

Free Schools in 2013

Application form

Alternative provision Free Schools

Completing your application

Before completing your application form, please ensure that you have read the alternative provision 'How to Apply' guidance carefully (which can be found [here](#)) and provide all the information and documentation we have asked for – failure to do so may mean that we will be unable to consider your application.

The Free School application is made up of nine sections as follows:

- **Section A:** Applicant details and declaration
- **Section B:** Outline of the school
- **Section C:** Education vision
- **Section D:** Education plan
- **Section E:** Evidence of demand and marketing
- **Section F:** Capacity and capability
- **Section G:** Initial costs and financial viability
- **Section H:** Premises
- **Section I:** Due diligence and other checks

In **Sections A-H**, we are asking you to tell us about you and the school you want to establish and this template has been designed for this purpose. The boxes provided in each section will expand as you type.

Section G requires you to provide two financial plans. To achieve this you must fill out and submit the templates provided [here](#).

Section I is about your suitability to run an alternative provision Free School. There is a separate downloadable form for this information. This will be available from 28 November, [here](#).

You need to submit all the information requested in order for your application to be assessed.

Sections A-H and the **financial plans** need to be submitted to the Department for Education by the application deadline. You need to submit one copy (of each) by email to [REDACTED].

If there is any additional information that you wish to submit as part of your application please add it to the annexes section at the end of this template. Please bear in mind that your email must be smaller than 20MB. Please do not include photographs, images and logos in your application

You also need to submit two hard copies (of **sections A-H** and the **financial**

templates) by 'Recorded Signed For' post to:

Free Schools Applications Team
Department for Education
3rd Floor
Sanctuary Buildings
Great Smith Street
London SW1P 3BT

It is essential that the hard copies are identical to the version you email.

Section I must be submitted in hardcopy and sent by 'Recorded Signed For' post to:

Due Diligence Team
Department for Education
4th Floor
Sanctuary Buildings
Great Smith Street
London SW1P 3BT

Data Protection

Personal data is collected on this form in order to consider an application to set up an alternative provision 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 under 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.

Application Checklist

Checklist: Sections A-H of your application	Yes	No
1. You have established a company limited by guarantee	Yes	
2. You have provided information to cover all of the following areas:		
Section A: Applicant details – including signed declaration	Yes	
Section B: Outline of the school	Yes	
Section C: Education vision	Yes	
Section D: Education plan	Yes	
Section E: Evidence of demand and marketing	Yes	
Section F: Capacity and capability	Yes	
Section G: Initial costs and financial viability	Yes	
Section H: Premises	Yes	
3. This information is provided in A4 format using Arial font, minimum 12 font size	Yes	
4. You have completed two financial plans using the financial template spreadsheet	Yes	
5. You have provided written evidence from commissioners to support your evidence of demand	Yes	
6. Existing providers which are registered as independent schools only: you have provided a link to the most recent inspection report	N/A	
7. Existing providers only: you have provided a copy of the last two years' audited financial statements or equivalent	N/A	
8. All relevant information relating to Sections A-H of your application has been emailed to alternativeprovision.fsapplications2013@education.gsi.gov.uk between 13 and 24 February 2012	Yes	
9. Two hard copies of the application have been sent by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3 rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 13 and 24 February 2012	Yes	
Checklist: Section I of your application		
10. A copy of Section A of the form and as many copies of the Due Diligence form as there are members and directors have been sent by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4 th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 13 and 24 February 2012	Yes	

Section A: Applicant details

Main contact for this application			
1.	Name: [REDACTED]		
2.	Address: Redborne Upper School and Community College [REDACTED] Amphill Bedfordshire [REDACTED]		
3.	Email address: [REDACTED]		
4.	Telephone number: [REDACTED]		
About your group			
5.	<table border="1"> <tr> <td>Please state how you would describe your group:</td> <td>Other</td> </tr> </table>	Please state how you would describe your group:	Other
Please state how you would describe your group:	Other		
6.	<p>If Other, please provide more details:</p> <p>The group is a partnership of all of the Upper and Middle Schools, and the BESD Special School, in Central Bedfordshire. The Chair is an Upper School Head teacher who is also the [REDACTED].</p>		
7.	<table border="1"> <tr> <td>Has your group submitted more than one Free School application in this round?</td> <td>No</td> </tr> </table>	Has your group submitted more than one Free School application in this round?	No
Has your group submitted more than one Free School application in this round?	No		
8.	If Yes, please provide more details:		
9.	<table border="1"> <tr> <td>In addition to any support/advice from the New Schools Network, did you put this application together with support from another company or organisation?</td> <td>No</td> </tr> </table>	In addition to any support/advice from the New Schools Network, did you put this application together with support from another company or organisation?	No
In addition to any support/advice from the New Schools Network, did you put this application together with support from another company or organisation?	No		
10.	If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:		

Details of company limited by guarantee	
11.	Company name: Central Bedfordshire Academy
12.	Company address: Central Bedfordshire Academy [REDACTED], [REDACTED], Amphill, Bedfordshire, United Kingdom. [REDACTED]
13.	Company registration number: 07948348
14.	Does the company run any existing schools, including any Free Schools? <input type="checkbox"/> No
15.	If Yes, please provide details: Not applicable
Company members	
Members of the company are its legal owners. We require that there are a minimum of three members. Founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.	
16.	Please confirm the total number of company members: 3
17.	Please provide the name of each member below (add more rows if necessary):
	1. Name: Redborne Upper School
	2. Name: Woodland Middle School
	3. Name: Stratton Upper School

Company directors

Directors are appointed by the members and will eventually form the governing body that will oversee the management of the alternative provision Free School. At the point of setting up the company, members are required to appoint at least one director – this may be one of the members. All directors at the point of application must complete a Section I personal information form. All individuals on the governing body must be formally appointed as directors of the company and registered with Companies House.

18. Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):

1. Name: [REDACTED]

2. Name: [REDACTED]

3. Name: [REDACTED]

4. Name: [REDACTED]

19. Please provide the name of the proposed chair of the governing body, if known:
[REDACTED]

Related organisations

20. Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and commercial or non-commercial organisations.

No

21. If Yes, please provide the following information about each organisation:

- their name;
- their Companies House and/or Charity Commission number, if appropriate; and
- describe the role that it is envisaged they will play in relation to the Free School.

Not applicable

22. Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (eg Pentecostalism, Deobandism, Reform Judaism, etc):

Not applicable

Existing Providers		
23.	Is your organisation an existing provider wishing to become a Free School?	No
24.	<p>If so, is your organisation registered as an independent school?</p> <p>An organisation should be registered as an independent school if it provides full time education for:</p> <p>a) five or more pupils of compulsory school age; or b) one or more such pupils with a statement of special educational needs (SEN); or c) one or more such pupils who is looked after (within the meaning of Section 22 of the Children Act 1989). Under the Children's Act 1989, a child is looked after by a local authority if he or she is in their care or is provided with accommodation for more than 24hours by the authority.</p>	Not applicable
25.	Is your organisation an existing provider wishing to establish a separate alternative provision Free School?	No
26.	Is your organisation an existing state maintained school or Academy wishing to establish a separate alternative provision Free School?	No
27.	If Yes to any of the above questions, please provide your six digit unique reference number here:	Not applicable
28.	If you are an existing provider, an independent or state maintained school or an Academy please state the age range and the current number of pupils on roll and your capacity:	Not applicable
29.	<p>If you are an existing provider, an independent or state maintained school or an Academy please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website:</p> <p>If you are an existing provider that is not registered as an independent school but you have been inspected as another type of provider please also provide details of your most recent inspection (including a link where applicable):</p> <p>Not applicable</p>	

30.	<p>If you are an existing provider, an independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years:</p> <p>Not applicable</p>
31.	<p>If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:</p> <p>Not applicable</p>

**Please tick to confirm that you have included
all the items in the checklist.**

Tick

Declaration to be signed by a company member on behalf of the company

I confirm that the information provided in this application is correct to the best of my knowledge. I further confirm that if the application is successful the company will operate an alternative provision Free School in accordance with the requirements outlined in the 'How to Apply' guidance, the requirements of the legislative framework for alternative provision Free Schools and the funding agreement with the Secretary of State. I acknowledge that this application may be rejected should any information be deliberately withheld or misrepresented that is later found to be material in considering the application.

Signed: [REDACTED]

Position: Chair of company

Print name: [REDACTED]

Date: 22nd February 2011

**NB This declaration only needs to be signed in the two hard copy
versions of your application. Please use black ink.**

Section B: Outline of the school

1.	Proposed school name:	Central Bedfordshire Free School
2.	Proposed academic year of opening:	2013/14
3.	Proposed age range of the school:	11 -16
4.	Cohort of pupils you intend to cater for (please tick all that are appropriate):	Pupils with social emotional and behavioural issues Excluded pupils
5.	Proposed number of pupils when at full capacity:	Full time (FT): 140 FTE Part time (PT): Some pupils will attend the Free School part-time but will still be in receipt of full-time education either in their mainstream school or academy or elsewhere. The number of part-time pupils will be accounted for within the 140 full-time equivalent (FTE).
6.	Date proposed school will reach expected capacity in all year groups:	2016/17
7.	Will your proposed school be:	Mixed
8.	Do you intend that your proposed school has a faith ethos? No	
9.	If Yes, please specify the faith denomination, etc, of the proposed	Not Applicable

	school (please be as specific as possible):	
10.	Postcode of the preferred site of the proposed school:	Two site school: Site 1 [REDACTED] Site 2 confidential location (will be in public domain as from 27 th March 2012)
11.	Local authority area in which the proposed school would be situated:	Central Bedfordshire Council
12.	If the preferred site is near to a local authority boundary please specify names of the neighbouring local authorities:	Bedford Borough Council Luton Borough Council Hertfordshire County Council Buckinghamshire County Council Milton Keynes Council Cambridgeshire County Council
13.	<p>This application form is designed to be used for alternative provision applications (as defined in Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of 'alternative provision' but does not fit the definitions of mainstream, 16-19 or special schools either, you need to use the template that is the closest fit and explain how your school would differ. If this applies to your application please briefly outline the main differences below. You will also need to address these differences in more detail in the relevant sections of the application.</p> <p>Not applicable</p>	

Section C: Education vision

Please refer to page 15 of the 'How to Apply' guidance for what should be included in this section.

Introduction

This proposal has been developed by the Upper School Head teachers of Central Bedfordshire who first began considering the development of an Alternative Provision Free School in the Summer of 2011. A steering group was formed and conducted a number of visits to look at the approaches of other schools and local authorities to alternative provision.

The initial proposal has been developed into a full application to the Department for Education and includes evidence of widespread backing and support from all Upper and Middle School Head teachers, the local authority and a range of partners from Central Bedfordshire.

Vision

Our vision is to set up an Alternative Provision Free School to run the Central Bedfordshire Alternative Curriculum Provision for up to 140 pupils that will include the existing PRU provision. It will be a locally based provision dedicated to positive experience with clearly defined success pathways for its pupils. The curriculum will be personalised and appropriate to the needs of the pupils.

The vision reflects our absolute commitment to ensuring the very best educational opportunities for all pupils in Central Bedfordshire and a recognition that we need to be more ambitious in our approach to the most vulnerable. We are very much aware that young people who are disaffected with, and disengaged from, education are more likely to experience significant limitations to their life chances and opportunities. This is something which we, as a group of committed Head teachers, believe is completely unacceptable and this Alternative Provision Free School application reflects our ambition to offer a new approach to enhance the educational opportunities for some of the most vulnerable young people in Central Bedfordshire.

We have confidence that this vision is shared and owned by both the providers and commissioners. We have worked hard to engage a broad range of local stakeholders in supporting our vision and we believe the evidence of that commitment is well demonstrated in this proposal.

The financial planning is secure and there is an in principle commitment from the local authority to fund the Free School at the current rate of expenditure for the existing pupil referral unit (behaviour). This funding provides a firm financial platform and is supplemented by the written confirmation from Head teachers that they will refer pupils and pay an agreed rate for each referral. Within the team there is good financial acumen and a clear understanding and experience of Academy funding.

Although the initial thinking was largely led by a group of Upper School Head teachers the steering group reflects the broad support across schools and the local authority. The steering group for the AP Free School is led by the Chair of the Upper

School Head teachers group and includes a Middle School Head teacher, the Head teacher of the local BESD Special School and a senior representative of the local authority. The steering group has brought together both proposed commissioners and providers giving strength and viability to the overall proposal.

The AP Free School will build on identified best practice both locally and nationally and benefit from the expertise of our partnership of school leaders which includes; a National Leader in Education, the Head teacher of the local BESD special school and the professional development opportunities provided by a Training School. The AP Free School will benefit from the expertise, talent and commitment of the whole education community in Central Bedfordshire. We will embrace the characteristics of the very best alternative provision already described in research such as the recent Ofsted Review of Alternative Provision, June 2011 and from examples of existing local and national best practice. Our aim is to learn from existing best practice and then move beyond this to realise our ambition to create a new vision of excellence for pupils with social emotional and behavioural issues.

We aim to:

- eliminate permanent exclusion in Central Bedfordshire;
- re-engage disaffected and disengaged pupils;
- ensure all pupils achieve tangible accredited outcomes;
- improve the education offer for disaffected and disengaged pupils;
- improve pupil learning, achievement and progression rates;
- develop expertise in effective behaviour management across all schools;
- commission a range of quality assured offsite AP providers;
- create a value for money alternative to existing Pupil Referral Units;
- improve educational attainment in Upper and Middle schools;
- ensure good levels of attendance.

We will do this by:

- ensuring excellent leadership, management and governance
- ensuring the recruitment of high quality teaching and support staff
- having high aspirations for all pupils
- focussing on learning and achievement
- providing a relevant curriculum model offering personalised learning matched to need
- ensuring that the needs of pupils with differing abilities are met
- establishing clear success measures for all pupils and for the whole school
- implementing effective and comprehensive pupil assessment and tracking systems
- deploying effective strategies for promoting good behaviour and attendance
- offering a broad range of quality assured and accredited vocational courses
- managing reintegration of students in partnership with mainstream schools
- promoting pupil well being through effective pastoral care systems and strategies
- actively working in partnership with parents/carers
- working in partnership with the local community

Examples of this will include the following:

- rigorous framework and expertise to ensure effective quality assurance
- sharing of expertise in behaviour management involving BESD special school and local authority
- subject specialism advice and support
- professional development opportunities for Free School, Middle and Upper Schools via the Central Bedfordshire Training and Teaching School Partnership. This will enable accredited professional development for the Free School teaching and support staff.
- access to a range of quality assured offsite alternative provision including vocational education

The AP Free School will have two centres under one Head and Trust. One centre will serve the west of the county based at the Kingsland site and one will serve the north and east of Central Bedfordshire. At full capacity the AP Free School will make provision for 140 full time equivalent secondary age pupils in Years 7 to 11. At full capacity the Free School will have 30 fte pupils at Key Stage 3 and 110 fte pupils at Key Stage 4.

Key Stage 3 provision will concentrate primarily on offering specialist time-limited provision aimed at enabling most pupils to return to mainstream secondary education. For a minority of Key Stage 3 pupils the outcome of assessment and time-limited provision may indicate the need for statutory assessment and the consideration of a special school placement.

Key Stage 4 provision will focus on ensuring appropriate progression routes for all pupils including: reintegration into mainstream school; securing a college placement following a recognised and relevant course; a suitable and supported work placement and, in a very small number of cases, education within the secure estate.

On entry to the Central Bedfordshire Free School a detailed assessment of each pupil will take place which will provide base line data against which progress can be monitored in terms of academic, social, behaviour and attendance issues. Following assessment an individualised, personalised curriculum will be put into place dedicated to a positive experience with clearly defined pathways within a nationally accredited framework.

High quality and innovative assessment and tracking of pupils will be a key feature of the offer from Central Bedfordshire Free School. We will develop a bespoke electronic database to promote, track and monitor progress against a range of educational, emotional and attitudinal dimensions. This system will be used consistently by all staff and offsite providers to create a full picture of each pupil's educational progress. This will support regular reporting to parents and commissioners and be a key tool in supporting the reengagement and reintegration of pupils.

We have a wealth of experience in our schools and this expertise will be an important part of the provision. Each school will have a named Alternative Curriculum Co-Ordinator at a senior level in the institution. This person will work with

the senior staff at the Free School to ensure effective liaison, monitoring and evaluation.

The provision will enable schools to buy in expertise as and when required as well as half-term placements to meet individual needs.

Our aim is to eliminate permanent exclusions and improve educational attainment and behaviour in our Upper and Middle Schools. This will be achieved by providing a flexible appropriate curriculum provision supporting reintegration into mainstream school and/or clear pathways into employment or further education. This will in turn reduce the number of young people not in education, employment and training (NEET) in the as well as improving the life chances of some of our most vulnerable pupils.

Section D: Education plan – part 1

In the table below, please provide the proposed numbers in each Key Stage at the point of opening and an explanation of how pupil numbers will expand to fill the school by the end of the third year, at the latest. If you are an existing provider, please use the first column to show how many pupils you currently have. Pupil numbers should be given as full-time equivalents (FTE) over the academic year. For example if you have fifteen pupils who attend for one day a week for a term (in a school that has three terms in an academic year), that counts as one FTE pupil.

If you are proposing to open later than 2013, please leave the relevant earlier columns blank.

	Current number of pupils (if applicable)	2013	2014	2015	2016	2017	2018	2019
Key Stage 1								
Key Stage 2								
Key Stage 3		20	30	30	30			
Key Stage 4		50	65	90	110			
16-19: commissioner referred								
16-19: pupil application								
Totals		70	95	120	140			

Section D: Education plan – part 2

Please refer to page 16 of the 'How to Apply' guidance for what else should be included in this section.

D1: Curriculum plan and core areas of learning

The core areas of learning will be English/literacy, Maths/numeracy and ICT. Central to the core offer will be personalised learning.

Personalised learning

Personalised learning can have a powerful impact on the intellectual, social, cultural, moral and spiritual lives of everyone involved and will be central to each pupil's experience at Central Bedfordshire Free School

Personalised learning is key in making the shift between 'surface' learning to 'deep' learning and, ultimately, to effective learning. It transforms the conditions of learning, enabling pupils to access and understand ideas independently, with the confidence to pursue their learning to even more profound levels.

