



Education & Skills  
Funding Agency

# Local Authority Pupil Planning Areas

This document provides guidance for local authorities on how pupil planning areas should be structured.

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# Summary

## About this departmental guidance

This is non-statutory departmental guidance from the Department for Education which sets out our expectations for local authorities to have regard to when determining, or making changes, to their pupil planning area structure for the purposes of the School Capacity Collection (SCAP).

Local authorities have a duty under section 14 of the Education Act 1996 to secure that sufficient schools are available for their area to provide primary and secondary education. Each year the department collects information on school places from local authorities as part of the annual SCAP collection pursuant to the Information as to Provision of Education (England) Regulations 2016 (SI 2016/555 available [here](#)).

Local authorities are required to provide, at pupil planning area level, information about the number of registered pupils and the capacity of schools in their area. The annual returns also include local authorities' own forecasts of pupil numbers by year group and for whom primary and secondary education will be provided. The information gathered from the SCAP collection is used to monitor the provision of places nationally, assess current and future shortfalls in school capacity and to inform the calculation of basic need capital allocations to support new pupil places. The data also informs the locations and sizes of new schools, or school expansions, provided through centrally funded capital programmes.

The purpose of this guidance is to provide information on how pupil place planning areas should be structured to ensure basic need is accurately reflected and reported to the Secretary of State. It focusses on the factors local authorities should consider if they are reviewing their current pupil place planning area structure and the department's process for approving any changes.

## Expiry or review date

This guidance is valid until amended or withdrawn.

## Who is this guidance for?

This guidance is primarily for local authority commissioners involved in planning and organising school places.

## Key points

- Basic need capital allocations are made to local authorities to help them fund new pupil places by expanding existing maintained schools, free schools or academies, and by establishing new schools. Allocation decisions made by the department are based principally on data collected from local authorities via the annual SCAP collection. The department collects information through the SCAP collection, in each pupil place planning area of every local authority, on the capacity of schools and local authority's own forecasts of pupil numbers for several years ahead. Basic need capital funding is allocated on the basis of a comparison of forecast pupil numbers with school capacity, with shortfalls in capacity attracting funding.
- Local authorities have the discretion to determine their pupil planning areas for the purposes of school place planning though we expect them to have regard to this non-statutory guidance when determining their pupil planning area structure for the purposes of the SCAP collection. Local authorities must ensure the pupil planning area data reported for the SCAP collection is a true and accurate reflection of the need for school places.
- Where the general principles set out in section 2 have not been applied and/or where the structure adopted is likely to generate an over-estimated basic need allocation in the local authority, the department may allocate basic need capital to a more proportionate model by using an alternative method such as regrouping pupil planning areas differently. The department may also defer the decision about a local authority's allocation, until we can be confident that data submitted represents a true and accurate reflection of the need for school places.

## Section 1: Why data is collected at planning area level

Effective pupil place planning is a fundamental element of the local authority's role as strategic commissioner of good school places. It is under-pinned by the use of local area knowledge and data to identify any early warning signs of insufficient numbers of school places in specific parts of the authority. The basic unit of this local knowledge is the 'pupil planning area' which means an area within the local authority which is used by that authority for the purposes of assessing current and future pupil demand for school place provision.

Prior to 2012, the data collected reflected the supply and demand for places at local authority or district level. As pupil place pressures continued to increase, it became apparent that, in individual local authorities, the aggregated data did not provide full visibility of place pressures where this was being masked by surplus capacity in other

areas of the authority. Data at a lower granular level was thus required to provide a more accurate picture of need than that provided by the aggregated local authority or district level data. It was also recognised that more detailed data would facilitate the more accurate targeting of the basic need capital allocations provided by the department to support the creation of new pupil places.

The SCAP collection was changed in 2012 to collect data at pupil planning area level as this is the unit by which local authorities plan their school provision. At that time, local authorities were asked to state the primary and secondary pupil planning areas already in use in their local area and to identify the schools assigned to each one.

