



Department
for Education

A guide to new special free school revenue funding 2021 to 2022

November 2021

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Introduction

1. This guide sets out how revenue funding for new special free schools will be calculated and paid based upon funding rates for the 2021 to 2022 academic year. It is primarily aimed at free schools opening in the 2021 to 2022 academic year. However, it will also be a useful guide for schools opening in future years as it is important to note that funding may change annually.
2. This guide also sets out the importance of good financial health and the financial governance and accountability requirements for trusts. A pre-opening financial management and governance self-assessment is available at Annex A, and is a helpful tool for trusts to assess a free school's financial governance and compliance prior to opening.
3. The following funding will be available to special free schools upon opening:
 - per-place (FTE) funding
 - commissioner top-up funding
 - business rates grant
 - teachers pay grant
 - teachers' pension employer contribution grant
 - universal infant free school meals
 - PE and sport premium
 - post-opening grant

Each is described in more detail later in this guide.

4. The guide does not cover:
 - funding for mainstream or alternative provision free schools, for which separate guides are available
 - funding for hospital education
 - free schools open before September 2021 (who will be receiving updates on future funding arrangements from the Education and Skills Funding Agency (ESFA))
 - any initial funding which may be provided by the department to help free school proposers to develop their projects before the opening of the school (e.g. project development grant). Further information on project development grant (PDG) is available on [GOV.UK](https://www.gov.uk)
 - capital funding, which will depend on the circumstances of individual free schools (and within this is any ongoing annual costs of leasing premises)
 - Value Added Tax (VAT) open academies and free schools do not receive a separate grant to cover these costs, but will instead be able to claim back, when open, any VAT paid in respect of their non-commercial activity, directly from Her Majesty's Revenue and Customs (HMRC) via the VAT scheme for academies

School resource management and planning overview

School resource management

5. Effective schools make the best use of resources, ensuring that every pound is used to have maximum impact for their pupils and the school. Schools that do this well tend to:
 - base their financial planning on delivering educational outcomes, rather than as a separate consideration
 - have a strategic approach towards financial planning for the longer term (3 to 5 years)
 - deploy their staff effectively and efficiently, linked to their long-term plan
 - have robust challenge from financially skilled governors and head teachers
 - have skilled staff responsible for managing finances, who have experience of seeking best value for money when procuring
 - have transparent financial systems and processes that encourage constructive challenge within and between schools
6. The [school resource management strategy](#) offers practical support and guidance for schools and academies to help them reduce costs on regular purchases and recruitment costs so that they can invest their resources into areas that make the most difference to pupil outcomes.
7. It includes [approved frameworks](#) which can help schools save money on regular purchases such as:
 - printers, photocopiers and IT equipment
 - Schools Switch, an energy comparison service for schools, to ensure they are getting the best deal, and
 - the [Risk Protection Arrangement](#), is an alternative to commercial insurance
 - the supply teacher and agency worker deal which makes fees and mark-ups transparent and removes the temp-to-perm fee after 12 weeks of working for you.
8. There are also a range of tools [to support better resource management including the financial benchmarking service](#), which allow schools to compare their spending patterns to schools in similar circumstances, and the department's [self-assessment tool \(for academies\)](#), and the [Teaching Vacancies site](#) allows schools to advertise their vacancies for free.
9. There is also [support with strategic financial planning](#) and [guidance on financial efficiency, with curriculum planning](#) available to help school leadership teams, including a [curriculum planning tool](#).
10. Through the [Get Help With Technology](#) page, schools can get support to access laptop, tablets and internet solutions, get their school set up on a free digital

platform and access the EdTech Demonstrator network of schools and colleges providing peer-to-peer support on how to make best use of the technology available to schools.

11. The [‘school resource management: top 10 planning checks for governors’](#) guidance contains information to help schools manage their resources efficiently to deliver good educational outcomes. In particular, trusts will want to use the key metrics contained within the planning checks to consider the affordability and value of their proposed curriculum and staffing plans.
12. To receive regular updates about the school resource management tools, support and guidance, schools can sign up to the department’s [schools business professionals contact list](#).
13. School Resource Management Advisers are practising sector financial experts. They provide peer-to-peer tailored advice on how schools and trusts can make best use of resources to deliver the best possible educational outcomes for their pupils. ESFA fully funds SRMA visits to academy trusts and if you are interested in working with a SRMA you should [contact ESFA](#). More information about how SRMAs work with schools and academy trusts can be found [here](#).