Personalised learning is achieved through:

- Recognising and accommodating different learning preferences and styles.
- Developing thinking strategies such as problem solving, analytical thinking, reasoning, organising, memory skills and creativity.
- Create innovative and exciting opportunities for pupils to regularly practice and develop skills and competencies.
- Encourage social skills including listening, co-operating, small group and paired learning, team work and negotiation.
- Provide structured academic mentoring and coaching, supported by comprehensive monitoring and data.
- Extend curriculum choice and pathways.
- Be flexible in extending 'learning time' through after-school and co-curricular activities.

To help determine the personalised needs of the young person a detailed assessment of each pupil provides base line data against which progress can be monitored in terms of academic, social, behaviour and attendance issues. Following assessment an individualised, personalised curriculum focused on the needs and interests of each pupil is put into place to achieve a positive experience with clearly defined pathways within a nationally accredited framework. Alongside personalising the curriculum, behaviour management of pupils is better addressed through various levels of engagement.

Through deployment of specialist staff and timetabling the individualised programmes will focus on evidenced need. For some pupils this will mean a greater focus on managing their social and emotional needs, whilst for others the small group sizes with specialist teaching and support will enable a greater capacity for learning.

Although the key principle is to provide an alternative curriculum, there is a necessity that literacy, numeracy and ICT skills are critical to pupils' success. These subjects form a 'core offer' which is accredited subject to the assessed needs of each pupil.

Lessons will include the use of collaborative group challenges where pupils are provided with a task and charged with the responsibility to complete it to meet agreed criteria and within a set time. One of the criteria will be that all members of the group take a role and participate. This type of opportunity encourages pupils to enquire into the topic or skill while they practise the social and emotional skills required to work in a team. Recognising that learning will only take place if opportunities are provided for the pupils to share their experiences and prior learning and this is explicitly built upon.

Literacy

Targeted literacy interventions will be provided to pupils who have an audited need to improve their literacy levels. A researched and recognised literacy programme will be in place as part of the 'core offer'. Interventions like Sounds-Write have been identified as effective in teaching pupils to read, spell and write because it starts from what all children know from a very early age – the sounds of their own language. From there, it takes them in carefully sequenced, incremental steps and teaches them how each of the 44 or so sounds in the English language can be spelt. Sounds-Write provides opportunities to practise skills on an everyday basis until pupils achieve the automaticity required for fluent reading and spelling. Other successful literacy interventions will be identified if required.

Behaviour

Pupils who need particular help with behaviour management to overcome barriers to learning will be allocated to Teaching Assistant/Behaviour Support Workers (BSW) on a one-to-one basis. These specialist staff will develop approaches to maintaining pupils who are in crisis where their education placement is fragile and link with providing support for their re-integration as required. The role of the TA BSW will be to:

1. Set clear targets for social and behavioural achievement of individuals.
2. To provide an environment conducive to the social and emotional needs of the pupils.
3. To assist individual pupils experiencing difficulties in managing their behaviour by supporting them outside the classroom/social group.
4. To assist pupils integration into the classroom/social group as part of their planned programme.

Social & Emotional

Pupils who need particular help with specific social, emotional and problem solving skills will be allocated Specialist Behaviour Support Workers (SBSW) on a one-to-one basis. Following a Multi-Disciplinary Team (MDT) assessment SBSW will make arrangements to meet the young person's needs providing specific programmes of support alongside other professionals where necessary. The role of the SBSW is to:

Assist young people in practicing and applying skills in everyday situations, according to agreed programmes. This may include assisting pupils managing their behaviours in both the classroom and social groups and activities outside the classroom.

Vocational Education

A wide range of vocational pathways will be offered to enable pupils to make better informed choices of career possibilities in the future. These pathways will include:

- Construction skills (carpentry, bricklaying, painting and decorating plastering, groundwork engineering, roofing)
- Motor vehicle maintenance
- Bicycle maintenance
- Animal care
- Horticulture
- Fisheries
- Catering and hospitality
- Hair and beauty care

The following 14-19 providers could be commissioned:

- Colleges (E.g. Barnfield, Bedford, Central Bedfordshire, Shuttleworth, Milton Keynes)
- Training Providers (E.g. Ridgemoor, Bedford Training Group, Vocational Skills Training, Education Youth Services, KWS Educational Services Vocational.)

Vocational pathways will include:

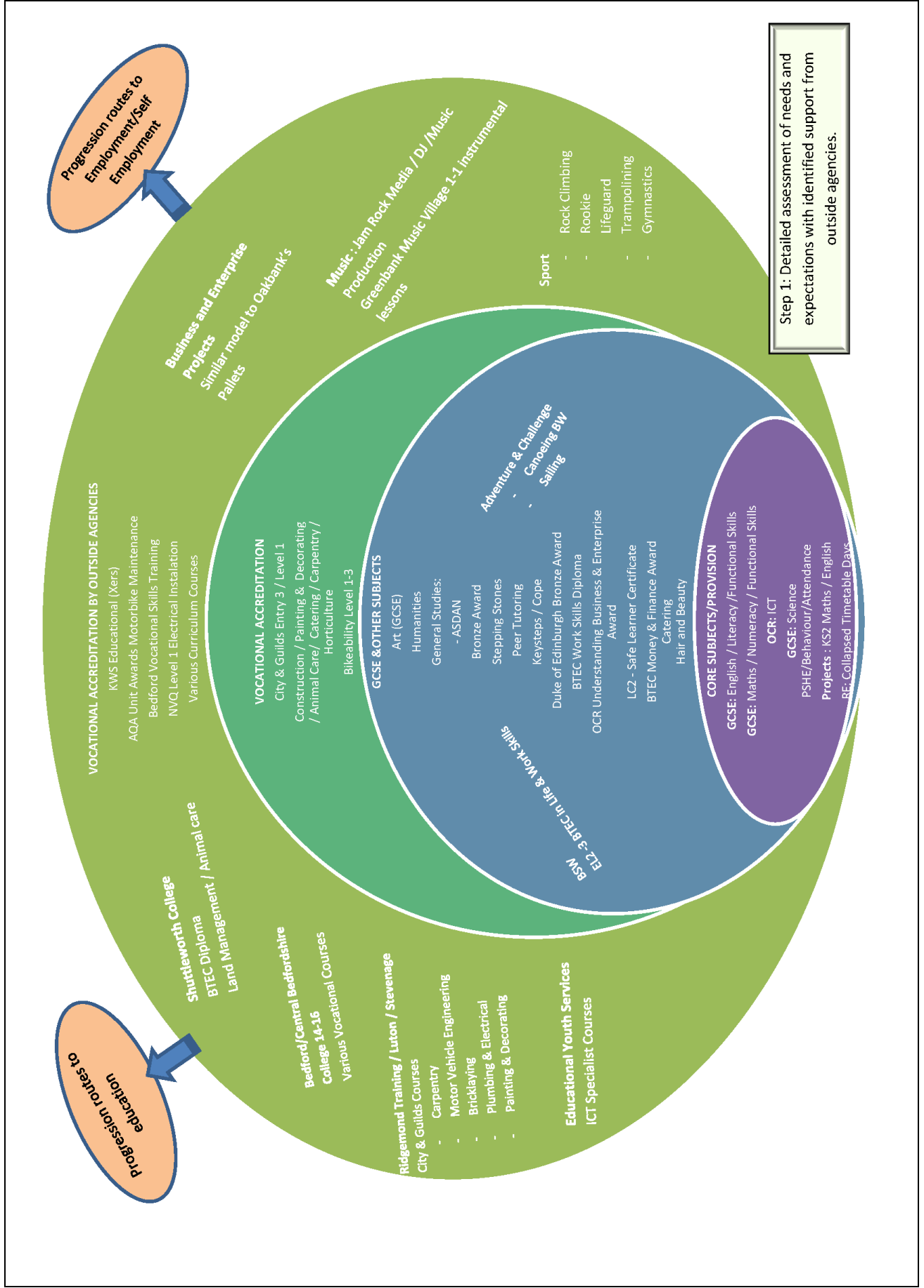
- Construction skills (carpentry, bricklaying, painting and decorating, plastering, groundwork engineering, roofing)
- Motor vehicle maintenance
- Bicycle maintenance
- Animal care
- Horticulture
- Fisheries
- Catering and hospitality
- Hair and beauty care

Expressive arts also have great potential to support disaffected pupils with low self-esteem. Music will be delivered through a variety of mechanisms through one-to-one peripatetic lessons, constructing and playing musical instruments and producing music in a variety of electronics mediums. Engagement in music can also be used to bring a more [positive state of mind](#), helping to keep depression and anxiety at bay. This can help prevent [the stress response](#) and can help keep creativity and [optimism](#) levels higher. In addition to music, Art can be delivered through a variety of mechanisms through fine art and craft experiences. Engagement in Art can make the invisible (such as painful emotions and experiences) visible through external expression. Experiences in art increases self-esteem and self-awareness and encourage self-control through working

with art materials. Art and emotions are closely linked and therefore art-making can help to positively alter one's mood. Developing skills in drama can support a young person's self-esteem through role play and acting out life experiences.

A variety of curriculum initiatives such as cross curricular projects, compulsory enrichment activities for all, PSHE, Religious Studies and Citizenship encompass accredited life skills and experiences across the curriculum. Many of these curriculum opportunities will be delivered through collapsed timetable themed days (RE and Citizenship) and structured regular timetabled opportunities during the day and afterschool activities.

Recruitment, retention and the CPD of staff, within a clearly defined staffing structure, is crucial to the success of the personalised curriculum. Recognising and utilising the skills and qualities of support workers (behaviour and teaching) increases the flexibility within the curriculum through the employment of 'instructors'.



Access to Quality Assured offsite Alternative Provision

Central Bedfordshire Free School will make careful use of Quality Assured offsite Alternative Provision to support students as part of their whole curriculum and to help re-engage them in learning. It will be essential that placements complement rather than replicate the core curriculum of the AP Free School. We will organise the timetable and contracts with providers so that offsite alternative provision works alongside the core curriculum in timetabled option blocks.

We will expect all providers to offer a level of accreditation that is well matched to the identified needs and ability of each student and we will ensure that, wherever possible, accreditation is nationally recognised and relevant including Foundation Learning Tier Level 1 and level 2 qualifications to support progression.

Off site placements will be used as a way of supporting students to make positive decisions about their next steps at the end of Year 11 so that their experience influences choices such as a college course, work and training.

In developing this proposal the steering group has engaged with a range of providers who are broadly supportive of the idea and would be interested in being commissioned by the Free School.

It is our intention to establish an approved group of offsite providers through the implementation of a rigorous tendering and commissioning process. Contracts and agreed costs to ensure value for money will be negotiated for between one and three academic years to give stability and continuity to providers and in turn to young people.

Central Bedfordshire Free School will take on the role of finding, commissioning and quality assuring offsite AP provision both for pupils on the roll of the free school and on behalf of the Upper schools and local authority. A programme of regular visits will form an essential part of the QA programme. We will evaluate the overall impact of AP by defining clear success criteria at the outset and by monitoring progress regularly. The collection and analysis of student outcome data will be an essential element of the Quality Assurance framework.

Good communication with offsite providers will be essential so that relevant student information is shared and that the provider is clear about how to use the pupil tracker and how to gather the evidence required to demonstrate student progress. This will include information about literacy and numeracy levels and details of any special educational needs. In this way the AP Free School will be able to use the information to celebrate success and to intervene appropriately if things are not going well;

We will ensure students are motivated by their placement that will be coherent with, and a key part of, their overall personalised curriculum package. Placements will be secured to maximise opportunities for students to gain new skills, confidence and accredited qualifications. We will ensure face-to-face contact between the student, their parent/carer and the provider and monitor attendance so that any attendance issues are addressed promptly.

Service level agreements made with offsite providers will include compliance with public liability insurance, health and safety requirements and appropriate safeguarding arrangements.

Central Bedfordshire Free School will ensure regular liaison and contact via a specialist behaviour support worker who will monitor behaviour and attendance, pick up any concerns and act as the interface between the placement and the AP Free School.

Onsite vocational provision

The AP Free School will not always look to external off site providers but will develop an in house:

Kitchen and catering facility

Horticulture facility

Motor mechanics workshop

Hair and beauty salon

We will seek to attract a broad range of funding sources and support from the local community. We will be particularly keen to forge strong links with local businesses and establish a mentoring scheme. Our facilities would also be made available to the local community and other groups at evenings, weekends and holidays.

D2: School timetable and calendar

Central Bedfordshire Free School will adopt the same term times as its partner schools in Central Bedfordshire. The length of the school day will also reflect local practice except that the Free School will offer a range of after-school and holiday activities.

Key Stage 3 provision will take place on the school site. Key Stage 4 provision will take place on the school site for part of the week but will also include access to a range of offsite alternative provision from a range of commissioned and quality assured providers. Offsite Key Stage 4 provision will be offered in day blocks on the timetable and pupils will go directly to the offsite provision.

The school day will begin at 8.45 and timetabled lessons will end at 3pm. The school day will start at 8.45 with breakfast and tutor time. This will be an opportunity to ensure all pupils are physically and emotionally ready for learning.

The school timetable will offer 4 lessons of 40 minutes in the morning and 2 lessons each an hour long in the afternoon.

Sample timetables and organisation of the school day

Sample timetables are included below to illustrate the organisation of the school day at the two sites. Staff will be deployed across the two sites in order to ensure full curriculum coverage but this will be managed in whole day blocks to avoid the disruption of staff travelling between sites during the school day.

At **Key Stage 3** the curriculum will be based around the core areas of English/literacy, maths/numeracy, Science and ICT. All pupils will receive Personal Social Health and Citizenship Education (PSHCE) that will include the Social and Emotional Aspects of Learning (SEAL) curriculum. PE, Technology, Art and Music will be included in the timetable but not always taught as discreet subjects. A wide range of enrichment activities will be offered linked to pupil interests and we will make use of the local offer within the community.

For **Key Stage 4** the sample timetables show how the delivery of the core curriculum on site at the Free School is balanced with an offsite Alternative Curriculum placement. This placement will normally be for two days a week but individualised programmes will allow for more time offsite as appropriate and will include opportunities for extended and appropriately supervised work placement.

Site A

KS3		Monday	Tuesday	Wednesday	Thursday	Friday
Tutor / Breakfast	8.45 - 9.10					
Assembly	9.10 - 9.20					
Lesson 1	9.20 - 10.00	ICT	ICT	ASDAN	Technology	Technology
Lesson 2	10.00 - 10.40	Science	Science	PE	Technology	Technology
Break	10.40 - 10.55					
Lesson 3	10.55 - 11.35	English	English	English	English	ASDAN
Lesson 4	11.35 - 12.15	Maths	Maths	Maths	Maths	Tutorial
Lunch & Break	12.15 - 12.55					
Tutor	12.55 - 13.00					
Lesson 5	13.00 - 14.00	PSHCE	Humanities	PSHCE	CCP	Enrichment
Lesson 6	14.00 - 15.00	PE	Art	Music	CCP	Enrichment

Site A

KS4 Group 1		Monday	Tuesday	Wednesday	Thursday	Friday
Tutor / Breakfast	8.45 - 9.10				Alternative Education Placement	Alternative Education Placement
Assembly	9.10 - 9.20					
Lesson 1	9.20 - 10.00	Maths	Maths	Maths		
Lesson 2	10.00 - 10.40	English	English	English		
Break	10.40 - 10.55					
Lesson 3	10.55 - 11.35	Science	Science	Enrichment		
Lesson 4	11.35 - 12.15	ICT	ICT	Enrichment		
Lunch & Break	12.15 - 12.55					
Tutor	12.55 - 13.00					
Lesson 5	13.00 - 14.00	Options	Options	Enrichment		
Lesson 6	14.00 - 15.00	Options	Options	Enrichment		

Site A

KS4 Group 2		Monday	Tuesday	Wednesday	Thursday	Friday
Tutor / Breakfast	8.45 - 9.10				Alternative Education Placement	Alternative Education Placement
Assembly	9.10 - 9.20					
Lesson 1	9.20 - 10.00	English	English	English		
Lesson 2	10.00 - 10.40	Maths	Maths	Maths		
Break	10.40 - 10.55					
Lesson 3	10.55 - 11.35	ICT	ICT	Enrichment		
Lesson 4	11.35 - 12.15	Science	Science	Enrichment		
Lunch & Break	12.15 - 12.55					
Tutor	12.55 - 13.00					
Lesson 5	13.00 - 14.00	Options	Options	Enrichment		
Lesson 6	14.00 - 15.00	Options	Options	Enrichment		

Options

Outdoor Education
Art
Vocational Education
Humanities
Music
Physical Education

Enrichment

A wide range of extra-curricular activities based on the skills of school staff and local opportunity providers to meet the specific interests of all pupils.

