

STAFFORDSHIRE EDUCATION INFRASTRUCTURE CONTRIBUTIONS POLICY

March 2021

Updated July 2023

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Families and Communities Directorate
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Introduction

1. This policy document provides the broad approach to identifying the impact of new residential development on education infrastructure and the necessary mitigation to make developments acceptable in planning terms. It provides the basis for calculating likely education infrastructure contributions.
2. By providing a consistent and transparent approach to planning obligations, local planning authorities (LPAs), developers and landowners will be able to consider the potential costs of a proposed development at the earliest stage. Education infrastructure contributions to mitigate the impact of residential development on the provision of education infrastructure includes:
 - a) Mainstream school places
 - b) Early Years school places
 - c) Special Educational Needs and Disabilities (SEND) places
 - d) Home to school travel (mainstream)
 - e) Home to school travel (SEND)
3. NB For mainstream school places, Staffordshire County Council (SCC) offers a [pre-application advice service](#) to provide an assessment of the likely contributions, for which there is a charge. Developers are encouraged to contact SCC at the earliest opportunity to identify whether their proposed development is likely to require additional education infrastructure and the associated contribution. It has been shown that there are a number of benefits to obtaining pre-application advice, which include a reduction in the time and cost involved in producing proposals as well as a reduction in the subsequent cost of abortive applications.

Background

4. Staffordshire County Council (SCC) has a statutory duty to ensure that there are sufficient school places for all children and young people resident in Staffordshire who wish to attend a publicly funded school. This includes local-authority maintained schools, academies and free schools providing mainstream provision and special educational provision for pupils who have special educational needs.
5. The timely provision of education infrastructure to mitigate the impact of new residential development is essential to deliver high quality school places where and when they are needed. The Department for Education (DfE) guidance (Securing Developer Contributions for Education, November 2019) states that:

“The government is committed to ensuring that there are enough good new school places to meet local needs, while also driving forward an ambitious housing agenda to increase housing delivery, home ownership and the creation of new garden communities.

“DfE expects local authorities to seek developer contributions towards school places that are created to meet the need arising from housing development.”

6. SCC works with a diverse range of schools, academy trusts and partners. The drive for choice, diversity and excellence, in particular to provide support for the most vulnerable children, is at the forefront of national policy and a key driver in SCC's statutory role to provide a sufficient supply of good school places.
7. National policy has moved towards a more autonomous and diverse education system, with an increasing number of academies that are accountable to the Secretary of State for Education rather than the local authority (LA). The increasing number of academies does not change SCC's legal duty to ensure that sufficient school places are available, however, SCC cannot direct these schools to expand.

National Planning Policy Context¹

8. Section 106 of the Town and Country Planning Act 1990, as substituted by the Planning and Compensation Act 1991, sets in place the statutory basis for obtaining funding from developers through Planning Obligations to meet their obligations to the local community.
9. In parallel with the existing S106 planning regime is the Community Infrastructure Levy (CIL). It is a levy which Local Planning Authorities (LPAs) in England and Wales can choose to charge on new development in their area. It is a funding mechanism intended to help fund major infrastructure to support the development of a wider area, rather than to make individual planning applications acceptable in planning terms. The 2019 CIL Regulations enable Local Authorities to use funds from both CIL and Section 106 obligations to pay for the same piece of infrastructure, and future responses to planning applications will reflect this change.
10. The National Planning Policy Framework February 2019 (NPPF) is used by LPAs and decision-takers both in drawing up plans and as a material consideration in determining applications. It sets out the Government's planning policies for England, how these are expected to be applied and how the planning system is to contribute to achieving sustainable development.
11. The impact of residential development must be mitigated to be acceptable in planning terms, as outlined in paragraphs 54, 55 and 56 of the NPPF.
12. Paragraph 56 states that "planning obligations should only be sought where they meet all the following tests outlined in Regulation 122(2) of the Community Infrastructure Levy (CIL) Regulations 2010 and 2019:
 - necessary to make the development acceptable in planning terms;
 - directly related to the development; and
 - fairly and reasonably related in scale and kind to the development.

¹ – the national planning policy context section will be reviewed and updated as appropriate in line with the current consultation on "Planning for the Future".

Local Planning Policy Context

13. SCC operates within a two-tier system of local government, where education (with the county council) and planning (with district and borough councils) responsibilities are not held within the same authority. Therefore, SCC does not determine applications for residential development, these are a matter for the eight LPAs in Staffordshire to determine.
14. SCC works closely with all LPAs across Staffordshire and in neighbouring Local Authorities to ensure forward planning of future education infrastructure. It will respond as appropriate to each Local Plan consultation and planning application to ensure that the necessary education infrastructure required to mitigate planned new housing, in accordance with the latest NPPF and Securing Developer Contributions for Education guidance is requested.

