



Education & Skills
Funding Agency

Selective Schools Expansion Fund

**Provides applicants with information on how
to apply for this funding**

May 2018

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1. Introduction

The purpose of the Selective Schools Expansion Fund (SSEF) is to support the expansion of selective schools where:

- there is a need for additional places, both in terms of a shortfall of secondary places in the local area and a demand from parents for more selective places; and
- schools have ambitious and realistic plans for increasing access for disadvantaged pupils (by which we mean pupils eligible for the pupil premium), and
- they have plans to work with other local schools to increase access for disadvantaged pupils and to raise attainment.

This document provides advice to academy trusts and local authorities (LAs) that are considering submitting applications to the SSEF on how to apply for the SSEF capital funding, for the 2018 to 2019 financial year (April 2018 to March 2019). It explains the purpose of the fund, who is eligible to apply for funding, what types of expansion proposals are eligible and how applications for funding will be assessed. The SSEF is dedicated capital funding of up to £50m in 2018 to 2019. We will announce funding arrangements for future years in due course. If the applicant wishes to apply for funding from the SSEF, the applicant should first read this guidance in full. A list of important dates covering applications and funding is set out in [Section 1.11](#).

For further information about the fund and the latest updates, please refer to the SSEF page on [Gov.UK](#)

1.1 Deadline and expiry date

The deadline for receipt of SSEF applications is noon on Thursday 19 July 2018.

1.2 Who is this advice for?

This departmental advice is for academy trusts and LAs that are considering submitting applications to the SSEF, to support the expansion of existing selective¹ (LA) maintained schools and academies which meet the eligibility criteria set out in sections 1.3 and 1.4.

1.3 Who can apply for funding?

The SSEF is open to applications from LAs and academy trusts that want to apply for capital funding to support the expansion of fully selective or partially selective LA maintained schools or academies that:

¹ This means the remaining 163 wholly selective state-funded schools that were originally designated as grammar schools under the Education (Grammar School Designation) Order 1998, whether or not those schools have subsequently converted to become selective academies and any schools which, under the terms of section 100 of the School Standards and Framework Act 1998 had pre-existing partial selection by general ability in the 1997-1998 school year and have continued to select on that basis ever since, whether or not those schools have subsequently converted to become selective academies

- select all or part of their intake on the basis of general academic ability;
- have a good or outstanding Ofsted rating; and
- have a Progress 8 score of at least the national average²; and

Applicants must submit a Fair Access and Partnership Plan (FAPP), which will set out what action they will take to:

- improve access to selective schools for pupils eligible for the pupil premium; and
- undertake effective partnerships with local primary schools and non-selective secondary schools, to contribute to improved educational outcomes across the wider system.

Each application will be assessed against criteria in three areas. Proposals will need to pass assessments in all three of the following areas in order to be awarded funding:

- the case for expansion (including the need for places and educational benefits);
- the quality of the FAPP; and
- a scored funding assessment (based on project need, cost and project planning).

1.4 Types of project which are eligible for the fund

The SSEF is only available to fund proposals which will create additional places where they are needed. This means the proposal must be for an enlargement of the physical capacity of a school's buildings, which would enable an increase in its published admissions number (PAN). This includes reconfiguring existing space to increase capacity. Proposals to address existing overcrowding, which do not result in an increase in PAN, will not be accepted.

Selective academies can apply to the Condition Improvement Fund (CIF), subject to meeting the eligibility requirements, to address their condition needs or to address overcrowding issues. Further advice on eligibility for the CIF and timings can be found here: <https://www.gov.uk/guidance/condition-improvement-fund>. LAs are responsible for funding projects to address overcrowding and the condition needs of maintained schools.

Applicants must be able to demonstrate a need for additional school places – i.e. where there is a shortfall of secondary places in the local area and where there is demand for more selective places from parents. Proposals must also demonstrate a strong rationale for school improvement/educational benefits. Applications will not be successful unless they meet these criteria.

² According to School Performance Table Progress 8 Bandings 2017

1.5 The assessment process

The department's assessors will assess each application in three stages:

- the case for expansion (conducted by departmental officials);
- the fair access and partnerships plan (conducted by departmental officials); and
- project need, cost and project planning (conducted by Education Skills and Funding Agency (ESFA) assessors).

To be considered as suitable for funding, applications must pass all of the three assessment stages.

1.6 The application form

Applicants must complete the SSEF application form by noon on 19 July 2018, which can be found here: <https://www.gov.uk/guidance/selective-schools-expansion-fund>

The application is divided into four parts:

1. About the school (Please enter your 6-digit URN so we can locate the details for your school. You can find your URN on [Get information about schools \(previously Edubase\)](#)).
2. About the expansion
3. The Fair Access and Partnership Plan
4. Project Planning and Costs

1.7 Gaining approval for the proposed expansion (increase to capacity)

Before funding can be agreed, the applicant must go through the relevant process to gain approval for the proposed increase in capacity/enlargement of premises. LAs are responsible for proposing and making decisions on proposals to expand the premises of LA maintained schools, subject to following the statutory process set out in [The School Organisation \(Prescribed Alterations to Maintained Schools\) \(England\) Regulations 2013](#).

Funding cannot be allocated until the LA has completed the process and made a formal decision (determination). Schedule 3, 8 (1) of [The School Organisation \(Prescribed Alterations to Maintained Schools\) \(England\) Regulations 2013](#) permits LAs to approve a

change on the condition that the department will agree to support the building project, so they do not have to wait until funding is confirmed before making a decision.

Academy trusts must follow the process set out in the guidance on making significant changes to an existing academy. For the purposes of the SSEF, however, we have integrated the significant change template into part 2 of the application form so there is no need for trusts to submit a separate business case. This means that trusts must undertake the necessary consultation within the 10 week application period.

All applicants are required to complete part 2 of the application form, regardless of whether the proposed expansion is for an academy or a LA maintained school, as we will use the information provided to ensure all applications are assessed consistently, regardless of the category of the school.