Site B						
KS3		Monday	Tuesday	Wednesday	Thursday	Friday
Tutor / Breakfast	8.45 - 9.10					
Assembly	9.10 - 9.20					
Lesson 1	9.20 - 10.00	PSHCE	Humanities	ICT	PE	ICT
Lesson 2	10.00 - 10.40	PE	Art	Science	ASDAN	Science
Break	10.40 - 10.55					
Lesson 3	10.55 - 11.35	Technology	Technology	Music	CCP	PSHCE
Lesson 4	11.35 - 12.15	Technology	Technology	ASDAN	CCP	Tutorial
Lunch & Break	12.15 - 12.55					
Tutor	12.55 - 13.00					
Lesson 5	13.00 - 14.00	English	English	English	English	Enrichment
Lesson 6	14.00 - 15.00	Maths	Maths	Maths	Maths	Enrichment

Site B						
KS4 Group 1		Monday	Tuesday	Wednesday	Thursday	Friday
Tutor / Breakfast	8.45 - 9.10	Alternative Education Placement	Alternative Education Placement			
Assembly	9.10 - 9.20					
Lesson 1	9.20 - 10.00			Enrichment	Maths	Maths
Lesson 2	10.00 - 10.40			Enrichment	English	English
Break	10.40 - 10.55					
Lesson 3	10.55 - 11.35			Enrichment	Science	Science
Lesson 4	11.35 - 12.15			Enrichment	ICT	ICT
Lunch & Break	12.15 - 12.55					
Tutor	12.55 - 13.00					
Lesson 5	13.00 - 14.00			Maths	Options 1	Options 2
Lesson 6	14.00 - 15.00			English	Options 1	Options 2

Site B						
KS4 Group 2		Monday	Tuesday	Wednesday	Thursday	Friday
Tutor / Breakfast	8.45 - 9.10	Alternative Education Placement	Alternative Education Placement			
Assembly	9.10 - 9.20					
Lesson 1	9.20 - 10.00			Enrichment	English	English
Lesson 2	10.00 - 10.40			Enrichment	Maths	Maths
Break	10.40 - 10.55					
Lesson 3	10.55 - 11.35			Enrichment	ICT	ICT
Lesson 4	11.35 - 12.15			Enrichment	Science	Science
Lunch & Break	12.15 - 12.55					
Tutor	12.55 - 13.00					
Lesson 5	13.00 - 14.00			English	Options 1	Options 2
Lesson 6	14.00 - 15.00			Maths	Options 1	Options 2

Technology

Food

Design

Hair & Beauty

Construction Skills: -

bricklaying
 plastering
 painting & decorating
 carpentry
 plumbing
 electrical

CCP

Cross Curricular Project themes identified through staff workshops
 E.g. Design and make a skateboard, movie animation, design and build a hover craft,
 making a musical instrument, Olympic Games Project

	Maths	English	Science	ICT	Options	PSHCE	PE	Humanities	Art	Music	ASDAN	Technology	AP Placement	Tutorial	CCP	Enrichment	
K33 Group 1	4	4	2	2	2	2	2	1	1	1	2	4		1	2	2	30
K33 Group 2	4	4	2	2	2	2	2	1	1	1	2	4		1	2	2	30
K34 Group 1	3	3	2	2	2	4							12			4	30
K34 Group 2	3	3	2	2	2	4							12			4	30
K34 Group 3	3	3	2	2	2	4							12			4	30
K34 Group 4	3	3	2	2	2	4							12			4	30
K34 Group 5	3	3	2	2	2	4							12			4	30
	23	23	14	14	20	4	4	2	2	2	4	8	60	2	4	4	24

PPA (10%) 3

Teachers able to teach maximum of 27 lessons

To cover 7 groups

7 x 30 = 210 lessons

210 / 27 = 8 teachers / unqualified teachers

K33 Group 3	4	4	2	2	2	2	2	1	1	1	2	4	12	1	2	2	30
K34 Group 6	3	3	2	2	2	4							12			4	30
K34 Group 7	3	3	2	2	2	4							12			4	30
K34 Group 8	3	3	2	2	2	4							12			4	30
K34 Group 9	3	3	2	2	2	4							12			4	30
K34 Group 10	3	3	2	2	2	4							12			4	30
K34 Group 11	3	3	2	2	2	4							12			4	30
	45	45	28	28	44	6	6	3	3	3	6	12	132	3	6	4	50

To cover 13 groups

13 x 30 = 390 lessons

390 / 27 = 14 teachers / unqualified teachers

D3: Strategy for meeting the needs of pupils with differing abilities

“The purpose of education for all children is the same, the goals are the same, but the help that individual children need in progressing towards them will be different.”

Warnock Report 1978

Central Bedfordshire Free School will ensure all pupils are given an appropriate level of support to address any additional or special needs and to support them in overcoming any barriers to learning. The school will comply fully with the current SEN Code of Practice and all guidance and regulatory requirements that emerge from any legislative and policy changes arising from the SEN Green Paper.

The school will have a suitably qualified and experienced SENCO who will ensure the effectiveness of individual programmes and maintain appropriate links with a variety of other agencies including Educational Psychology and Child and Adolescent Mental Health Services (CAMHS).

To ensure that the needs of individual pupils are met Central Bedfordshire Free School will collect all available baseline data for each pupil. There will be a clear and explicit expectation that all referring schools will provide all the data they have as part of the referral process. It is imperative that all available baseline data is collected and fully understood so that an appropriate and personalised programme can be developed for each pupil. The following information and data will be required:

- National Curriculum levels
- Teacher assessments
- School records to include attendance and exclusion data etc.
- SEN records
- CAF
- External agencies (CAMHs, YOT)
- Medical history
- Parents / Carers information
- Pupil's perception

We would also expect schools to notify the Free School on referral of any gifts or talents a young person may have so that their personalised learning experience and extra curricular activities can be tailored appropriately.

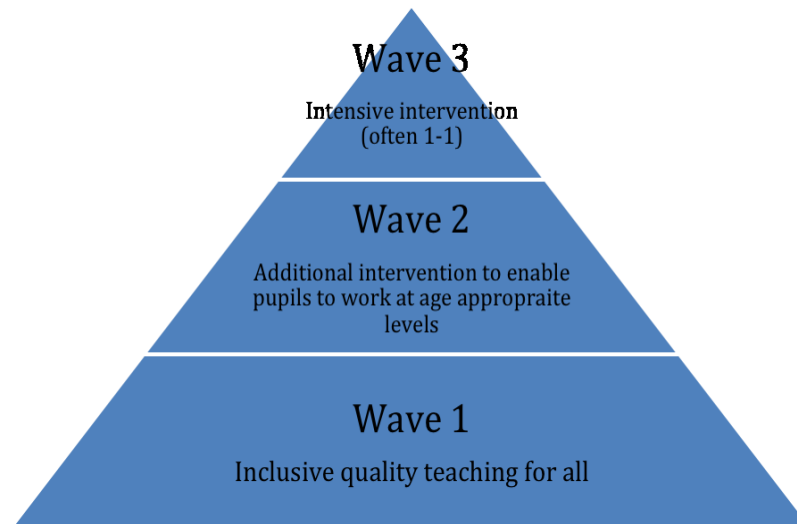
An up to date assessment of each pupil's literacy and numeracy levels will be key to establishing appropriate levels of support therefore all pupils will be tested in literacy and numeracy on entry.

The baseline data received from the referral school together with additional assessment on admission to the Free School will be collated to design a Provision Map for each individual pupil. The Provision Map will be a way of showing 'at a glance' the range of provision the school will make for each pupil with additional needs. It allows the school to audit the needs of each pupil and identify how they should be addressed. The Provision Map will be used to provide clear information for all staff, parents, governors and

commissioners about how additional needs will be met.

A Wave model will be used to classify pupils according to three broad levels of need and intervention. (see Model 1 below)

Model 1



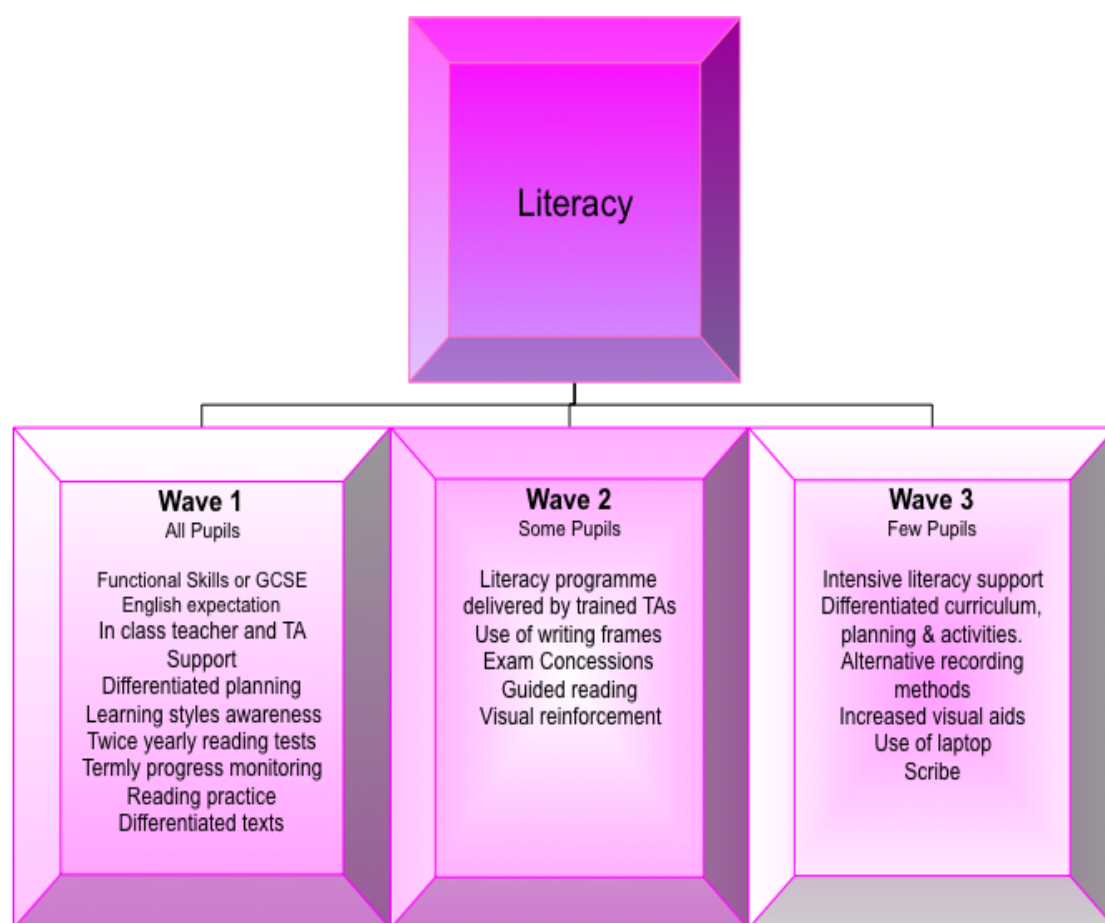
It is recognised that pupils will arrive at school with a variety of complex needs. It is important therefore that the school identifies the best support for each pupil, through identifying and responding appropriately to their needs so that they can achieve success.

The following illustrations identify provision maps in literacy, numeracy, behaviour support, self-esteem and social skills and cognition and learning. Pupils are classified according to identified need and intervention as identified Model 1.

Information from the initial baseline data together with literacy and numeracy assessment will be used to identify and determine levels of support and intervention required for each pupil in relation to the following areas:

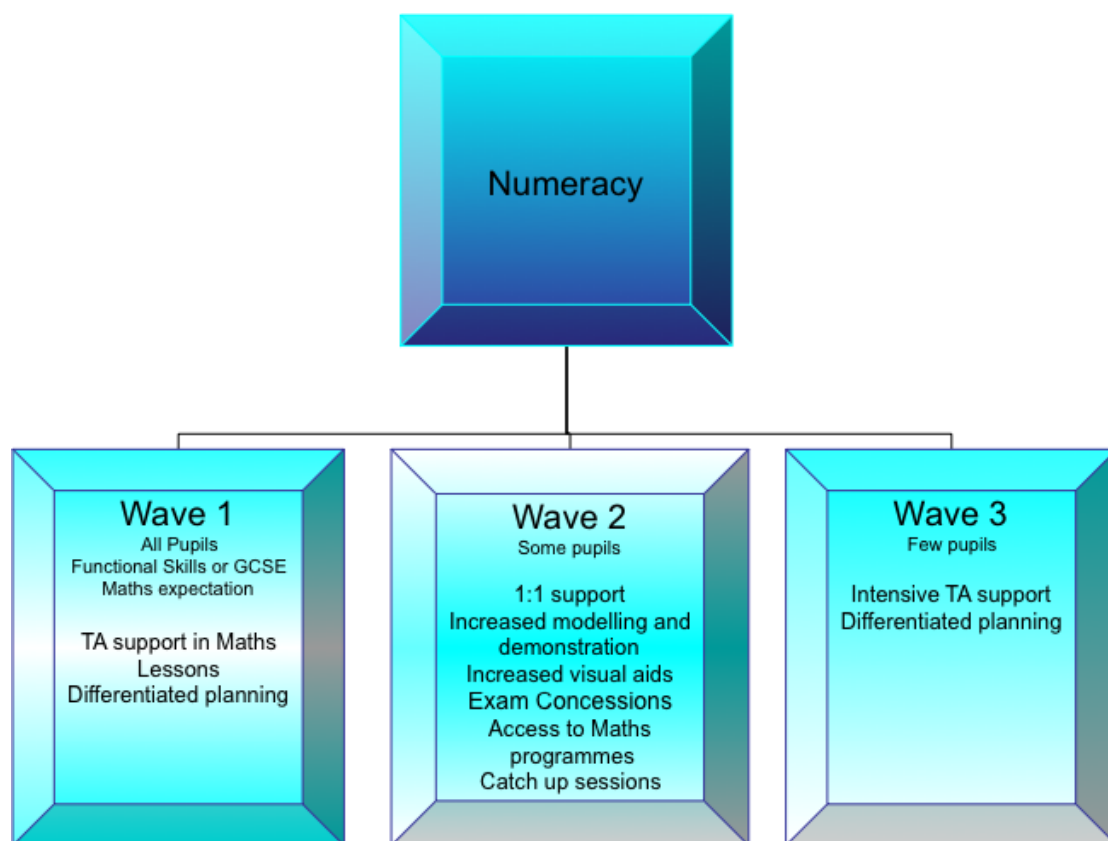
- literacy/English;
- numeracy/maths;
- behaviour support;
- self esteem and social skills;
- cognition and learning.

Literacy



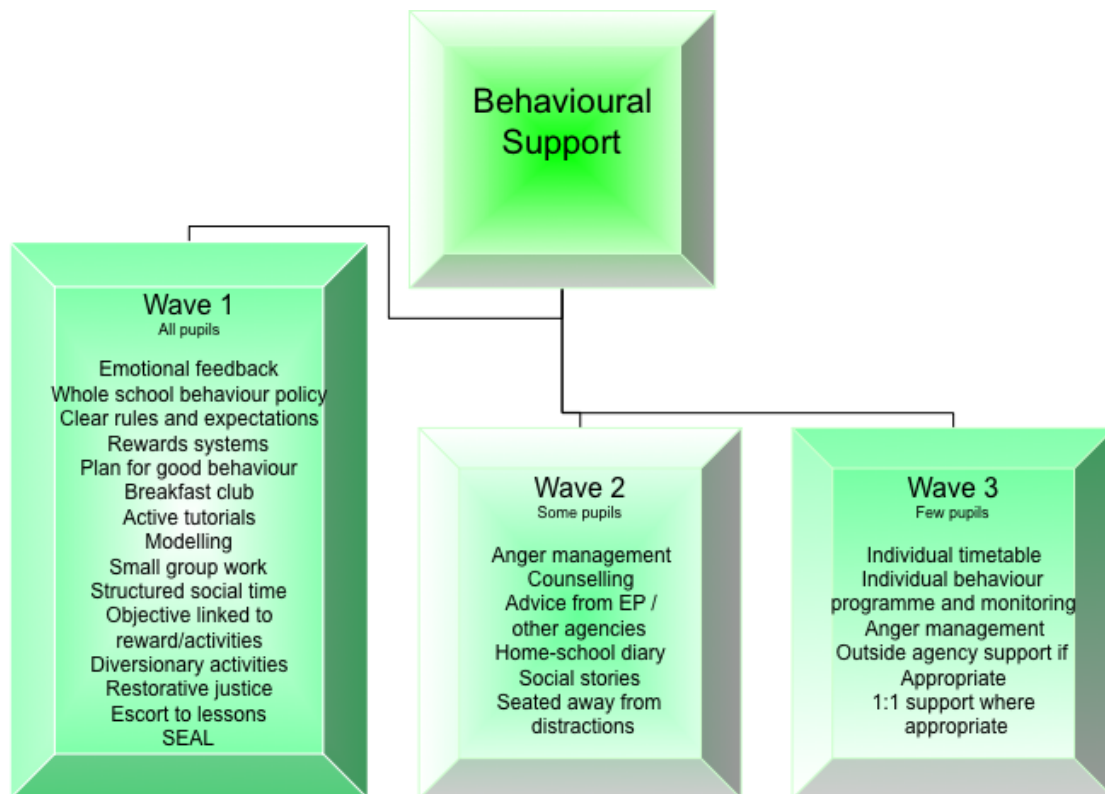
All pupils will be supported to secure a functional skills' qualification in literacy and/or GCSE English and all lessons will be appropriately differentiated. Pupils requiring Wave 2 intervention and support will be those who have a reading age two or more years below their chronological age. Wave 3 intervention will be for a small number of pupils requiring intensive literacy support.

Numeracy



All pupils will be supported to secure a functional skills' qualification in numeracy and or maths GCSE and all lessons will be appropriately differentiated. Pupils requiring Wave 2 intervention and support will be below the National Curriculum expectations lowest range for their chronological age. Wave 3 intervention will be for a small number of pupils requiring intensive numeracy support.

Behaviour



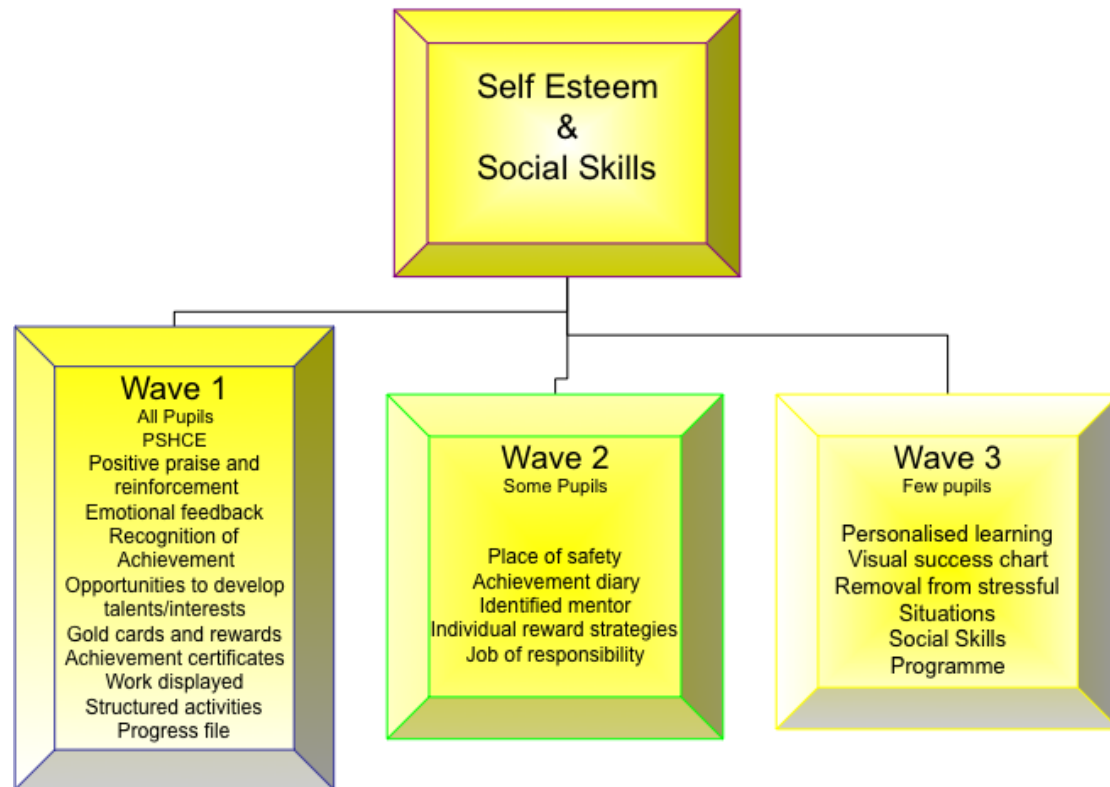
All pupils will be assessed against agreed criteria recorded in the Behaviour Tracker element of the electronic pupil record system.

