



Department
for Education

Free school applications: criteria for assessment

(Mainstream and 16 to 19)

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Please make sure you have read the [How to apply](#) guidance before reading this booklet.

The Word application form and the Excel application form and budget planning template are both available on the [GOV.UK website](#).

Introduction

Pre-application registration form

If you intend to submit a free school application in May 2014 (wave 7), you will first need to register with the Department for Education by completing the online [pre-application registration form](#). This should be completed no later than 5pm on Friday 4 April 2014.

We will then provide you with a unique registration number that you will need to quote when submitting your formal application.

If you would like to submit more than one free school application in wave 7 you will need to provide details for all your proposed schools and we will send you individual reference numbers for each of your applications.

Please note that if you are registering an interest in submitting a free school application, the information you provide, including personal information, may be subject to publication or disclosure in accordance with the access to information regimes, primarily the Freedom of Information Act 2000 and the Data Protection Act 1998.

Routes of entry

As a reminder before you start, there are two routes to follow when applying to establish a free school:

Route 1 – applicants who have:

- an open free school of the same type and phase; or
- a free school of the same type and phase currently in pre-opening.

Route 2 – all other applicants

The purpose of Route 1 is to avoid asking you to provide information that we have seen before. If you have previously been approved to open a free school, we still hold a copy of your previous application. Instead of asking you to duplicate information in all areas, you will need to provide a brief statement and commentary of significant differences between this application and your last approved application for most of the education plan section. We will also take into account the views of your DfE lead contact and your named education adviser, based on their experience of your educational model during pre-opening and, if applicable, when open.

If you are proposing a different education plan, you are free to submit a full Route 2 application. Indeed, you will not be eligible for Route 1 if:

- You are establishing a different type of school (e.g. if you were previously approved to open a mainstream school and are now applying to open an alternative provision (AP) school)
- You are establishing a different phase of school (e.g. if you were previously approved to open a secondary school and are now applying to open a primary school)
- You operate a type of school that is not a free school (e.g. you are an academy sponsor that has not previously submitted a free school application). This is because we need more information than we currently hold to fairly assess your application

Single and multiple applications

It is possible to apply for one or more free schools in the same round, irrespective of whether you apply through Route 1 or Route 2. It is also possible to complete a single application form covering more than one school, where this avoids duplication:

- Submit one application covering all schools if: all your proposed free schools are of the same phase and type (e.g. all mainstream primary, all AP secondary) and will follow the same educational model (e.g. all teaching the same or similar curriculum, all staffed in the same or a similar way)
- Submit different applications for each school if: each of your proposed free schools are of a different phase and/or type or if your proposed schools are of the same phase and type, but each school will follow a different model
- Submit a mix of combined and single applications if: some of your proposed free schools will be of the same phase and type, and follow a similar educational model, but others will be different.

What to fill in for Route 1/Route 2 and single/multiple applications

Where the information required from you in response to a criterion is different because you are a Route 1 or Route 2 applicant or because you are applying for one or more than one free school, this is set out at the end of each section and clearly marked.

16 to 19 applications

In some instances what we ask from applicants for mainstream schools and 16 to 19 schools is different. We have clearly marked information that relates to 16 to 19 applicants only.

Initial assessment

All criteria are important and you should complete your entire application with care and consideration. Each criterion includes information you must provide in order for your application to be assessed. **If you do not provide this information for any of the criteria that are relevant to your application, it is likely that your application will not be considered further and you may not get feedback on the other sections.**

In addition, if we judge that the information provided in any section of your application is weak when compared to the assessment criteria then it is likely that we will not assess the whole application and provide detailed feedback on all sections.

Group capacity and capability - You will need to show that your team includes the right people to set up your school in the pre-opening phase and the right people to hold it to account as governors once it is open. These may not necessarily be the same people.

Need for the school - You will need to show that your school is needed in the local community and will have enough pupils to be financially viable. You should collect evidence that parents would choose your specific school as the first choice for their child (or that students would choose the school for themselves for **16 to 19**).

You should also build the case for your school by showing whether:

- there is a “basic need” (a shortage of school places in the relevant phase in the area in which you plan to locate your school); and/or
- the existing education provision in the relevant phase is underperforming.

We will use local authority planning area data to assess whether there is basic need in your area. The department publishes [school capacity data and local authority forecasts](#) for pupil numbers. Your local authority should provide you with more detailed information.

We will assess the need for your school to be established by looking at all three of these factors in combination. If there is a surplus of good quality school places in your area, we

will expect you to show even more parental demand than if the data show a basic need or particularly poor-performing existing provision.

16 to 19 provision

Basic need does not apply for post-16 pupils. If you are a 16 to 19 applicant you will need to build a case for your school by providing a brief description of 16 to 19 provision in the area your school would draw from and why your free school will offer something different and of higher quality.

We will also look at demographic data to see if it supports the case for your school, specifically:

- the number of students eligible for post-16 education in the area in which you plan to locate your school; and
- the number of students currently in post-16 provision in the area in which you plan to locate your school.

If you would like to make a case for either of the points above then please do so, but this is not essential. Your local authority should provide you with detailed demographic data.

We will use [local authority level information](#) on the local 16 and 17-year-old population and the numbers of pupils that are currently in full-time/part-time education or work-based learning. Data for the previous year is published each June. We will also look at school census information and the Office for National Statistics [local level population estimates](#).

How applications will be assessed

As you will see in this booklet, we explain under each criterion how we will assess your application and what you need to do to be rated most highly.

Section A – Applicant details

In this section we ask you for basic information about your group and your company limited by guarantee.

As companies limited by guarantee, certain details will be publicly available on the Companies House website. However, the personal information you provide in **Section A** will be treated in accordance with the Data Protection Act 1998.

Personal data is collected on the Word and Excel templates in order to consider an application to set up a free school and will not be used for other purposes. For the purposes of the Data Protection Act, the Department for Education is the data controller for this personal information and for ensuring that it is processed in accordance with the terms of the Act. The department will hold all personal information you supply securely and will only make it available to those who need to see it as part of the free school application process. All personal information supplied in these forms will only be retained for as long as it is needed for this process.

Section B – Outline of the school

In this section we ask you for key details on the type of free school you are proposing.

There are no assessment criteria for these sections.

Differences for Route 1/Route 2 and single/multiple applications

Route 1/Route 2:

You must provide the same information in sections A and B regardless of whether you are a Route 1 or Route 2 applicant.

Single/multiple:

If you are applying to establish more than one free school under the same multi-academy trust, you need only complete one version of section A.

If you are applying for more than one free school but with each free school managed by a different trust, you must complete separate versions of section A for each school and make clear the connection between your applications.

If you are applying for more than one free school, you must complete section B (and the rest of the Excel spreadsheet apart from section A) for each free school for which you are applying.