The landscape has changed over the last five years and planning areas defined at that time may not be appropriate now or in the future. Since 2012, some local authorities have made changes to the structure of their pupil planning areas and the following sections provide information on the criteria by which pupil planning areas should be defined in the future and the process involved should a local authority need to alter their current structure.

## **Section 2: How pupil planning areas should be structured and how they can be changed**

Pupil place planning is a dynamic process in which factors such as school re-organisation, evolving local demographics or changing geographical factors can mean existing structures are no longer fit for purpose. Changes to these structures are sometimes necessary.

Where a local authority experiences difficulty in planning school places effectively because it believes basic need within an area is being masked, it should review the structure of its pupil planning areas. The impact of changes that have taken place such as housing developments, schools opening or closing and any infrastructure changes, such as new roads should be assessed and a structure designed to reflect the changed landscape more effectively. A local authority may also wish to review its structure where no such changes have occurred but it has other reasons for reviewing. For example, an increase in inward migration or birth rate and higher pupil numbers now impacting on the secondary sector.

When reviewing pupil planning area structures, local authorities should consider the following factors:

- Geographical characteristics
- Parental preference patterns
- Distance to nearest school/s

Local authorities are aware that responsibility for proposing and designing pupil planning area structures rests with them to reflect local circumstances. However, proposals to structurally change or create planning areas for use in the SCAP data collection process may require approval from the department and the process for this is outlined in sections 5 and 6 below.

Most local authorities divide their geographical regions into smaller areas for pupil place planning purposes and pupil planning areas should align with these smaller areas.

As a general guiding principle, schools located in close proximity, and which pupils could reasonably attend, should be grouped together in one planning area.

The following underlying principles underpin this general guiding principle (together, “the general principles”):

- Individual pupil planning areas should contain existing school capacity (ie. it should have at least one open school located within it). For the purposes of the SCAP collection, a pupil planning area that does not have existing school capacity to report will not be approved.
- For the purposes of the SCAP collection, pupil planning areas should contain more than one school. The creation of a single school planning area should only be considered in exceptional circumstances, for example, where a school is geographically isolated and it is unreasonable to allocate places at any other school due to distance and travelling time. Proposals for single school planning areas will only be approved by the department where the local authority can provide clear evidence that it would be unreasonable to group the school with others in the authority. Such requests will be considered on a case by case basis and the decision whether to approve the changes will be made based on the evidence provided for that individual case.
- For the purposes of the SCAP collection, the above principle also applies to requests to locate single schools with discrete characteristics, such as selective schools, UTCs, faith or free schools, in their own single school planning areas.
- For the purposes of the SCAP collection, local authorities should avoid grouping schools of the above characteristics into separate pupil planning areas overlaid on top of others of the same educational phase. For example, local authorities should avoid grouping all faith schools in a local authority in one pupil planning area, regardless of geography, as this can result in basic need being inaccurately reported. Proposals to create a separate pupil planning area for these schools will only be approved in exceptional circumstances by the department where the local authority can provide clear evidence that it would be unreasonable to include the schools in the existing pupil planning areas where they are located. Such requests

will be considered on a case by case basis and a decision whether to approve the changes will be made based on the evidence provided for that individual case.

- Where a local authority operates a 3-tier education system, it should not, for SCAP reporting purposes, separate the first, middle and upper phased schools into separate pupil planning areas. All school places up to Year 6 should be included within the primary pupil planning area structure and all places from Year 7 should be included in the secondary pupil planning area structure. Primary pupil planning areas within these local authorities should include First and Lower Middle school year groups together and the secondary pupil planning areas should include Upper Middle and Upper school year groups together as appropriate. 'All through schools' and middle-deemed schools should also be reported in this way with places up to and including Year 6 in a primary school planning area and places in Year 7 and onwards in the corresponding secondary school planning area.
- For the purposes of the SCAP collection, local authorities should ensure that all the constituent sites of split-site schools are contained within the same pupil planning area unless a compelling local case can be made, which the department will consider on its individual merits.
- The use of local council wards and town boundaries are acceptable for pupil planning area design where they align with the geographical, preference and distance criteria set out elsewhere in this document. However, for the purposes of the SCAP collection, local authorities should consider the appropriateness of their use carefully as they were not designed historically for school place planning purposes and do not all, therefore, provide a definitive structure that supports the above general principles.