Assessment of Planning Applications and the Calculation of Education Infrastructure Contributions

This section of the document will set out how planning applications will be assessed and how education infrastructure contributions are calculated.

- a) Assessment of Planning Applications (General principles)

- b) Assessment of Planning Applications (Mainstream school places)
- c) Calculating Education Infrastructure Contributions (Mainstream school places)

- d) Assessment of Planning Applications (Early Years school places)
- e) Calculating Education Infrastructure Contributions (Early Years school places)

- f) Assessment of Planning Applications (Special Education Needs and Disabilities (SEND) school places)
- g) Calculating Education Infrastructure Contributions (SEND school places)

- h) Assessment of Planning Applications (Home to school travel (mainstream))
- i) Calculating Education Infrastructure Contributions (Home to school travel (mainstream))

- j) Assessment of Planning Applications (Home to school travel (SEND))
- k) Calculating Education Infrastructure Contributions (Home to school travel (SEND))

a) Assessment of Planning Applications (general principles)

15. Upon notification of a planning application submission, SCC will undertake an assessment using the criteria outlined below and respond to the relevant LPA.
 16. SCC will consider and respond to planning applications from LPAs for any residential development where 10 or more dwellings will be provided. SCC will review information provided in any pre-application advice.
 17. Developments of fewer than 10 dwellings will be considered where their co-location with other sites requires examination of the cumulative impact.
 18. SCC does not consider that there will be a need for education infrastructure mitigation from developments consisting solely of:
 - specialist accommodation for elderly persons
 - specialist accommodation for students
 - dwellings of one bedroom
 19. Where a development includes a mix of dwellings, consideration will be given to each dwelling type and the potential education infrastructure mitigation required.
 20. Where a planning application indicates that one or more dwelling will be demolished to make way for the proposed scheme, this number will be discounted from the overall number of dwellings used in determining the education contribution.
 21. On receipt of the Reserved Matters Application (REM) the relevant outline application and sealed S106 education obligation will be checked. If necessary, the education contribution will be calculated as per the outline S106 Agreement and a formal response to the REM will be forwarded to the LPA.
 22. The secured education contribution(s) in a sealed S106 agreement will be subject to Retail Price All Items indexation (RPI).
 23. Where appropriate, contributions from more than one development will be combined to deliver the necessary mitigation.
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b) Assessment of Planning Applications (mainstream school places)

24. In accordance with the Education Act (EA) 1996 Section 14(1), SCC has a statutory duty to secure sufficient primary and secondary school places, through working with schools and other partners.
25. When ensuring the sufficient supply of school places (as discussed in paragraph 94 of the NPPF), SCC has duties to “secure diversity in the provision of schools and to increase opportunities for parental choice” (Education and Inspections Act 2006 Part 1 Section 2(3A)).
26. To understand the impact of a development on education infrastructure in publicly funded schools, an analysis will be undertaken using:
 - a) pupil number on roll
 - b) school capacity
 - c) pupil projections during Local Plan period or otherwise
 - d) committed developments and housing allocations in an emerging Local Plan as advised by LPAs on an annual basis
 - e) any other relevant factors
27. A pupil product ratio (PPR), see Appendix 1, will be applied to each application, which is based upon an assessment of children resident in new housing in the area. The standard pupil product ratio (PPR) for calculating the number of mainstream pupils attributable from new housing development is 0.03 children per school year group per dwelling. Where appropriate, a higher PPR will be used.
28. Pupils expected to be generated from the proposed housing development and any committed developments (rounded to the nearest integer) are added to pupil projections.
29. Where there are projected to be insufficient school places, the LPA and/or developer(s) will be advised of the necessary education infrastructure required to mitigate the impact of the development and where appropriate the likely associated costs.
30. The majority of Staffordshire schools include residence in the school’s catchment area as a high priority within their admission arrangements. Even where this is not the case schools still give high priority to children who live in the local area. It may not always be practicable to use S106 contributions to provide additional capacity at the catchment school. In these circumstances the contributions would be used to provide additional capacity through extension, refurbishment or re-modelling of other schools or contribute towards a new school where the mitigation could best be delivered within the broad area of the development.
31. In addition, due to the increasing autonomy of schools and academies to make changes to their age range, capacity, admission arrangements and catchment areas, it is essential to have the flexibility to use the funding at the most appropriate school, and where appropriate a S106 agreement may identify a preferred and “contingency” project(s).