1.8 Priority Schools Building Programme

If the academy or college is a successful Priority Schools Building Programme project (PSBP) the applicant should contact their PSBP Project Director before applying to make sure that works covered by this project are not duplicated in the applicant's expansion fund application. If an urgent issue arises before their PSBP scheme begins, the applicant should also let their Project Director know as this might impact on the feasibility phase.

1.9 Multi-Academy Trust (MAT) applications

Where a multi-academy trust (MAT) submits multiple applications, these projects will be assessed separately and independently from each other. There is no guarantee that if one project succeeds, the others will as well.

1.10 Categorisation of projects

Expansion proposals will be divided into two categories. The Education and Skills Funding Agency (ESFA) will determine the category of an application, which will depend on the nature, size, complexity and cost of the project, as follows:

- **Category 1** - These applications would typically be onsite and with no anticipated planning complications or land/site acquisition.
- **Category 2** - These applications would typically include expansions onto another site (satellite expansions) and/or those requiring land acquisition.

Due to the limited funds available it is likely that we will only be able to provide support to a small number of Category 2 projects. The expectation is that applicants will have identified a suitable site before an application is submitted.

Any projects that the ESFA determines to be Category 2, which pass the initial assessment, will be allocated a tailored package of support to be agreed with the department as part of the project planning process. Any applicants who think they may fall into this category should consider the support they will need and how much it is likely to cost and include this in the initial plans they submit to the Department.

1.11 Important dates

Milestones	Dates
<ul style="list-style-type: none"> • Application round opens. • Information for applicants published online. 	11 May 2018
<ul style="list-style-type: none"> • Application Window Closes. 	19 July 2018 at 12:00
<ul style="list-style-type: none"> • Announcement of successful Category 1 applications and Category 2 applications approved in principle (subject to project plans being finalised). 	Autumn 2018
<ul style="list-style-type: none"> • Funding for Category 2 applications announced 	On a case by case basis, timescales dependent on scale and complexity of the project

2. The Case for Expansion

The assessors will need to be satisfied that there is a strong rationale for the proposed expansion, in terms of meeting the demand for places locally and bringing educational benefits. They will make a balanced judgement on whether the proposed expansion is suitable for funding, based on the information the applicant provides in **part 2** of their application form and informed by centrally held data (to ensure consistency). The assessment will consider a number of factors, including:

- How the expansion would help meet the need for additional secondary places in the area and fit with the local context (informed by school capacity data);
- The demand for more selective places from parents (informed by school preference data).
- How the expansion will bring about educational benefits, and the curriculum and opportunities provided by the school (including the number of Key Stage 4 pupils who are entered for the English Baccalaureate (EBacc³)).
- Educational track record and current performance of the school (informed by national performance data).
- The impact on the school, any potential issues/risks relating to the proposals (e.g. changes to leadership and governance).
- Any implications for other statutory requirements e.g. relating to TUPE, equalities and health and safety legislation.
- Evidence of fair and open local consultation, including an overview of the responses to the consultation.
- The financial health of the school, including forecast spending for the next 5 years.

2.1 Consultation

In all cases, the applicant must undertake a fair and open local consultation with all those who could be affected by the proposed expansion in their area. In the case of academies, the trust must conduct the consultation, and for LA maintained schools the LA must conduct the consultation to satisfy the representation stage of the statutory process.

Consultation should take place during the application window so that the outcomes can be considered when assessing the application. The applicant must summarise the outcomes of the consultation, including any objections/concerns that were made and how they have been addressed. Comments or objections can be made on any grounds, and

³ The English Baccalaureate refers to a combination of subjects that the government thinks is important for young people to study at GCSE. It includes: English language and literature; maths; the sciences; geography or history and a language

opportunities for feedback should be given. Applications for expansion funding will not be agreed unless appropriate consultation has taken place.

Where the expansion is proposed by an academy trust, the LA where the school is located must be consulted in all cases, as the LA will hold important contextual information on the requirement for places locally. The department will need to be satisfied that the LA has been consulted sufficiently and will consider any representations from them.

The stakeholders listed below should be consulted about proposals for change, but others may also be included:

- The LA in which the school is located and any other LAs likely to be affected by the expansion. This will include any LAs which maintain an Education Health and Care Plan (EHCP) or statement of SEN in respect of a child attending an academy;
- Parents of children who attend the school;
- Parents in the area;
- Primary, secondary and special schools and sixth-form and FE colleges in the area; and,
- Any diocesan/religious authority for schools designated with a religious character must be consulted.

The consultation should run for a minimum of **four weeks** (6 weeks if the applicant is proposing a parallel change that requires a variation to their admissions arrangements). The location of any public and stakeholder meetings should also be planned to maximise responses. It is good practice to hold meetings in the school or in a venue close to it.

Further guidance on consultation is available from the Cabinet Office on [consultation principles](#), which can be used as an example of good practice.

2.2 Satellite Expansion Proposals

The establishment of new selective schools is unlawful⁴, so the department must be confident that satellite proposals are genuine expansions and do not constitute new schools. If the applicant is proposing an expansion onto a split site, the applicant will need to set out additional information in part 2 of the application covering:

- the rationale for expanding onto a split site;
- admissions and curriculum arrangements;

⁴ The establishment of new selective schools is prohibited under the School Standards and Framework Act 1998

- governance and administration;
- the physical characteristics of the school.

We will consider these factors to determine the level of integration between the two sites; the more integration, the more likely the change can be considered to be an expansion.

2.3 Proposing other significant changes

If the applicant wishes to propose a separate significant change in parallel to the proposed expansion, the applicant will need to include details of this in part 2 of the application form, including a clear rationale for making this additional change.

If the proposed change impacts Special Education Needs (SEN) provision, the applicant will need to explain how it will be managed to ensure that it will not have a detrimental impact on local SEN provision.

If the applicant is proposing to change the gender of the school's intake (single sex to co-ed or vice versa), the applicant will need to confirm that they have considered the gender-balance/availability of selective places in the area, and that this is covered in the equalities impact assessment.

3 The Fair Access and Partnership Plan

Applicants must complete the Fair Access and Partnership Plan ('FAPP') - section 3 of the application form.