Annex B provides case studies illustrating the department's approach in determining reasonable pupil planning area structures in a range of circumstances for SCAP reporting purposes. However, due to the diverse range of geographical sizes and factors relating to the location of schools within local authorities, pupil planning area structures do vary and there is no 'one size fits all' structure.

### **Section 3: The profile of an average pupil planning area structure**

As at 1 May 2017, there were 3,555 pupil planning areas spread across 152 local authorities – 2,503 of which were primary planning areas and 1,052 secondary planning areas.

The following tables, based on SCAP17 pupil planning area analysis, show the average number of primary and secondary pupil planning areas in unitary and non-unitary local authorities apportioned by the number of schools in the authority. It is anticipated that any future changes to local authorities' pupil planning area structures would not exceed the average number of planning areas applicable to the size of that local authority. Proposed re-structures may not be approved even if they are comparable to the averages outlined below - requests will be considered on a case by case basis and a decision whether to approve the changes will be made based on the evidence provided by the local authority for that individual case. The department may also ask local authorities to justify their existing structures even if they are comparable to the averages outlined below.

Average number of primary pupil planning areas by number of primary schools<sup>1</sup>

	Average number of planning areas Unitary	Average number of planning areas Non-unitary
LAs with between 1 and 49 primary schools	5	-
LAs with between 50 and 74 primary schools	7	-
LAs with between 75 and 99 primary schools	10	-
LAs with between 100 and 149 primary schools	18	-
LAs with between 150 and 199 primary schools	23	26
LAs with between 200 and 299 primary schools	36	41
LAs with between 300 and 399 primary schools	54	64
LAs with 400 or more primary schools	80	83

<sup>1</sup> The number of primary schools denotes infant, junior, primary and middle-deemed primary schools

## Average number of secondary pupil planning areas by number of secondary schools<sup>2</sup>

	Average number of planning areas Unitary	Average number of planning areas Non-unitary
LAs with 10 schools or less	2	-
LAs with between 10 and 19 secondary schools	4	-
LAs with between 20 and 39 secondary schools	8	16
LAs with between 40 and 59 secondary schools	18	21
LAs with 60 or more secondary schools	18	22

<sup>2</sup> The number of secondary schools denotes secondary, middle-deemed secondary and all-through schools

## **Section 4: How consistency is ensured across local authorities**

The department undertakes a review of local authorities' pupil planning area structures each year in advance of the SCAP data collection exercise. The purpose of this exercise is to ensure they are fit for purpose and there is consistency across authorities of similar size and geographical location or characteristics. When identifying local authorities whose pupil planning area structures are to be subject to review as part of this exercise, the department identifies a range of criteria including the following:

- Local authorities with a higher number of pupil planning areas per number of schools or school places than in other local authorities and those with similar socio-economic characteristics (statistical neighbours);
- Local authorities with a lower number of pupil planning areas per number of schools or school places than in other local authorities and those that are statistical neighbours;
- Local authorities pupil planning area(s) that contain just one school;
- Local authorities whose structures do not correspond with one or more of the general principles set out in section 2 above.

Those local authorities whose pupil planning area structures fall outside of the expected range are contacted by the department to discuss the structure and are asked to supply:

- robust evidence to support the structures of pupil planning areas within the authority.
- where the current structure is based on catchment areas and travel distances:
  - a. robust data detailing this catchment data and supply/demand on places.
  - b. maps illustrating the planning area structure to be adopted
  - c. information on the distances between schools.
- where the current structure includes a high proportion of single school planning areas:
  - a. an explanation as to why this is the case;
  - b. evidence of catchment data for schools' intake years;
  - c. details of other schools within a two-mile radius (primary schools) or three-mile radius (secondary).

The evidence provided is assessed to determine whether the pupil planning area structure is appropriate and to ensure that the local authority is not over-estimating or under-estimating when reporting basic need pressure as a result of their pupil planning area structure. The department will work with the authority to restructure the planning areas if necessary. Local authorities should inform the department of any proposed changes to their primary and/or secondary pupil planning area structures and request prior approval before any changes will be reflected in the annual SCAP collection.