Financial planning

14. Free schools should plan their expenditure using the most up to date [financial template](#) to ensure that it is affordable within the funding provided. This should be an on-going process with financial plans updated as plans for the school are more fully developed, staff are appointed, site plans are developed and other costs are more firmly established. Groups should also refresh financial plans as further details of funding arrangements are confirmed, and review them regularly to ensure they reflect the likely number of pupils based on the number of applications. In doing this, they will want to make sure they are aware of funding arrangements for each new academic year.
15. For local authority presumption free schools, the local authority and trust are required to determine the minimum viable number of the school; i.e. the minimum number of pupils required in order to be financially viable. The department expects local authorities to provide sustainable underwriting arrangements for presumption schools in support of the pupil forecasts agreed between the trust and the local authority.
16. If applying to open a free school you may be required to complete a financial plan for the proposed school. All applications, including those with an innovative or new approach, must demonstrate that the school will be financially viable. You can find the full criteria against which we will judge financial viability of free school applications in the [how to apply guide](#).
17. Free schools in pre-opening will be asked to share their current financial plans with the department before entering into a funding agreement. This should include a version modelled around the minimum number of pupils required in order to deliver an educationally and financially viable offer.

18. Financial plans will need to be resubmitted ahead of the school's readiness-to-open meeting (ROM) and should be based on the latest available number of accepted offers.
19. Please note that at post-16, an adjustment of at least -30% should be applied to take account of the potential difference between accepted offers and students who register, as students are able to hold multiple offers. It should also be noted that not all 16 to 19 students progress from Year 12 to Year 13; this drop-off can be typically around 15%. The details included in this plan will be used in order for draft funding statements to be issued.
20. Projects should be ready to submit their plans with evidence to underpin their pupil number assumptions which must be realistic and achievable. The department will want to see that as far as possible the plans reflect the school's income based on the best estimates of available grants, the school's outgoings and the likely number of pupils. Plans should show that the school will not go into deficit at any point.
21. Plans should be based on the most up-to-date available estimates of grant funding. The free school [financial template](#) containing 2021 to 2022 funding rates is from the department and will calculate indicative GAG funding using the up-to-date funding rates.

Annual revenue funding for special free schools

22. Except where stated below, the funding for each free school will be calculated and paid by ESFA. Funding will be paid monthly in equal instalments. With the exception of the school's first month of opening, when the school will be paid on the eighth working day of the month, the ESFA pays schools on the first working day of the month.
23. Special free schools are established in response to demand from local authorities, and their support is essential. Evidence of demand for the school would have been needed to support the establishment of the school.
24. Funding in special free schools comprises:
 - per-place funding for all places for pre-16 and 16 to 19 pupils with education, health and care (EHC) plans; and
 - top-up funding for each pupil placed in the free school
25. The fixed per-place funding will be paid for a number of places which will be subject to regular review. The per-place rate will be £10,000 in 2021 to 2022, and may be subject to change in subsequent years.
26. The top-up funding comes from the local authority commissioning the place, and is determined by the local authority in negotiation with the free school based on the pupil's assessed needs and the cost of meeting those needs in the school. This top-up funding is paid for as long as the pupil attends the school, and will flow directly between the local authority and the special free school.

27. Pupils without EHC plans can only be admitted to special schools in certain circumstances. Please refer to the [SEND code of practice](#) and your funding agreement for further details.
28. Special free schools' continuing financial viability depends on the ongoing support of local authorities, both in terms of a commitment to commission placements, and their willingness to provide associated top-up funding.
29. Place funding for the first year is based upon evidence provided in pre-opening of the estimated number of FTE places required for the number of pupils attending the free school. Evidence of commissioned places will have to be provided to the department during pre-opening.
30. From 2019/20 funding for special free schools has been included in local authorities' high needs allocations, as explained in [changes to special free school funding 2019/20](#). The number of places to be funded at special free schools from their second year of opening onwards will be agreed with the local authority through the place change notification process. Local authority support is therefore very important to the school's future viability.