The Department wants to see a greater proportion of disadvantaged children (i.e. children eligible for pupil premium funding) attending selective schools. Our ambition is for high ability pupils from all backgrounds to be able to access selective education and that disadvantaged children are not held back due to financial or other barriers. In addition, selective schools should be contributing to improved education provision across their local area, by working in effective partnerships with non-selective schools.

We are interested in ambitious proposals that seek to increase access to selective schools for pupils eligible for the pupil premium, by increasing the numbers of such pupils sitting the entrance tests, being successful in those tests and going on to be admitted.

FAPPs will receive an assessment of pass or fail. A failed plan will result in rejection of the whole application, even where other aspects of the application are strong.

Plans must meet the three minimum criteria. (see page 13). They will then be assessed against the three areas set out in the application form:

- Plans to support the admission of disadvantaged children. Outreach activity aimed towards generating such admissions and wider partnership activity;
- Project planning; and
- Monitoring and reporting.

The best proposals will be both ambitious and deliverable. They will be very clear about aims, timescales and milestones, outcomes and plans for evaluation. We expect strong plans that clearly demonstrate how schools will go beyond anything they are currently doing. FAPPs will be ranked on the level of ambition in the first of the above areas but will fail the assessment unless the plans are also realistic, measurable and deliverable.

Successful applicants will be required to report back to the department at set intervals on the delivery of their FAPPs.

3.1 Fair access

Proposals must demonstrate how they will increase access to selective schools for pupils eligible for the pupil premium, by increasing the numbers of such pupils sitting the entrance tests, being successful in those tests and going on to be admitted. To do this, applicants must demonstrate how their plans meet the three requirements set out below. Evidence of any current fair access or outreach work undertaken should be provided on the application as context for a school's future plans, but bids will be judged based on the strength, ambition and realism of those plans.

To support their plans, applicants should submit evidence of how they plan to change their admission arrangements. Applicants can send their entire admissions policy with the application, or simply include the part of the policy which is to be changed e.g. the oversubscription criteria and details of the test, catchment area, etc.

Minimum criteria

1. **Prioritising pupils eligible for pupil premium funding in admission oversubscription criteria for September 2020** (as the next priority after the mandatory priority that schools have to give to looked after and previously looked after children (LAC/PLAC)) and publicising this effectively. This means that where a school admits by 'rank order', it would need to change its arrangements so that priority is given to LAC/PLAC and then pupil premium children, before the other places are allocated with reference to rank order or additional oversubscription criteria.
2. **Designing the school's wider admission arrangements to prioritise access for pupils eligible for the pupil premium for September 2020.** For example, it could:
 - a. lower the pass-mark in the test for pupil premium pupils where it finds that few pupil premium children who are of the grammar standard are admitted;
 - b. design its admission arrangements so that a set number of pupil premium children scoring highest in the test are admitted;
 - c. adopt primary schools with high numbers of pupil premium children on roll as feeder schools; and/or
 - d. prioritise pupil premium children from a catchment area or catchment areas with a high number of disadvantaged child residents.
3. **Demonstrating how the school will undertake outreach with primary schools to increase the number of applications from, and admissions of, pupils eligible for the pupil premium.** This should be targeted at primary schools in disadvantaged areas⁵ and be designed to address local circumstances and barriers.

We would like to see proposals that meet and go beyond the minimum criteria by adopting new activities or extending existing activities with the aim of increasing access for disadvantaged pupils. The list below sets out the sort of activity we are interested in; The list is not exhaustive and we welcome schools' own ideas to meet their local context and need.

- i. **Setting the test** in a way that promotes and facilitates applications from the parents of children from lower income backgrounds. For example, through:
 - o working in a consortium with local test providers and selective schools to rationalise tests and align testing arrangements;

⁵ As defined by the English Indices of Deprivation: <http://dclgapps.communities.gov.uk/imd/idmap.html>

- making free familiarisation materials easily accessible;
 - working with local primary schools, including those in lower income areas, to seek agreement that the tests are sat by children within their local primary school during the course of the school day; and
 - being generally more flexible about the dates, times and locations of tests to enable a greater number of disadvantaged children to be able to sit them.
- ii. **Setting pass marks** that support the admission of pupils eligible for the pupil premium, taking into account barriers to education some disadvantaged children might have faced. For example by:
- lowering the test pass mark for pupils eligible for the pupil premium; or
 - filling places in two 'groups' – one for pupils eligible for the pupil premium and one for other pupils. This will enable the school to take account of pupil premium children's more challenging circumstances.
- iii. **Undertaking targeted outreach work** in primary schools to encourage parents from disadvantaged backgrounds to apply where they otherwise might not have done so. For example, through:
- providing at least three hours of free familiarisation on the school's selection test to local pupils eligible for the pupil premium;
 - delivering open days or programmes at the selective school targeted towards disadvantaged pupils and their parents;
 - sixth formers or staff going into primary schools with higher numbers of pupil premium pupils to offer mentoring or support in key skills (e.g. literacy, numeracy);
 - offering a summer school to local pupils eligible for the pupil premium;
 - delivering shared events or extra-curricular activities with appropriate primary schools, for example science and maths days, music programmes, art lessons, sports days;
 - recognising that outreach at years 5 and 6 can often be too late, developing effective approaches to working with years 2, 3 and 4; and
 - addressing any negative perceptions or concerns parents might have.
- iv. **Taking steps to mitigate any barriers** pupils from lower income backgrounds may face when at the selective school and publicise the solutions on offer. Home to school transport can be a key barrier. Other issues that may prevent disadvantaged pupils from participating fully in school life include:

- cost of school uniform;
- cost of school trips; and
- cost of sundries to participate in extra-curricular activities (e.g. musical instruments, sports equipment).

