On opening the places provided and pipeline spreadsheet, you will see a security warning above Excel's formula bar. This will appear in Excel 2010 as a yellow banner at the top of the screen with 'Security warning. Macros have been disabled'. Click on the 'Enable Content' box.

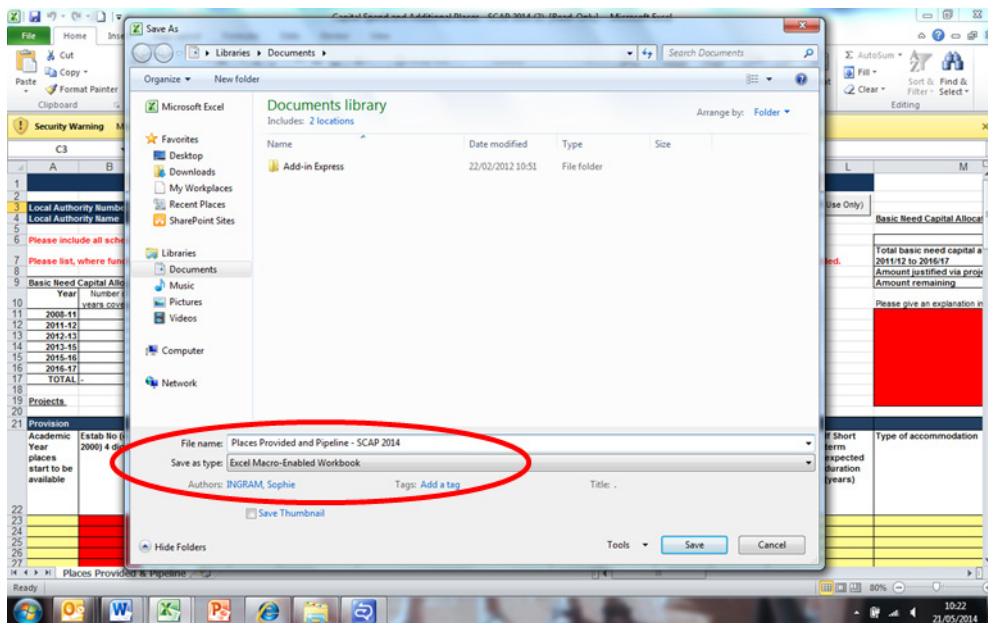


Screenshot 1: Excel 2010 – Security warning

If you are using Excel 2007 you will see a security warning above Excel's formula bar 'Macros have been disabled'. Use the 'Options' button to display the Microsoft Office Security Options dialog and select 'Enable Content' then 'OK'.

If you are using Excel 2003 rather than Excel 2007 or 2010 please contact the Pupil Place Planning Team via SCAP.PPP@education.gsi.gov.uk. The places provided and pipeline template will not work with Excel 2003. Therefore we will need to send you an alternative version.

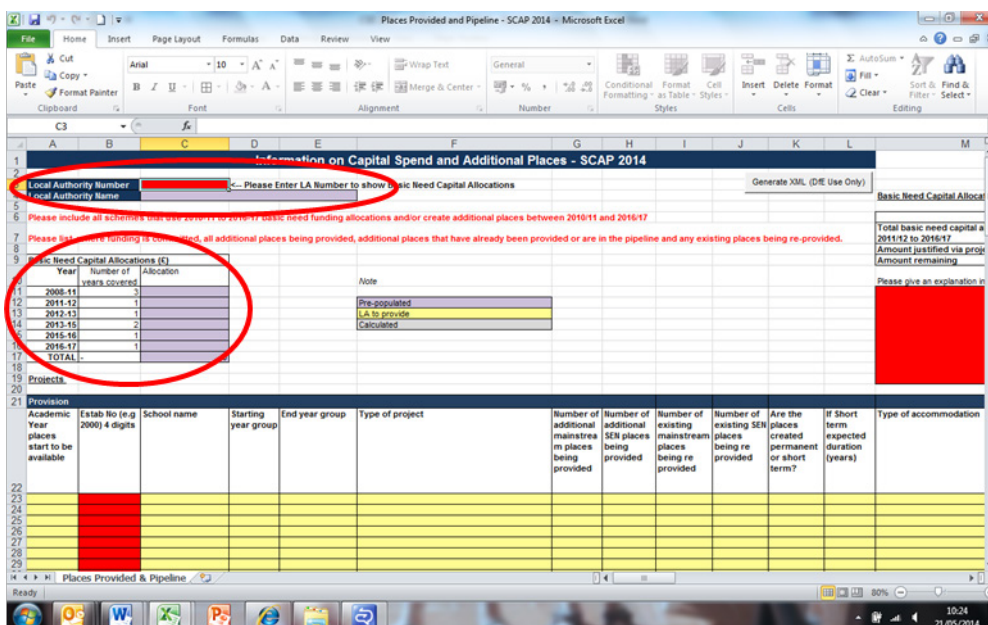
Once the content has been enabled you should immediately save the spreadsheet on your system. Please name the file with your three digit LA code followed by PPP and the date your return is submitted. Eg '201 PPP 25.07.14'. The file type should automatically appear as an 'Excel macro-enabled workbook'. Do not change the file type. If the document is saved as a different file type it may not work correctly and you may be asked to resubmit your data.