## **Section 5: When local authorities need to request changes to pupil planning area structures**

Any changes to the structure of pupil planning areas need to be approved by the department as changes in numbers of planning areas or their boundaries impact on the data the department needs to collect through the annual SCAP collection.

However, local authorities do not need prior approval for changes to individual school details and are only required to inform the department of these changes, e.g. where the following circumstances apply:

- a school previously opened in temporary accommodation and is moving to a permanent site which is located in another pupil planning area
- a new school has opened, in which case the local authority should assign it to the pupil planning area where it is located
- there is a change to a school's age range
- there is a change to a school's governance arrangements
- there is a change to a school name or establishment number

- a school has closed - unless it results in a single school pupil planning area or a pupil planning area with no existing open school capacity

Changes to pupil planning area structures affect the data that local authorities submit for the annual SCAP collection. For this reason, local authorities need to know if approval has been granted for their proposed pupil planning area changes well in advance of the date of the next SCAP collection. The timetable below shows the key dates which local authorities should be aware of if they plan to request changes:

Timetable for changing pupil planning areas for the SCAP collection

(N.B. the timetable tailored to each SCAP collection with specific dates will be circulated separately)

November	<ul style="list-style-type: none"> <li>• First week of November, local authorities receive an email, asking them to confirm their current pupil planning area structure is correct.</li> <li>• Local authorities to confirm by mid to late November that there are no changes to their current structure, or that they wish to request changes.</li> <li>• Local authorities wishing to make changes to provide a clear explanation of the changes, the reasons behind the proposals and supporting documentation e.g. maps.</li> <li>• Local authorities to provide up to date maps of their current pupil planning area structure, irrespective of whether they are proposing an amended structure or not.</li> </ul>
December	<ul style="list-style-type: none"> <li>• The department to review local authority proposals to restructure pupil planning areas.</li> <li>• The department to make contact with the local authority.</li> </ul>
January	<ul style="list-style-type: none"> <li>• End of January, list of pupil planning areas and schools currently held by the department</li> </ul>

	<p>sent to local authorities not wishing to make changes to pupil planning areas. Local authorities to make any changes to planning areas/schools that do not need approval – see section 5.</p> <ul style="list-style-type: none"> <li>• The department to inform local authorities wishing to restructure whether the changes have been approved. If not approved, the department and the local authority to discuss further until agreement is reached on the pupil planning area structure. An updated list of pupil planning areas and schools to be sent to the local authority.</li> <li>• If agreement on the pupil planning area structure cannot be reached, the department may use an alternative planning area structure if it is found that the existing structure is over-estimating basic need.</li> </ul>
February	<ul style="list-style-type: none"> <li>• Local authorities to return final list of pupil planning areas and schools correctly assigned in each area to Advisers.PPP@education.gov.uk by end of February.</li> </ul>

## **Section 6: The process for considering proposals to amend current pupil planning area structures for the annual SCAP collection**

Local authorities wishing to change the structure of their pupil planning area should supply the following:

- Supporting documentation to explain the construction of and rationale for the proposed pupil planning areas within the authority.
- Where the proposed structure would take the local authority outside the average range of number of schools, a clear explanation for this.
- Where the structure is framed around catchment areas and travel distances:
  - Data (including mapping information) detailing this catchment data and the supply of and demand for places.
  - Mapping information on the distances between schools.
- Where the pupil planning area only has one school:
  - An explanation as to why this is the case and, in particular, why it would be unreasonable to expect pupils to travel to the next nearest school, and if the situation has changed from the previous year.
  - Evidence of catchment data for intake years.
  - Details on alternative schools within a two-mile radius (primary schools) or three-mile radius (secondary).
- Where the proposed pupil planning area structure does not conform with the general principles outlined in section 2, a clear rationale supported by documentation should be provided for each non-compliant element of the structure.

On receipt of the local authority's rationale and evidence, analysis is undertaken within the department to determine whether the proposals are appropriate and do not overestimate or underestimate basic need pressure.