3.2 Partnerships

We also want selective schools to build their relationships with local primary schools and non-selective secondary schools to contribute to improved educational outcomes across the wider system. For MATs, this should include schools beyond their own MAT to support the wider system. Applicants should identify interventions based on their own strengths, and partner with other local schools accordingly. We are keen for initiatives to focus on one or more of the following themes:

1. Widening access to an academic and stretching curriculum and qualifications at secondary level that equip students for higher education; and
2. Providing coherent support on curriculum design and delivery, including lesson planning, resources and teaching, particularly interventions which broaden curriculum opportunities,
3. Supports teachers and leaders to work together for professional development,
4. Encouraging leaders and governors to collaborate to strengthen partnership working and
5. Working with and supporting primary schools to raise attainment overall, with a focus on those with the potential for high attainment, including among pupils eligible for the pupil premium.

Schools may use an established partnership they are part of (for example, a multi academy trust or teaching school alliance) to deliver initiatives but any activity must be new and designed around one of the three themes above.

Proposals for partnerships will have considered the sustainability of their activity in the long term, and will demonstrate how they intend to impact on the attainment of disadvantaged pupils.

Strong applications will consider how to evaluate the impact of this partnership work, using qualitative or quantitative data. Schools should consider the expected outcomes of the partnership programme, and measure progress towards these goals. For example, an application may identify an estimated number of participating pupils or teachers, and the goals they are expected to reach over the course of their planned activity.

The following are examples of the sort of activity applicants might consider. This is intended as a prompt for further thinking about a school's particular strengths and need for support in the local area, and we encourage schools to come up with their own proposals:

- identifying and nurturing high potential pupils at all key stage(s);
- providing support that is targeted at a particular subject, e.g. running courses in maths, modern foreign languages etc.;
- supporting schools to increase the number of pupils being entered for the EBacc through offering teaching and curriculum support in those subjects;
- supporting teachers and students in achieving the very top grades, particularly in light of the new GCSE grading system;
- designing and delivering a shared curriculum, focusing, for example, on GCSEs and A Levels;
- sharing or providing continued professional development or training days on particular areas of expertise;
- providing staff to mentor, coach or advise in areas of particular expertise, such as on aspects of curriculum, teaching or leadership as appropriate;
- supporting with the university application processes, raising aspirations and guiding choices;
- providing access to facilities e.g. sports pitches, science labs, language, music and drama facilities and consider how they could support teaching and the development of pupils and staff when using facilities; and/or
- sharing knowledge, programmes or pedagogy around building character and resilience.

4 Project Need, Cost and Project Planning

All applicants must provide information on cost and project planning in part 4 of the application form,

We will be looking for evidence that projects are appropriately costed and that all project costs are within an appropriate cost range for the type of works proposed. We will check that the cost per square metre is within an acceptable range, taking into account unique factors. We will also review the cost per place of the proposal to check that it is also within an acceptable range. The ESFA reserves the right to reject applications where overall costs for the project receive the lowest scores, or where cost per place is outside of the acceptable range without reasonable justification.

Assessors will want to see a costed options appraisal with quantified benefits that supports the solution. They will want to see that applicants have the ability to deliver the solution. The applicant must be able to show that projects are planned appropriately and realistically, taking account of potential risks.

4.1 Capital funding and responsible bodies.

We will be providing capital funding to academy trusts and local authorities for expansions. Where a school is a voluntary aided school, we will require that the local authority passes the funding on to the relevant responsible body.

Depending on the category of school, different bodies will hold the land and different bodies will also be responsible for the building work. The table at [Annex E](#) explains these differences.

Those submitting an application will need to ensure that all relevant processes and permissions from the responsible bodies set out in the annex are in place to allow any building work to commence.

4.2 Equalities Impact Assessment

We expect all applicants to confirm on the application form that an equalities impact assessment has been undertaken in order to examine the expected impact of the proposed expansion on all individuals with protected characteristics ([Equality Act 2010](#)). Further guidance on how to conduct equality impact assessments can be found on the Equality and Human Rights Commission's (EHRC) website [here](#).

4.3 Use of technical advisers

Technical advisers and representatives can be used, but are not permitted to apply on behalf of a LA or academy trust (including MATs). We are required to deal with the lead

contact at the relevant LA or, in the case of academies, a Trustee nominated by the Board.

If the applicant uses a technical adviser who may also be working with other applicants, any evidence the applicant submits needs to apply to their school. The applicant is responsible for the accuracy and relevance of the information submitted as part of their application. If incorrect information is provided, this may have an impact on the overall score of the application.

4.4 Risk Assessment Protection

The Department for Education's Risk Assessment Protection (RPA) is a voluntary arrangement for academies and free schools. It is an alternative to insurance through which the cost of risks which materialise will be covered by government funds.

RPA automatically covers any property owned by an RPA member or for which the member is responsible, up to the full reinstatement value of the property.

However, there is no provision within RPA to waive subrogation rights against any party (other than another member of the RPA) or provide 'joint names' cover as required by some form of building contracts (e.g. Option C of JCT).

Therefore, members of the RPA will need to seek amendments to most standard forms of contract. Further advice and information on the options available to the applicant can be found at [Annex C](#).

4.5 Scored Project Assessment

Assessors will evaluate each application using the information contained within the application and centrally held data. They will make a relative judgement to award an overall project score.

The scored assessment of proposals will be based on project need, cost and project planning. A score will be given for each criterion but any applications that have very high costs per place without reasonable justification, or those whose planning is inadequate, can be rejected at this stage, regardless of their overall score in this area.

Category 1 and 2 applications will be assessed against the criteria. Applications will receive a total score, but, regardless of that score, suitability for funding cannot be confirmed unless the case for expansion has been approved (subject to funding) and projects' fair access and partnership plans have been deemed to at least meet the minimum requirements set out in [section 3](#) above.

We expect the SSEF to be oversubscribed and the assessment scores will be used to rank the applications (relative to other applications in the same category) to determine how the funding is prioritised.

Once the top Category 2 applications have been selected, we will then agree an appropriate support package with the school and continue to progress the longer-term development of their applications.

A double assessment process is built into the assessment stage for both categories to ensure fairness and consistency.