Screenshot 2: Excel 2010: Saving the places provided and pipeline template

Generating the prepopulated data

Once the spreadsheet has been saved you will need to enter your three digit LA code eg 201 City of London, into the red box in cell C3. Press enter. Your LA name should now appear in cell C4 and your basic need need allocations from 2008 to 2011, to 2016 to 2017 should appear in cells C11 to C17.



Screenshot 3: Entering the 3 digit LA code and generating the prepopulated data

General guidance

Use of basic need funding

If basic need funding has been used to provide SEN, nursery, year 12 and year 13 places, then these should be recorded as appropriate. In addition, projects which used

basic need funding but did not create any additional places eg maintenance/enhancement projects should also be recorded.

Additional places provided using funding other than basic need

Projects which created mainstream additional places but had zero cost attached should be recorded, as should projects which created mainstream additional places but used no basic need allocations and instead were funded from other sources.

Please record all projects being provided through targeted basic need funding (TBN) and Priority School Building Programme that provide additional places, but do not include additional places being provided through the free school centrally funded programme (ie in free schools, UTCs, or studio schools) or in academies through ACMF, unless the local authority is adding funding to projects within these programmes.

Mixed projects – provision of additional and existing places

Where a project re-provided existing places plus created some additional places the correct type of project should be chosen from the drop down options in column F. Recording of the number of additional and re-provided places has been separated out in the 2014 data collection in order to improve the quality of the data submitted and analysis undertaken. The number of additional mainstream places should be recorded in column G (additional SEN places in column H) and the number of re-provided mainstream places should be recorded in column I (re-provided SEN places in column J). The amount spent on re-providing existing mainstream/ SEN places should be recorded in column Y. This will ensure that the cost per place calculation only takes into account additional mainstream places.

Mixed projects – provision of mainstream and SEN places

Similar to above the correct type of project should be chosen from the drop down options in column F. Recording of the number of mainstream and SEN places has been separated out in the 2014 data collection in order to improve the quality of the data submitted and analysis undertaken. The number of additional mainstream places should be recorded in column G and additional SEN places in column H. If the project re-provided places then the number of re-provided mainstream places should be recorded in column I and re-provided SEN places in column J. The amount spent on providing additional SEN places should be recorded in column X whilst the amount spent on re-providing existing mainstream/SEN places should be recorded in column Y. This will ensure that the cost per place calculation only takes into account additional mainstream places.

Permanent places replacing temporary places

Select this option in the type of project column (F) where basic need allocations have been used to provide permanent places in a school where temporary places are currently in operation. This could mean funding spent on a permanent building where a series of bulge classes (in temporary accommodation) have been replaced.

Multi phased projects

If the number of places provided by a project roll over a number of years (eg an increase in PAN is first accommodated within mobile classrooms until a permanent extension is built) then please fill in the value of the whole project and record it against the academic year that the places first started to be available. If there is a time lag in a project (eg KS1 is remodelled first with KS2 to follow) the project costs should be apportioned as well as possible and recorded on two separate lines.

Infant and junior schools

If a project applies to both an infant and junior school please estimate the split between the two schools, ensuring that the grand total is correct. If it is not possible to do this then the project may be submitted on one line. One ESTAB number will need to be added which the project will be recorded against. Additional information and the ESTAB number of the other school can be given in column AF.

More rows required

The places provided and pipeline spreadsheet contains 150 rows. If you have more than 150 projects to record please contact the Pupil Place Planning Team via SCAP.PPP@education.gsi.gov.uk.