We review each case on its own merits and consider a range of factors when reaching a decision, including:

- Does the proposed pupil planning area structure seem reasonable compared to other local authorities that are statistical neighbours (local authority statistical neighbours can be found at <https://www.gov.uk/government/publications/local-authority-school-places-scorecards-2016>)?
- Will the proposed changes create more single school pupil planning areas?
- If the local authority operates a 3-tier education system, could the proposed pupil planning area structure create a false picture of shortfalls if there are age range changes within schools?
- Has a robust case been made for each proposal?
- Has the local authority made a robust case for proposing a structure that falls

outside of the average range for the number of schools in the authority?

- Does analysis of SCAP data indicate that the proposed changes will overestimate or underestimate reported basic need?
- Does the proposed pupil planning area have existing schools? We will not approve the creation of a pupil planning area if there are no open schools in the proposed area.
- Do the pupil planning area boundaries appear reasonable? We consider the location of rivers, roads and railway lines.

Local authorities will be advised of the outcome of their request in accordance with the detailed timeline to be issued separately. Where the department is unable to reach an agreement with a local authority on an existing or proposed pupil planning area structure, the department may allocate basic need capital to a more proportionate model by using an alternative method such as regrouping pupil planning areas differently.

## Annex A: Glossary

<b>Basic need</b>	In this guidance, reference to basic need refers to the sufficiency of school places within a local authority area.
<b>Basic need capital allocations</b>	The department provides basic need funding to all local authorities to assist them in providing the additional school places that are needed for future growth in pupil numbers.
<b>Net capacity assessment</b>	The net capacity of a maintained school is based on the net area of all buildings that are available to that school and should include all extra places that have been added to the school (even though they may not yet be in use), any classrooms that have been temporarily taken out of use or non-teaching space that has been re-designated as a classroom. Further information on calculating the net capacity assessment of maintained schools can be found in the guidance document <a href="#">Assessing the Net Capacity of Schools</a> .
<b>Pupil planning area</b>	An area within the local authority which is used by that authority for the purposes of assessing current and future pupil demand for school place provision. Local authorities may also use the term 'pupil planning area' or 'pupil place planning area' to describe a pupil planning area.
<b>Pupil forecasts</b>	Forecasts of pupil numbers broken down by year group for each pupil planning area in the local authority.
<b>School capacity</b>	For maintained schools, capacity is defined by a physical measurement, the net capacity assessment (see above). For academies, planned capacity is set out in the funding agreement.
<b>Selective schools</b>	State-funded schools which, since 1997, have either been wholly selective by ability (i.e. grammar schools) or which, since the same date, have been partially selective by aptitude and/or ability. These schools can be either academy schools or maintained schools.
<b>Statistical neighbours</b>	The National Foundation for Educational Research was commissioned in 2007 by the Department to identify and group similar LAs in terms of the socio-economic characteristics. Each LA is assigned 10 such neighbours.
<b>3-tier education system</b>	Refers to those structures of schooling, which exist in some parts of England, where pupils are taught

in three distinct school types – first schools (children between the ages of 5 and 9), middle schools (children between the ages of 9 and 12) and upper schools (children between the ages of 13 or 14 to 16, or 18 if the school includes Years 12 and 13).

## Annex B: Case Studies

### Case study 1

Local authority A is geographically small (7 by 3 miles) and is unitary, currently operating a local authority-wide primary pupil planning area consisting of 30 primary schools. The authority is proposing to create 10 primary pupil planning areas, including four single school planning areas:

Current number of planning areas	Proposed planning area structure	Reasons why proposals are unreasonable	Approved number of planning areas
<b>1</b>	<p style="text-align: center;"><b>10</b></p> <p><u>Breakdown</u></p> <p>4 planning areas (PAs) – each consisting of 1 school</p> <p>5 PAs – each consisting of 4 schools</p> <p>1 PA consisting of 6 schools</p>	<p>The schools proposed for single school planning areas are not isolated, they are within a 2-mile radius of neighbouring schools. The department would reject these proposals as there is no justification for single school planning areas. Number of planning areas exceeds the average based on number of primary schools for unitary authorities in the tables in Section 3 of this guidance.</p>	<b>4</b>