c) Calculating Education Infrastructure Contributions (Mainstream school places)

32. Whenever possible, the latest known project costs will be used to calculate any necessary education contributions for the following education infrastructure schemes:
- a) primary or secondary school expansion project
 - b) new primary or secondary school project
33. Building cost multipliers (BCM) will only be utilised when a project cost for a specific education infrastructure project is not yet known or available.
34. The total costs to deliver the various sizes of new primary schools have been calculated based on Staffordshire's standard school designs using the latest Building Cost Information Service (BCIS) All-in Tender Price Index (TPI) (Appendix 2). The total cost to deliver specific school expansion projects to current schools will be used where available.
35. Project costs may increase in the time between our initial response to the planning application and the determination of the planning application. The education infrastructure contribution request may be amended if updated project costs are available prior to determination of the planning application. The final contribution required will be based on the latest build costs or BCM.
36. The education infrastructure contribution requested in response to the planning application will be subject to RPI Indexation from that date up to the point that the S106 agreement is sealed. An indexation calculation will be undertaken at the point of sealing the S106 agreement to determine the final amount to be included in the S106 Agreement.

Where a specific school expansion project has been identified

37. Where a school place strategy has been identified to increase the capacity of an existing school(s) to accommodate the children attributable from a residential development(s), the necessary education infrastructure contributions for a particular development will be based proportionately on the project cost. This will include where applicable the necessary additional land, access and relevant services. The provision of vehicular parking and drop off points for parents to use within the curtilage of school sites is not deemed necessary. There may be exceptions, and these will be considered on a site by site basis.

Where the need for a new primary school has been identified

38. Development sites of at least 750 dwellings in a standard PPR area would normally trigger the need for a minimum 1 form of entry (1FE) (30 places per year group plus nursery provision) new primary school. The dwelling threshold would be lower in a higher PPR area (Appendix 1). The developer will be required to fund the construction of the new school and provide the necessary land, access and relevant services. Appendix 6 details the minimum specification required for a suitable new school site.
39. Where there is a determined need for a new primary school, DfE guidance is that "all new primary schools are expected to include a nursery".

40. A new school will also be necessary where more than one development site triggers the need for a minimum of 1FE of primary school provision.
41. If more than one development site is expected to be contributing to the overall need for a new primary school, each developer will be required to pay the relevant amount towards the overall total construction cost and the cost of the necessary land, access and relevant services.
42. If a new primary school opens below its full capacity while it awaits pupils moving to new housing within the developments, this does not represent an available surplus for other developments when assessing their own impact and mitigation. Only when we receive confirmation that the planned developments delivering the new school are not providing the total number of dwellings in the associated planning application will this be considered.
43. Appendix 2 contains current new school project costs. These have been calculated based on Staffordshire's standard school designs using BCIS All-in Tender Price Index (TPI) which are updated annually. If updated costs are delayed the latest available costs will be increased in line with inflation in the interim, using the BCIS All-In Tender Price of Index (TPI). Developers need to be aware that these costs may vary on a site-specific basis, as the cost of a school is dependent on many variable factors (including but not restricted to relevant building standards requirements, highway mitigation and issues relating to the proposed site itself) and cannot be applied uniformly.
44. If necessary, additional contributions will also be sought "to ensure that all education needs are properly addressed, including temporary education needs where relevant, such as temporary school provision and any associated school transport costs before a permanent new school opens within a development site".

Where the need for a new secondary school has been identified

45. Where development sites in an area trigger the need for additional secondary school places, a new secondary school and provision of land will be required when the need is for at least 4FE of additional places (120 places per year group). In a standard PPR area, this would equate to around 4,000 dwellings. This is in line with the DfE expectation of minimum school size to be viable published in the DfE guidance on "How to apply to set up a mainstream free school" (dated September 2019).
46. If more than one development site is expected to be contributing to the overall need for a new secondary school, each developer will be required to pay the relevant amount towards the overall total construction cost and the cost of the necessary land, access and relevant services.
47. Developers need to be aware that new secondary school costs will vary on a site-specific basis, as the cost of a school is dependent on many variable factors (including but not restricted to relevant building standards requirements, highway mitigation and issues relating to the proposed site itself) and cannot be applied uniformly.
48. If a new secondary school opens below its full capacity while it awaits pupils moving to new housing within the developments, this does not represent an available surplus for other developments when assessing their own impact and mitigation. Only when we receive confirmation that the planned developments delivering the new school are not

providing the total number of dwellings in the associated planning application will this be considered.