4.6 Project Need

Summary of assessment criteria:

Sub-criteria	Scoring
Popularity/demand	To score maximum marks there needs to be a very high demand (based on % 1st preferences of PAN) The applicant will score 0 if there is low demand
Performance	To score maximum marks the school needs to have performance above the national average and an outstanding Ofsted report Applicant will score lower marks where performance is at the national average.

Growth and demand

The applicant will need to input historic, existing and projected annual data for growth and demand.

If the applicant omits accurate growth and demand data from an expansion project application, this will make it harder to assess and may cost the applicant valuable marks.

- Demand data

We also request the following annual data on demand over a 4-year period:

- Numbers of first choice applications;
- Total admissions (following appeals) in main year of entry (aged 4-16);

- Growth data

- Growth data must cover a 4-year period from 2017-18 to 2020-21 and should correlate with your business plan.
- The applicant needs to provide the following information, both with and without the proposed project, in order to demonstrate its anticipated benefits:
- Gross internal floor area (GIFA) of the whole school (m2) and how this relates to the recommended area contained within [Building Bulletin 103](#) or [104](#) as appropriate. The applicant needs to ensure they explain any significant differences in the application. The applicant will need to provide the total GIFA, refurbished area, demolished area and remodelled area and new build if applicable.
- The applicant will also need to submit the number of new places the project will add following completion of the works, and when all year groups are full at:
 - Year Group 7
 - Year Group 8
 - Year Group 9
 - Year Group 10
 - Year Group 11

For example, a proposal to increase an 11-16 secondary school by 1 form entry, adding 30 places each year across the five years from Year 7 to Year 11, the project will add 150 places.

- Explanation or evidence of any exceptional circumstances relating to capacity constraints that need to be taken into account.

Performance

Account will be taken of centrally held school performance data.

4.7 Demonstration of project planning

Applicants must demonstrate that the proposed solution appropriately addresses the nature, extent and urgency of the need evidenced, and that they have the ability to deliver the solution. Projects must be planned appropriately and realistically, taking account of potential risks.

Summary of assessment criteria:

Sub-criteria	Scoring
Appropriateness of solution	<p>To score maximum marks a costed options appraisal with quantified benefits that supports the solution should be provided.</p> <p>Where the project is a small project there should be an appropriately scaled options appraisal to support the solution.</p> <p>Applicant will score low marks where there is no options appraisal.</p>
Timescales	<p>The project delivery timescale must be appropriate to the scale of the project.</p> <p>Smaller projects are expected to be delivered within the 2019 to 2020 financial year (FY), larger projects by the end of 2020 to 2021 financial year.</p> <p>Applicant will score low marks where there are concerns with deliverability to timescale given the scale and nature of the project</p>
Delivery Plan	<p>To score maximum marks, a realistic delivery plan for the project size supported by appropriate evidence should be submitted and there needs to be good consideration and mitigation of risk.</p> <p>Applicant will score low marks where there are concerns over the ability to deliver the project and/or it lacks a sufficiently detailed delivery plan or risk register for the size of the project.</p>

Evidence should ideally include (subject to the size and scale of the project):

- quantification of other options/options appraisal (see further detail below)
 - Evidence should indicate appropriate utilisation of the existing spaces
 - Physical factors such as location on site, access issues, impact on existing facilities, and land suitability should be considered
 - Evidence should be included to justify any areas in excess of the area guidelines e.g. design and layout of the existing building constraining its usage – acquisition of non-school buildings or listed building status
- milestones chart/a detailed programme plan or Gantt chart
- quantification of benefits
- a comprehensive risk assessment with mitigations

- evidence of prioritisation
- master planning for the site and a business plan
- project context for wider site
- pre-planning advice or any planning evidence
- a feasibility study

We also expect the following information to be submitted:

- a feasibility study setting out the full details of the scope of work and cost estimates for the proposed scheme.
- site plans, consultants design drawings with cost estimates, quotations or tenders with final costs.
- photos of the proposed location for the new building and also photos of the existing building where the extension will be located.

We expect to see greater levels of detail for large, high value projects. There is further information on conducting a feasibility study at [Annex B](#).

It is the applicant's responsibility to consult its local planning authority to check if planning permission is required before applying to the fund. The application should indicate clearly whether or not planning permission is required and whether it has been confirmed with the local planning authority.

The applicant may need additional DfE/ESFA approvals and consents if the applicant is an academy with a project that involves purchase, lease or sale of land or buildings. The academy property transactions contains the forms and associated property information notes.

4.8 Costs

We expect all projects to show that they are appropriately costed and respond to the project need.

Applicants should make use of all funding sources available, such as loans and local contributions when putting together their funding package proposal.

Any applications in respect of voluntary aided (VA) will only be funded at 90% of the total expenditure, as set out in Part 2, Schedule 3 of the [School Standards and Framework Act 1998](#).

Costs should be proportionate to the size of the project and within an appropriate cost range. We will check that the cost per square metre and cost per place are within an acceptable range, taking into account unique or unusual factors. Applications that have very high costs per place without reasonable justification will be rejected.

Sub-criteria	Scoring
Overall costs	<p>To score maximum marks there should be a clear scope with overall cost below expectations/industry benchmarks.</p> <p>All cost elements should appear reasonable and where there are high costs they are clearly justified.</p> <p>Applicant will score low marks where the level of costs are above expectations with no clear justification e.g. there are excessive fees, allowances and contingency.</p> <p>Applications which score very low marks in this criterion may be rejected, regardless of how they perform against other criteria.</p> <p>ESFA will look at the cost per place for added place expansion projects and will expect these to meet industry benchmarks unless clear justification is provided.</p>
Cost certainty	<p>To score maximum marks, tenders/quotes should be thorough and well evidenced, with fixed prices and in line with the expectations relative to the size of the project.</p> <p>Applicant will score low marks where there is no evidence of tenders/quotes attached to the application or they are inadequate for the size of the project.</p>
Funding sources and savings	<p>To score maximum marks there will be a significant (and affordable) contribution from other sources.</p> <p>Where appropriate, there will be evidence of achievable and quantified revenue or future capital savings.</p> <p>Applicant will score low marks where there is no funding being provided from other sources, and/or no evidence of future capital savings.</p>

Evidence 'should' include (subject to the size and scale of the project):

- cost plan (breakdown of costs) appropriate to the size and scale of the project
- hard copies (including electronic) of quotes/estimates/a summary of any tender exercise
- cash flow forecast (where appropriate)
- details of procurement route
- market testing to demonstrate additional/exceptional costs, where appropriate
- details or evidence of any savings being made
- letters of funding commitment from other sources (if applicable)

Cost of works will vary significantly from site to site due to local economic variances, site features (e.g. presence of asbestos), planning constraints and project specification/scope. Assessors will refer to industry standards and experience to consider whether the levels of costs are appropriate.