Basic need allocations

The basic need allocations provided to your local authority from 2008 to 2011, to 2016 to 2017 are pre-populated. This is provided for information only and informs the basic need allocations not spent in top right hand corner of the spreadsheet. No action is required.

Academic year places start to be available (column A)

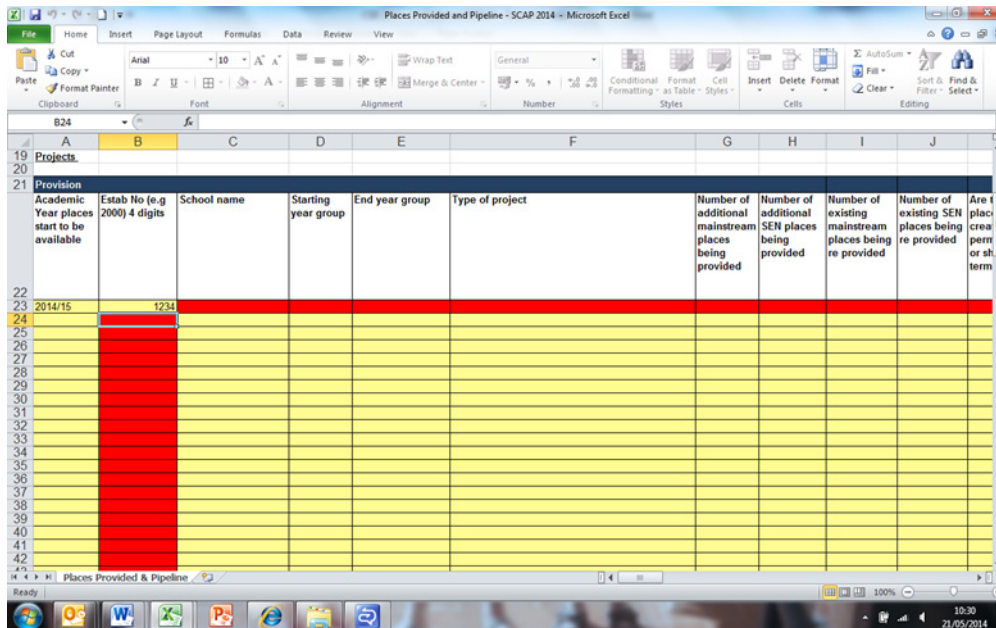
Please enter the academic year in which the places provided by the project start to become available. Please include capacity as built. Eg for whole new forms of entry, include all places that are created even if they are not in use at present.

Establishment number (column B)

Please write in the 4 digit establishment number of the school. This cell is limited to four digits only and is compulsory to complete for all existing mainstream and special schools. It is important that the ESTAB number is completed accurately as it will be used to match the school/project to the correct planning area and type of school during the analysis phase.

Once the ESTAB number has been entered columns C to K and column M on the project row will turn red. This is because they are compulsory columns to complete.

If the project relates to a new school and the ESTAB number is not yet know please leave this column blank and add a note in the additional information column (AF). The ESTAB number column (B) will remain red but you will be able to complete the remainder of the row for that project.



Screenshot 4: Compulsory columns turning red once the ESTAB number of entered

School name (column C)

This is a compulsory column to complete. Please write the school name and ensure that this is consistent with the school as it appears in the SCAP return that you are submitting via COLLET.

Starting year group and end year group (columns D and E)

This is compulsory to complete. Please enter the start and end national curriculum year group(s) for the project from the drop down options. Options are available for nursery, year 12 and year 13 if basic need funding has been used for projects covering these year groups. If a project relates to these year groups, please specify how many places provided are for nursery and years 12 and 13 in the additional information column (AF). Bulge classes should be identified using the drop down menu in 'project type' (column F) and the year group start and end should reflect the intended year groups (eg 30 places starting in reception in 2010 to 2011 and finishing in year 6 when the cohort leaves the school).

Type of project (column F)

This is a new column for 2014 and is compulsory to complete. It has been added to ensure that the purpose of the project is clear. Please select the purpose of the project from one of the drop down options:

- creates additional places only
- rebuild existing places only
- mixed - creates both additional places and rebuilds existing places
- bulge class
- permanent places replacing temporary places

- maintenance/enhancement only

Number of additional mainstream places being provided (column G)

This column is compulsory to complete. Please enter the total number of additional mainstream places being provided by the project. Any places being added through a bulge year should also be included here. If no new mainstream places are being added then please enter zero. Please include all additional capacity as built, not just the number of places that would be used in a given year eg if a 1FE expansion is completed for 2013 to 2014, but only 30 places used that year you should include 210 places.