Where the Building Cost Multipliers (BCM) are utilised

49. As per government guidance, the Building Cost Multiplier applied to school places arising from housing developments should reflect the actual costs of providing one additional full time school place at an existing school, based on the national average costs published annually in the Department for Education (DfE) school place scorecards. These costs will be updated annually in line with inflation and published as at 1st April each year in line with DfE guidance to ensure the contributions remain reflective of the true cost of creating additional school places. The contribution will be based on all England average costs published annually by DfE, adjusted with the BCIS location factor. If for any reason the DfE delay or do not publish an annual update, the latest published costs will be adjusted for inflation using the BCIS All-In TPI in line with DfE guidance. The latest BCM can be found in Appendix 2.
 50. In order to support stability and effective forward planning, the cost multiplier for each phase will be at least what was used in the preceding year.
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d) Assessment of Planning Applications (Early Years school places)

51. The Childcare Act 2006 places a range of duties on Local Authorities regarding the provision of sufficient, sustainable and flexible childcare that is responsive to parents' needs. Local Authorities are required to play a lead role in facilitating the childcare market within the broader framework of shaping children's services, in partnership with the private, voluntary and independent sector.
52. Local authorities have a duty to ensure early years childcare provision within the terms set out in the Childcare Acts 2006 and 2016. SCC's Early Education & Childcare (EE&C) Team is responsible for securing sufficient early years provision free of charge for eligible children as below:
 - 15 hour entitlement for the most disadvantaged two-year-olds:
 - 15 hour entitlement for parents of three- and four-year-olds (the universal entitlement); and
 - 30 hour entitlement for working parents of three- and four-year-olds (the extended entitlement).
53. SCC meets this duty through a mixed economy of provision in schools and in private, voluntary and independent settings. Section 106 contributions would be used to provide additional early years provision in schools only.
54. DfE guidance states that "developer contributions have a role to play in helping to fund additional nursery places required as a result of housing growth, however they may be provided, in particular where these are proposed as part of school expansions or new schools".
55. SCC will consider and respond to planning applications from LPAs for any residential development where 10 or more dwellings will be provided.
56. Where a development falls within an area identified as having a potential shortfall of early years places to meet prospective demands, a contribution towards provision for early years will be sought. EE&C will make a judgement on a case by case basis using the most up to date sufficiency information available.
57. The number of nursery pupils attributable from a new residential development will be based on the formulae set out in Appendix 1. This formula has been developed based on current sufficiency data indicating demand for working parents and criteria for childcare entitlements weighted against population figures/percentages in Staffordshire.

e) Calculating Education Infrastructure Contributions (Early Years school places)

58. The contribution per nursery place will be based on the cost multiplier contained in Appendix 2, as the DfE guidance recommends that the "per pupil cost of early years provision is assumed to be the same as for a primary school".
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f) Assessment of Planning Applications (Special Educational Needs and Disabilities (SEND) school places)

59. Section 19 of the Children and Families Act 2014 makes clear that local authorities, in carrying out their functions under the Act in relation to disabled children and young people and those with special educational needs (SEN), must have regard to “the need to support the child or young person, and the child’s parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood”.

60. The Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015) states that “All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential”.

61. The “Securing Developer Contributions for Education” guidance states that “an increase in housing will lead to an increase in SEN”, that all local authorities should “seek developer contributions for all special school/SEN places generated by a development, where there is a need for additional SEN provision” and that:

“It is reasonable and fair to seek developer contributions for SEN provision in direct proportion to the needs arising from planned housing development, applying the same principle to SEN provision as to mainstream.

62. New residential development will put additional pressure on SEND education and so a contribution may be requested towards additional provision.

63. The SEND Code of Practice states that “children and young people with SEN have different needs and can be educated effectively in a range of mainstream or special settings”. This may not always be the school closest to the development, as SEND pupils may need to travel greater distances to attend provision suitable for their needs.

“Greater travel distances to special schools and alternative provision should not affect your consideration of whether a planning obligation meets the legal tests outlined in paragraph 1” (Securing Developer Contributions for Education, 2019).

64. To determine the need for additional SEND provision, pupil yield data has been used to identify a SEND Pupil Product Ratio (PPR) which is the number of pupils residing within recent local housing developments with an Education Health and Care Plan (EHCP) who attend a special school or pupils that attend a Pupil Referral Unit (PRU) (see tables in Appendix 1).

g) Calculating Education Infrastructure Contributions (SEND school places)

65. The contribution per SEND place will be based on the BCM contained in Appendix 2, however if a specific project has been identified, the contribution request will be based on this cost.