Section C – Vision

Your education vision should describe why you want to set up your particular free school in the particular area you have identified, its core features and the pupils you intend to cater for. This is your opportunity to tell us in your own words about the overarching vision for your school and how it informs your education plan. Your application should be coherent and consistent throughout and work together as a cohesive whole. You will need to demonstrate in later sections that the vision is both deliverable and affordable within the funding allocated to free schools.

We will be using one criterion to assess this section of your application.

C1 - A credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area

You must:

- Demonstrate that your vision is deliverable (this will be assessed across your whole application but needs to be clearly set out in this section)
- Ensure your vision is consistent with the rest of your application
- Show that your school will offer a high quality education (e.g. that you have set high ambitions for standards of teaching and pupil outcomes)
- Include a brief explanation of why you are seeking to establish your free school in this particular area, including facts and figures relating to the local context (any current or forecast shortage of school places in the local area and the quality of local educational provision)
- Include a brief explanation of the key features of your school, including the proposed age range, details about the expected pupil population and any particular ethos you wish your school to have (e.g. any religious or other beliefs)

We will also assess the **quality** of your vision by how far your proposed school will:

- Address basic need (i.e. a shortage of school places in the relevant phase in the area in which you plan to locate your school)
- Add to choice/diversity of provision locally
- Offer higher standards than local schools
- Respond to parental demand
- Make use of academy freedoms to improve standards in the local area.

You will be rated more highly if you can make a **compelling** case that your school will address **most** of these factors.

Differences for Route 1/Route 2 and single/multiple applications

Route 1/Route 2

You must provide the same information here regardless of whether you are a Route 1 or Route 2 applicant.

Single/multiple

If you are applying to establish **more than one free school, you have a free school which is open or about to open or you have any open state-funded or independent school*** you must also provide:

- A brief overarching vision for your chain, including: the number and types of open schools you already manage and have in pre-opening (including free schools, academies, voluntary aided schools and independent schools); and your planned expansion strategy (including how many schools you hope to have in total, your planned geographical spread and timescales)

* You do not need to provide this information if you are applying to convert a single independent school into a free school

We would normally expect the vision section to be about 5 pages long for a single school (and longer in the case of multiple applicants).

Section D – Education plan

This is the heart of your application. Your education plan must explain how your school will achieve its education vision. You should note that section D in the application form includes two parts for you to fill out.

Part 1 asks you to fill out a table showing how your school will grow over time to full capacity. The numbers included in this table must be consistent with the pupil numbers used in the budget planning spreadsheet. **All applicants** must complete this table. **Multiple applicants** must complete a separate table for **each school they are proposing**.

Part 2 is where you should provide the information relevant to the criteria below.

The education plan must set out your **high level strategies** for:

- D1 - the curriculum
- D2 - setting and achieving targets
- D3 - the staffing structure
- D4 - ensuring inclusivity (only required if you are proposing a free school with a religious ethos, religious character and those with a distinctive educational philosophy or world view)

These strategies must demonstrate how you will deliver your vision. As well as being achievable, your education plan must be affordable within the funding allocated to free schools and consistent with your financial plans.

Differences for Route 1/Route 2 and single/multiple applications

Route 1/Route 2

If you are a **Route 1 applicant** (either for a **single school** or for **more than one school**), we already hold information about your education plan from your previous application(s). If all your schools use a similar curriculum model and your approach to the curriculum, staffing and target setting will be the same or similar in each school, you need only provide a brief statement and commentary of significant differences between this application and your last approved application for criteria D1, D2 and D4. We will use our existing knowledge of your education model to assess this section. We will also take into account the views of your DfE lead contact and your named education adviser, based on their experience of your educational model during pre-opening and, if applicable, when open. You should complete D3 for each school you are applying for.

If you are a **Route 2 applicant**, please complete D1-D3. You should only seek to address criterion D4 if you are intending to be a faith ethos school, a school designated as having a religious character or if you are proposing a school with a particularly distinctive educational philosophy and world view.

Single/multiple

If you are a **Route 2 applicant applying for more than one school**, provide one version of this section, referring to individual schools or circumstances where relevant (e.g. setting and achieving targets).

D1 - An ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

You must:

- Demonstrate that your proposed curriculum will be deliverable
- Offer a broad and balanced curriculum (or for **16 to 19**, state what subjects will be covered, the range of qualifications offered and how these will meet the needs and interests of all students) which places a suitable emphasis on English, mathematics and science (pre-16 only). Please complete the tables in the application form with:
 - A list of subjects to be offered with the number of hours spent per week on each. You do not need to provide sample timetables
 - The length of the school day, including any enrichment time, making a distinction between compulsory and voluntary activities
- Offer appropriate qualifications

We will also assess the **quality** of the curriculum plan by how far it demonstrates that you have:

- An understanding of the expected pupil intake and their needs
- A rationale for the type of curriculum proposed which is consistent with the vision. Please explain how it meets the needs of the expected intake, whilst having an ambitious approach to meeting those needs. If you are proposing to teach something other than the national curriculum, please reference – but don't copy and paste – evidence (where it is available) which demonstrates that it is a good and successful model (e.g. results of academic research)
- A strategy to assess and meet the needs of all pupils including looked after children, those requiring literacy recovery/intervention (including English as an additional language), the most able (gifted and talented) and those with differing degrees of SEN
- A clear role for the SENCo
- Strategies in place to support pupils to be successful when they enter and leave the school
- An appropriate enrichment programme

In preparing your application, it is important to note that:

- For primary schools, a broad and balanced curriculum should include, but not be limited to, the core subjects of English, mathematics and science and will need to support progression to secondary education
- For secondary schools, a broad and balanced curriculum should include, but not be limited to, the core subjects of English, mathematics and science
- **16 to 19** free schools do not have to offer a broad and balanced curriculum but applicants should set out what will be covered, the range of qualifications offered and how these will meet the needs and interests of all students

Differences for Route 1/Route 2 and single/multiple applications

Route 1 applicants

You must:

- Provide a brief statement explaining which of your existing schools your curriculum is modelled on with an explanation as to why you have chosen to use that model in this school and any evidence of its success
- Outline any differences between what you are proposing for this school and the model we approved previously, with a brief explanation for the changes (e.g. to cater for a different pupil population)

We would normally expect section D1 to be 8-10 pages long for Route 1 applications and 20-30 pages long for Route 2.