Pupil premium

31. The pupil premium is a grant to provide schools with extra money to meet local challenges, chiefly those that may arise from deprivation. It is not a personal budget for pupils (like SEND funding) and carries no individual entitlements. Schools should assess the needs of all their eligible pupils and spend the pupil premium budget to meet those needs appropriately; some will need less expensive support, some will need more intensive support.
32. Schools receive the following funding for each pupil registered as eligible for free school meals (FSM) at any point in the last 6 years:
 - £1,345 for pupils in reception to year 6
 - £955 for pupils in year 7 to year 11
33. Schools also receive £2,345 for each pupil who has left local authority care through adoption, a special guardianship order, a child arrangements order or a residence order. If a pupil has registered as eligible for free school meals and has also left local authority care for one of these reasons, they will attract the £2,345 rate.
34. Pupil premium payments are made to academies and free schools in quarterly instalments. A school's pupil premium allocation is calculated from the information it submits in the October schools census. Allocations are applied from the start of the next financial year (April), paid in arrears so schools receive the first payment in June.
35. Local authorities receive £2,345 for each looked-after child in their care, to be spent on their personal education plan in consultation with the child's school.
36. There is more information on the [pupil premium](#) on gov.uk, including an explanation of the accountability requirements.

37. Children from service families attract a separate grant – the service premium, currently £310 per head. This has no connection with disadvantage - it is paid from the same budget for convenience and is solely for the pastoral support of children whose parents are or were in the armed forces. More information about the [service premium](#) is available on [GOV.UK](#).

Teachers pay grant

38. We will continue to provide support to schools with respect to the 2018 and 2019 teachers' pay awards in the 2021 to 2022 financial year. From 2021 to 2022 the majority of this funding will be paid through the schools and high needs national funding formulae (NFF).

39. We have ensured that the additional funding schools will attract through the NFF is as close as possible to the funding they would have received if the funding was continuing as separate grants, without adding significant complexity to the formulae. More details can be found in the [NFF policy document](#).

40. Maintained schools will continue to receive the grant until March 2021, and academies until August 2021. We are including funding previously paid through the teachers' pay grant within the core funding schools receive as part of their national funding formulae (NFF) allocations from April 2021 for maintained schools, and September 2021 for academies.

41. Maintained nursery schools, school nurseries, sixth forms, 16-19 schools, and non-maintained special schools and some special and alternative provision free schools are not funded through the NFF. In the 2021 to 2022 financial year we will continue to provide these institutions with the teachers' pay grant, paid separately to core allocations. More details can be found in the [teachers' pay grant methodology document](#).

Teachers' pension employer contribution grant

42. The teachers' pension employer contribution grant provides additional funding to schools, to cover the cost of the increase in the employer contribution rate of the Teachers' Pension Scheme (TPS) from 16.4% to 23.6% from September 2019.

43. We will continue to provide support to schools with respect to the 2019 increase to the employer contribution rate in the TPS 2021 to 2022 financial year. From 2021 to 2022 the majority of this funding will be paid through the schools and high needs national funding formulae (NFF).

44. We have ensured that the additional funding schools will attract through the NFF is as close as possible to the funding they would have received if the funding was continuing as separate grants, without adding significant complexity to the formulae. More details can be found in the [NFF policy document](#).

45. Maintained schools will continue to receive the grant until March 2021, and academies until August 2021. We intend to include funding for pensions within the core funding schools receive as part of their national funding formulae (NFF)

allocations by April 2021 for maintained schools, and September 2021 for academies.

46. Maintained nursery schools, school nurseries, sixth forms, 16-19 schools, and non-maintained special schools and some special and alternative provision free schools are not funded through the NFF. In the 2021 to 2022 financial year we will continue to provide these institutions with the teachers' pension employer contribution grant, paid separately to core allocations. More details can be found in the [teachers' pension employer contribution grant methodology document](#).

Risk protection arrangement (RPA)

47. Risk protection arrangement (RPA) is an alternative to commercial insurance, whereby government funds cover any losses that arise. The RPA will cover losses that are in scope of the [RPA membership rules](#).
48. The RPA membership year runs from 1 September to the following 31 August, however members can join at any time. Please note, free schools can join the RPA scheme and receive cover prior to opening; there is no cost or premium to join the RPA in pre-opening. Free schools in the pre-opening stage, should have discussions with their lead contact regarding RPA and inform them if they require opting in to the RPA scheme at an early stage.
49. Once a school is open, ESFA will deduct the per pupil cost at source from the free school's general annual grant (GAG). The cost of RPA will be £19 per pupil.
50. Free schools do not have to enter the scheme and are free to make their own alternative insurance arrangements; however, there will be no additional funding provided should extra costs be incurred. More information on [RPA](#) can be found on GOV.UK.

Business rates grant

51. Free schools pay business rates at the 80% discounted charitable rate. They will receive a grant to cover the actual costs paid. This needs to be claimed via the [online form](#) on <https://www.gov.uk/apply-for-business-rate-relief/charitable-rate-relief>.