Any cost overruns will be at the expense of the school, although an appropriate level of contingency funding is permitted. Where there are local features which may lead to costs being outside of industry benchmarks then you should clearly explain why this is the case and provide supporting evidence.

Cost plans should take account of the proposed risk of price increases and local economic conditions. Cost plans should also be realistic about the level of fees, allowances and contingency. This should be appropriate to the scale and type of the project, and the level of work already undertaken to establish price certainty.

4.9 Procurement

Applicants may choose their own procurement route to secure best value for money.

The [ESFA Construction Framework](#) is available for applicants to use. The framework contains pre-selected contractors across 12 regional lots. It is aimed at individual school projects, both new build and refurbishment, with capacity to deliver elemental works. This framework may be appropriate for a number of different types of projects, particularly medium sized projects with a cost in excess of £1m.

There is no obligation to complete a tender exercise before submitting a bid but applicants should set out their planned procurement route and demonstrate how they plan to achieve value for money. Further advice on procurement is also available.

Academies and LA maintained schools must exclude VAT from all project costs.

4.10 Professional fees

The applicant may choose to appoint technical advisors to help them develop and deliver the project. The fees charged by advisers should be appropriate to the type and scale of the project.

The majority of straightforward projects are single issue, lower value projects. Percentage fees are not necessarily appropriate for this type of work; if used, we do not expect these to be above 10%.

If the fees are disproportionate to the work involved, the application will be rejected. We expect applicants to challenge technical advisors on fees where appropriate.

4.11 Loans, Local Contributions and Reserves

To score maximum marks there will be a significant (and affordable) contribution from other sources or via a loan.

Maintained schools can include evidence of third party funding to enhance their applications. This includes any Local Authority contribution.

There are SSEF Loans available to academies through SSEF. The applicant can take out a loan for all or part of the project costs to demonstrate commitment to the proposed scheme and can choose the type of loan, the size of loan, and the timescale over which the applicant wants to repay it.

There is no obligation to take out a loan as part of the overall funding package. Applicants should consider carefully what is most appropriate for their academy and the consequences and affordability of any loan.

Applications for SSEF loans are made within the SSEF application form. Further information, including interest rates and typical repayments, can be found in [Annex A](#).

5. Submitting your application and next steps

5.1 Submitting the application

All applications must be submitted by noon on 19 July 2018.

Download the SSEF application form and complete the whole document (retaining the format). The second tab of the application form contains a checklist that the applicant is strongly advised to review when preparing and submitting their application(s).

Please follow the instructions on the [ESFA Enquiry form](#) to attach the completed application and supporting material if applicable. The applicant can attach additional project documentation in support of their application. LA maintained schools must select the option 'other education institution or provider'. The applicant will be asked for a UPIN, to proceed enter the number **918549**.

Once the application is complete please submit the application form by attaching it and any supporting information to the ESFA Enquiry Form at: [ESFA Enquiry form](#).

When prompted to input 'What is your query about' please type **Selective School Expansion Fund** in the free text box and enter **Application – submission X of X** (e.g. submission 1 of 4) when asked to provide more details about the query. The completed application should consist of one copy of the SSEF application, and the supporting documents for each individual project.

Please note that the ESFA Enquiry Form allows a maximum of four attachments so applicants are likely to submit more than one enquiry form. We recommend the applicant submits their application well in advance or the applicant could risk not having sufficient time to submit their ESFA Enquiry Forms, which could lead to missing the submission deadline. Compressed/zipped folders are not compatible with the enquiry form. It is important to include the 'submission X of X' e.g. submission 1 of 4, in the details of the applicant's query so that we can check that all submissions have been received.

File names

Please ensure the applicant uses the following name conventions for their files when submitting their application through the ESFA Enquiry Form so we can check that all submissions have been received:

Form: Expansion Fund Application Form *[school name]*

Additional Attachments: Expansion Fund Application Form *[school name]*
[Project number X] [Attachment X]

The applicant should ensure that evidence they submit is proportionate to the scale of the project, for example we would expect more robust information for a project requesting £100,000 than for one requesting an amount much less than that.

5.2. Funding decision and payment

All applications will be assessed as set out in sections 2 – 4. Applications which pass the assessment will be ranked. We expect the fund to be oversubscribed and will prioritise proposals according to assessment scores. Applicants will be informed by the department of the outcome of their application.

A project funding profile will be provided to successful projects. The profiling is based on the following assumptions:

- Projects below £250,000 will receive 90% of the grant funding upfront. The final 10% will be paid the month after the project is due to complete, subject to the submission of a valid project completion return.
- Projects over £250,000 will receive 95% of their grant funding in monthly payments. The final 5% will be paid the month after the project is due to complete subject to the submission of a valid project completion return.
- Loans will be paid at the end of the project.

If the applicant has concerns about the timing of the profiled payments which will impact on the management of the project cash flow, the applicant can submit a payment profile change request.

5.3 Conditions of funding

For successful applicants, the ESFA will work with the applicant to agree the terms and conditions of funding. One of the conditions of funding will relate to implementation of the FAPP. Schools must, as a minimum, begin to implement their FAPP no later than September 2018. However, they are encouraged to start as soon as is feasible. The department will agree reporting content and timing with each school. Unsuccessful applications are encouraged to progress their FAPPs in order to the sector's collective efforts to increase access for disadvantaged pupils.