Pupils scoring 70+ will receive Wave 3 support and intervention.

Pupils scoring 60-70 will receive Wave 2 support and intervention.

Wave 1 support will be appropriate for pupils scoring less than 60.

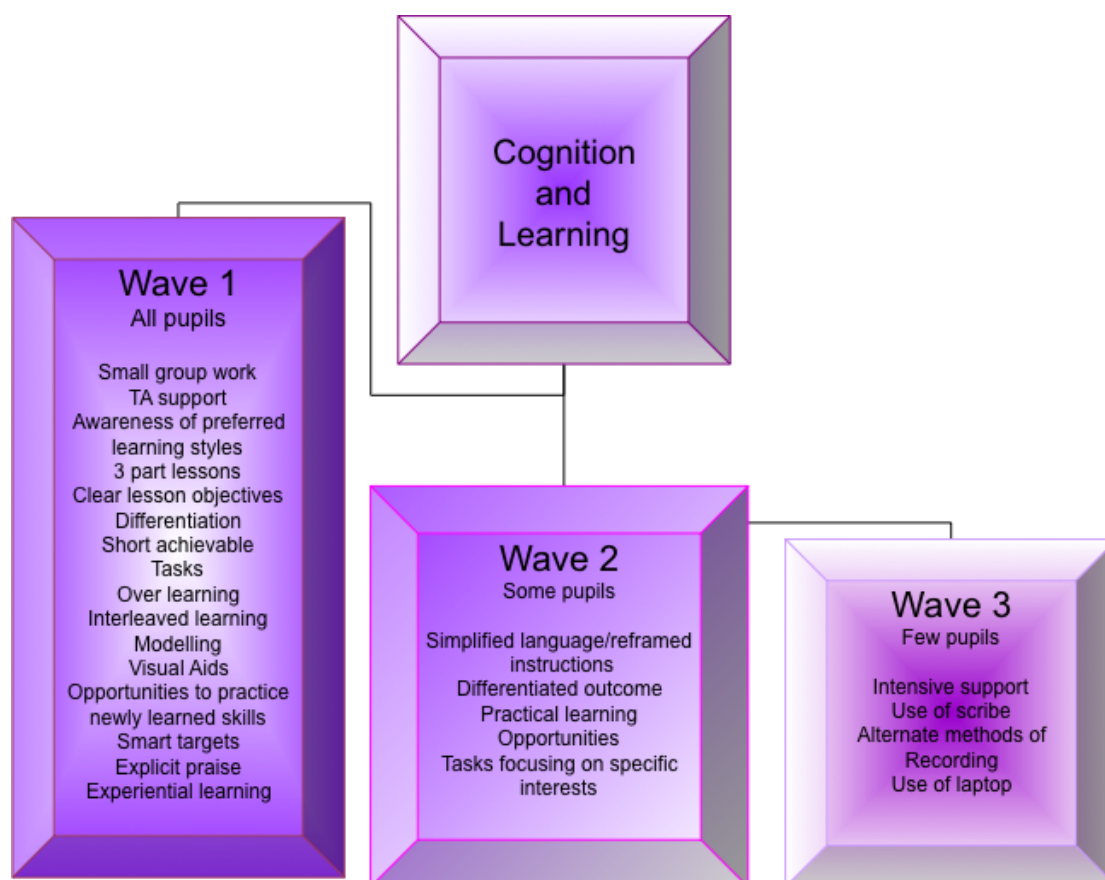
Social Skills



Scores relating to the Emotional Literacy Checker will determine the appropriate levels of intervention for pupils. All pupils will take part in Personal Social Health and Citizenship lessons and will have access to the Social Emotional Aspects of Learning (SEAL) curriculum.

Pupils with a score between 68-81 will receive additional SEAL support from a mentor and pupils scoring less than 68 on the Emotional Literacy Checker will receive intensive SEAL support.

Cognition & Learning



Pupils will be identified as requiring Wave 2 support and intervention when they have been assessed as being below the National Curriculum, expected range in core subjects.

Waves 2 and 3 will receive small group and 121 support.

D4: Definitions and measures of success

In the vision for Central Bedfordshire Free School our stated aims are to:

- eliminate permanent exclusion in Central Bedfordshire;
- re-engage disaffected and disengaged pupils;
- ensure all pupils achieve tangible accredited outcomes;
- improve the education offer for disaffected and disengaged pupils;
- improve pupil learning, achievement and progression rates;
- develop expertise in effective behaviour management across all schools;
- commission a range of quality assured offsite AP providers;
- create a value for money alternative to existing Pupil Referral Units;
- improve educational attainment in Upper and Middle schools;
- ensure good levels of attendance.

Permanent Exclusion

All Upper and Middle School Head teachers in Central Bedfordshire have committed to the joint endeavour of establishing the Central Bedfordshire AP Free School. An essential part of this commitment is to eliminate permanent exclusion in Central Bedfordshire.

Our target would be to completely eliminate permanent exclusion by 2015/16 and demonstrate a significant reduction on the current baseline in 2013/14 and 2014/15. This would be a key measurement of the success of the AP Free School.

This target would be achieved through appropriate identification and referral of pupils at risk of permanent exclusion. Placement at the Free School will not be appropriate for all pupils and managed moves and behaviour support will still be strategies available to avoid permanent exclusion. Referral to the Free School will be a key element in ensuring that disengaged and disaffected pupils receive appropriate levels of support and intervention and access to an appropriate curriculum, including personalised learning.

Fixed Term Exclusion

The Central Bedfordshire Free School will not include fixed term exclusion within the range of sanctions for tackling challenging behaviour. The raft of strategies included in the behaviour management strategy will be comprehensive enough to avoid the need for fixed term exclusion of pupils on roll.

For pupils on short term assessment and intervention placements at the AP Free School there will be an expectation that there will be a significant improvement in behaviour and a reduction in the level of fixed term exclusion on return to their mainstream school.

Attendance

The promotion of good levels of attendance will be central to the reengagement of pupils in education.

There will be a whole school target of 92% overall attendance and individual and challenging personal targets will be set for those pupils who have a history of persistent absence.

All pupils with a history of persistent absence will receive intensive support and intervention to ensure they reengage with education and attend school full-time.

Accredited Outcomes

All pupils will secure accredited outcomes by the end of Key Stage 4.

Most pupils will achieve 5 accredited level 1 or 2 qualifications.

All Key Stage 4 pupils will get GCSE in English and maths and/or functional skills qualifications in literacy and numeracy at Level 1 or 2.

All pupils will achieve accreditation in ICT and Science.

All offsite providers commissioned by the Free School will offer accredited courses.

Literacy

Literacy support and intervention will ensure that all pupils with a reading age below their chronological age make progress and that the gap between their reading and chronological age narrows.

Progression rates

Intensive support will be given to ensure that all pupils have identified pathways into further education, employment with training on achieving statutory school leaving age. This will be tracked and monitored over time to evaluate the effectiveness of the AP Free School support and intervention.

Work Experience

All Key Stage 4 pupils will complete a successful work experience placement including extended work experience placements where appropriate.

Residential experience

The aim will be to offer all pupils a residential off site experience.

Key Stage 3 progression

Individual targets will be set for all Key Stage 3 pupils. These will be tracked and monitored using the electronic pupil tracking system.

Pupils on short six weeks placement will demonstrate an improved attitude to learning and improvements in their behaviour, social and emotional skills.

Pupils on longer placement will be expected to make a 2/3 level progress at Key Stage 3 in a year.

Assessment and tracking system

High quality and innovative assessment and tracking of pupils will be a key feature of the offer from Central Bedfordshire Free School. We will develop a bespoke electronic database to promote, track and monitor progress against a range of educational, emotional and attitudinal dimensions. This system will be used consistently by all staff and offsite providers to create a full picture of each pupil's educational progress. This will enable regular reporting to parents and commissioners and be a key tool in supporting the reengagement and reintegration of pupils.

Included below is arrange of screens showing the type of system that will be developed as a bespoke package for Central Bedfordshire Free School. A similar system is already in use at Oak Bank Special School and the proposed Executive Head teacher for the Free School is committed to developing a model designed to meet the specific needs of this provision.

Student Incident Data - Oak Bank School

Access Card Record

15 Friday Date 09/09/2011 Class 11CC AC Ref 4876

Friday	Monday	Tuesday	Wednesday	Thursday	Comments	Objective																																																																																																																																																																																																																		
<table border="1"> <thead> <tr> <th>Subject</th> <th>Eng</th> <th>Beh</th> <th>Obj</th> <th>Exc</th> <th>Cr1</th> <th>Cr2</th> <th>Cr3</th> <th>Cr4</th> <th>Cr5</th> <th>Cr6</th> <th>Cr7</th> <th>Cr8</th> <th>6</th> <th>Fri</th> </tr> </thead> <tbody> <tr> <td>Tut/Ass</td> <td>2</td> <td>2</td> <td>1</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Less 1</td> <td>Maths</td> <td>2</td> <td>2</td> <td>1</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>1</td> </tr> <tr> <td>Less 2</td> <td>Animal Car</td> <td>2</td> <td>2</td> <td>1</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>1</td> </tr> <tr> <td>Less 3</td> <td>Animal Car</td> <td>2</td> <td>2</td> <td>1</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>1</td> </tr> <tr> <td>Break</td> <td></td> <td>2</td> <td>1</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Less 4</td> <td>Animal Car</td> <td>2</td> <td>2</td> <td>1</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>1</td> </tr> <tr> <td>Less 5</td> <td>Tutor</td> <td>2</td> <td>2</td> <td>1</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>1</td> </tr> <tr> <td>Lunch</td> <td></td> <td>2</td> <td>1</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Break</td> <td></td> <td>2</td> <td>1</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Less 6</td> <td>Activities</td> <td>2</td> <td>2</td> <td>1</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>1</td> </tr> <tr> <td>Less 7</td> <td>Activities</td> <td>2</td> <td>2</td> <td>1</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>1</td> </tr> <tr> <td>Less 8</td> <td>Activities</td> <td>2</td> <td>2</td> <td>1</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>1</td> </tr> <tr> <td>Totals</td> <td></td> <td>18</td> <td>24</td> <td>12</td> <td>12</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>67</td> </tr> </tbody> </table>							Subject	Eng	Beh	Obj	Exc	Cr1	Cr2	Cr3	Cr4	Cr5	Cr6	Cr7	Cr8	6	Fri	Tut/Ass	2	2	1	1	0	0	0	0	0	0	0	0	0	0	Less 1	Maths	2	2	1	1	0	0	0	0	0	0	0	0	1	Less 2	Animal Car	2	2	1	1	0	0	0	0	0	0	0	0	1	Less 3	Animal Car	2	2	1	1	0	0	0	0	0	0	0	0	1	Break		2	1	1	0	0	0	0	0	0	0	0	0	0	Less 4	Animal Car	2	2	1	1	0	0	0	0	0	0	0	0	1	Less 5	Tutor	2	2	1	1	0	0	0	0	0	0	0	0	1	Lunch		2	1	1	0	0	0	0	0	0	0	0	0	0	Break		2	1	1	0	0	0	0	0	0	0	0	0	0	Less 6	Activities	2	2	1	1	0	0	0	0	0	0	0	0	1	Less 7	Activities	2	2	1	1	0	0	0	0	0	0	0	0	1	Less 8	Activities	2	2	1	1	0	0	0	0	0	0	0	0	1	Totals		18	24	12	12	0	0	0	0	0	0	0	0	67
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Less 6	Activities	2	2	1	1	0	0	0	0	0	0	0	0	1																																																																																																																																																																																																										
Less 7	Activities	2	2	1	1	0	0	0	0	0	0	0	0	1																																																																																																																																																																																																										
Less 8	Activities	2	2	1	1	0	0	0	0	0	0	0	0	1																																																																																																																																																																																																										
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Student Incident Data - Oak Bank School

Access Card Data

Changes can only be made to Access Cards dated within last 28 days. Access Cards dated in last 12 months are available to view.

Surname: _____ First Names: _____ Gender: Male Pupil No. 15

Date of Birth: _____ Date Started: 01/07/2010 Date Left: _____

16/09/2011	Total	Fri	Mon	Tue	Wed	Thu	Curric	Social	Red	Yellow	Uniform	Tea & Bisc	Detention
View / Add	26	26	0	0	0	0	15	11	0	0	0	No	Yes
View / Add Points	6	10	5	5	0	0	0	0	0	0	0	0	0
Red Criteria Report	Sessions in/Week	6	10	5	5	0	0	0	0	0	0	0	0
Comments:	Aaron will be on day 17 at the end of today 16/9/11		Objective:		Aaron will manage his behaviour and emotions appropriately. (4)								
AC Ref	4957												
09/09/2011	Total	Fri	Mon	Tue	Wed	Thu	Curric	Social	Red	Yellow	Uniform	Tea & Bisc	Detention
View / Add	332	67	67	67	67	64	222	103	0	2	5	No	No
View / Add Points	88	119	60	58	0	0	0	0	0	0	1	1	1
Red Criteria Report	Sessions in/Week	50	6	6	6	6	0	0	0	12	12	1	1
Comments:	Aaron will be on Day 13 at the end of today, 9/9/11 PE on Thursday full marks and 2 gold points lesson 8		Objective:		To manage his emotions and behaviour appropriately. (4)								
AC Ref	4876												
15/07/2011	Total	Fri	Mon	Tue	Wed	Thu	Curric	Social	Red	Yellow	Uniform	Tea & Bisc	Detention
View / Add	310	62	62	62	62	62	200	100	0	0	5	Yes	No

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Behaviour Tracker Input Form - Oak Bank School

File Add-Ins Bluetooth

Menu Commands

Behaviour Tracker

Term:

Pupil: Staff Member:

Learning Behaviour | **Conduct Behaviour** | Emotional Behaviour

1. Is attentive and has an interest in schoolwork
 e.g. is not easily distracted, completes work, keeps on task and concentrates, has good motivation, shows interest, enjoys schoolwork.

2. Good learning organisation
 e.g. works systematically, at a reasonable pace, knows when to move on to next activity or stage, can make choices, is organised.

3. Is an effective communicator
 e.g. speech is coherent, thinks before answering.

4. Works efficiently in a group
 e.g. takes part in discussions, contributes readily to group tasks, listens well in groups, works collaboratively.

5. Seeks help where necessary
 e.g. asks for help when needed, does not give up, asks for help when needed.

Record: 1 of 1 Unfiltered Search

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15:24 21/02/2012

Behaviour Tracker Input Form - Oak Bank School

File Add-Ins Bluetooth

Menu Commands

Behaviour Tracker

Term:

Pupil: Staff Member:

Learning Behaviour | **Conduct Behaviour** | Emotional Behaviour

6. Behaves respectfully towards staff
 e.g. respects staff and answers them politely, does not interrupt or deliberately annoy, does not show verbal aggression.

7. Shows respect to other pupils
 e.g. interacts with other pupils politely and thoughtfully, does not tease, call names, swear, use psychological intimidation.

8. Only interrupts and seeks attention appropriately
 e.g. behaves in ways warranted by the classroom activity, does not disrupt unnecessarily, or distract or interfere with others, does not pass notes, talk when others are talking, does not seek unwarranted attention.

9. Is physically peaceable
 e.g. in not physically aggressive, avoids fights, is pleasant to other pupils, is not cruel or spiteful, does not strike out in temper.

10. Respects property
 e.g. does not take other people's things, does not damage school property.

Record: 1 of 1 Unfiltered Search

Form View Num Lock Powered by Microsoft Access Filtered

15:25 21/02/2012

Behaviour Tracker input Form - Oak Bank School

File Add-Ins Bluetooth

Menu Commands

Behaviour Tracker

Term:

Pupil: Staff Member:

Learning Behaviour Conduct Behaviour Emotional Behaviour

11. Has empathy
 Detail e.g. is tolerant of others, shows understanding and sympathy, is considerate.

12. Is socially aware
 Detail e.g. interacts appropriately with others, is not a loner or isolated, reads social situations well.

13. Is happy
 Detail e.g. has fun when appropriate, smiles, laughs, is cheerful, is not tearful or depressed.

14. Is confident
 Detail e.g. is not anxious, has high self-esteem, is relaxed, does not fear failure, is not shy, is not afraid of new things, is robust.

15. Is emotionally stable and shows self control
 Detail e.g. remains calm, is able to control emotions, does not have frequent mood swings.

Add Another Undo Save and Exit Delete

Record: 1 of 1 Unfiltered Search

Form View Num Lock Powered by Microsoft Access Filtered

15:26 21/02/2012

Behaviour Tracker input Form - Oak Bank School

File Add-Ins Bluetooth

Menu Commands

Behaviour Tracker

Term:

Pupil: Staff Member:

Learning Behaviour Conduct Behaviour Emotional Behaviour

11. Has empathy
 Detail e.g. is tolerant of others, shows understanding and sympathy, is considerate.

12. Is socially aware
 Detail e.g. interacts appropriately with others, is not a loner or isolated, reads social situations well.