D2 - Measuring pupil performance effectively and setting challenging targets

You must:

- Describe an assessment and data tracking system that will allow pupil performance to be monitored
- Have ambitious and realistic targets for pupil performance, behaviour and attendance, explaining why they are suitable to measure the delivery of your education vision, and what your strategy will be to achieve them
- Explain how you will review success measures and targets regularly to improve the school's performance

We will also assess the **quality** of your plans to:

- Use appropriate data to inform teaching and drive progression and attainment for all pupils
- Focus on measuring and improving quality of teaching in the classroom
- Liaise with and report progress to parents

Differences for Route 1/Route 2 and single/multiple applications

Route 1 applicants

You must:

- Outline any differences between what you are proposing for this school and the model we approved previously, with a brief explanation for the changes. This should include targets specific to this school with a brief explanation as to why they are appropriate

We would normally expect section D2 to be about 2 pages long for Route 1 applications and 5 pages long for Route 2.

D3 - A staffing structure that will deliver the planned curriculum within the expected income levels

You must:

- Demonstrate that as the school grows to full capacity, you have an affordable staffing structure and sensible phasing plans that deliver a suitable (interim) curriculum plan. Provide diagrams or tables showing the proposed staffing structure each year until the school is at full capacity in line with planned pupil numbers
- Demonstrate that at full capacity, your staffing structure is sufficient to deliver the curriculum plan; consistent with the information provided in the budget plans; and affordable

We will also assess the **quality** of the staffing structure through the extent to which:

- It includes an appropriate balance of roles, experience and expertise e.g. senior leadership team, middle managers, subject leaders, teachers, non-teachers etc.
- You have credible contingency plans to adapt your staffing structure if income were to be less than expected

In setting out the plans you have for staffing the school, we will use your budget plans to assess whether they are affordable. You do not need to provide a commentary or explanation on affordability in this section.

Differences for Route 1/Route 2 and single/multiple applications

Route 1 applicants must complete this section as above and:

- Explain whether you intend to use any of your existing staff in this school, and if so how this will work in practice and why the staff in question are the correct choice for this school

We would normally expect section D3 to be 5-10 pages long

D4 – The needs of all children are fully provided for within the curriculum (only complete this section if you are proposing a free school with a religious ethos, religious character and those with a distinctive educational philosophy or world view)

You must:

- Demonstrate that the school will be welcoming to pupils of all faiths/world views and none, and show how the school will meet the needs of these pupils

In order for us to assess your application for a school with a **religious ethos** or **religious character**, please provide:

- A brief description of how your school will be welcoming to pupils of all faiths and none, and show how the school will meet the needs of all pupils and parents
- A brief explanation of how the school's religious ethos or character will be reflected in the curriculum, including what percentage of your timetable will be devoted to religious education and other faith-related subjects (including any ancient or modern languages relevant to the faith community) and why this percentage is appropriate. Please set out what alternatives will be available for pupils not of the faith or of no faith
- A brief summary of the likely impact of school policies on pupils not of the faith or of no faith. You will need to consider the school's uniform and the wearing of religious symbols, the school meals you will provide and whether there will be dietary requirements, your religious education curriculum and the nature of collective worship

In order for us to assess your application for a school representing a particular **world view**, please provide:

- A brief description of how your school will be welcoming to all pupils and show how the school will meet the needs of these pupils and parents
- A brief explanation of how the school's particular world view will be reflected in the curriculum, including what percentage of your timetable will be devoted to any related subjects and why this percentage is appropriate. Please set out what alternatives will be available for pupils who do not share the world view

In preparing your application it is important to note that we will not approve any free school application where we have any concerns about creationism being taught as a

valid scientific theory, or about schools failing to teach evolution adequately as part of their science curriculum.

Differences for Route 1/Route 2 and single/multiple applications

Route 1 applicants

You must:

- Outline any differences between what you are proposing for this school and the model we approved previously, with a brief explanation for the changes

We would normally expect section D4 to be about 2 pages long for Route 1 applications and 5 pages long for Route 2.

Section E – Evidence of need

We will assess whether there is **need** for your school by weighing up three factors: parental demand (**or student demand for 16 to 19**), basic need for places and the standards of local schools.

We will look at the data you have provided to judge the level of need and the extent to which you have engaged with a cross-section of parents (**or students if 16 to 19**) from the local community.

Differences for Route 1/Route 2 and single/multiple applications

Route 1/Route 2

You should complete this section in the same way regardless of whether you are a Route 1 or Route 2 applicant.

Single/multiple

If you are applying for **more than one school**, you need to complete each criterion for each school you are applying for.

E1 – Provide valid evidence that there is a need for this school in the area

You will need to be able to demonstrate that you have interest from parents of a number of pupils that is close to the school's capacity – for each of the school's first two years of operation and either that there is:

- no significant surplus of school places in the relevant phase in the area; or
- that the number of places in underperforming existing schools in the school's proposed vicinity comprises a total number of pupil places greater than your proposed school's capacity at scale. (Underperforming schools will usually be classed as schools rated as 'requires improvement' or 'inadequate' by Ofsted. However, we will also take into account pupil attainment and progression data.)

For example, if you are proposing a primary school of 420 pupils, with year groups of 60, we'd expect you to be able to show interest from parents of at least 60 pupils eligible for the first year of operation and 60 pupils eligible to join the school in the second year of operation. In addition, we'd expect you to be proposing to locate the school either in an area without a significant surplus of primary school places or in an area with at least 420 primary places in underperforming existing schools.

You must:

- Complete the parental demand table in the application form showing how many parents (**or students for 16 to 19**) would select your school as their first choice for the first two years of the school's life
- Demonstrate that potential parents (**or students for 16 to 19**) have made an informed decision when choosing your school as their first choice. Please include the text you have used in leaflets or other promotional material for prospective parents (**or students for 16 to 19**) about the particular characteristics of your school. You must make sure that this adequately describes the school you are proposing; we will not consider generic expressions of interest in a new school to be sufficient evidence that there is demand for the school you are proposing
- Provide a map which shows that potential pupils (**or students for 16 to 19**) live within commuting distance of your school
- Provide details on the extent of any current or forecast shortage (basic need) or surplus of places in the relevant phase of education within the school's proposed vicinity (if you have already set this out in the vision section, please refer to the relevant page)

- Provide a brief summary of the standards in local schools in the relevant phase using Ofsted judgements and pupil attainment and progression data (if you have already set this out in the vision section, please refer to the relevant page)

You will be rated more highly if:

- Your school is significantly oversubscribed and either:
 - there is a significant shortage of school places in the area; or
 - there are more pupils at underperforming existing schools in the area than the capacity of your proposed school. (underperforming schools will usually be classed as schools rated as 'requires improvement' or 'inadequate' by Ofsted. However, we will also take into account pupil attainment and progression data)

Independent schools must:

- Present evidence of demand from current and prospective parents separately

16 to 19 provision and basic need

Basic need does not apply for post-16 pupils. If you are a 16 to 19 applicant you will need to build a case for your school by providing a brief description of 16 to 19 provision in the area and why your free school will offer something different and of higher quality.