Number of additional SEN places being provided (column H)

This column is compulsory to complete. Please enter the total number of additional SEN places being provided by the project. If no new SEN places are being added then please enter zero.

Number of existing mainstream places being re-provided (column I)

This column is compulsory to complete. Please enter the total number of mainstream places being re-provided by the project. If no mainstream places are being re-provided then please enter zero.

Number of existing SEN places being re-provided (column J)

This column is compulsory to complete. Please enter the total number of SEN places being re-provided by the project. If no SEN places are being re-provided then please enter zero.

Are the places created permanent or short term? And if short term expected duration (years) (columns K and L)

Column K is compulsory to complete. Please select from the drop down list whether the places being provided are permanent or short term. If the places are short term please select from the drop down list in column L the number of years that the short term places will last for. Eg a bulge class in a standard primary school would last for 7 years while that cohort feeds through.

Type of accommodation (column M)

This column is compulsory to complete. Please select from the drop down list the type of accommodation provided by the project. If the project involved a combination of accommodation types please select the dominant type. Options available are:

- Expanded Schools Temporary Build - Modular
- Expanded Schools Temporary Build - System
- Expanded Schools Temporary Build - Remodel/Change of Use
- Expanded Schools Temporary Build - Other Temporary Build Solution
- Expanded Schools Permanent Build - Extension in Traditional Build

- Expanded Schools Permanent Build - Modular
- Expanded Schools Permanent Build - Remodel/Change of use
- New Schools - New Traditional Build
- New Schools - Modular
- New Schools - System
- New Schools - Remodel/Change of Use

To clarify:

- A modular build is a series of larger modules which tend to be factory made and finished and transported to site. They bolt together on site to make a single building. The modules can be placed side-by-side, end-to-end, or stacked, allowing a wide variety of configurations and styles in the building layout.
- A system build is a method of building where prefabricated components are used to speed up the building process. Structures are assembled from the manufactured components eg steel frames to provide specific building configurations.

Funding (columns N to V)

Please enter the value of the project funded from the sources listed below into the correct column. Values should be entered in whole £. Eg £1 million should be entered as 1,000,000. If funding from a particular source has not been used please enter zero.

- basic need capital
- council borrowing
- council funds
- developer contributions - section 106/CIL
- LCVAP (LA co-ordinated va prog)
- DfE maintenance allocations
- targeted basic need
- free school capital
- other

Projects which use free school capital or ACMF should only be recorded where the local authority has added to this funding stream. If the LA has not added additional funding please do not record these projects as the information will be picked up from central sources.

For PSBP projects please only record any funding you are contributing to the projects not the central capital.

Amount spent on maintenance/condition & enhancements (column W)

Please enter the amount spent for the project in whole £ on maintenance/condition and enhancements (eg upgrading toilets or playgrounds). If nothing has been spent please enter zero.

Amount spent on additional SEN places being provided (column X)

Please enter the amount spent for the project in whole £ on providing additional SEN places ie those recorded in column H. If no additional SEN places have been provided please enter zero.

Amount spent on existing mainstream/ SEN places being re provided (column Y)

Please enter the amount spent for the project in whole £ on re-providing mainstream and/or SEN places ie those recorded in columns I and J. If no mainstream/SEN places have been re-provided please enter zero.