13. Is happy
 Detail e.g. has fun when appropriate, smiles, laughs, is cheerful, is not tearful or depressed.

14. Is confident
 Detail e.g. is not anxious, has high self-esteem, is relaxed, does not fear failure, is not shy, is not afraid of new things, is robust.

15. Is emotionally stable and shows self control
 Detail e.g. remains calm, is able to control emotions, does not have frequent mood swings.

Add Another Undo Save and Exit Delete

Record: 1 of 1 Unfiltered Search

Form View Num Lock Powered by Microsoft Access Filtered

15:26 21/02/2012

Emotional and behavioural development criteria

14. Is confident

<p>The pupil:</p> <ul style="list-style-type: none"> <input type="checkbox"/> is not anxious and is confident in most situations, while not showing bravado, recklessness or unrealistic expectations of their competence; <input type="checkbox"/> is not afraid of new things and does not fear failure when taking on new tasks; <input type="checkbox"/> is not self-conscious or shy in most situations and does not feel inferior to other pupils; <input type="checkbox"/> is willing to read out aloud in class and put their hand up to answer or ask appropriate questions; <input type="checkbox"/> is typically forthcoming in group class discussions. <p><input type="checkbox"/> Suggested score</p> <p><input type="text" value="1"/> Combined score</p>	<p>Undesirable behaviours</p> <p>A pupil may act as if extremely frightened to the point of crying, be anxious, tense, fearful, upset by new people or situations, be reticent, suck their thumb or bite their nails, lack confidence, fear failure, have feelings of inferiority, worry about things that cannot be changed, be negativistic, be afraid of new things, feel unable to succeed, lack self-esteem, be self-conscious, be overly submissive, be cautious, be shy, not take the initiative.</p>
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qryReportHeader - Oak Bank School

File Print Preview Add-Ins

Print Size Margins Print Data Only Show Margins

Portrait Landscape Columns Page Setup

Zoom One Page Two Pages More Pages

Refresh All PDF or XPS More

Close Print Preview

Oak Bank School INTERIM REPORT

Autumn 2011
Year Group 11

Subject	Qualification	Tutor Group GC		Reading age last year 10yr 5month		Current Predicted	Potential GCSE
		Attendance	%	Reading age this year 10yr 5month	Reading age this year 10yr 5month		
Animal Care	City & Guilds	Good	Good	Good	Good	City and Guilds Award	
Animal Care	City & Guilds	Satisfactory	Satisfactory	Satisfactory			
English	GCSE # Skills	Satisfactory	Satisfactory	Good		FS Entry level 3 NC 4B	FS Level 2 Equivalent to AC GCSE
General Studies	Asdan	Good	Good	Good		Bronze Award	
ICT		Improvement needed	Satisfactory	Good			
Maths	GCSE	Good	Satisfactory	Good	4A	D	C
Science	GCSE	Improvement needed	Satisfactory	Improvement needed	4B	D	B

21 February 2012

Page 1 of 1

Pages: 1 of 1

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15:35
21/02/2012

Entry Level - Oak Bank School

File Add-Ins Bluetooth

Menu Commands:

(15)

	Year 5		Year 6		Year 7		Year 8		Year 9	
	Level 2	Level 3	Level 2	Level 3	Level 2	Level 3	Level 2	Level 3	Level 2	Level 3
TOTAL										
Commentary										

Credits to Date 2
Possible to Date 3 67 %
Predicted Outcome 25

Points Award
6 Award
22 Certificate
37 Diploma

Qualification: Elec Home Cooking Skills

	Year 10	Year 11
Target	3	5
By Mid Year		
Additional By End of Year		
TOTAL		

Credits to Date 0
Possible to Date 0 67 % (Based on years 5 to 9)
Predicted Outcome 6

Points Award
4 Level 1
10 Level 2

Record: 1 of 1

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15:40
21/02/2012

D5: Behaviour management, pupil wellbeing and attendance

The behaviour management policy at Central Bedfordshire Free School will ensure high expectations and will support pupils to address issues that have acted as barriers to their learning in the past. All staff will be responsible for promoting a consistent approach to behaviour management across the school.

All staff will:

- promote the aims and values of the school

- create a caring, stimulating and secure environment in which everyone can work and play safely;
- promote good behaviour and accept that it is everyone's responsibility;
- have high expectations of positive behaviour through modelling, coaching and effective implementation of appropriate and understood consequences;
- encourage pupils to value the school environment and its routines;
- empower all staff to expect and receive appropriate behaviour from and for everyone;
- raise pupil's self-esteem and promote empathy and respect for self as well as others;
- ensure that good behaviour is recognised and rewarded;
- develop a culture in which we accept the child but not the behaviour;
- ensure the approach and values are understood, consistently implemented throughout the school, and that effective mechanisms are in place for the monitoring and evaluation of this approach;
- demonstrate sound professional judgement;
- promote high standards in teaching and learning

Central Bedfordshire Free School will adopt the following behaviour principles:

- Pupils learn best in a safe, caring, engaging and ordered environment.
- It is vital that the school works in partnership with parents, carers and outside agencies.
- The school recognises that everyone has the right to make mistakes and contained within this approach are identified support personnel and strategies.

The active promotion of good behaviour will be central to the approach to behaviour management. The school will create an environment where pupils consciously want to demonstrate good behaviour. Good behaviour is when an individual's actions, words and deeds allow a positive working environment to flourish. Good behaviour positively impacts on self and others by building self-esteem and allowing all to take responsibility for their actions.

The school will be explicit about what constitutes good behaviour by giving clear examples.

Examples of good behaviour are:

- Respectful language
- Active listening
- Respect for the environment
- Turn taking
- Willingly following appropriate instructions
- Acting on recognised etiquette
- Respect for self and others.

The school will adopt a rewards and consequences system that actively promotes and rewards examples of good behaviour.

Promoting positive behaviour through teaching and learning

Central Bedfordshire Free School will promote good behaviour by ensuring the highest standards of teaching and learning. The underpinning belief will be an understanding that good behaviour management starts with good teaching. Teachers will be required to plan and deliver imaginative, interactive and differentiated lessons, matched to the identified needs of each pupil. A personalised curriculum will ensure that pupils have access to learning appropriate to their needs, abilities, and style. Teachers will plan to promote independent learning. Teachers will adopt a creative approach to meeting the needs of visual, auditory and kinaesthetic learners. This approach will promote good behaviour by ensuring pupils are engaged, encouraged and challenged in their lessons.

Classroom management and environment

The learning environment in every classroom will promote clear messages that positively encourage and value pupils' efforts. Positive relationships between staff and pupils will be encouraged. Strategies for promoting good behaviour will be implemented. There will be a clear recognition that the use of seating plans, arrangement of furniture, access to resources, and classroom displays all have a bearing on the way pupils behave. Furniture will be arranged to provide an environment conducive to on task behaviours. Materials and resources will be arranged to ensure accessibility and reduce uncertainty and disruption. Displays will be used to actively promote self-esteem and the importance of learning, through demonstrating the value of every individual's contribution. Every classroom in Central Bedfordshire Free School will provide a welcoming environment conducive to learning and good behaviour.

The Central Bedfordshire Free school will adopt a whole-school approach to the Social and Emotional Aspects of Learning (SEAL) curriculum. This will promote the five social and emotional aspects of learning:

- Self-awareness;
- Managing feelings;
- Motivation;
- Empathy;
- Social skills.

Using the SEAL approach we will create a safe learning environment where pupils will become aware that errors and mistakes are an essential part of effective learning. They will be reassured that, if they are unsuccessful, time will be provided for them to reflect and learn from the experience. An environment will be created where ground rules are negotiated, agreed and reinforced positively, pupils are listened to and their opinions valued.

Careful planning and delivery of lessons that promote SEAL will be essential to allow pupils to prepare for active learning and listening, build group cohesion, trust and respect as well as providing the opportunity to practise and develop specific social and emotional skills.

Team Teach

Central Bedfordshire Free School will adopt a Team Teach approach to managing

challenging behaviour that will be central to the working practice of all staff. This approach is proposed as it enables staff to promote the least intrusive positive handling strategy and a continuum of gradual and graded techniques, with an emphasis and preference for the use of verbal, non-verbal de-escalation strategies. The full range of de-escalation strategies will be used and exhausted before positive handling strategies are utilised.

All staff will be trained in the Team Teach approach. The training will enable staff members to develop acceptable and authorised responses to disruptive, disturbing, angry and aggressive behaviours in a manner that maintains positive relationships and provides safety for all.

Through consistent use of Team Teach staff will be able to minimise the number of serious incidents involving physical controls and there will always be an emphasis on the importance of exhausting all other behaviour management strategies in the first instance.

Implementation of Team Teach will require staff to adopt an awareness of the importance of recording and reporting, monitoring and evaluating, all incidents involving positive handling. Implicit within the Team Teach approach is the importance of providing a process of repair and reflection for both staff and pupils.

Through regular training staff will develop knowledge and understanding of aggression and conflict, being able to recognise typical signs and causes. Staff will become skilled in the use of de-escalation strategies where possible to maximise the opportunity to calm incidents through non-verbal and verbal strategies where possible.

Rewards and consequences

A clearly understood rewards and consequences system will reinforce other strategies for promoting good behaviour. Through this system achievements in all aspects of school life will be recognised and celebrated. Rewards will be used to motivate pupils by helping them to see that good behaviour is valued.

The most common and frequent reward will be praise that is most effective when used immediately and linked explicitly to a particular instance of good behaviour or a specific achievement. Other forms of reward will include:

- whole school achievement assemblies,
- raffle tickets,
- certificates
- gold points.

Celebrations of pupil achievement will be recorded through regular certification collated in Pupil Progress files

Tracking and monitoring pupil behaviour

The bespoke electronic pupil tracking and record system will be used to monitor individual pupil behaviour throughout the school day and will include their level of engagement in learning. Within the system pupils will be set realistic, individual targets in relation to academic engagement and learning and behaviour. This will enable pupils to be tracked throughout the day and ensure quick intervention where a pattern of poor engagement or behaviour is identified. The system will be developed so that it can be used when a pupil

is in offsite provision or back in mainstream school. In this way a comprehensive picture of learning and behaviour can be established and consistent management reward and reinforcement ensured across their full-time education programme. Achieving targets will be recognised through the rewards system.

All staff will be expected to record behaviour accurately through the electronic pupil record system and will be trained. All staff will be trained to ensure careful and accurate completion. The pupil record system will be a key tool in building up an accurate picture of each pupil's behaviour and learning across a range of lessons, in changing contexts including offsite provision. Building up an accurate picture will help to inform the deployment of appropriate strategies to improve behaviour and learning.

Role of the form tutor

The role of the form tutor will be very important in supporting the engagement and progress of all pupils. Each school day will begin with tutor time and breakfast to ensure an appropriate attitude to learning and tutors will be responsible for regular review of progress with each individual pupil.

The role of the form tutor will be pivotal to the effective use of the electronic pupil record system. Targets will be agreed with the form tutor who will review on at least a weekly (and sometimes daily) basis the successes and difficulties of individual pupils. The form tutor will use the pupil record system to identify behaviour patterns and to review the effectiveness of any strategies being deployed.

The form tutor will perform a key pastoral role in promoting good behaviour, achievement of learning and behaviour targets and promoting pupil wellbeing. The tutor will write a half termly report to be shared with parents and commissioners (local authority or referring school).

Parents and carers

Central Bedfordshire Free school will be committed to working positively and actively in partnership with parents. This partnership will begin at the referral stage and be developed by school staff to maximise support for pupils.

Parents and carers have a particularly important part to play in securing the appropriate behaviour of their child at school. Effective communication will be a vital element in developing trust and ensuring parents/carers feel supported and this will contribute to better pupil engagement.

Bullying

Central Bedfordshire Free School will be committed to providing a caring, friendly and safe environment for all pupils so they can learn in a relaxed, safe and secure atmosphere. Bullying of any kind will be unacceptable and dealt with. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively.

This means that anyone who knows that bullying is happening will be expected to tell a member of staff.

All pupils have the right to attend school without being hindered by the behaviour of others.

All forms of bullying are unacceptable and will not be tolerated.

We will treat all incidents of bullying seriously and always endeavour to resolve them and prevent them recurring.

A whole school anti-bullying policy will be established and reinforced by staff.

Safeguarding

Access to full-time education is essential to keeping children safe so full-time attendance will be promoted. The school will adopt best practice in safeguarding policy and practice and all offsite providers will be quality assured. Central Bedfordshire Free School will adopt safe recruiting practices and all staff will have an enhanced CRB check. The school will work in partnership with families and other agencies, including social care, family support, youth services and CAMHS

D6: Community engagement

This application has been informed by the detailed knowledge that Head teachers and the local authority have of Central Bedfordshire.

Partnership with all Upper and Middle Schools is a central tenet of the proposal and will continue to be so throughout start up, opening and once the school is fully operational. Further work with pupils, parents and the wider community will be undertaken at the next stage of the school's development. We will be particularly keen to see how the school can benefit its local community and what the local community will be able to offer the school. This will include use of the school site and resources

Section E: Evidence of demand and marketing – part 1

Please complete the table, using the information below to assist you.

If your school is new provision:

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the anticipated demand from your commissioners or, for 16-19 year old students, the numbers of students that have confirmed that the proposed school will be their first choice.
- Leave **column C** blank.
- In **column D** please express the demand (column B) as a percentage of the places available (column A). i.e. $D = (B/A) \times 100$.

If your school is an existing provider applying to become an alternative provision Free School:

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the anticipated demand from your existing commissioners or, for 16-19 year old students, the number of students already on roll at your school.
- In **column C** please provide the anticipated demand from your additional commissioners, if applicable, and, for 16-19 year old students, the numbers of students that have confirmed that the proposed school will be their first choice.
- In **column D** please express the total demand (column B + column C) as a percentage of the places available (column A). i.e $D = ((B+C)/A) \times 100$.

	2013				2014			
	A	B	C	D	A	B	C	D
Key Stage 1								
Key Stage 2								
Key Stage 3	20	20		100%	30	30		100%
Key Stage 4	50	50		100%	65	65		100%
16-19: commissioner referred								
16-19: pupil application								
Totals	70	70		100%	95	95		100%

Section E: Evidence of demand and marketing – part 2

Please refer to page 20 of the 'How to Apply' guidance for what should be included in this section.

Background

The background relating to the development of arrangements for secondary age excluded and disaffected pupils in Central Bedfordshire is relevant to this proposal and forms a key element of the evidence of demand.

The Executive of Central Bedfordshire Council agreed, on 15th February 2011, that the;

'Deputy Chief Executive/Director of Children's Services, in consultation with the Portfolio Holder for Children's Services, take forward detailed work on the future delivery of PRU provision in Central Bedfordshire from 2012 onwards to take account of the commissioning strategy, any new and relevant legislation and any changes to school funding arrangements.'

On 31st March 2011, the Service Level Agreement with Bedford Borough Council regarding the operation of the existing Pupil Referral Unit as a shared service ended. On 1st April 2011, 60% of the staff transferred to Central Bedfordshire, and during the course of the Summer term the service for secondary age pupils relocated to the Kingsland site in Houghton Regis. This was an interim measure pending the outcome of further work on the long-term future of PRU provision.

In the Summer of 2011, the Upper School Head teachers of Central Bedfordshire began to explore the possibility of developing an AP Free School as a more positive and ambitious alternative to recommissioning PRU provision. They have worked with support from officers of the local authority, together with Middle and Special School colleagues to develop a fully worked up proposal for submission to the Department for Education.

E1 Referral process

The referral process will develop from existing arrangements for managed moves and the Fair Access protocol. Currently an Inclusion Officer is employed by the local authority to manage this process including admissions to the Pupil Referral Unit.

With the establishment of the Central Bedfordshire Free School new gateway arrangements will be developed and managed by the Central Bedfordshire Academy Trust in partnership with the local authority. These arrangements will take the form of an Admissions Policy and will need to ensure that the statutory requirements are met in relation to fixed and permanently excluded pupils. In addition there will need to be a mechanism for ensuring that

referrals to the Free School meet an agreed set of criteria and that measures for prioritising referrals in the event of demand for places exceeding supply.

Central Bedfordshire Academy Trust will establish agreed criteria for referral to ensure the provision is appropriately used to achieve the stated aims of the Free school. Priority will always be given to pupils at risk of permanent exclusion and the provision will target those pupils who have a history of disengagement and disaffection, including fixed term exclusion from school.

An Inclusion Officer will manage referrals from Upper and Middle schools and arrange for the admission of any pupils who have been permanently excluded. He/she will ensure that the referral includes an up to date assessment of need and a record of attainment, attendance and behaviour.

Any pupils on the roll of the current Kingsland PRU at the point of opening Central Bedfordshire Free School will be prioritised for admission to the Free School.

The Inclusion Officer will liaise directly with the Executive Head Teacher or Deputy of Central Bedfordshire Free School to ensure admissions are managed in a timely way to meet the needs of those pupils referred and those already on roll. The Inclusion Officer and the Executive Head teacher will take lead responsibility for managing high in-year turnover of pupils and will provide regular reports to the governing body and commissioners.

Part-time support and Intervention places for Key Stage 3 pupils will be available in six week or half termly blocks to facilitate effective planning and to minimise the disruption of any avoidable turnover.

The termly report to the governing body and commissioners will include the following information:

- Numbers on roll at Key Stages 3 and 4
- Numbers of full and part-time placements
- Reintegration rates
- Information on permanent exclusions including schools
- Information on referrals by school
- Information on support and intervention places
- Any issues relating to admissions and turnover not covered in above

It is recognised and acknowledged that pupils with statements of special educational needs should not normally be educated in alternative provision on a long-term basis. Central Bedfordshire Free School could be a suitable placement in the short to medium term whilst a more appropriate placement is sought and this will be explored with the local authority on a case-by-case basis.

There are no plans at this stage to offer places to students beyond statutory school age although this will be kept under review.

E2 Evidence of demand from commissioners

Demographics

Central Bedfordshire has a population of 255,200 people. This is forecast to increase to around 292,000 people by 2021, with a 41% increase in the number of people aged 65 and over.