Failure to act as set out in the applicant's condition of funding may lead to future funding instalments being delayed or withheld.

Annex A: Loans

Applications for SSEF loans are made within the SSEF application form.

Academies choosing to take a loan will be eligible for additional points under the Project Cost criteria than if they had applied for their project to be funded through grant alone. However, the overriding element of any application is project need.

Assessment under this section will be based on the ratio of loan to grant – e.g. a project funded 100% through a loan will see a greater increase in score than a project funded 30% through a loan and 70% through a grant.

In keeping with our principles of equality for academies with the maintained sector, we can offer these loans at Public Works Loan Board (PWLB) rates of interest, the same rates that local authorities can access to invest in their schools. The interest rates that will be used for the programme are set out below and a SSEF Loan Calculator is available.

Table 9 - interest rates and typical repayments on a loan of £100,000 (Interest rates are based on the PWLB as of 08/05/2018).

Duration of loan (years)	Interest rate (%)	Annual repayments over period of loan	Total repayable on a loan of £100k
2	1.66%	£51,248.42	£102,496.83
3	1.71%	£34,479.78	£103,439.33
4	1.76%	£26,109.59	£104,438.83
5	1.81%	£21,098.99	£105,494.93
6	1.86%	£17,768.33	£106,609.96
7	1.91%	£15,397.79	£107,784.50
8	1.96%	£13,627.46	£109,019.65
9	2.01%	£12,257.39	£110,316.52
10	2.07%	£11,173.46	£111,734.65

Affordability tests

Please do not apply for a loan if the applicant does not meet the loan tests.

Before deciding whether to apply for a loan, the applicant must consider the affordability of repayments. ESFA will apply a number of tests to assess the affordability of proposals. Applicants failing to pass these tests will not be eligible to receive a loan – but may still be considered for grant funding if scored highly in other assessment criteria.

We do not expect applicants to submit additional documents, such as financial statements, to support affordability testing. The ESFA will obtain the information from the relevant sources.

Academies

- a) The annual loan repayment must be less than 4% of the revenue grant, or General Annual Grant (GAG) that the academy was allocated in 2017 to 2018
- b) The academy trust must not be under a Financial Notice to Improve or 'minded to' Financial Notice to Improve
- c) The trust's last audited financial statements must show that the trust was in cumulative revenue surplus
- d) The trust's latest budget forecast must show a forecast cumulative revenue surplus to the end of the forecast period
- e) The trust's last audited financial statements must show that the trust has a current ratio of at least 1.25:1 (the 'current ratio' is the ratio of an organisation's current assets to its current liabilities)

Repayments

Repayments will be made through a reduction in the general annual grants (GAG) payments made by the ESFA. Repayments are taken from GAG payments as the savings generated from carrying out the work are revenue savings rather than capital, resulting in lower running costs.

Loans can be repaid early without early repayment charges. The Loan Calculator can be used to help applicants understand the effect of repaying their loan early.

Annex B: Feasibility study

A feasibility study looks at the viability of the proposed project with an emphasis on identifying potential problems and attempts to answer one main question: will the project work and should it be approved by ESFA so the applicant can proceed with it?

For all projects, the applicant's feasibility study should include an evaluation and analysis of the proposed project. This should be based on a detailed proposed scope of works and extensive investigation of the current site and property. It should confirm that all aspects of the project have been effectively considered and that the selected option will provide the best chance of success and value for money.

The aim of the feasibility study is to objectively and rationally identify the strengths and weaknesses of the proposed construction scheme. The applicant should provide information on opportunities, issues and threats which could be present and could either support their project or create problems. The applicant also needs to confirm the resources required to deliver the project on time and on budget.

What to include in a feasibility study

The feasibility study for the project on the proposed site should include, but not be limited to:

- project analysis and evaluation
- demonstration of need and scope of works proposed to address the need
- full details of surveys undertaken or planned
- what is the design solution and why will it work
- detailed professional and robust cost management plan or a contractor's cost estimate
- an outline of planning requirements and evidence of permissions
- benefits/constraints of the project (for example, is moving to temporary accommodation an option and is it really necessary?)
- site issues affecting the project, site entrances, disturbance to local residents
- knowledge of location of utilities or the location and extent of asbestos and any cost savings as a result of the project
- how is this project affordable and able to demonstrate value for money
- risk analysis and mitigation in a comprehensive risk register for the entire project and specifically deliverability of the works in a teaching and learning environment
- what will happen if an emergency occurs (fire, flood etc.), who are the professional Project Management team and what's their track record
- capacity and capability of the academy's Project Team
- a detailed plan of the required resources and where they will come from
- what will the procurement route be and why is this the best value for money

Annex C: Risk Protection Arrangement (RPA)

The Department for Education's RPA is a voluntary arrangement for academies and free schools. It is an alternative to insurance through which the cost of risks which materialise will be covered by government funds.

RPA automatically covers any property owned by a RPA member or for which the member is responsible, up to the full reinstatement value of the property.

The RPA does not need to be notified when works are being undertaken and the school's existing structures will continue to be covered for the duration of the works. The RPA also provides automatic cover for damage to contract works; cover is limited to £250,000 for any one claim.

However, there is no provision within the RPA to waive subrogation rights against any party (other than another member of the RPA) or provide 'joint names' cover as required by some form of building contracts (e.g. Option C of JCT).

Members of the RPA will therefore need to seek amendments to most standard forms of contract. The build contractor must retain liability for any damage that is caused to the existing structures. There are a number of options here:

1. Where the cover provided by the RPA (£250,000 per claim) is sufficient, either
 - contract terms are amended so that the contractor retains liability for any damage caused to the works and the academy relies on the cover provided by the RPA; or
 - insurance cover is taken out by the academy or the contractor (in 'joint names' of the academy and the contractor) for the full reinstatement value of the works.
2. Where the cover provided by the RPA is not sufficient, either
 - insurance cover is taken out by the academy or the contractor (in 'joint names' of the academy and the contractor) for the full reinstatement value of the works; or
 - the contractor retains liability for the first £250,000 of damage that may be caused and the academy or contractor take out insurance (in the 'joint names' of the academy and contractor) for the full reinstatement value of the works with a £250,000 policy excess applicable to each and every claim.