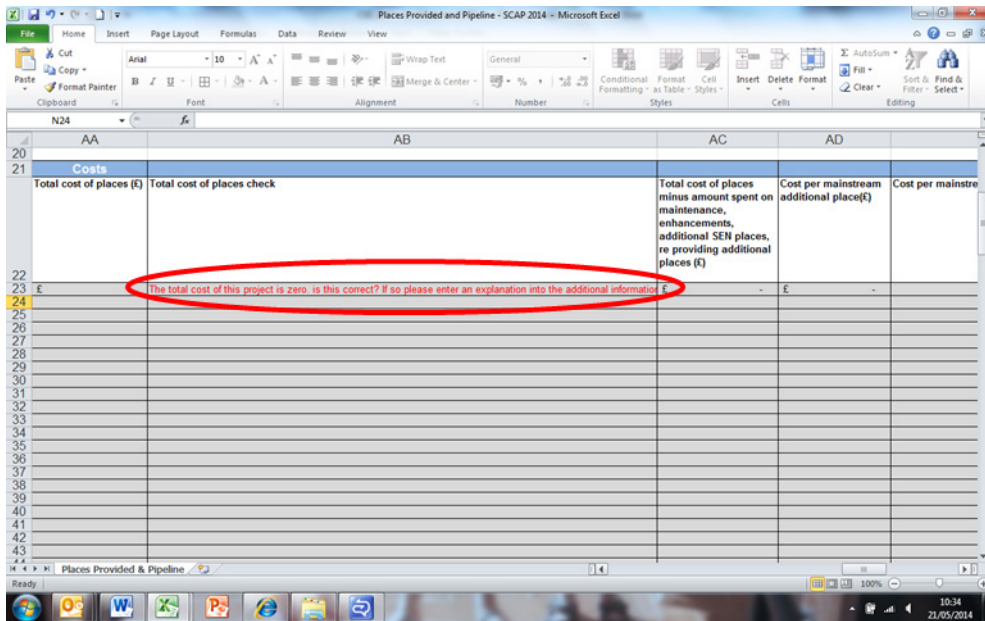
Amount spent on abnormals (column Z)

Please enter the amount spent for the project in whole £ on abnormals. Abnormals are those externalities the building design and construction had to respond to which are outside the control of the designers. If nothing has been spent please enter zero.

Total cost of places (column AA) and total cost of places check (column AB)

Total cost of places is a calculated column and sums the total cost of the project by adding together the amounts recorded in the funding columns N to V. If the total cost of the project is zero then an error message will flag up in red text in column AB. If this happens you should check that the funding figures (columns N to V) are correct and if so should enter an explanation as to why the total cost of the project is zero in the additional information box (column AF).

We will not accept returns where an error message has been generated, but no response provided.



Screenshot 5: error message generated by a zero cost per place project

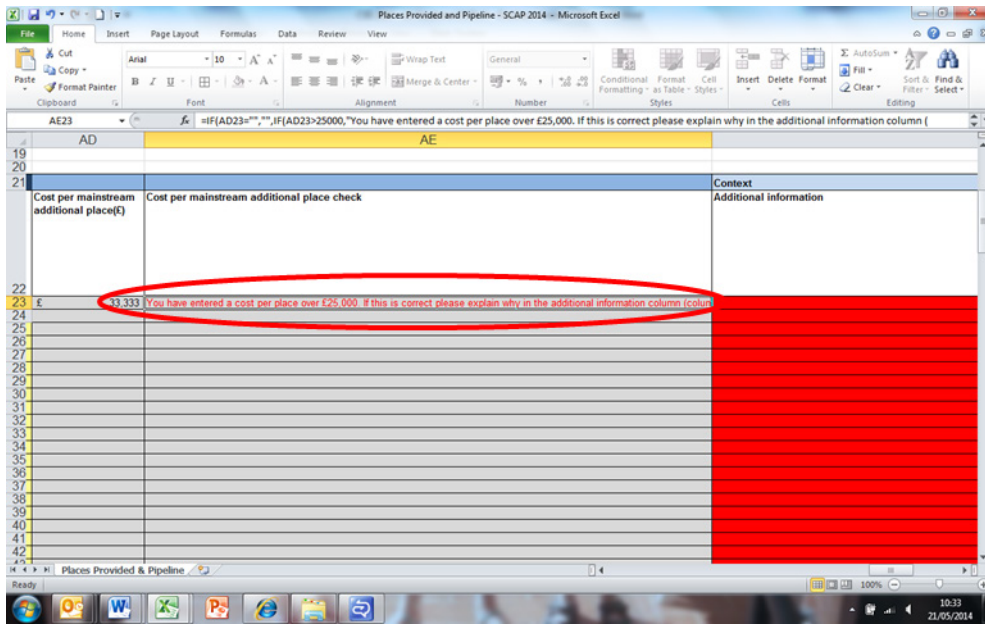
Total cost of places minus amount spent on maintenance, enhancements, additional SEN places, re providing additional places (column AC)

This is a calculated column and uses the total cost of places (column AA) and takes off the amounts spent on maintenance/enhancements (column W), additional SEN places (column X) and re-providing additional places (column Y). No action is needed.