We will also look at demographic data to see if it supports the case for your school, specifically:

- the number of students eligible for post-16 education in the area in which you plan to locate your school; and
- the number of students currently in post-16 provision in the area.

If you would like to make a case for either of the points above then please do so, but this is not essential.

If you have already set this out in the vision section, please refer to the relevant page.

Differences for Route 1/Route 2 and single/multiple applications

Route 1/Route 2

You should complete this section in the same way regardless of whether you are a Route 1 or Route 2 applicant.

Single/multiple

If you are applying for more than one school, you need to provide this evidence of need for each school you are applying for.

We would normally expect section E1 to be about 5 pages long.

E2 – Successful engagement with the local community

You must:

- Demonstrate how you have engaged with a cross-section of the local community

You will be rated more highly if:

- You can provide **compelling** evidence that you have engaged **successfully** with a **high proportion** of the local community and have **adapted** your proposal in response to feedback *if necessary*

For free schools with a religious ethos or religious character and those with a distinctive educational philosophy or world view, you must also:

- Show that you have taken steps to encourage applications from all parents in the local area, including those who may not share your school's faith, philosophy or world view
- Show that you have explained clearly the nature of the religious ethos or character, or distinctive educational philosophy or world view and its impact on the school, so that parents can make an informed decision about whether to apply

Free schools with a faith ethos, faith designation and those with a distinctive educational philosophy or world view will be rated more highly if:

- You can show that a significant number of parents (**or students if 16 to 19**) not of the faith/world view have chosen the school as their first choice

Independent schools must also:

- Show how they have targeted parents/pupils beyond their existing parent/pupil base, focusing in particular on children from more disadvantaged backgrounds.
- Show how you will use your best endeavours to admit numbers of children attracting the pupil premium that are proportionate to such children resident in the local authority – for example by prioritising children who are eligible for the pupil premium in your admissions arrangements.

Independent schools will be rated more highly if:

- They can show that a significant number of parents with children not currently at the school (**or students not currently at the school if 16 to 19**) have chosen the school as their first choice

We would normally expect section E2 to be no more than 2 pages long.

Section F – Capacity and capability

You must demonstrate that your group has the capacity and capability to set up and run a school. You must have access to appropriate educational, financial and other expertise, either within your group or externally.

All applicants must complete sections F1-F8 as set out in the table below:

Type of applicant	Which sections to complete
Route 1 applicants (both single and multiple)	F1-F6*
Route 2 applicants applying for one free school in this round	F1-F6*
Route 2 applicants applying for more than one free school in this round	F1-F6*
Route 2 applicants applying for one free school in this round who already have an open academy	F1-F6*
Independent schools wishing to 'sponsor' a new free school	F1-F6*
Independent schools wishing to become free schools	F1-F4 and F7-F8

* All existing mainstream schools and academies which have not been approved to be an academy sponsor should complete F1 – F6.

If you are an approved academy sponsor the department will already hold material that would be relevant to your free school application and will therefore not expect you to provide this information for a second time. As a result at this point do not fill in sections F5 and F6 of the application relating to your educational track record until we have assessed whether we already have enough information on these aspects of your performance. If required, we will make sure that we give you sufficient time to provide any clarification or additional material to help us take a view in regard to these factors.

In addition if you are not an approved academy sponsor but are interested in finding out more about this role and potentially apply to become a sponsor please make contact with

the department's [Sponsor Approval team](#). In doing so please quote your free school application [unique registration number](#).

It is important to make clear that approval as an academy sponsor will not guarantee a free school application is approved. Each free school application is considered against the criteria set out in this guidance. Similarly, approval to deliver a free school project does not mean that you would be automatically chosen to deliver a specific academy project. All projects are carefully considered on a case-by-case basis. It is the role of the department to consider which of our sponsors will provide the best possible solution for a particular school(s), and Ministers will make a final decision as to whether the proposed sponsor should take forward a specific project, based on that advice.

Throughout sections F and G, we will ask you to provide details of educational and financial expertise. When we ask this, please include the information below using the template CV provided in the Word application form.

Educational expertise

- If an individual is or was a member of a school leadership team, please provide their CV on the template provided, including:
 - Details of their last three roles (this should cover the last four years. If not, please include additional roles) – the school(s) in which they were employed, their position(s) and how long they were in each position
 - The school's results for the years they were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for **16 to 19**, average point score per entry and per student for level 3 qualifications
 - Best 8 value-added scores for the years they were in post in each school, if available
 - A brief commentary on why their previous experience is relevant for this proposed free school
 - At least one referee who is able to confirm their education credentials. We may make other enquiries as we see fit
 - Optionally: any other brief comments they wish to make on how their role(s) had an impact on raising standards

- If an individual is or was a teacher or head of department/faculty but not a member of the leadership team, please provide their CV on the template provided, including:

- Details of their last three roles (this should cover the last four years. If not, please include additional roles) – the school(s) in which they were employed, their position(s) and how long they were in each position
- Their subject/department's results for the years they were in post, compared to their school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for **16 to 19**, average point score per entry and per student for level 3 qualifications
- A brief commentary on why their previous experience is relevant for this proposed free school
- At least one referee who is able to confirm their education credentials. We may make other enquiries as we see fit
- *Optionally*: any other brief comments they wish to make on how their role(s) had an impact on raising standards

Financial expertise

- For the group's nominated finance lead(s), please provide their CV on the template provided, including:
 - Details of their last three roles (this should cover the last four years. If not, please include additional roles) – where they were employed, what their role was, how long they were in each role and what their financial responsibilities were
 - A brief commentary on why their previous financial experience is relevant for this proposed free school
 - Details of their professional financial qualifications
 - At least one referee who is able to confirm their finance credentials. We may make other enquiries as we see fit

Section F also asks you to provide information on individuals in your group who have other relevant skills and expertise that will ensure the success of your proposed free school. This may include communications, marketing, human resources and project management expertise. There are no specific requirements for these areas but please provide CVs on the template provided for these individuals including:

- A brief commentary outlining their previous experience and why this is relevant for this proposed free school
- Details of any relevant professional qualifications

Please note that CVs should be included in the appendices and do not count within the page limit.

F1 – The necessary experience and credentials to deliver the school to opening

You must:

- Demonstrate that you have access to individuals with adequate relevant education and finance expertise with specific and sufficient time commitments
- Demonstrate that you have access to individuals with specific and sufficient time commitments and relevant experience in as many of the following as possible:
 - Managing school finances
 - Leadership
 - Project management
 - Marketing
 - Human resources

We will also assess the quality of:

- Your strategy to fill the skills gaps you have identified
- The track record of the individuals you have listed as experts in the areas named above

You will be rated more highly if:

- The individuals with education and finance expertise form part of your core applicant group
- You have individuals with expertise in most of the additional five areas listed under bullet 2 under the 'you must' heading above and that they form part of your core applicant group
- The individuals listed have a strong track record in their areas of expertise

In order for us to assess your application, please complete the **two tables** (F1(a) & (b)) in the application form.