Universal infant free school meals (UIFSM)

52. State-funded schools in England are required by law to provide free lunches to infant pupils (in reception, Year 1 and Year 2) who are not otherwise entitled to benefits-related free school meals.
53. Schools receive £445 for each of the eligible pupils, which is the equivalent of £2.34 per day for a school year for each of the eligible pupils. In their first year of opening, free school meals will initially be funded based on the estimates of the pupil numbers used to issue their indicative funding letter.

54. Schools will receive an initial provisional payment in October based on these estimates and the average UIFSM take up rate in their local authority. Adjustments to reflect actual pupil numbers will be made in July, based upon meal take up to date from the October and January schools' census. The July payment will also include an additional allocation for the first 2 terms of the next academic year.

PE and sport premium

55. [Free](#) schools with primary age pupils receive [PE and sport premium](#) funding from ESFA, based on the number of pupils in years 1 to 6. This grant is for a specific purpose, and will be paid separately to the GAG funding. Schools must use the funding in line with published guidance to make additional and sustainable improvements to the quality of physical education (PE), physical activity and sport they offer.

56. Open school allocations are based on the January schools census (for example January 2021 census for the 2021 to 2022 academic year). For new schools or a school teaching eligible pupils for the first time in the 2021 to 2022 academic year, funding will be based on the data from the October 2021 school census. For free schools that open in September 2021, the funding will be based on the data from the October census and will be paid to the school in the following March.

57. The free school will receive PE and sport premium funding for a new academic year from the ESFA in two separate payments. These are:

- 7/12 of the funding allocation in November 2021 (or in March 2021 for new schools)
- 5/12 of the funding allocation in May 2022

Post-opening grant (POG)

58. Special free schools (with the exception of LA presumption free schools) are provided with a post-opening grant to reflect the additional costs in establishing a new publicly-funded school which cannot be met through the GAG. The POG provides funding in two elements as the free school grows: non-staffing resources, paid on a per place basis, and a leadership grant. These titles reflect the basis on which the funding is calculated, but the grant can be spent on any legitimate purpose of the school.

59. The first element (resources) is paid each year that the school builds up to capacity for each new place the school is *expected* to create. It is based on the final finance plan submitted before opening and is not revisited to reflect actual place numbers. It is paid at the following rates:

- £250 for each new place created in the primary phase (years R to 6)
- £500 for each new place created in the secondary and 16 to 19 phases (years 7 to 13)

60. The second element (leadership) is a fixed-rate payment of £170,000 (50% in the first year; 30% in the second; and 20% in the third).

61. The resource element of POG is paid over the first 3 months of the academic year, with 50% paid in month 1, 25% in month 2 and 25% in month 3.
62. The leadership element of POG is paid monthly.
63. Free schools set up through the local authority presumption route are not eligible for POG. They should liaise with the local authority to agree what, if any, post opening/diseconomies funding the local authority will provide when the school opens.

Financial governance and accountability

64. Trusts will need to ensure that spending decisions are transparent and in the school's best interests and should not give rise to criticism of the trust by Parliament, and/or the public, and/or the media. Free schools will need sound financial procedures, the capacity to handle public money and good governance arrangements. On opening, a free school will need to have a robust framework to manage its funding and ensure proper accountability and procedures are maintained.

Academy Trust Handbook (also known as the Academies Financial Handbook)

65. The [Academy Trust Handbook](#), together with the funding agreement, sets out the financial management and governance requirements for academy trusts.
66. Trusts must comply with the handbook throughout the pre-opening period and once open. This is outlined within the grant agreements underlying any funding you receive from the department and/or ESFA. Non-compliance with the handbook is considered a breach of contract and may trigger various sanctions.
67. The handbook includes requirements in relation to financial oversight, financial planning, internal control, financial monitoring and management and proper and regular use of public funds as well as a number of other specific matters. The handbook also sets out the audit requirements for academy trusts.
68. The handbook is aimed at trustees, accounting officers (principals and chief executives), principal finance officers (finance directors and business managers), clerks to the board of trustees, local governing bodies of multi-academy trusts and auditors.
69. The handbook clearly articulates that the accounting officer is personally responsible to Parliament, and to the accounting officer of ESFA, for the resources under their control. This personal responsibility extends to ensuring regularity, propriety and value for money. The accounting officer also has responsibilities for keeping proper financial records and accounts, and for the management of opportunities and risks.