Cost per mainstream additional place (column AD) and cost per mainstream additional place check (column AE)

Cost per mainstream place is a calculated column and uses the total cost of places minus amount spent on maintenance/enhancements, additional SEN places and re-providing additional places (column AC) and divides it by the number of mainstream additional places provided by the project (column G). If the cost per mainstream additional place is over £25,000 then an error message will flag up in red text in column AE. If this happens you should check that the funding figures (columns N to V), number of mainstream additional places (column G) and the expenditure figures (columns W to Y) are correct and if so should enter an explanation as to why the cost per mainstream place is above £25,000 in the additional information box (column AF).

If the cost per mainstream place calculation (AD) shows the error message #DIV/0! this means that a zero has been entered into the number of additional mainstream places being provided (column G). If the zero is correct do not worry and please leave the figures and error message as they are.



Screenshot 6: Error message generated by cost per mainstream place over £25,000

Additional information (column AF)

Please provide any additional information in this column.

Basic need allocations not spent (top right hand corner of the spreadsheet)

Cell N9 shows the amount of the basic need allocations from academic year 2011 to 2012 to academic year 2016 to 2017 remaining. If all of the basic need allocations from 2011 to 2012 to academic year 2016 to 2017 have not been accounted for in the projects listed (sum of column N) and some of the allocations are remaining then you should complete the open text box in the top right corner of the form (cell M11 onwards).

In this box you should provide an explanation of plans for the amount of basic need allocation remaining, either funding that has still to be allocated to specific projects or where funding is not committed. This can be broad brush eg £x million still to be decided upon, £Y million set aside for projects that are not yet at final closure stage, £Z million for maintenance projects.

		Funding (Enter figures in whole £)								
If Short term expected duration (years)	Type of accommodation	Basic Need Capital (£)	Council borrowing (£)	Council funds (£)	Developer Contributions - Section 106/CIL (£)	LCVAP (LA Co-ordinated VA prog) (£)	DfE Maintenance Allocations (£)	TBN Allocations (£)	Free Cap:	

Screenshot 7: Basic need allocations not spent

4.3 Future Capacity

The future capacity template should be completed for places planned to be added by the local authority in 2014 to 2015, 2015 to 2016 and 2016 to 2017 for each planning area and for each year group where funding is committed. We would normally expect funding committed to be where the local decision maker (eg mayor or cabinet) has signed off the capital plans, but this may differ by LA. The request for year group data is new for 2014 to improve our understanding of supply and demand and where places have been added to address particular pressures.

Please record all projects being provided through targeted basic need funding (TBN) and additional places in PSBP schools. Do not include additional places in free schools, UTCs, etc being provided through centrally funded programmes or ACMF.

Please include all additional capacity as built, not just the number of places that would be used in a given year eg if a 1FE expansion is planned for 2014 to 2015, but only 30 places in each year group then 210 should be entered.

Bulge classes should be recorded as 30 places in the start year (eg reception) while a 1FE expansion should be recorded as 30 places per year group reception to year 6.

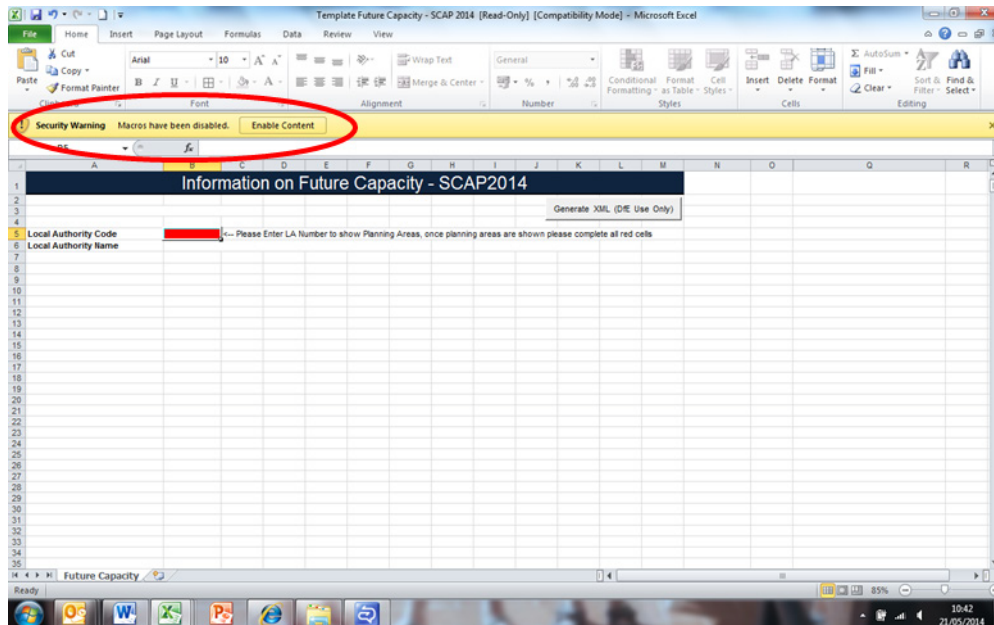
Increases in capacity due to increases in PANs (eg through re-commissioning space) should be shown on the future template as number of places by year group in the relevant planning area by the each of the forecast years they come into use.