The **first table** (F1(a)) asks you to fill out the following information about each individual who is part of your group (including all members of your academy trust) or whose expertise you intend to access:

- Name
- Where they live (i.e. town/city)
- Role in pre-opening. Please include whether the individual is part of the core applicant group, or someone whose support you are accessing. If the latter, please indicate whether you would expect this support to be provided on a paid, at cost or on a voluntary basis
- Summary of all relevant expertise (e.g. educational, financial)
- Average time commitments for all the individuals named in pre-opening (in hours per week)

CVs on the template provided for all the individuals you name in table F1(a), which include the information requested in the bullets in the introduction to section F, should be included as annexes.

The **second table** (F1(b)) asks you to set out any skills gaps that you think exist within your group and how you intend to fill them.

We would normally expect section F1 to be about 5 pages long.

F2 - A governance structure, roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

You must:

- Provide a diagram showing your proposed governance structure, including lines of accountability between the company members, the school's governors and the principal. The governance structure must be in line with accepted academy trust models and the Academies Financial Handbook, with a clear and appropriate division of roles and responsibilities between members, governors and the school's senior leadership team
- Include a brief explanation of the roles and responsibilities of the company members, the governors, any proposed committees and the principal
- Include a strategy for avoiding and minimising conflicts of interest and for securing independent challenge to members and governors
- Include a brief description of any conflicts of interest and an explanation of how you intend to manage them

We will also consider the proposed size and structure of your governing body and whether it will enable effective decision making.

Differences for Route 1/Route 2 and single/multiple applications

Single/multiple

If you are a Route 1 applicant or a Route 2 applicant applying for more than one school or that already runs schools under the same trust, you must also provide:

- A diagram showing the governance structure which ensures clear accountability and scrutiny arrangements between the centre and each free school or academy (or other type of school if relevant)
- A brief explanation of the strategic remit of the board together with the remit of local governing bodies and their structure
- A brief explanation as to how the trust would intervene quickly in an academy or free school should that be deemed necessary and how it would know to do so

We would normally expect section F2 to be about 5 pages long.

F3 – Skills gaps identified for once the school is open and a plan is in place to fill them. Any governors identified already have the experience, track record and commitment to drive improvement in a free school, and manage the trust effectively

You must have:

- Conducted a skills gap analysis of governors already identified
- Set out a plan to recruit and train high quality governors, particularly those with education, school governance and finance experience, and specific and sufficient time commitments

We will assess the **quality** of your skills gap analysis.

You will be rated more highly if:

- You already have individuals in your core applicant group who would make strong governors once the school is open
- The individuals named as governors have excellent relevant school finance and leadership experience

In order for us to assess your application, you must complete the **two tables** (F3(a) & (b)) in the application form.

The **first table** (F3(a)) asks you to fill out the following information for each individual who is part of your group or whose expertise you intend to access for the governing body:

- Name
- Where they live (i.e. town/city)
- Role on governing body
- Area of expertise (education, finance or other. If the latter, please specify)
- Other relevant expertise and experience
- Time commitment when the school is open (in hours per week)
- CVs for the individuals you name, which include the information requested in the bullets in the introduction to section F, should be included as annexes.

Please note, if this application is for a free school that will form part of a multi-academy trust you must provide information for the individuals on the MAT board and the

individuals on any local governing body or advisory group, and ensure that you have shown clearly on which board each individual will sit.

The **second table** (F3(b)) asks you to set out any skills gaps on your governing body and how you intend to fill them. If this application is for a free school that will form part of a multi-academy trust please also provide this information for any local governing body that has a role in the running of the school as outlined in section F2.

We would normally expect section F3 to be about 5 pages long.

F4 – A credible plan for recruiting a high quality principal during pre-opening

You must:

- Provide a brief explanation of the role of the principal and the skills required

And either:

- Have identified a principal with a relevant and credible educational track record as a senior school leader and who shows clear potential to be a competent principal of this school. Please provide a CV for your proposed principal in the annex. See the bullets in the introduction to section F for what to include

Or

- Have suggested a sensible timeline for hiring a principal and defined a role and salary that will attract principal candidates with relevant experience and credible track records of school or academy leadership. Please provide a brief explanation of why you think you can attract high calibre candidates to the role

In addition to either of the above, you must:

- Ensure the principal's salary will be affordable within the financial plan

You will be rated more highly if you have identified a principal with an **exemplary** educational track record as a senior leader and who shows clear potential to be an **excellent** principal of this school.

We will use the information you provide in section G to determine whether the principal's salary will be affordable. You do not need to provide any additional financial information in this section.

If you are an existing provider or a new applicant seeking to open more than one free school and intend to implement a leadership model that includes an executive principal and head of school, you must provide the above information for both roles in relation to your free school application.

We would normally expect section F4 to be about 5 pages long.

F5 - Educational track record (existing providers and any new applicants seeking to open more than one free school)

If you need to complete this section (see the Section F introductory text), you must provide the following:

Existing providers **and** any new applicants seeking to open more than one free school:

- A list of the key people you will use to provide school improvement support. Please provide CVs in the annex for each individual in line with the bullets in the introduction to section F relating to education. Please also provide details of when they have supported other schools, if applicable, and references to Ofsted judgements where they have been directly responsible for a positive transformation
- A list of the people (or organisation) that will provide any central service/support to the trust/academies. Please provide CVs in the annex for each individual in line with the bullets in the introduction to section F relating to education, finance and other relevant areas of expertise. Indicate how you will be sure these services will provide value for money

Existing providers **only**:

- The date and overall judgement of your latest Ofsted inspection with the link to the full report for each of your schools. **We may not assess your application if any existing provision has not been judged at least good overall in its last Ofsted inspection**
- Links to the most recent performance data for each of your schools. If there are any anomalies of which you think we should be aware, please provide a brief explanation

In order to be rated highly, you must have:

Existing providers **and** any new applicants seeking to open more than one free school:

- **A strong educational track record**
 - Group members' individual track records in previous schools is strong as shown by KS2/KS4/KS5 results, value added scores above LA and national averages and Ofsted outstanding ratings

Existing providers **only**:

- **Compelling** evidence of high, sustained educational impact, including:

- KS2/KS4/KS5 results data for open academies or schools, including absolute results and trajectories are above LA and national averages
- Best 8 value-added scores for open academies or schools are above LA and national averages
- Ofsted S5 judgements of quality of teaching, leadership and management are 'outstanding' in each of your schools

We would normally expect section F5 to be about 5 pages long.