Financial statements

77. Free schools, including those in the pre-opening phase, with a funding agreement with the Secretary of State and an open academy at any point during the accounting period must submit audited annual report and financial statements to ESFA, for each year ending 31 August, by 31 December. The [academies accounts direction](#) prescribes the form and content of the financial statements. Prior to signing the funding agreement financial statements should be prepared in accordance with company law.
78. Trusts should set their [accounting reference date](#) to 31 August at Companies House. This is the date to which their financial statements will be produced.
79. The accounts must also be filed by 31 May (i.e. within 9 months of the end of the accounting period) with Companies House. Further information can be found on the [Companies House website](#).

Other financial returns

70. Trusts must also submit the following financial returns to ESFA once open:
- budget forecast return outturn in May and the Budget forecast return three-year in July. Note: the Budget forecast return outturn is not required in 2021
 - audited financial statements for the year ending 31 August, by the following December (as noted in paragraph 77 above)
 - academies accounts return for the year ending 31 August, by the following January
 - land and buildings collection tool as at 31 August, by the following November
 - [financial management and governance self-assessment](#) submitted to ESFA within 3 months of opening. The self-assessment highlights the main requirements academies must have in place soon after opening. A pre-opening self-assessment is available at Annex A, and is a helpful tool for trusts to assess a free school's financial governance and compliance prior to opening
71. Trusts are responsible for keeping up to date with the latest deadlines and requirements. More [information about academies financial returns are](#) available on GOV.UK.
72. Trusts can also keep up to date through the [ESFA Update](#).

ESFA Information Exchange

73. ESFA Information Exchange is a secure website, accessible via the department's secure access system. It enables academies to use:
- Document Exchange to receive and exchange documents with ESFA
 - Help Centre to provide support and advice on using Information Exchange
 - Calendar to check key business cycle dates and deadlines
 - Digital forms for accurate financial returns and other transactions

74. A secure access account for new free schools will be automatically set up using information shared from Get Information About Schools (GIAS), the department's register of educational establishments. This usually happens within 2 weeks of opening. Prior to a free school opening, ESFA will send an email to the secure access approver of the free school who will then be able to activate the account and add up to 7 end users to use secure access and have access to ESFA Information Exchange.

Further information

75. Further information on academies revenue funding is available on [the ESFA pages](#) on GOV.UK.

Annex A – Pre-opening financial management and governance self-assessment

The financial management and governance self-assessment (FMGS) helps new academy trusts ensure compliance with the requirements of the [academies financial handbook](#). The requirements in the FMGS checklist apply from the date on which the funding agreement was signed, so new academy trusts should ideally consider an FMGS before opening their first schools.

Feedback from trusts indicates that the FMGS is a very useful tool providing helpful assurance to the board of trustees that governance arrangements meet the mandatory requirements.

Financial oversight

1. Has the board appointed, in writing, a senior executive leader?
2. Has the trust permanently designated the senior executive leader as the accounting officer, who is employed by the trust and who fully understands their role and responsibilities?
3. Does the accounting officer ensure appropriate oversight of financial transactions by:
 - ensuring the academy trust's property and assets are under trustees' control, with measures existing to prevent losses or misuse?
 - ensuring bank accounts, financial systems and financial records are operated by more than one person?
 - keeping full and accurate accounting records to support the production of annual accounts?
4. Does the trust have an individual in place discharging the role of chief financial officer (CFO), who is employed by the trust with appropriate qualifications and/or experience?
5. Are the trustees aware of the need to apply the highest standards of conduct, and ensure robust governance and effective financial management to comply with the trust's charitable objectives, company and charity law and their funding agreement?
6. Has the trust appointed a clerk to support the board of trustees who is someone other than a trustee, principal or chief executive of the trust?
7. Does the board meet regularly enough (at least 3 times a year) to discharge their responsibilities and ensure robust governance and effective financial management?
8. Is the trust aware that the trust's funds must not be used to purchase alcohol for consumption, except where it is to be used in religious services?

Financial planning and reporting

9. Does the trust prepare management accounts every month setting out its financial position, including an income and expenditure account, variation to budget report, cash flows and balance sheet?
10. Are management accounts shared with the chair of trustees every month and other trustees six times a year and considered at all board meetings?
11. Is the trust aware of, and have processes in place, to meet relevant deadlines for submitting financial and budgetary returns to ESFA?
12. Has the board approved a balanced budget and minuted its approval?