None of our neighbourhoods are in the 10% most deprived nationally, however pockets of deprivation do exist – mainly in Houghton Regis and Dunstable where it is proposed to locate one of the Free School sites. The rate of serious acquisitive crime is higher in Central Bedfordshire than in similar authorities.

Area of Central Bedfordshire: 716 square kilometres. Central Bedfordshire is the 11th largest unitary council in England by area.
(Source: ONS, 2001 Census.)

Population density: 356 people per square kilometre in 2010. Central Bedfordshire is one of the least densely populated unitary councils, ranking 43rd out of 56.

Central Bedfordshire is classified as predominantly rural with just over half of the population living in rural areas.
(Source: Defra's Rural/Urban definition, Local Authority classification – based on 2001 census population figures).

Ethnic Origin

More than 97% of pupils of compulsory school age in Central Bedfordshire speak English as a first language. However, more than 60 different first languages are recorded among the remaining children.
(Source: Pupil level annual school census data for Central Bedfordshire. Next update: 2012)

Deprivation

Overall, levels of deprivation in Central Bedfordshire are relatively low. However, three LSOAs are in the most deprived 10-20% in England and a further six LSOAs were in the most deprived 20-30% in England. These are listed below and shown in the darkest colours on the map on the following page.

LSOAs⁴ in the 10-20% most deprived in England

- Dunstable Manshead 594 (Downside)
- Parkside 602
- Houghton Hall/Tithe Farm 618 (Tithe Farm)

• [REDACTED] , [REDACTED]
• [REDACTED] , [REDACTED]
• [REDACTED]

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
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[REDACTED]
[REDACTED]
[REDACTED]

One of the stated aims of the Central Bedfordshire AP Free School is to eliminate permanent exclusion by providing relevant and coherent educational provision to reengage students at risk of exclusion. The local authority and all of the Upper and Middle Schools fully support this aim and consider the Free School to be a coherent way forward in meeting the needs of pupils with

social emotional and behaviour difficulties and/or those at risk of exclusion.

There are currently 43 pupils on the roll of the PRU which is consistent with previous years. There are 34 Key Stage 4 pupils whose profiles have informed and influenced the Free School proposals.

In 2011/12 there have been 36 permanent exclusions by end of February 2012 with 30 of these from the Upper School population. 20 of these pupils were excluded for persistent disruptive behaviour, 6 for physical assault against a pupil, 5 for verbal abuse and threatening behaviour against an adult, 2 for racist abuse, 2 for physical assault against an adult and 1 for verbal abuse and threatening behaviour against a pupil. The majority of these pupils are White British and live in the most deprived areas of Central Bedfordshire.

Schools have indicated that there is a significant cohort of additional pupils in each Upper School and Middle School who are at risk of permanent exclusion and/or whose outcomes would improve with access to full or part-time alternative provision. This includes pupils who would benefit from focussed support on the development of their personal and social skills.

As lead commissioner the local authority requires provision that will:

- Eliminate permanent exclusion
- Support pupils at risk of permanent exclusion
- Enable pupils to reengage with education
- Ensure pupils gain accredited qualifications
- Secure progression pathways and thereby reduce the numbers of NEET

The local authority has agreed, in principle, to commit seven twelfths of the existing PRU budget i.e. the allocation currently used for permanently excluded pupils. This money is currently a top slice of the existing Dedicated School Grant and a paper seeking agreement to this from Schools Forum is on the agenda for their next meeting in March. Based on current figures this would indicate a commitment of [REDACTED] from the local authority for commissioning places at the Central Bedfordshire Free School in 2013/14. This figure will be recurrent for three years.

In addition, the local authority has agreed to devolve a proportion of the transport budget to the Free School to support the transport of pupils. This allocation has been agreed in principle at [REDACTED] per year.

The evidence supplied indicates that there is likely to be sufficient demand for places from the Upper and Middle Schools of Central Bedfordshire and therefore we have not, at this stage, provided evidence of wider need outside the local authority area.

The Central Bedfordshire Free School application has identified an appropriate level of demand and has the added advantage of not being

entirely dependent on pupil numbers to secure income. The local authority has agreed to provide funding in the order of £910k (approx.) in each of the first three years. This should ensure the Free School has a steady income stream of approximately [REDACTED], including funds for transport, regardless of the number of pupil referrals. This financial cushion will not be taken for granted and every effort will be made to fill all pupil places, but it does mean that the financial risks are less than for a school where income is entirely dependent upon securing a specific number of referrals.

E3 Provision for 16- 19 year olds

There are no plans at this stage to offer places to students beyond statutory school age although this will be kept under review.

E4 Demonstration of engagement with the wider community

The Upper Schools of Central Bedfordshire have developed this proposal with support from the Middle Schools and the local authority. The application has therefore been informed by their requirements as commissioners and by their understanding of the needs of the broader community of Central Bedfordshire. The Executive member for Children's Services has lent his support to the application, as have the local Members of Parliament.

The proposal has developed out of a strong partnership between schools and with the local authority and it is anticipated that this partnership will ensure the ongoing effectiveness and viability of Central Bedfordshire Free School.

We have engaged with pupils currently in alternative provision in Central Bedfordshire. When asked about what they liked about AP offsite provision these students said they:

- Enjoyed the fact it was different from traditional classroom
- Liked being treated more like adults and therefore were more engaged
- Enjoyed practical skills as they are seen to be useful in terms of real jobs
- Liked formal and more physically interactive sessions with plenty of practical activities

Further work with pupils, parents and the wider community will be undertaken at the next stage of the school's development. We will be particularly keen to see how the school can benefit its local community and what the local community will be able to offer the school. This will include use of the school site and resources.

Section F: Capacity and capability

Please refer to page 26 of the 'How to Apply' guidance for what should be included in this section.

F1 Access to appropriate and sufficient support to deliver the vision

Central Bedfordshire Academy is the name of the company limited by guarantee that has been established as a prerequisite for the submission of this application to set up and run Central Bedfordshire (AP) Free School. The company has access to significant levels of relevant educational, financial and legal expertise. The members and directors of the company are appropriately skilled to discharge their duties and are willing to do so without payment.

[REDACTED] (Director)
[REDACTED] has been appointed [REDACTED] and is the proposed Chair of Governors for Central Bedfordshire Free School. He has played a lead role in securing the commitment of his Head teacher colleagues.

[REDACTED] is [REDACTED]. [REDACTED]

[REDACTED].

[REDACTED] offers [REDACTED].

[REDACTED] (Director)
[REDACTED] [REDACTED].

[REDACTED].

[REDACTED] ([REDACTED])
has been [REDACTED].

Since September 2009, he has been [REDACTED] [REDACTED].

[REDACTED] ([REDACTED]) She has [REDACTED]. [REDACTED]

[REDACTED]
[REDACTED]
[REDACTED]

([REDACTED])

[REDACTED] ([REDACTED])
is an [REDACTED].

F2 Access to appropriate and sufficient financial expertise to manage the alternative provision Free School budget

██████████ (Director)
has been ██████████.

F3 Access to other relevant expertise to manage the opening and operation of the AP Free School

The size and experience of the limited company Central Bedfordshire Academy means that Central Bedfordshire Free School will have access to a broad range of expertise. An audit will be undertaken to identify any gaps and these will be addressed once the application has been approved.

F4 Staffing structure to deliver planned curriculum

Staffing

In addition to the Executive Head teacher, there will be a Teacher in Charge for each site paid on the leadership spine taking day-to-day responsibility for the operational effectiveness of the provision.

The staffing for 2013/14 will be:

- 0.5 Executive Head teacher
- 2 Teachers in Charge (leadership spine)
- 4 Core teachers (English Maths IT and SENCO role)
- 4 Instructors/Unqualified teachers
- 4 Teaching Assistants
- 1 Caretaker Cleaner
- 1 Administrator

The financial plan shows how the staffing numbers will increase as pupil numbers increase until full capacity is reached.

F5 Plans for recruiting high quality principal designate, other staff and governors

Serious consideration has been given to securing the services of a high quality principal designate for Central Bedfordshire Free School. Strong and effective leadership will be essential for the school's success. It is therefore proposed that Central Bedfordshire Free School should be led by an experienced Head teacher to act as Executive Head teacher.

██████████ the current ██████████ ██████████

Included below is an outline of ██████████ professional background and expertise

██████████ (proposed Executive Head teacher)
██████████

██████████.

Oak Bank became a 52 place day school for BESD in 2001 and ██████████ became one of the two ██████████. In July 2002 ██████████ became a ██████████.

██████████ led the ██████████. ██████████.

██████████

The development of an appropriate curriculum to reflect the interests and needs of the pupils' has been an on-going priority. A key element of this has been ensuring that the school has the environment to enable delivery of a greater range of subjects, especially vocational subjects. Through the creation and implementation of a premises programme it has been possible to provide a much more diverse curriculum with greater examination opportunities. Key to extending the opportunities available to pupils has been the development of partnerships.

Through promoting the strengths of the school and working closely with other schools (special and mainstream) as well as the Local Authority the school has been able to establish a good reputation. The school now has a wide range of business partners who provide a range of curriculum support and extended learning opportunities.

The implementation of a successful Behaviour Management Policy has been essential in supporting the needs of the learners. ██████████ became an ██████████ in 2003, an ██████████ in 2006 and a ██████████ in 2011. The Team Teach approach to managing challenging behaviour is embedded within the school's Behaviour Policy and staff are trained and coached in-house to support their understanding and management of behaviour.

Recognising the role that Oak Bank can play in supporting schools within the Local Authority in relation to managing challenging behaviour, ██████████ has led the school in developing Outreach support. Team Teach is the Local Authority's preferred approach to managing challenging behaviour and Oak Bank is now recognised as being able to provide training and support to schools in relation to challenging behaviour.

Following the disaggregation of the local authority and the formation of the Central Bedfordshire PRU ██████████ has provided exceptional mentoring and support to the new leadership team to enable them to implement appropriate systems and routines.

In September 2010 the school successfully applied to become a Specialist Technology College. Further development of the teaching environment has

enabled extension to the curriculum offer and school day. The school has also been able to develop its profile in the community through engagement in Community Projects enabling pupils to further develop their vocational skills and gain additional accreditation.

██████████ has led the development of a multi-professional team based at Oak Bank. A pilot project was able to evidence sufficient impact on the young people and the families that it worked with for on-going funding of the project.

The school was supported in increasing its capacity from 52 to 60 and in lowering the age of admission from 11 to 9 enabling the school to work with pupils and their families earlier.

The school now has a very successful KS2 provision with evidence that early intervention and support is having a positive impact on the identified needs of pupils.

The most recent OfSTED inspection of Oak Bank was in October 2010. Again the overall effectiveness of the school was judged to be good.

'There has been marked improvement since the last inspection in the range of courses provided, with many additional vocational options. This has given pupils the opportunity to develop skills that reflect their needs and interests and has led to an increase in the number of qualifications they gain. The development of vocational facilities and courses has done much to develop pupils' work-related learning skills and enabled almost all go on to further education or training when they leave school.

The school's examination results have shown systematic improvement in recent years and pupils usually make good progress in lessons. Assessment records indicate that pupils who have spent a significant amount of time in the school, for instance, over a whole key stage, have made outstanding progress in science and information and communication technology, and good progress in mathematics'.

Pupils' good achievement and personal development are founded on good quality teaching and thorough systems for their care, guidance and support. Comprehensive arrangements for managing pupils' behaviour ensure that they learn in an environment that is orderly and where they feel safe.

The Headteacher is passionate about making the school as good as possible and, together with other senior leaders and members of the governing body, provides a strong drive for improvement.

Staff in key leadership roles regularly check the school's work and gather a wide range of data about pupils' progress and personal development. They make good use of the school's bespoke software package to track and analyse the achievement of individuals and to set challenging targets.

F6 Respective roles of the company members, governing body and principal designate in running the school

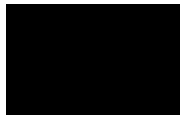
Central Bedfordshire Academy is the name of the company limited by guarantee and the four founding members are:


Redborne Upper School
Woodland Middle School
Stratton Upper School

These schools area all Academies.


Directors of the Company

These are:



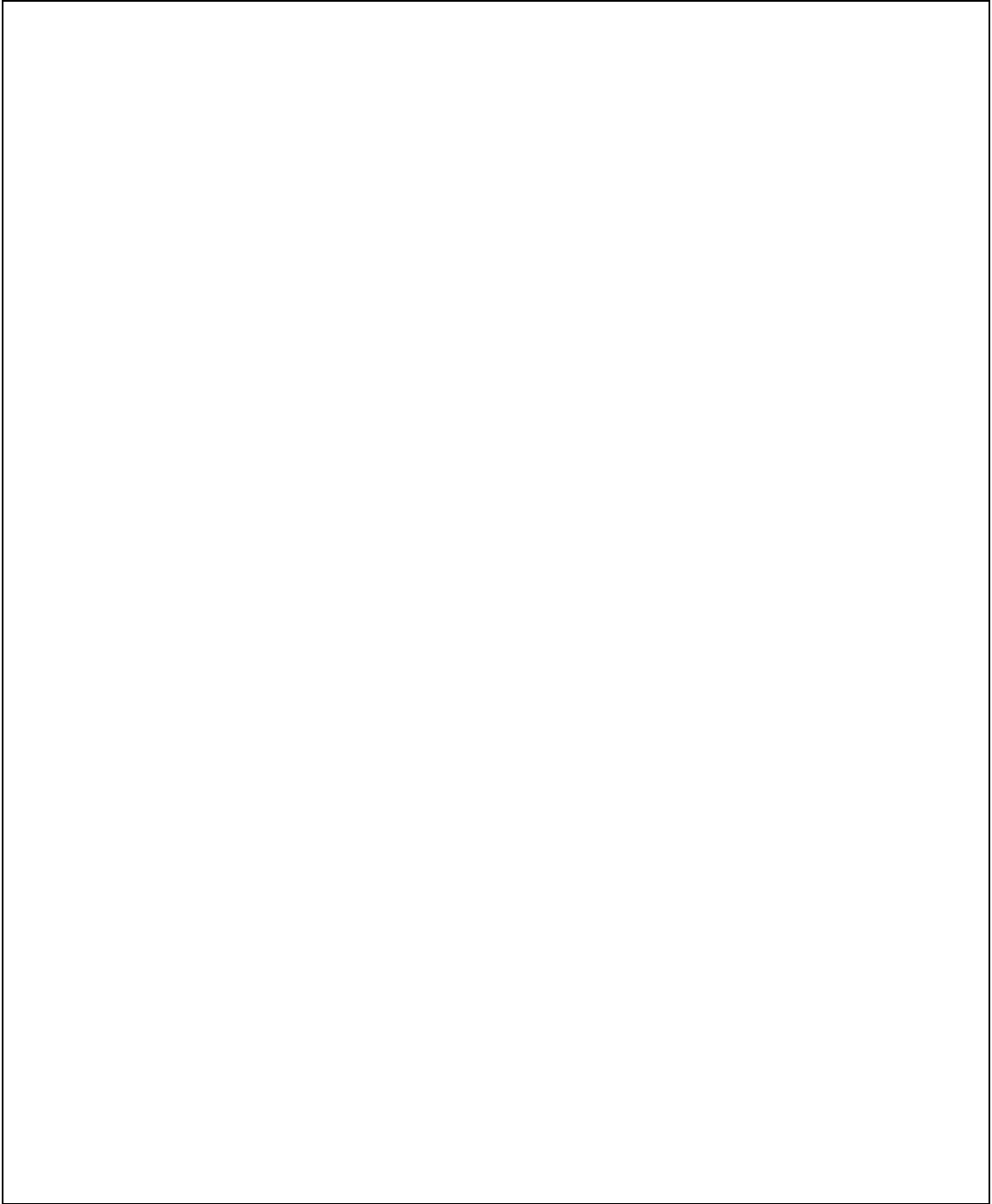
They will all become governors of Central Bedfordshire Free School and  is the nominated Chair. Pen portraits for all Directors have ben included.

Executive Head Teacher

 has been identified as the proposed Executive Head Teacher (0.5) and his profile has been included.

Steering Group





Section G: Initial costs and financial viability

Please refer to page 30 of the 'How to Apply' guidance for what should be included in this section. As explained in the 'How to Apply' guidance you are required to complete the necessary financial planning spreadsheets as well as providing a supporting narrative. The templates can be found at [here](#). Please use this section for the narrative.

[Redacted]

Section H: Premises

Please refer to page 35 of the 'How to Apply' guidance for what should be included in this section.

Central Bedfordshire Free School will have two sites to facilitate pupil access across the whole local authority area. Particular challenges have been identified for pupils from the north and east of Central Bedfordshire accessing the current PRU provision located in Houghton Regis. Several options have been considered, including the current PRU site at Kingsland and a range of other education sites, schools within the consortium and vacant premises.

Central Bedfordshire Academy has received considerable support from the local authority in identifying suitable options for consideration. This has been particularly useful in identifying premises in the north and east of Central Bedfordshire.

At all times consideration has been given to ensuring that suitable premises offer a range of flexible spaces for teaching and some outdoor space. Break out space is also a prerequisite.

Two preferred sites have been identified. One is the existing Kingsland PRU site in Houghton Regis and the other is in the north of Central Bedfordshire. It is not possible to identify the premises in the north until after a meeting of the Council's Executive Committee in March 2012.

Site 1

Site 1 is the site of the current pupil referral unit (PRU) in Houghton Regis. It is located at:

Houghton Regis

The site is located in the most deprived ward of Houghton Regis in the south of Central Bedfordshire. This is a good location for pupils living in the south of the local authority area and provides easy access to a suitable range of offsite alternative provision. benefits from being co-located with Central Bedfordshire College, Kings Houghton Middle School and Hillcrest Special School.

The current premises consist of two blocks. Block 1, for Key Stage 3, which is

227 square metres and Block 2, for Key Stage 4, which is 1247 square metres in size.

The premises are currently undergoing a planned range of improvements. These have been designed to enhance the overall environment and to improve the quality of the teaching and learning areas. The site offers separate areas for Key Stage 3 and 4 provision which would facilitate the delivery of the vision and education plan proposed for the Free School.

Small classroom areas are available for Key Stage 3 and mix of core and specialist areas for Key Stage 4 including small group and individual work areas.