## Case study 2

Local authority B is non-unitary and operates a mix of two-tier and three-tier education systems across the local authority area. There are 40 secondary schools in total - 25 secondary schools, 10 middle-deemed secondary schools and 5 upper schools. The authority currently operates four secondary pupil planning areas but has identified basic need is not being correctly reported due to the way schools have been grouped together in secondary planning areas. The authority has submitted proposals to increase the number of secondary pupil place planning areas outlined below:

<b>Current number of planning areas</b>	<b>Proposed number of planning areas</b>	<b>Reasons why proposals are unreasonable</b>	<b>Approved number of planning areas</b>
<b>4</b>	<p style="text-align: center;"><b>8</b></p> <p><u>Breakdown</u></p> <p>1 PA – consisting of 5 upper schools</p> <p>2 PAs - consisting of 5 middle schools in each</p> <p>5 PAs – each consisting of 5 secondary schools</p>	<p>Grouping middle-deemed secondary schools together in a planning area, and separate from the upper schools, could result in incorrect basic need being reported in the future. Future age range changes to schools could result in pupil forecasts being submitted (for the SCAP collection) in planning areas where there is currently no existing school capacity in that year group.</p> <p>Whilst the number of planning areas is below the average for the number of schools in this authority, the department would not approve this structure for the reasons stated above. To avoid inaccurate basic need being reported, upper schools should be located in the same planning area as the feeder middle schools.</p>	<p style="text-align: center;"><b>8</b></p> <p><u>Breakdown</u></p> <p>1 PA – consisting of 1 upper school and 2 middle schools</p> <p>5 PAs – each consisting of 5 secondary schools</p> <p>2 PAs – each consisting of 2 upper schools and 4 middle schools</p>

### Case study 3

Local authority C is unitary and currently operates 1 secondary planning area consisting of 19 schools. For the annual SCAP collection, the local authority has previously submitted local authority-wide secondary pupil forecasts and school capacity data. In doing so, there is a danger that this is masking the expected pressure for secondary places that is forecast to appear in particular areas within the local authority. Internal local authority analysis has highlighted basic need at Year 7, due to larger primary pupil cohorts, being masked due to the current single secondary pupil planning area structure. The local authority has submitted proposals to re-structure the pupil planning area in line with the 3 geographic clusters used for partnership working within the authority. The local authority is proposing to have 3 pupil planning areas as outlined below:

Current number of planning areas	Proposed number of planning areas	Reasons why proposals are reasonable	Approved number of planning areas
1	<p style="text-align: center;">3</p> <p><u>Breakdown</u></p> <p>1 PA – consisting of 7 schools</p> <p>1 PA - consisting of 9 schools</p> <p>1 PA – consisting of 3 schools</p>	<p>Local authority C provided very clear information setting out the case for change, which included a map of the LA carved into the current 3 secondary PAs, showing the location of the secondary schools. LA analysis using the proposed 3 planning areas highlights the actual place pressure for both Year 7 and pupil numbers on roll in excess of capacity – which is currently being masked under the current LA-wide secondary planning area.</p> <p>The department is satisfied from the supporting documentation that an LA wide secondary planning area is unsuitable for planning purposes and reporting an accurate account of increasing pressure.</p>	<p style="text-align: center;">3</p> <p><u>Breakdown</u></p> <p>1 PA – consisting of 7 schools</p> <p>1 PA - consisting of 9 schools</p> <p>1 PA – consisting of 3 schools</p>

## Case study 4

Local authority E is non-unitary and currently operates seven secondary pupil planning areas. There are 30 secondary schools and currently 3 single secondary school pupil planning areas due to the geography of the county where typically one school serves a town and its hinterland. The local authority has submitted proposals to create an additional single school, authority wide secondary pupil planning area overlaid on all the other planning areas.