Risk management and internal control

13. Does the trust have a process in place to manage risks, including investment risks, underpinned by a risk register, to ensure its effective operation?
14. Has the trust prepared a single trust level contingency and business continuity plan?
15. Is the trust a member of DfE's risk protection arrangement (RPA) or does it have alternative, adequate insurance cover?
16. Has the board approved a written scheme of delegation of financial powers that maintains robust internal control arrangements and has been clearly communicated to all academies where necessary?
17. Has the trust established a sound internal control framework that: maintains segregation of duties, plans and oversees capital projects, manages assets, and ensuring regularity, propriety and value for money in the organisation's activities?
18. Does the trust have procedures in place for whistleblowing, agreed by trustees and published on their website? If a deficit revenue budget was set, was ESFA informed within 14 days?

Internal and external assurance

19. Has the trust established an audit and risk committee (either dedicated or combined with another committee) which meets at least 3 times a year to provide assurance to the board about the suitability of, and compliance with financial systems and operational controls, and to ensure that risks are being adequately identified and managed?
20. Does the trust have a programme of internal scrutiny, agreed by the audit and risk committee, in place to deliver independent assurance to the board that its financial and other controls, and risk management procedures, are operating effectively?
21. Is the board aware of the requirement to prepare an annual report and accounts?
22. Has the board agreed the appointment of an external auditor for the trust?
23. Does the trust have plans in place, overseen by the audit committee, to implement findings, recommendations, and/or actions from external audit findings?

report, internal scrutiny reports and this FMGS return? Has the trust established an appropriate internal control framework?

Delegated authorities

24. Does the trust have a mechanism to inform the board of trustees where ESFA requires prior approval (beyond the delegated limits, as per the Academies Financial Handbook) for:

- severance, compensation and ex-gratia payments?
- write-offs, guarantees, letters of comfort, and indemnities?
- acquisition and disposal of fixed assets?
- finance leases or leaseholds/tenancy agreements on land or buildings?

25. Does the trust have a mechanism to inform the board of trustees where ESFA requires prior approval for:

- novel, contentious and repercussive transactions?
- borrowing?

26. If applicable, where the trust pools GAG funding, does it have an appeals mechanism in place?

Procurement, tendering and related party transactions

27. Does the trust have procurement controls to ensure that:

- spending has been for the purpose intended and there is probity in the use of public funds?
- spending decisions represent value for money?
- internal delegation levels exist and are applied within the trust?
- a competitive tendering policy is in place and applied, and the procurement rules and thresholds in the [Public Contracts Regulations 2015](#) are observed?
- relevant professional advice is obtained where appropriate?

28. Does the trust have procurement controls ensuring that:

- spending has been for the purpose intended and there is probity in the use of public funds;
- spending decisions represent value for money;
- internal delegation levels exist and are applied within the trust;
- a competitive tendering policy is in place and applied, and Official Journal of the European Union (OJEU) procurement thresholds are observed;
- relevant professional advice is obtained where appropriate?

29. Have all decision makers including the trustees, members, local governors of academies, if a multi-academy trust and senior employees, completed the trust's register of business and pecuniary interests?

30. Is the trust aware that they must declare all contracts and other agreements with related parties to ESFA in advance of the transaction taking place, using ESFA's related party transactions on-line form?
31. Is the trust aware that they must seek approval for contracts and other agreements with related parties in line with the Academies Financial Handbook limits?
32. Is the trust aware that they must pay no more than 'cost' for goods or services provided by persons noted in 5.48 of the AFH 2021? These services must be on the basis of an open book agreement and supported by statements of assurance, in accordance with the conditions set out in the Academies Financial Handbook? **[AFH 2021: 5.48 to 5.59]**

Executive pay and transparency

33. Do decisions about executive pay (including salary and any other benefits) follow a robust evidence-based process and are a reasonable and defensible reflection of the individual's role and responsibilities?
34. Do senior officers' payroll arrangements meet tax obligations fully and comply with HM Treasury's guidance about the employment and contract arrangements of individuals on the avoidance of tax?
35. Has the trust published, or plan to publish, on its website:
- the trust's governance arrangements?
 - the relevant business and pecuniary interests of members, trustees, local governors and accounting officers?
 - audited annual accounts by 31 January?
 - whistleblowing procedures?
 - the number of employees whose benefits exceeded £100k, in £10k bandings, as an extract from the disclosure in its financial statements for the previous year ended 31 August?
36. Has the board been informed of the requirement to report to ESFA any instances of fraud or theft above £5,000 against the trust, whether by employees, trustees or third parties, or where fraud is unusual or systematic in nature?
37. Have any changes in governance been notified to ESFA via [Get information about schools \(GIAS\)](#)?



Department
for Education

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