F6 – Capacity to expand (existing providers and any new applicants seeking to open more than one free school)

If you need to complete this section (see the Section F introductory text), you must:

Existing providers **and** any new applicants seeking to open more than one free school:

- Provide evidence of relevant financial expertise at sponsor/trust level where not already covered in F1. Please include CVs in the annex for each individual in line with the bullets in the introduction to section F
- Include the name of your finance director and include their CV in the annex (which should include the information in the bullets in the introduction to section F relating to finance)
- Indicate how your model will allow the trust to grow and provide on-going challenge and support to any existing academies/schools and any new free schools. Where relevant, please state how you will source additional capacity if required
- Explain how you plan to make efficiencies and economies of scale by sharing services across your schools

Existing providers **only**:

- Provide a brief outline of the financial performance of your school/academy/trust/institution during the last 4 years, including details of any adverse audit opinions from any sources

Existing providers **and** any new applicants seeking to open more than one free school:

If your group is proposing to make use of a shared-service function (either through a multi-academy trust, sponsor or other related organisation), you must also:

- Complete the **tables** (F6 (a) & (b)) in the application form with the projected make-up of the 'central team' and their approximate cost, if applicable. Please include CVs in the annex that detail the information as set out in the bullets in the introduction to section F in terms of education and finance to demonstrate how they can support the new free school(s) through pre-opening and beyond for anyone not already covered in F1
- Explain any additional skills and expertise within the shared service function that you have not already explained in other parts of section F. Please include CVs in the annex that detail the information as set out in the bullets in the introduction to section F in terms of education and finance

- Set out a brief description of how your shared service function will be financed. This should include which services are provided by the shared-service function, what the costs are likely to be to each academy or school (e.g. top-slice/per-head contribution) and what this funding will provide. Please complete the table in the application form
- Include a list of any additional services which can be purchased by each academy or school if the local governing body decides and the approximate costs of these additional services
- Explain who will monitor the performance of the shared-service function and how
- A brief outline of how your current capacity will grow to match your ambition for the trust and how you intend to finance the growth of the trust

This information should be sufficiently detailed to allow us to make an assessment of both the capacity and capability and the value for money of the shared service provision.

We will also assess the **quality** of the evidence you can provide in relation to:

- Your improvement plans and how you provide the appropriate scrutiny to every academy or school
- Contingency planning and risk management
- Capacity and capability to intervene quickly across all areas of the school(s)
- High-calibre financial leadership
- Robust financial track record and good value for money
- Whether the free school(s) will benefit from support and challenge from a highly-skilled, focused local governing body, with the necessary delegated authority to carry out its functions

You will be rated more highly if you have **compelling** evidence demonstrating that you have good plans in place to meet **most** of the points above.

We would normally expect section F6 to be 5-10 pages long.

F7 – Independent schools have a good educational track record

Pages 12-14 of the [How to apply guidance](#) explains the minimum criteria you need to meet as an independent school wanting to become a free school and how we assess these applications. Please read this section carefully before deciding to apply.

If you meet the minimum criteria and decide to apply, you must:

- Provide the date and overall judgement of your latest inspection with the link to the full report
- Complete a self-assessment against the Ofsted section 5 framework. A template is included in the application form

In order to be rated highly, your school needs to be outstanding (or equivalent) in all areas of your latest inspection and be performing considerably better than local schools.

We would normally expect section F7 to be about 5 pages long.

F8 – Independent schools have a good financial track record

If you meet the minimum criteria and decide to apply, you must:

- Provide a brief outline of the financial performance of your school during the last 4 years. Submit the school's audited financial statements for the last two years with your completed application form. Supply alternative evidence of the school's current financial health if the school has not been open long enough to have two years' worth of audited accounts
- Tell us about any relevant financial issues relating to the potential conversion to free school status and explain how you will seek to address them. You should expect to discuss these in greater detail in later stages of the application process. Examples of financial issues which may impact on becoming a free school include running at an operating deficit or having outstanding loans and overdrafts, including mortgages
- Confirm in writing that you have disclosed all financial liabilities
- Provide an explanation of your existing and planned internal and external financial management and governance arrangements, including for scrutiny and challenge

In order to be rated highly, your school's existing governance arrangements must be **strong** and your existing school must have an **outstanding** track record of financial management.

We would normally expect section F8 to be about 5 pages long.

Section G – Budget planning and affordability

Before you begin to develop and complete your plans, you should read:

- the overview of free school funding in [Annex A of the How to apply guidance](#) which explains how your school will be funded once open
- **Annex A** in this document for detailed guidance on how to complete the financial template

We first ask you to provide a plan showing your income and expenditure as your school grows to full capacity. We want to check that your financial plans will support delivery of your education vision and plan and that your school is viable with the funding provided. For the budget plan (the G1 and G2 criteria) you need to provide a narrative in the Word application form and complete the relevant sections of the Excel financial template.

We then ask you to explain what changes you would make if you had to operate with only 70% of your expected income each year until your school reaches a steady state (G3). We want to make sure that your school is resilient to changes in income as a result of having fewer pupils than expected. Row 91 on the 'budget' tab on the Excel template will provide you with the 70% figure so you can calculate the required 30% saving. You must show how you made 30% savings for each year up to and including the year your school reaches steady state. You **do not** need to submit a 70% budget plan in the Excel financial template but you will need to think about areas where you can make savings and explain these in the Word application form. It is critical that you include the savings that each change will generate, the rationale for each change you propose and the reason you have prioritised the changes as you have.

Differences for Route 1/Route 2 and single/multiple applications

Route 1/Route 2

You should complete this section in the same way regardless of whether you are a Route 1 or Route 2 applicant.

Single/multiple

If you are applying for **more than one school**, you need to complete each criterion for each school you are applying for.

G1 - Accurate financial plans that are consistent with the rest of the application and based on realistic assumptions about income and expenditure

You must:

- Include an overview explanation in section G of the Word application form of how you developed your plans and the strategic decisions underpinning them. As part of this, you should explain how you would deliver value for money, and describe how your financial plan would support delivery of your education vision and plan
- Complete a financial plan showing income and planned expenditure in the Excel template and include the assumptions made about income and expenditure in the space provided. You should explain clearly what you have based your assumptions on and the evidence you have to show these are realistic and appropriate. The financial template must be used for all primary, secondary, 16 to 19 and all-through free school applications
- Make sure that the information in your plan is consistent with the other parts of your application e.g. the staffing structure and pupil numbers in the education plan should agree with the financial plan
- Demonstrate that no material errors have been made in completing the financial plan
- Show that you have allowed for unforeseen problems and have contingencies

We will also assess the **quality** of your financial plan by the extent to which it is reasonable, represents good value for money and is prudent. In making this assessment we will consider:

- Core operating income/expenditure assumptions
- Benchmarking information for income and expenditure
- Contingencies
- Any centrally-provided services and their costs
- Proportion of spend allocated to each budget area – and particularly to staffing
- Staff to pupil ratios
- The context of the local area (e.g. the percentage of FSM and SEN pupils)
- The school's particular education offer (e.g. specialist teachers, equipment)

If you are invited to interview, we will assess how well you answer financial scrutiny questions.