The total figures on the future capacity template should tally with the total figures for mainstream places added (column G) on the places provided and pipeline template (by year places are first available). There may be some exceptions to this if basic need funding has been used to fund additional nursery, year 12 and year 13 places as they will

be recorded on the places provided and delivery pipeline template but not on the future capacity template as the latter only records additional places in year groups R to 11.

Opening and saving the spreadsheet

On opening the future capacity spreadsheet, you will see a security warning above Excel's formula bar. This will appear in Excel 2010 as a yellow banner at the top of the screen with 'Security warning. Macros have been disabled'. Click on the 'Enable Content' box.



Screenshot 8: Excel 2010 – Security warning

If you are using Excel 2007 you will see a security warning above Excel's formula bar 'Macros have been disabled'. Use the 'Options' button to display the Microsoft Office Security Options dialog and select 'Enable Content' then 'OK'.

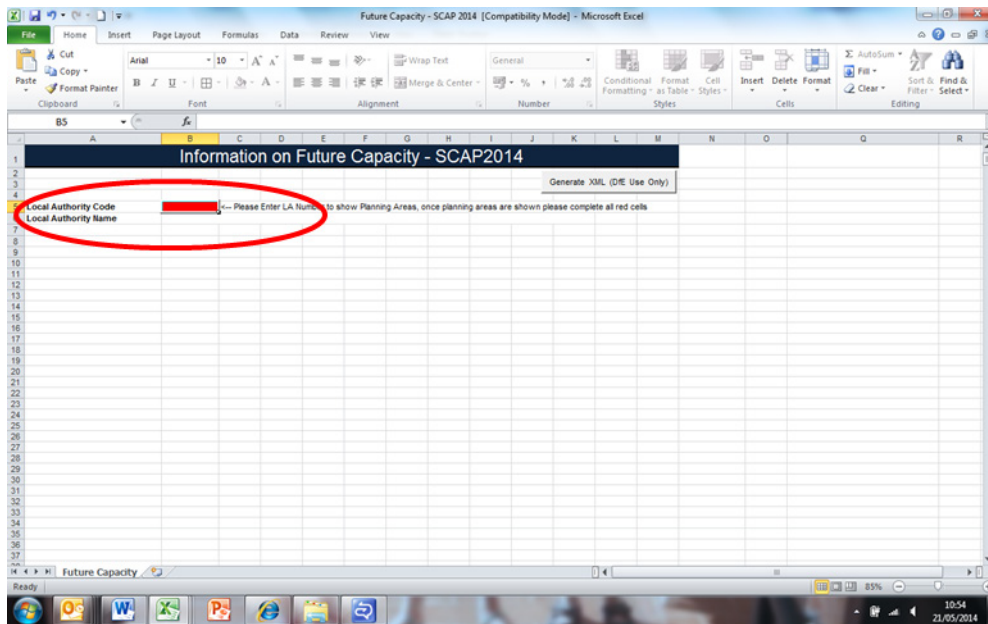
If you are using Excel 2003 you will receive a dialog entitled 'Security Warning' with the following text: '[Filename] contains macros. Macros may contain viruses. It is usually safe to disable macros, but if the macros are legitimate, you might lose some functionality'. Use the 'Enable Macros' button to turn macros on.

Once the content has been enabled you should immediately save the spreadsheet on your system. Please name the file with your three digit LA code followed by Future Capacity and the date your return is submitted. Eg '201 Future Capacity'. The file type should automatically appear as an 'Excel 93 to 2007 workbook'. Do not change the file type. If the document is saved as a different file type it may not work correctly and you may be asked to resubmit your data.