██████████ offers outdoor space shared with Hillcrest Special School and benefits significantly from access to a shared sports hall and the extensive leisure facilities on the campus.

The premises are fully networked and there is an IT suite and proposals for a second. The current Design Technology suite would lend itself to further development to enable the delivery of a range of vocational courses including construction. There is a kitchen that could be redesigned to offer vocational training in catering.

The ██████████ site would offer sufficient parking for staff

██████████ is currently a Central Bedfordshire asset but the local authority has indicated that it would be prepared to offer a lease for 125 years at nil cost to the AP Free School.

██████████

██████████

Site 2

The exact location of this site remains confidential until a meeting of the Council's Executive on 27th March 2012.

The site is located in the north of Central Bedfordshire and together with the ██████████ site will ensure that Central Bedfordshire Free School is able to offer easy access to pupils from across the local authority. This access is essential to keeping travel costs and times to a minimum.

The size and number of learning areas is appropriate to the requirements of the Free School and would enable separate Key Stage 3 and 4 areas.

The premises are 1170 square metres in size and have only recently been vacated. The site offers a suite of classrooms, a school hall, school kitchen, office space and three mobile classrooms. Outdoor space is available for recreation including a hard court area. There is suitable parking.

There is an outdoor area that would lend itself to the development of horticulture and there is a fully functioning school kitchen that could be adapted to offer vocational training in catering.

An initial asset management feasibility study has indicated it would be an ideal site for the sort of provision required although it is anticipated that some basic and largely cosmetic refurbishment will be required to fully meet the needs of Central Bedfordshire Free School.

The premises are currently a Central Bedfordshire asset but it is anticipated that agreement will be given for the local authority to make it available under a 125-year lease at nil cost to the AP Free School. [REDACTED]

Annexes

If there is any additional information that you wish to submit as part of your application include it here.

Name of Proposed School	Central Bedfordshire AP Free School
Local Authority Area	Central Bedfordshire
Proposed Opening Date	September 2013
Age Range	Secondary (11-16)
<small>If the selected age range is 'other' please give the range here.</small>	

Review of school funding

- ▶ Levels of school funding for the academic year 2012/13 and beyond are not yet decided because of wider work going on to reform the school funding system. For the purposes of this application you will need to use the interim funding model for 2012/13 which uses the confirmed 2011/12 funding figures to provide an illustration of the funding you may receive. However, from 2013 the results of the school funding review may mean that a different funding model will be used. This means that the approach to and levels of funding are indicative only, and do not represent the actual funding your school would receive if approved.
- ▶ Likewise, the levels of funding that alternative provision Free Schools currently get to bridge the gap between opening and there being a full cohort of pupils are being reviewed. Again, the amounts suggested by this template should be treated as indicative only. They do not represent the actual funding a school would receive if approved, and we expect start up funding levels to decrease.

Alternative provision Free Schools funding explained

- ▶ The annual funding for alternative provision Free Schools is based on a per pupil rate that the school agrees with its commissioners (schools, Academies and local authorities) and, if appropriate, mainstream per-pupil funding from the Education Funding Agency for 16-19 year old pupils. New alternative provision Free Schools also currently receive some additional funding in the first few years to help meet the additional costs of opening a brand new school, and building up numbers of pupils year by year. In summary, the main types of funding currently received by alternative provision Free Schools are

Per pupil funding – the annual funding that a school receives from its commissioners, which can be per-pupil or per-place depending on the agreement with the commissioners, and, if appropriate, mainstream per-pupil funding from the Education Funding Agency for 16-19 year old pupils;

Start up funding – funding used to bridge the gap between a school opening and there being a full cohort of pupils;

LACSEG - funding to cover the cost of services that a local authority provides for maintained schools; and

Lead-in funding – funding received before an alternative provision Free School opens to help get the school ready to open.

- ▶ This financial plan template automatically calculates the total indicative levels of per-pupil funding and start up funding based on the information you enter. Lead in funding is not covered by this template, and you do not need to include this as part of your application.
- ▶ As with all types of Free Schools funding, proposer groups will need to justify any need for funding, keep costs to a minimum and demonstrate how they will secure value for money.
- ▶ There are several financial terms used in the following guidance that you may not be used to:
 - ‘**Steady state**’ – the first year after you have a full cohort of pupils;
 - ‘**Start up period**’ – this is the period before you reach steady state;
 - ‘**Staffing diseconomy**’ – this money currently helps to meet the costs of employing senior staff when a school first opens;
 - ‘**Financial viability**’ – alternative provision Free Schools must be able to balance their budgets. This means spending less than, or no more than, your income each year, although you may be able to draw upon any reserves you have built up in previous years to achieve this. In the start up period, income is currently per-pupil funding plus an additional start up grant. When you reach steady state, your income will be your per-pupil funding only. You may have other sources of income available to you and these should be made clear in the template; and
 - ‘**EFA grant income**’ refers to the per pupil funding for 16-19 year olds that your school will receive.

- ▶ More detailed information on how mainstream Free Schools funding is currently calculated is available at

<http://www.education.gov.uk/schools/leadership/typesofschools/freeschools/a0073853/advice-on-free-school-revenue-funding-201112>

- ▶ The financial plan template should be used by applicants to show the income you expect to receive and what you intend to spend whilst your school is building up pupil numbers and when your school is full. You should also identify the assumptions you have based your financial plan on. This guide provides information on the principles you should follow when preparing your financial plan template, as well as technical information on how to fill in the form.
- ▶ If you have any questions or require help in using this template or understanding the guidance notes please contact the New Schools Network on 020 7537 9208.

Principles to follow when preparing your financial plan

- ▶ Proposer groups will need to justify any need for funding, keep costs to a minimum and demonstrate how they will secure value for public money. In completing your financial plan, and accompanying narrative, we strongly recommend that you set out how the cost of establishing your proposed school represents good value for public money. For example, you may wish to discuss how you have minimised the cost of establishing your proposed school. One way of doing this would be to show that your proposed spend is lower than existing benchmarks for similar schools.
- ▶ Financial forecasts should be prepared on the basis of your best estimates relating to the proposed school, including the financial implications of its planned accommodation. We understand that in most cases it will not be possible to be precise about all actual costs at this stage, but you need to show that your vision and plans can be afforded within the indicative funding. You should not make any provision for inflation in your forecasts included in this template. However, if you identify costs that may increase ahead of inflation you may identify these separately in the pay or non-pay costs worksheets as appropriate.
- ▶ We strongly recommend that you start your financial plans as early as possible in the application process so that you can sense check your education plans against the constraints of your indicative budget.

- ▶ You should only input data in cells highlighted in tan. When you complete the template, you are advised to complete the following worksheets in the order below before reviewing the results that they give. You can then make any amendments and complete information on other worksheets:
 - Cover Sheet
 - Income
 - Payroll
 - Non Pay
 - Start Up Grant
- ▶ You must provide financial information up to and including the academic year after the school is full. For alternative provision Free Schools this should be the fifth year at the latest, although if you intend for your school to build to capacity earlier, you should still provide financial information for five years as a minimum. Your financial plan will therefore cover 2013/14 to 2017/18.
- ▶ Existing providers that are not proposing any increase in numbers should still complete at least five years.
- ▶ If there are significant and material financial factors that may arise in subsequent years these should be clearly explained in the financial part of the application form, including the possible impact such factor/s may have on financial viability.
- ▶ Forecasts should be prepared on an academic year (September to August) basis. Please enter actual cash amounts e.g. 15,750 when completing the worksheets. The totals on each sheet are rounded to the nearest thousand pounds (£k). This means that when entering data that is less than 1,000, any amount entered that is 499 or less is rounded down in totals, and amounts between 500-999 are rounded up. Therefore, if you only enter one figure, and this is 499 or less, this will not show in the totals box but it will still be included in the overall income.
- ▶ You should be aware that alternative provision Free Schools will have the same legal status as alternative provision Academies, and their financial operation is governed by the Academies Financial Handbook. You may find it helpful to refer to this handbook in preparing your financial forecasts. 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. You can access the handbook through this link:
http://readingroom.ypla.gov.uk/ypla/ypla-academies_financial_handbook-gn-nov06.pdf
- ▶ Balance sheet and cash flow forecasts are not required at this stage to be submitted with the financial template. However, there will be a requirement to provide both a balance sheet and cash flow forecast at a later date.
- ▶ Where your application contains income or expenditure streams that do not come from your commissioners (schools, Academies or local authorities), DfE or the EFA, you should highlight any implications on cash flow should that income be delayed or expenditure deferred.
- ▶ Depreciation of fixed assets is to be accounted for as an item of expense to write off the cost of assets over their economic life. This is sometimes seen as helping to provide a fund i.e. reserve for the eventual replacement of the asset.
- ▶ You should over-write any words already in such boxes (e.g. staff 1, staff 2, other item 1) with the actual name of the staff post or item of expenditure.
- ▶ When you submit your final financial plans to DfE, please do not convert it to any other format such as pdf

Cover Sheet

- ▶ Name of proposed school: Please input the name of your proposed school.
- ▶ Local Authority area: Please select the local authority area in which you expect your school to be based from the drop down menu.
- ▶ Proposed opening date: Please select the date you anticipate your school opening from the drop down menu. This will usually be September 2013 but if there are particular reasons why this will not be possible applications for 2014 will be considered. This should be explained clearly in your application.
- ▶ Age range: Please select the type of school proposed from the drop down menu. If the age range of your school does not match an available option, please use 'Other' and input the age range into cell E16.

Assumptions

► Assumptions underpinning your financial plan must be stated on the assumptions tab within this spreadsheet, including items where the estimates are based on benchmarking information. If applicable, please enter specific cell references in column C. You should ensure that the assumptions that you have made are realistic and evidence based. You may wish to include references to show the sources of evidence that underpin the assumptions you have used.

► Assumptions made could include the following:

- a) Pupil numbers are assumed to vary between 80% and 120% of average full-time equivalent (FTE) attendance during the year
- b) Pupil numbers are assumed to vary between 70% and 80% in the first year and then between 90% and 100% in the second year.
- c) The London Community School has confirmed that they would be prepared to pay £8,000 per academic year for a full time place for a child who requires behavioural intervention.

► You should use the finance section of the main application form to provide an overview of your key assumptions and how you have based your financial plan upon these.

Income

► This sheet generates an indication of the total per pupil funding your school may receive.

► Pupil numbers in each cell throughout the spreadsheet should be the full-time equivalent (FTE) averaged over the academic year (for instance if you plan to have 80 children attend for 1 day a week for a full academic year, that is 16 full-time equivalent pupils).

► Please enter all FTE pupil numbers for Key Stages 1 (Years Reception to 2) in row 10, Key Stage 2 (Years 3-6) in row 14, Key Stage 3 (Years 7-9) in row 18 and Key Stage 4 (Years 10-11) in row 22

► Alternative provision Free Schools will not receive any per-pupil funding from central government for pupils of compulsory school age (it includes Free School Meals and pupil premium funding). Instead alternative provision Free Schools will be free to negotiate per-pupil or per-place rates of funding directly with the local authorities, schools and Academies who commission places (and this should include any Free School Meals or pupil premium money that is allocated to the pupil). As local authorities, schools and Academies have responsibility for providing alternative provision for children who require it, it is right that they also have the funding responsibility to ensure that the appropriate provision is made. Please enter the average rate you have agreed with commissioners for the Key Stages that you will cater for in cells D11,

► You will need to provide supporting material showing evidence of your commissioners' (local authorities, schools or Academies) willingness to pay your rates for pre-16 (and any post-16) pupils they refer for this stage of your application.

► Where a child who receives additional funding (for instance Free School Meals or Service Children Premium) is referred to an AP Free School, it will be for the AP Free School and commissioner to ensure that that funding follows the child. This should be built into the commissioned rate and should not form a separate income stream.

► 16-19 year old pupils can also be referred by commissioners. Where they are, please set out the average rate you have agreed with commissioners in the same way as you have for pupils of compulsory school age above, in cell D27. FTE pupil numbers can be entered in the row above.

► Any 16-19 year old pupils not referred by commissioners will be funded at the mainstream level and your 16-19 rate per FTE pupil should be entered in cell D31. Again, the corresponding FTE pupil numbers should be entered in the row above. The 16-19 rate per pupil can be found using the ready reckoner on our website. You can access the ready reckoner through this link:

<http://www.education.gov.uk/schools/leadership/typesofschools/freeschools/a0073853/advice-on-free-school-revenue-funding-201112>

► Select the local authority area in which you propose to locate your school and enter the resulting value into cell D31. Grant funding income for 16-19 provision is then calculated from the pupil numbers input in row 30 multiplied by the estimated rate per pupil input in cell D31. There are some areas where the 16-19 ready reckoner will not provide a value due to insufficient data. In such cases, you should select a bordering area and explain this in the assumptions, including why the selected area is a reasonable match.

► You will receive a fixed amount per FTE pupil to cover the cost of services that a LA provides for maintained schools - the 'LACSEG addition'. This will be calculated automatically based on your FTE pupil numbers and is shown in row 37. You may not alter the per FTE pupil amount. These are the LACSEG figures for 2011/12. The figures for 2013/14 are not yet available. As mentioned at the start of this guidance, there is currently a review of school funding being conducted, and so the levels of funding suggested by this template are indicative only and should not be taken as a guarantee of the level of funding your school will receive.

► N.B. The 16-19 funding rates used in this spreadsheet are the 2011/12 funding figures. Funding rates for 2012/13 and beyond will not be known until April 2012 at the earliest.

Other income

► If you expect income from sources other than the EFA or your commissioners (eg. fundraising, sponsorship), please include them on this worksheet. You should use the finance section of the main application form to provide robust evidence on why it is realistic and achievable to assume the levels of income you have included.

Payroll

► You should use this sheet to set out details of the staff you plan to hire, when you plan to hire them, and how much you plan to pay them. The information you enter here should match the staffing model included in the written part of your application form. Columns B to N allow you to set up the unit cost for a particular type of post, classify it by different categories so that you can analyse your payroll costs, and then columns Q onwards allow you to build up your staffing profile as the school builds up. You must select a staff category from column C for each row you complete before this worksheet will operate correctly.

► Please insert relevant data for each staff type on a single line. For example, all teachers on the same pay and the same full time equivalence (FTE) should be included in same line, with total number to be employed each year included in columns Q, T, W etc onwards. If a post is working less than full time, you should enter the full time equivalent figure in column E, otherwise enter the numeral 1.

► Data must be entered for each year up to and including steady state.

► For an explanation of a column heading, please hover over the relevant heading. The 'Allowance' column should be used to record any addition to basic salaries to which employer national insurance and pension applies. The 'Other on-costs' column should be used to record addition to basic salaries which employer national insurance and pension do not apply to.

► Whilst there are no examples directly comparable to alternative provision, you may nevertheless find it helpful to visit the Schools Benchmarking Website, which provides details of how much maintained schools spend on staffing costs. You should discuss in the financial section of the application form how you have taken these benchmarks into account when setting the level of spend on staffing costs for your school. Where a financial plan indicates that a significantly greater or lesser proportion of the school budget will be spent on staffing than typical, we would expect the financial section of the application form to set out clearly why this is appropriate for your school.

<http://www.education.gov.uk/schools/adminandfinance/financialmanagement/a0014737/financial-benchmarking>.

You can access information on the Schools Benchmarking Website by using the 'Guest Login' link.

Other payroll costs

► Please use this sheet to enter any additional payroll costs your school will have. For example, these could include supply teacher costs or insurance, costs of any temporary or agency staff or specialists providing therapeutic and counselling services. In other words, those not directly employed under contract with the trust but who are providing contact time.

Non pay

► You should use this sheet to enter the other expenses your school will have in addition to your staff salary/payroll costs. The worksheet is divided into two sections: expenditure that will be managed by the school directly, and expenditure for goods and services that you are planning to contract out.

► Whilst there are no examples directly comparable to alternative provision, you may nevertheless find it helpful to visit the Schools Benchmarking Website, which provides details of the non-staff costs typically incurred by maintained schools. See above for weblink. The benchmarking information does not cover the costs of purchasing and providing services that only an Academy or alternative provision Free

► As mentioned above, start up grant funding is currently available to alternative provision Free Schools during the first four years to help them bridge the gap between the school opening and there being pupils in each year. To date, areas that start up funding has been used to help pay for include:

- Books, materials and equipment
- Post-opening staff recruitment costs;
- Some initial senior staff training; and
- The costs of employing senior staff when the school opens ('staffing diseconomy funding').

► Books, materials and equipment: for each applicable phase and year, enter the planned number of additional pupils compared to previous year in row 8 for primary age pupils and row 9 for secondary aged pupils (including any 16-19 pupils). You may find it helpful to refer to row 37 of the Income and Expenditure tab. Enter 0 for years after the school has recruited to each year group. E.g. a new 120 FTE place alternative provision secondary Free School starting with 30 FTE pupils in its first year then building up to 60 FTE pupils in its second year, 90 FTE pupils in its third year and 120 FTE pupils in its fourth year would enter 30 for the first, second, third and fourth year and then 0 in subsequent years.

► Management training and post opening staff recruitment: if you think that you can make a strong case for requiring this funding, enter the number of relevant posts per year in cells D15 and row 16 respectively. Currently, funding to support management training is only available in the first year of opening.

► At the moment, staffing diseconomy funding is worked out on a school by school basis. The amount of funding currently received depends on the way pupils build up and which senior staff are essential for schools to operate. The principle of the calculation is based on how full the school is each year: for example, if an 80 FTE place school had 40 FTE places in its first year, 50% of the costs of certain posts would be supported would be in the first year. Alternative provision Free School diseconomies funding is provided for up to three years. Alternative provision Free Schools that open at steady state (for FTE pupil numbers) will not receive any diseconomies funding.

► Diseconomy funding should be used to fund only the minimum essential posts. Please note that high levels of diseconomy funding will be taken into account when assessing whether proposals offer good value for money. We expect applicants to consider the extent to which senior education staff should also have a direct teaching load as the school builds up, and which support staff should perform multiple functions. As highlighted, the approach to diseconomy funding is under review and may change

► To receive an indication of the maximum level of staffing diseconomy funding your school may receive under current guidelines, please enter the planned capacity of the school when full in cell D21 (e.g. in the example above it would be 80).