The new pupil planning area is intended to accommodate just a UTC, which opened at the start of the 2017/18 academic year and will operate Year Groups 10 to 13. The authority has advised that although the school is located in a town, they feel it is inappropriate to include it in an existing pupil planning area as the school will serve a very wide catchment area.

<b>Current number of planning areas</b>	<b>Proposed number of planning areas</b>	<b>Reasons why proposals are unreasonable</b>	<b>Approved number of planning areas</b>
7	<p style="text-align: center;">8</p> <p><u>Breakdown</u></p> <p>3 PAs – each consisting of 1 school</p> <p>1 PA - consisting of UTC</p> <p>1 PA – consisting of 6 secondary schools</p> <p>3 PAs – each consisting of 7 secondary schools</p>	<p>The local authority has advised that the UTC is located in a town and it is unreasonable to create a single school planning area when the local authority has six secondary schools within the town and can offer places due to the short travelling distance between schools. Although the authority has advised that the UTC is intended to serve a very wide geographical region, a single school planning area could potentially report basic need pressure where alternative places are available in neighbouring planning areas over which the proposed planning area would be laid.</p> <p>The department would not</p>	7

		approve this structure for the reasons stated above. To avoid inaccurate basic need being reported, the UTC should be located in the same planning area as other secondary schools in that area.	
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## Case study 5

Local authority F is unitary and currently operates six primary pupil planning areas consisting of 50 primary schools divided between the areas. The authority has advised that two new towns are in the process of being built and it has submitted proposals to re-structure and increase the number of pupil planning areas as follows:-

<b>Current number of planning areas</b>	<b>Proposed number of planning areas</b>	<b>Reasons why proposals are unreasonable</b>	<b>Approved number of planning areas</b>
6 primary	<p>8</p> <p><u>Breakdown</u></p> <p>2 PAs – each consisting of 10 schools</p> <p>1 PA - consisting of 9 schools</p> <p>1 PA – consisting of 8 schools</p> <p>2 PAs – each consisting of 6 schools</p> <p>1 PA – consisting of 1 existing schools + 1 new school not yet built</p>	<p>Local authority has requested creating planning areas due to new housing developments. One of the proposed planning areas does not have existing school capacity due to the planned new school provision not due to open until the following academic year. For the purposes of SCAP, the authority will report pupil forecasts for the area but there is no corresponding school capacity to offset them against.</p> <p>The department will reject these proposals and reconsider when the new schools have opened and capacity is reported for SCAP. The local authority should</p>	<p>6</p> <p><u>Breakdown</u></p> <p>2 PAs – each consisting of 10 schools</p> <p>1 PA - consisting of 9 schools</p> <p>1 PA – consisting of 9 schools</p> <p>2 PAs – each consisting of 6 schools</p>

	1 PA – consisting of 1 new school not yet built	retain the existing primary school in its current planning area until the new schools are open. The authority should include the pupil forecasts generated from the new housing developments in the forecasts for the existing planning area structure.	
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### Case study 6

Local authority G is non-unitary and currently operates 52 primary pupil planning areas. The LA is proposing to increase the number of primary areas to 53 by dividing 1 existing planning area into 2 – East and West. The current pupil planning area has 21 schools and the new structure will consist of 12 schools in the East and 9 in the West area.

<b>Current number of planning areas</b>	<b>Proposed number of planning areas</b>	<b>Reasons why proposals are reasonable</b>	<b>Approved number of planning areas</b>
52	53  <u>Breakdown</u>  1 PA – consisting of 12 schools  1PA – consisting of 9 schools	.Local authority G provided very clear information setting out the case for change. The proposals are due to a large number of schools in the existing planning area that greatly exceed the 2 mile travel distance from one side of the planning area to the other. The current structure makes it difficult to identify basic need pressure in the area.  The local authority provided illustrative maps which clearly demonstrates a clear segregation of pupil movement between the proposed areas.	53  <u>Breakdown</u>  1 PA – consisting of 12 schools  1PA – consisting of 9 schools

		<p>The department is satisfied from the supporting documentation that the current structure of the planning area is unsuitable for planning purposes and reporting an accurate account of increasing pressure on school places.</p>	
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