We would normally expect the Word part of section G1 to be about 5 pages long.

G2 - The school will be viable within the expected levels of funding available both while it builds up and when it is at full capacity

You must:

- Demonstrate that the school is projected to at least break even at steady state (the year after you reach full capacity)
- Not show a cumulative deficit in any year. Any in-year deficits must be planned for by accumulating a surplus in (a) previous year(s)
- Not be dependent on borrowing or third-party income to break even in any year

We will also assess the **quality** of the decisions you have taken regarding the levels of in year deficit and overall surplus, looking at the factors set out under G1

G3 - The school will be financially resilient to reductions in income

You must:

- Include an overview explanation in Section G of the Word application form of how you approached making 30% savings. You must show how you made 30% savings for each year up to and including the year your school reaches steady state. As part of this, you should explain how your amended plans would continue to support delivery of your education vision and plan
- Complete the table in the Word application form to explain how your vision and plan would be delivered if your income was 70% of what you had expected (usually this would be as a result of low pupil recruitment). To do this, you should explain the actions you would take to reduce costs, the reasons for these actions, the reason you have prioritised the actions as you have and the savings that would result. These savings should total the 30% savings you are trying to achieve

We will also assess the **quality** of the plan by the extent to which:

- The changes proposed will result in an education plan which is affordable, will minimise compromising quality and will meet the vision for the school
- The changes outlined in the 70% **table** (G3(a)) have taken into account the particular characteristics of your school

We would normally expect the Word part of section G3 to be about 5 pages long.

Section H – Premises

Finding a suitable site is an essential part of opening a free school. As part of preparing your application you should investigate potential sites for your school and tell us about them in your application.

There are no criteria for this section of your application, although we make a value for money judgement on each free school application that includes likely site costs.

Differences for Route 1/Route 2 and single/multiple applications

Single/multiple

If you are applying for **more than one school**, you need to complete this section for each school you are applying for.

You must:

- Complete the Excel application form with details of your preferred sites. For each site, you are asked for:
 - the details of your preferred location;
 - the full address and postcode;
 - details of how you found the site;
 - the tenure and ownership plus purchase/lease cost if known;
 - confirmation of LA support for use of a site, if applicable;
 - confirmation of availability;
 - an outline of its current use;
 - your reasons for choosing it and its suitability;
 - size of site and building, if known;
 - comments on the condition of the building.

Additionally, please provide any site plans, agent's particulars, photos, catchment/location maps or other associated technical information as annexes by sending to: premises.freeschools@education.gsi.gov.uk clearly marking the name and location of your free school in the subject line. All supporting text information on sites must be included in the Excel application form. Please note that any additional Word documents submitted will not be reviewed.

The form also asks you to calculate the required floor area for your school.

Please use the following formula to calculate this (we call this the gross internal area). As well as helping us, this will also help you search for suitably sized buildings.

Age range	Size (m2)
Primary (5-11)	350m2 + 4.1m2 per pupil
Secondary (11-16)	1050m2 + 6.3m2 per pupil
Post-16 provision in a school	350m2 + 7m2 per pupil
Post-16 provision as a stand-alone school	1050m2 + 7m2 m per pupil

(For all-through schools, please use the individual phase numbers and add together)

You should make enquiries as to whether your preferred sites are available for acquisition or leasehold but you must not enter into any negotiations at this or any other stage. If your application is approved, the Education Funding Agency (EFA) will undertake negotiations to acquire a site for your school.

We will make an overall cost and value for money assessment of your preferred site. You should therefore aim for the lowest possible capital costs and be as flexible as possible in your site requirements.

We do not expect to provide capital funding to independent schools that do not plan to create additional places. If you wish to expand provision as an independent school, we will consider whether capital funding may be made available. Decisions will be made on a case by case basis with strong supporting evidence required.

If, after approval of your application it proves impossible to identify a feasible site, we may have to delay the opening of your school or, in some cases, we may not be able to open your school at all.

You will be in the strongest possible position if you have identified a number of feasible sites at the application stage.

Annex A – completing the financial template

The financial template is a tool to help you to demonstrate that the education plan and staffing structure proposed throughout the application is affordable within the funding available from the Education Funding Agency. It is important that it is consistent with the rest of the application, that you use it to demonstrate how your plans will be made a reality and that your assumptions clearly show what strategic financial decisions you have made. You will be asked to update this tool as your plans develop throughout the pre-opening phase.

Your Excel spreadsheet contains five tabs. Please ensure you read the guidance in tab G1 before starting to populate the spreadsheet. You will also need to start by completing the cover sheet on tab G2 as the information you provide (e.g. pupil numbers, local authority) will populate the other tabs with the data needed for your funding calculations. It is important to make sure you select the correct local authority in G2 to ensure your financial plans are using the correct data.

Financial template

Forecasts should be prepared on an academic year (September to August) basis. Please enter unrounded amounts (e.g. £15,750) when completing the worksheets. The financial template automatically calculates indicative levels of per pupil funding and post-opening funding based on the information you enter. The actual funding that a school will receive in a given academic year will not be established until closer to opening and projects that progress to pre-opening will be asked to complete revised financial plans before the department enters into a funding agreement. However, at this stage it is important that you show your team can prepare complete financial plans using the financial template. This allows us to assess whether the proposed school is affordable and whether your trust has the capability to develop a robust and balanced financial plan.

16 to 19 free schools should use the mainstream template, which includes 16 to 19 information.

You should refer to the **Academies Financial Handbook** in planning your budget. For example, forecasts should be prepared on the 'accruals' basis of accounting, which means that you should recognise expenditure in the accounting period in which it is incurred, which may be earlier than when the invoice is actually paid.

Budget

Budget assumptions should be listed throughout this sheet at column Q and should be consistent with the information provided in the rest of your application. You should include references to show the sources of evidence and benchmarking information used.