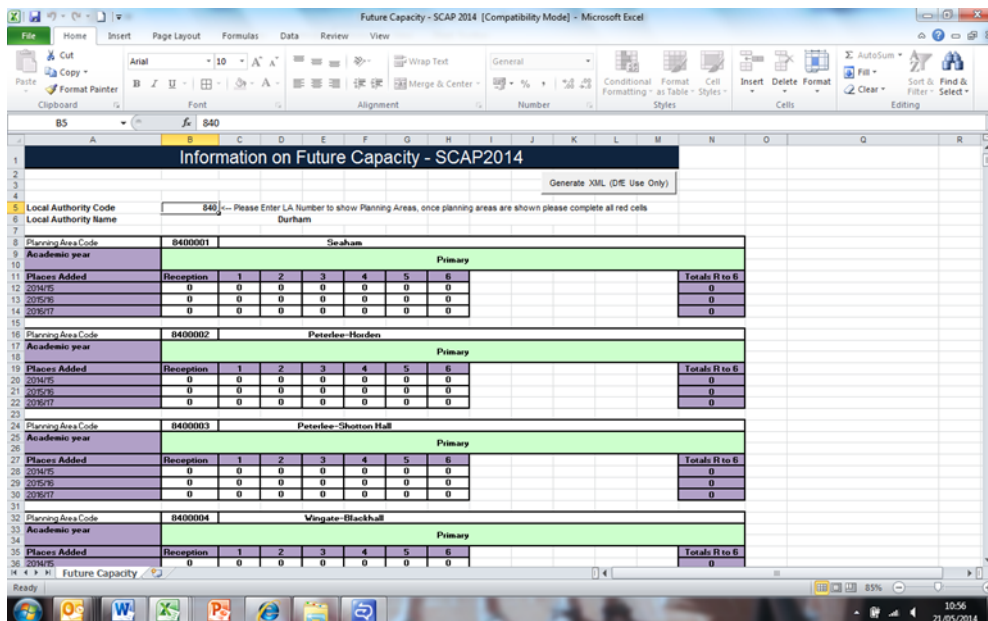
Generating the pre-populated data

Once the spreadsheet has been saved you will need to enter your three digit LA code eg 201 City of London, into the red box in cell B5. Press enter. Your LA name should now

appear in cell B6 and your primary and secondary planning areas should be listed below in chronological order by planning area reference number with primary listed first followed by secondary. You may need to scroll down the spreadsheet in order to view all of your planning areas.



Screenshot 9: Entering the 3 digit LA code to generate the prepopulated data



Screenshot 10 Example view once the planning area information has been generated

Planning area reference code and planning area name

These appear at the top of each 'mini' planning area table in columns B and C will be prepopulated using the information provided on SCAP 2014 planning area proformas. No action is needed.

Places to be added – individual year groups (Columns B to M)

Please enter the number of places planned to be added by the local authority in 2014 to 2015, 2015 to 2016 and 2016 to 2017 for each planning area and for each year group where funding is secure. These cells will be pre-populated with a zero. If no places are planned in that year, year group or planning area, please leave the zero in the cell. If the zero is removed and a cell is left blank, it will turn red.

Total places to be added (Column N)

This is a calculated column and sums up the total primary (R to 6) or secondary (7 to 11) places planned to be added in each year and planning area. No action is needed.

4.4 Submitting Completed Returns

Check that your return has been fully completed and that validations within the spreadsheet have been resolved or commented on as appropriate.

Complete the new LA QA Checklist – this will help you to know that all data entries are correct before submitting your return.

Ensure that you have provided an explanation to any queries that have been raised.

Arrange for your own internal review and DCS sign-off on the template provided.

Submit all elements of your return: it will only be valid when you have forwarded your DCS sign-off to the Pupil Place Planning Team e-mail address.

Please e-mail your completed return and QA checklist to SCAP.PPP@education.gsi.gov.uk by 25 July 2014.

Technical Support

XML templates

We are providing a facility to load an XML file for both forecasts and school capacity information, and to enable this we are providing an Excel template so you will be able to generate the required XML to load into the COLLECT system. More information on how to complete and submit the XML templates can be found in the actual COLLECT guidance.

Contacts

If you require assistance with any technical problems, please contact the Helpdesk using the [service request form](#)

If you have any queries regarding the survey, please e-mail the SCAP mailbox at SCAP.PPP@education.gsi.gov.uk.

Prior to submitting your return please ensure you have printed a copy of the output reports for your own records. Once submitted, you will be unable to re-enter the survey to make amendments.



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