Further information can be accessed via the [RPA welcome pack](#). To discuss the cover provided by the RPA, the applicant can contact the RPA advice line on 0117 9769 361 or email RPAAdvice@willis.com.

Annex D: Application checklist

Before you start your application check that you have:

- referred to the guidance and used this to check that your application is in line with the SSEF priorities and assessment criteria.
- contacted your local planning authority and checked whether planning permission is required.
- included sufficient time to complete your consultation prior to the application deadline.

Preparation of evidence

Check that you have:

- summarised your project description, project plan, costs and delivery plan in your application.
- provided the supporting documents and detailed evidence that is summarised in your application form.
- provided concise and relevant extracts of more lengthy documents (as applicable) without losing the context.
- included an appropriate, relevant and qualified opinion for specific issues e.g. fire, asbestos, legionella or safeguarding issues.

Making an application

Check that you have:

- planned your application ahead of the deadline so that you can review it and seek advice in order to resolve any issues before the application deadline.
- not duplicated information provided within the attachments.
- not included embedded files with your application.
- not included website or other external links in their application as these will not be accessed.
- ensured your documents are readable – especially scanned documents which can appear too dark to show detail; or documents which have been shrunk so much that they are illegible when expanded.

Annex E: Responsibility for land and buildings

		RESPONSIBLE BODIES				
Type of school	FAPP	Funding the capital build	Additional consent needed?	Will any land transfer need to take place?	Who needs to consent if there is building on a playing field?	Who needs to consent if the school is part of a PFI scheme?
Community	LA	LA	Not unless land is held by a landowning trust or privately.	No	LA	LA and PFI SPV
Non Faith VC	LA	LA	The charitable land-holding trust.	If the school is expanding onto LA land not previously used for the school, or former playing field land, which the LA will still hold, the LA will need to transfer the land to the trustees for the school.	LA: land built upon and no longer used as a playing field will usually need to transfer to the land-holding trust.	LA and PFI SPV
Faith VC	LA	LA	The charitable land-holding trust. Faith bodies should be consulted.	See section above on non-faith VC schools.	See section above on non-faith VC schools.	LA and PFI SPV
Non Faith VA	GB	GB	The charitable land-holding trust.	See section above on non-faith VC schools.	LA: land built upon and no longer used as a playing field will usually need to transfer to the land-holding trust. The LA will have responsibility for capital works on playing fields.	LA and PFI SPV

Faith VA	GB	GB (but GB will normally need to find 10% of costs) – also see playing field column	The charitable land-holding trust. Faith bodies should be consulted.	See section above on non-faith VC schools.	TLA: land built upon and no longer used as a playing field will usually need to transfer to the land-holding trust. The LA will have responsibility for capital works on playing fields.	LA and PFI SPV
Non Faith Foundation (which doesn't have a foundation)	GB	LA	No	If the school is expanding onto LA land not previously used for the school, or former playing field land, which the LA will still hold, the LA will need to transfer the land to the GB for the school.	LA: land built upon and no longer used as a playing field will normally transfer to the GB.	LA and PFI SPV
Faith Foundation (which doesn't have a foundation)	GB	LA	No. Faith bodies should be consulted.	See section above on non-faith foundation schools without a foundation.	LA: land built upon and no longer used as a playing field will normally transfer to the GB.	LA and PFI SPV
Non-Faith Foundation (with land held by a land-holding trust)	GB	LA	The charitable land-holding trust.	See section above on non-faith VC schools.	LA: land built upon and no longer used as a playing field will normally transfer to the land holding trust for the school.	LA and PFI SPV

Faith Foundation (with land held by a land-holding trust)	GB	LA	The charitable land-holding trust. Faith bodies should be consulted.	See section above on non-faith VC schools.	LA: land built upon and no longer used as a playing field will normally transfer to the land holding trust for the school.	LA and PFI SPV
Non faith Academies	Trust	Trust	The landholder If a former community school this will be the LA with land leased to the trust. If it is a former VA, VC or foundation school with a trust then the land-holding trust's consent is likely to be necessary. If it was a foundation school without a trust prior to conversion then the academy trust will normally hold its own land <u>but</u> it might have transferred the freehold to the LA on conversion and leased it back. If so, it will need LA's consent.	No	LA.	DfE commercial, LA and PFI SPV
Faith Academies.	Trust	Trust	The charitable land-holding trust. Faith bodies should be consulted.	No	LA.	DfE commercial, LA and PFI SPV

Annex F: Questions schools should consider when developing their Fair Access and Partnership Plans.

- Does the school currently give any priority to children eligible for the pupil premium in its oversubscription criteria?
 - If yes – which groups other than looked after and previously looked after children have any greater priority than pupil premium children? Why is that?
- What outreach work does the school currently undertake to increase applications from/the admission of pupil premium children?
- What is the school's rationale for selecting certain schools for outreach and/or partnership work above others, drawing on the local context?
- How long has the school been undertaking this work (i.e. outreach and offering priority in the admission arrangements) and what effect has it had in terms of increasing applications from and admissions of pupil premium children?
- How far do children travel to attend the school?
- What proportion of the school's intake should children eligible for the pupil premium form? Why is this proportion appropriate? How has the school arrived at this figure?
- If numbers of pupil premium children taking the selective test are currently low, what prevents more children eligible for the pupil premium from taking the selection test?
 - What evidence does the school have for this?
 - What steps does the school propose taking to address this?
 - Why does the school believe those steps will have the desired effect?
- Is the school proposing a pass mark in the test for children eligible for the pupil premium?
 - If yes, please explain how much lower the entry standard for pupil premium children will be than the standard applied to other children?
 - Why has the school chosen this level?
 - What additional/alternative steps is the school planning to take to increase the number of pupil premium children gaining places at the school? What is the evidence for thinking this will be effective?
- If relevant, what might it be that discourages parents of pupil premium children who meet the entry standard from applying for the school? How will the school address this?

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