► Enter the title and salary including employer pension and NI contributions for up to four posts for which you hope to claim staff diseconomy funding in cells B27-32 and C27-32. Usually, we would expect schools to claim for one or two posts, with a maximum of four posts for larger schools. Only in exceptional circumstances may you add a further additional post if you need support for a specialist post specific to your school, and a second additional post if your school will be a very large school.

► Once cells B27-32 and C27-32 have been completed, enter the number of posts to the right of those details year by year: this allows you to profile the build up of these posts and whether they are full or part time in any particular year. E.g. if you plan to open with a full-time vice principal post in 2013/14, enter 'vice principal' in column B, the salary in column C and then '1' in each column from D onwards. If you are not planning to hire a vice principal until 2014/15, you would leave column D blank, then enter '1' in each column from E onwards.

► You should ensure that the costs and build up are consistent with your payroll information and the staffing information in your application.

► Assessed Start up Funding: We only expect alternative provision Free Schools to need any additional funding support in very exceptional circumstances. If you think your school will need exceptional additional funding, please enter the amount per year in row 34 giving a brief explanation of why this funding is necessary in the box at row 40, and a fuller explanation in the finance section of the application form.

► The worksheet will total all the start up grant produced by the various components. As noted previously, start up funding is currently under review – both the level of funding and the way it is calculated and assessed. The levels of start up funding generated by the template reflect the current regime, which is likely to change. We are particularly concerned to get better value from the limited funds available, so if, after reviewing your forecasts, you consider that you can manage with a smaller amount, you may enter an annual reduction in start up in row 41. The amount of start up grant required by your proposal will be taken into account when assessing the value for money of your proposal.

► Please note that existing providers becoming alternative provision Free Schools will not normally be eligible for any start-up funding.

Income and Expenditure (I&E) Summary

► All other income and expenditure information is automatically transferred from the other sheets. You do not have to enter any information on this worksheet.

► You should carefully review the summary information on this sheet to see whether your school will be financially viable or not. You should also review levels of income and expenditure to see whether you can reduce the level of funding you will need from Government.

Second financial plan (sensitivity plan)

► As set out in the How to Apply Guidance, you will need to create two different financial plans for your school. You must do this by filling out this template spreadsheet twice, with different information.

► You should complete the second financial plan to show us how you would manage your budgets in response to a shortfall in funding. Its purpose is not to show how you would make one-off savings.

► Your second financial plan should include a detailed assessment of how you would manage your budget and remain financially viable if only 80% of places were filled in each academic year.

► You should also take into account any other areas that could impact on your school's income. In particular, where relevant, you should show in the second financial plan how you would manage if:

you did not reach the assumed level of income from sources other than grants from the Department for Education/Education Funding Agency and your commissioner per-pupil funding (e.g. if you are expecting to receive any third party contributions).

Financial section in application form

► As well as the financial plan template, you should also include an explanation in your application form describing how you have developed your financial plans and the thinking behind them. As part of this, you should explain how you have kept costs as low as possible, and describe how your financial plans support delivery of your education vision and plan. You should also talk about the assumptions you based your plan on, and the reasons/evidence you have to show that these assumptions are realistic.

Printing

Each tab has been set up to print on A3.

Review of school funding

► Levels of school funding for the academic year 2012/13 and beyond are not yet decided because of wider work going on to reform the school funding system. For the purposes of this application you will need to use the interim funding model for 2012/13 which uses the confirmed 2011/12 funding figures to provide an illustration of the funding you may receive. However, from 2013 the results of the school funding review may mean that a different funding model will be used. This means that the approach to and levels of funding are indicative only, and do not represent the actual funding your school would receive if approved.

► Likewise, the levels of funding that alternative provision Free Schools currently get to bridge the gap between opening and there being a full cohort of pupils are being reviewed. Again, the amounts suggested by this template should be treated as indicative only. They do not represent the actual funding a school would receive if approved, and we expect start up funding levels to decrease.

Alternative provision Free Schools funding explained

► The annual funding for alternative provision Free Schools is based on a per pupil rate that the school agrees with its commissioners (schools, Academies and local authorities) and, if appropriate, mainstream per-pupil funding from the Education Funding Agency for 16-19 year old pupils. New alternative provision Free Schools also currently receive some additional funding in the first few years to help meet the additional costs of opening a brand new school, and building up numbers of pupils year by year. In summary, the main types of funding currently received by alternative provision Free Schools are

Per pupil funding – the annual funding that a school receives from its commissioners, which can be per-pupil or per-place depending on the agreement with the commissioners, and, if appropriate, mainstream per-pupil funding from the Education Funding Agency for 16-19 year old pupils;

Start up funding – funding used to bridge the gap between a school opening and there being a full cohort of pupils;

LACSEG - funding to cover the cost of services that a local authority provides for maintained schools; and

Lead-in funding – funding received before an alternative provision Free School opens to help get the school ready to open.

► This financial plan template automatically calculates the total indicative levels of per-pupil funding and start up funding based on the information you enter. Lead in funding is not covered by this template, and you do not need to include this as part of your application.

► As with all types of Free Schools funding, proposer groups will need to justify any need for funding, keep costs to a minimum and demonstrate how they will secure value for money.

► There are several financial terms used in the following guidance that you may not be used to:

'Steady state' – the first year after you have a full cohort of pupils;

'Start up period' – this is the period before you reach steady state;

'Staffing diseconomy' – this money currently helps to meet the costs of employing senior staff when a school first opens;

'Financial viability' – alternative provision Free Schools must be able to balance their budgets. This means spending less than, or no more than, your income each year, although you may be able to draw upon any reserves you have built up in previous years to achieve this. In the start up period, income is currently per-pupil funding plus an additional start up grant. When you reach steady state, your income will be your per-pupil funding only. You may have other sources of income available to you and these should be made clear in the template; and

'EFA grant income' refers to the per pupil funding for 16-19 year olds that your school will receive.

► More detailed information on how mainstream Free Schools funding is currently calculated is available at

<http://www.education.gov.uk/schools/leadership/typesofschools/freeschools/a0073853/advice-on-free-school-revenue-funding-201112>

► The financial plan template should be used by applicants to show the income you expect to receive and what you intend to spend whilst your school is building up pupil numbers and when your school is full. You should also identify the assumptions you have based your financial plan on. This guide provides information on the principles you should follow when preparing your financial plan template, as well as technical information on how to fill in the form.

► If you have any questions or require help in using this template or understanding the guidance notes please contact the New Schools Network on 020 7537 9208.

Principles to follow when preparing your financial plan

► Proposer groups will need to justify any need for funding, keep costs to a minimum and demonstrate how they will secure value for public money. In completing your financial plan, and accompanying narrative, we strongly recommend that you set out how the cost of establishing your proposed school represents good value for public money. For example, you may wish to discuss how you have minimised the cost of establishing your proposed school. One way of doing this would be to show that your proposed spend is lower than existing benchmarks for similar schools.

► Financial forecasts should be prepared on the basis of your best estimates relating to the proposed school, including the financial implications of its planned accommodation. We understand that in most cases it will not be possible to be precise about all actual costs at this stage, but you need to show that your vision and plans can be afforded within the indicative funding. You should not make any provision for inflation in your forecasts included in this template. However, if you identify costs that may increase ahead of inflation you may identify these separately in the pay or non-pay costs worksheets as appropriate.

► We strongly recommend that you start your financial plans as early as possible in the application process so that you can sense check your education plans against the constraints of your indicative budget.

► You should only input data in cells highlighted in tan. When you complete the template, you are advised to complete the following worksheets in the order below before reviewing the results that they give. You can then make any amendments and complete information on other worksheets:

- Cover Sheet
- Income
- Payroll
- Non Pay
- Start Up Grant

► You must provide financial information up to and including the academic year after the school is full. For alternative provision Free Schools this should be the fifth year at the latest, although if you intend for your school to build to capacity earlier, you should still provide financial information for five years as a minimum. Your financial plan will therefore cover 2013/14 to 2017/18.

► Existing providers that are not proposing any increase in numbers should still complete at least five years.

► If there are significant and material financial factors that may arise in subsequent years these should be clearly explained in the financial part of the application form, including the possible impact such factor/s may have on financial viability.

► Forecasts should be prepared on an academic year (September to August) basis. Please enter actual cash amounts e.g. 15,750 when completing the worksheets. The totals on each sheet are rounded to the nearest thousand pounds (£k). This means that when entering data that is less than 1,000, any amount entered that is 499 or less is rounded down in totals, and amounts between 500-999 are rounded up.

► Therefore, if you only enter one figure, and this is 499 or less, this will not show in the totals box but it will still be included in the overall income.
► You should be aware that alternative provision Free Schools will have the same legal status as alternative provision Academies, and their financial operation is governed by the Academies Financial Handbook. You may find it helpful to refer to this handbook in preparing your financial forecasts. 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. You can access the handbook through this link:

http://readingroom.ypla.gov.uk/ypla/ypla-academies_financial_handbook-gn-nov06.pdf

► Balance sheet and cash flow forecasts are not required at this stage to be submitted with the financial template. However, there will be a requirement to provide both a balance sheet and cash flow forecast at a later date.

► Where your application contains income or expenditure streams that do not come from your commissioners (schools, Academies or local authorities), DfE or the EFA, you should highlight any implications on cash flow should that income be delayed or expenditure deferred.

► Depreciation of fixed assets is to be accounted for as an item of expense to write off the cost of assets over their economic life. This is sometimes seen as helping to provide a fund i.e. reserve for the eventual replacement of the asset.

► You should over-write any words already in such boxes (e.g. staff 1, staff 2, other item 1) with the actual name of the staff post or item of expenditure.

► When you submit your final financial plans to DfE, please do not convert it to any other format such as pdf

Cover Sheet

► Name of proposed school: Please input the name of your proposed school.

► Local Authority area: Please select the local authority area in which you expect your school to be based from the drop down menu.

► Proposed opening date: Please select the date you anticipate your school opening from the drop down menu. This will usually be September 2013 but if there are particular reasons why this will not be possible applications for 2014 will be considered. This should be explained clearly in your application.

► Age range: Please select the type of school proposed from the drop down menu. If the age range of your school does not match an available option, please use 'Other' and input the age range into cell E16.

Assumptions

► Assumptions underpinning your financial plan must be stated on the assumptions tab within this spreadsheet, including items where the estimates are based on benchmarking information. If applicable, please enter specific cell references in column C. You should ensure that the assumptions that you have made are realistic and evidence based. You may wish to include references to show the sources of evidence that underpin the assumptions you have used.

► Assumptions made could include the following:

- a) Pupil numbers are assumed to vary between 80% and 120% of average full-time equivalent (FTE) attendance during the year
- b) Pupil numbers are assumed to vary between 70% and 80% in the first year and then between 90% and 100% in the second year.
- c) The London Community School has confirmed that they would be prepared to pay £8,000 per academic year for a full time place for a child who requires behavioural intervention.

► You should use the finance section of the main application form to provide an overview of your key assumptions and how you have based your financial plan upon these.

Income

► This sheet generates an indication of the total per pupil funding your school may receive.

► Pupil numbers in each cell throughout the spreadsheet should be the full-time equivalent (FTE) averaged over the academic year (for instance if you plan to have 80 children attend for 1 day a week for a full academic year, that is 16 full-time equivalent pupils).

► Please enter all FTE pupil numbers for Key Stages 1 (Years Reception to 2) in row 10, Key Stage 2 (Years 3-6) in row 14, Key Stage 3 (Years 7-9) in row 18 and Key Stage 4 (Years 10-11) in row 22

► Alternative provision Free Schools will not receive any per-pupil funding from central government for pupils of compulsory school age (it includes Free School Meals and pupil premium funding). Instead alternative provision Free Schools will be free to negotiate per-pupil or per-place rates of funding directly with the local authorities, schools and Academies who commission places (and this should include any Free School Meals or pupil premium money that is allocated to the pupil). As local authorities, schools and Academies have responsibility for providing alternative provision for children who require it, it is right that they also have the funding responsibility to ensure that the appropriate provision is made. Please enter the average rate you have agreed with commissioners for the Key Stages that you will cater for in cells D11,

► You will need to provide supporting material showing evidence of your commissioners' (local authorities, schools or Academies) willingness to pay your rates for pre-16 (and any post-16) pupils they refer for this stage of your application.

► Where a child who receives additional funding (for instance Free School Meals or Service Children Premium) is referred to an AP Free School, it will be for the AP Free School and commissioner to ensure that that funding follows the child. This should be built into the commissioned rate and should not form a separate income stream.

► 16-19 year old pupils can also be referred by commissioners. Where they are, please set out the average rate you have agreed with commissioners in the same way as you have for pupils of compulsory school age above, in cell D27. FTE pupil numbers can be entered in the row above.

► Any 16-19 year old pupils not referred by commissioners will be funded at the mainstream level and your 16-19 rate per FTE pupil should be entered in cell D31. Again, the corresponding FTE pupil numbers should be entered in the row above. The 16-19 rate per pupil can be found using the ready reckoner on our website. You can access the ready reckoner through this link:

<http://www.education.gov.uk/schools/leadership/typesofschools/freeschools/a0073853/advice-on-free-school-revenue-funding-201112>

► Select the local authority area in which you propose to locate your school and enter the resulting value into cell D31. Grant funding income for 16-19 provision is then calculated from the pupil numbers input in row 30 multiplied by the estimated rate per pupil input in cell D31. There are some areas where the 16-19 ready reckoner will not provide a value due to insufficient data. In such cases, you should select a bordering area and explain this in the assumptions, including why the selected area is a reasonable match.

► You will receive a fixed amount per FTE pupil to cover the cost of services that a LA provides for maintained schools - the 'LACSEG addition'. This will be calculated automatically based on your FTE pupil numbers and is shown in row 37. You may not alter the per FTE pupil amount. These are the LACSEG figures for 2011/12. The figures for 2013/14 are not yet available. As mentioned at the start of this guidance, there is currently a review of school funding being conducted, and so the levels of funding suggested by this template are indicative only and should not be taken as a guarantee of the level of funding your school will receive.

► N.B. The 16-19 funding rates used in this spreadsheet are the 2011/12 funding figures. Funding rates for 2012/13 and beyond will not be known until April 2012 at the earliest.

Other income

► If you expect income from sources other than the EFA or your commissioners (eg. fundraising, sponsorship), please include them on this worksheet. You should use the finance section of the main application form to provide robust evidence on why it is realistic and achievable to assume the levels of income you have included.

Payroll

► You should use this sheet to set out details of the staff you plan to hire, when you plan to hire them, and how much you plan to pay them. The information you enter here should match the staffing model included in the written part of your application form. Columns B to N allow you to set up the unit cost for a particular type of post, classify it by different categories so that you can analyse your payroll costs, and then columns Q onwards allow you to build up your staffing profile as the school builds up. You must select a staff category from column C for each row you complete before this worksheet will operate correctly.

► Please insert relevant data for each staff type on a single line. For example, all teachers on the same pay and the same full time equivalence (FTE) should be included in same line, with total number to be employed each year included in columns Q, T, W etc onwards. If a post is working less than full time, you should enter the full time equivalent figure in column E, otherwise enter the numeral 1.

► Data must be entered for each year up to and including steady state.

► For an explanation of a column heading, please hover over the relevant heading. The 'Allowance' column should be used to record any addition to the basic salaries to which employer national insurance and pension applies. The 'Other on-costs' column should be used to record in addition to basic salaries which employer national insurance and pension do not apply to.

► Whilst there are no examples directly comparable to alternative provision, you may nevertheless find it helpful to visit the Schools Benchmarking Website, which provides details of how much maintained schools spend on staffing costs. You should discuss in the financial section of the application form how you have taken these benchmarks into account when setting the level of spend on staffing costs for your school. Where a financial plan indicates that a significantly greater or lesser proportion of the school budget will be spent on staffing than typical, we would expect the financial section of the application form to set out clearly why this is appropriate for your school.

<http://www.education.gov.uk/schools/adminandfinance/financialmanagement/a0014737/financial-benchmarking>.

You can access information on the Schools Benchmarking Website by using the 'Guest Login' link.

Other payroll costs

► Please use this sheet to enter any additional payroll costs your school will have. For example, these could include supply teacher costs or insurance, costs of any temporary or agency staff or specialists providing therapeutic and counselling services. In other words, those not directly employed under contract with the trust but who are providing contact time.

Non pay

► You should use this sheet to enter the other expenses your school will have in addition to your staff salary/payroll costs. The worksheet is divided into two sections: expenditure that will be managed by the school directly, and expenditure for goods and services that you are planning to contract out.

► Whilst there are no examples directly comparable to alternative provision, you may nevertheless find it helpful to visit the Schools Benchmarking Website, which provides details of the non-staff costs typically incurred by maintained schools. See above for weblink. The benchmarking information does not cover the costs of purchasing and providing services that only an Academy or alternative provision Free

► As mentioned above, start up grant funding is currently available to alternative provision Free Schools during the first four years to help them bridge the gap between the school opening and there being pupils in each year. To date, areas that start up funding has been used to help pay for include:

- Books, materials and equipment
- Post-opening staff recruitment costs;
- Some initial senior staff training; and
- The costs of employing senior staff when the school opens ('staffing diseconomy funding').

► Books, materials and equipment: for each applicable phase and year, enter the planned number of additional pupils compared to previous year in row 8 for primary age pupils and row 9 for secondary aged pupils (including any 16-19 pupils). You may find it helpful to refer to row 37 of the Income and Expenditure tab. Enter 0 for years after the school has recruited to each year group. E.g. a new 120 FTE place alternative provision secondary Free School starting with 30 FTE pupils in its first year then building up to 60 FTE pupils in its second year, 90 FTE pupils in its third year and 120 FTE pupils in its fourth year would enter 30 for the first, second, third and fourth year and then 0 in subsequent years.

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Financial section in application form

► As well as the financial plan template, you should also include an explanation in your application form describing how you have developed your financial plans and the thinking behind them. As part of this, you should explain how you have kept costs as low as possible, and describe how your financial plans support delivery of your education vision and plan. You should also talk about the assumptions you based your plan on, and the reasons/evidence you have to show that these assumptions are realistic.

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