For example, assumptions made could include the following:

- Pupil recruitment is assumed to grow at a steady rate until steady state is reached
- Proposed teaching and non-teaching staff salaries are each benchmarked against other local schools
- Employer National Insurance and pension contributions are each calculated with regard to HMRC and relevant pension providers' guidance
- Expenditure on heating based on information provided by current occupant
- Sixth-form provision assumed to follow 5th year of pupil recruitment in secondary school

These are just some examples of the kind of assumptions that you will want to consider including. For each line of income and expenditure you will want to think about whether additional commentary is needed to help the department understand how you have derived numbers or to highlight where approximations have been used.

Section 1 - Pupil numbers

Please enter the total number of pupils that will be enrolled in your school, per year, for the primary phase in row 9, secondary phase including 16 to 19 (sixth form) in rows 10, 11 and 12 respectively. **For 16 to 19 only**, pupil numbers should be entered into row 13.

These numbers should include both new intakes as well as pupils already attending the school.

Funding for primary and 11-16 pupils is also affected by the characteristics of a school's intake. The template will pre-populate your expected percentage uptake for Free School Meals (FSM) based on local authority averages. Where your anticipated percentages are different from the local authority averages you may override the pre-populated figures; however, you must provide an explanation in assumption column Q. For the purposes of funding, some local authorities will use the FSM measure and some the FSM Ever 6 measure. If you are unsure please use the local authority averages.

Some local authorities (listed on tab G1 of the finance template) do not use the FSM/FSM6 as a measure of deprivation, but use the Income Deprivation Affecting

Children Index (IDACI). This is a complex funding calculation which is based upon factors such as postcode of the school and pupils and pupil profiles, which currently cannot be calculated for free schools at application stage. At this point, therefore, this template will give you an indication of the minimum funding you can expect to receive. Should you be accepted into pre-opening, the department will work with you to provide a more accurate reflection of the funding you could receive.

The 16 to 19 rates per pupil will be calculated for you when you select your local authority on the cover sheet.

Section 2 – Income

This worksheet will automatically generate an estimate of grant funding income based on pupil numbers, including Education Services Grant (ESG) and Pupil Premium. Free schools receive a flat-rate ESG of £140 per pupil to cover the cost of services previously provided by the local authority.

Nursery income - If you intend to provide nursery places, you will receive the ESG of £140 and insurance grant of £20 per FTE place for 3 and 4-year-olds, and some of the most deprived 2 year olds. . The total (and any additional funding being received for nursery provision) should be included as a line in the Other Income section on tab 3. Your free school budget must not depend on funding received for the nursery provision. Therefore, you must include one line in the Other Expenditure section on tab 3 to represent all expenditure related to your nursery. This will then ensure that the nursery is cost neutral for the purposes of your free school budget. To receive funding for nursery places (other than ESG and insurance), you need to register with the local authority which will provide funding for the free entitlement for 3 and 4-year-olds (up to 15 hours per week). Please note there are strict guidelines for charging for additional nursery provision, as set out in [Annex A of the How to apply guide](#), which you should discuss with us if you are successful.

Business rates – free schools receive a grant from the EFA to cover the full cost of business rates at the discounted charity rate. Row 68 (in the income section) will be populated once you have provided details of the rates in row 129 (in the expenditure section).

Other income - If you expect income from sources other than the EFA (e.g. nursery, fundraising) please include them in your budget sheet. You should use the assumptions column (column Q) to provide robust evidence on why it is realistic and achievable to assume the levels of income you have included. Any additional income would usually be used to enhance, extend, and enrich the school's offer or to save towards capital projects

and should not be fundamental to the operation of the school. Schools are expected to be viable on the basis of their EFA income against projected costs.

Post-opening grant - The curriculum materials (books and equipment) element will be calculated automatically using your pupil number entries. You will receive this grant for any new pupils you take each year until you reach capacity.

Your **leadership grant** will be calculated automatically by putting in the number of empty cohorts you will have each year. An empty cohort is a year group between reception and year 11 – sixth form year groups are not included in this calculation – which the school intends to have when at full capacity but which in the early years has no pupils in it. Independent schools will not normally be eligible for a leadership grant and should therefore not enter anything into row 84.

16 to 19 free schools will only be eligible for leadership grant in year 1 as it is expected you will have a full cohort by year 2. This will be negotiated on a case by case basis but you should enter the amount you think you will need in cell E85.

Section 3 – Expenditure

Please enter your expenditure total under the headings: Other Staff, Premises, Educational Resources, Professional Services and Other expenditure. We have suggested some areas where we would expect to see expenditure listed. Staff costs will be calculated automatically once the 'Staff' worksheet is completed.

It is sensible to include costs associated with depreciation of assets, excluding land and buildings. This is where items such as laptops or minibuses (but not day-to-day items) will need to be replaced. As an example, a good financial plan using the budget planning tool might show that there is a need to buy more laptops in the third year, then replace other assets in the fifth year. These assumptions should be reflected in column Q. We would expect contingency to be around 1% of overall income.

The DfE website includes [schools benchmarking](#) information and [academies' spend data](#). These provide details of the non-staff costs typically incurred by maintained schools and academies. The benchmarking information on the schools benchmarking website does not cover the costs of purchasing and providing services that an academy or free school will need which would be provided by a local authority to its maintained schools. You can access information on the schools benchmarking website by using the 'Guest Login' link.

Staff

The information you enter here should match the staffing model included in your main application form. Please provide details of the position, type of position, salary, allowance, pension rate and National Insurance rate in columns C-G. Columns H-O require you to input a number 0-1 setting out the full time equivalence of that role depending on whether the member of staff is full or part time. Each member of staff needs to be entered in a separate row. An example is given at the top of the sheet.

You can find out who your local government pension scheme manager is [here](#). You should contact the relevant fund manager in the first instance to get a likely estimate of the rate in your area.

National Insurance is not a fixed rate and varies with earnings. For further information visit the HMRC website [here](#).

Education support staff are non-teachers who have an active role in supporting the education of pupils. They can include: teaching assistants, high level teaching assistants, learning support assistants for pupils with high levels of SEN or who have EAL, nursery nurses, modern language assistants, instructors, lab technicians, coaches, sports coaches, mentors, family support workers etc. Education support staff are separate from school administration staff.

You should visit the schools benchmarking website and the academies spend website to get an idea of how much maintained schools and academies spend on staffing costs. You should explain in your assumptions how you have taken these benchmarks into account when setting the level of spend on staffing costs for your school. Where a financial plan using the budget planning tool indicates that a significantly greater or lesser proportion of the school budget will be spent on staffing than is typical, we would expect the financial section of the application form to set out clearly why this is appropriate for your school.

Summary

This sheet will provide you with a breakdown of your funding allocation, your pupil and staff numbers, staff structure as well as giving you a set of financial ratios on strands of your expenditure against overall costs. Cells will be red-rated where your ratios and allocated spending are greater than we might expect to see. This is a guide to help you think through your plans and you can provide any notes or reasoning in column P.



Department
for Education

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