66. Special schools require more space per pupil than mainstream schools, which is reflected in the BCM. The DfE recommends that developer contributions for special or alternative school places are set at four times the cost of mainstream places, which is consistent with the space standards in Building Bulletin 104.

h) Assessment of Planning Applications (Home to school travel (mainstream))

67. The Education Act 1996, as amended by Part 6 of the Education and Inspections Act 2006, places a duty on Local Authorities to make suitable travel arrangements free of charge for eligible children as they consider necessary to facilitate their attendance at school. Walking distance is defined by S 444(5) of the Education Act 1996 at two miles for under-eights and three miles for those who have attained eight years. These distances are measured by the shortest available walking route. In excess of these distances Staffordshire County Council must fund 'free' school transport. For further information please see Staffordshire's home to school transport [policy](#).
68. In Staffordshire, this is extended to also provide free travel assistance to the catchment school if not the nearest school, and the 3-mile limit is not introduced until year 7 (age 11).
69. Where the development is above the walking distance criteria and would require Staffordshire County Council to provide home to school transport, a school transport contribution may be sought. This contribution will cover the cost of providing new or additional transport based upon a calculation of the number of pupils generated by the development for a period of seven years for primary and five years for secondary. In an area that operates a three-tier system, this calculation should be amended accordingly to include 5 years for first school aged pupils, four years for middle school aged pupils and 3 years for high school aged children.
70. Where the development is below the walking distance criteria but no safe walking route is available, an appropriate highway contribution to establish a safe walking route from the proposed residential development to either the catchment schools or the school/s where additional places will be provided (and the distance is below the eligible walking distance criteria) may be considered.

i) Calculating Education Infrastructure Contributions (Home to school travel (mainstream))

71. The contribution for home to school travel will be based on the annual cost contained in Appendix 4.

j) Assessment of Planning Applications (Home to school travel (SEND))

72. In Staffordshire the average percentage of children with an Education Health and Care Plan (EHCP) who currently receive transport to a relevant special school for five days a week will be used to calculate the SEND transport contribution. Details of this calculation and examples of calculations are contained in Appendix 4.

k) Calculating Education Infrastructure Contributions (Home to school travel (SEND))

73. The contribution for home to school travel for SEND pupils will be based on the annual cost contained in Appendix 4.
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Appendices

This section of the document contains the appendices referred to in the main policy.

Appendix 1: Pupil Product Ratios (PPR)

Appendix 2: Project Costs and Building Cost Multipliers (BCM)

Appendix 3: Example Education Infrastructure Contributions Calculations for school places

Appendix 4: School transport contributions (mainstream and SEND) with Example Education Infrastructure Contributions Calculations for school transport

Appendix 5: Standard Section 106 Education Contribution template

Appendix 6: New School Site Requirements

Appendix 1: Pupil Product Ratios (PPR)

a) Pupil Product Ratios (PPR) to be utilised in each area of Staffordshire for mainstream school places

The table below shows the PPR per dwelling per year group for the different areas of Staffordshire. This is based upon an assessment of children resident in new housing in each area.

There are currently four primary areas and one High area where the PPR is higher (0.045 pupils per dwelling) than the standard PPR (0.03 pupils per dwelling).

PPR's are subject to change and will be reviewed as appropriate by analysing the number of pupils generated based on new housing completion data provided by each Local Planning Authority (LPA). In addition, if there is a change to school place planning clusters, a review of the PPR's will automatically be undertaken and updated below as necessary.

Area	Tier	PPR per dwelling per year group			PPR per dwelling
		Primary/First	Middle	Secondary/High	Sixth form
Cannock Chase – Cannock Town	2T	0.045	n/a	0.03	0.03
Cannock Chase – Other areas	2T	0.03	n/a	0.03	0.03
East Staffordshire - Burton	2T	0.03	n/a	0.03	0.03
East Staffordshire - Uttoxeter	3T	0.045	0.03	0.03	0.03
Lichfield – Burntwood	2T	0.03	n/a	0.03	0.03
Lichfield	2T	0.045	n/a	0.045	0.03
Newcastle	2T	0.03	n/a	0.03	0.03
South Staffordshire	3T	0.03	0.03	0.03	0.03
Staffordshire Moorlands	3T/2T	0.03	0.03	0.03	0.03
Stafford and Stone	3T/2T	0.03	0.03	0.03	0.03
Tamworth	2T	0.045	n/a	0.03	0.03

b) Pupils generated per 100 dwellings for mainstream school places

The table below calculates the total number of pupils generated for each phase of education per 100 dwellings using both the standard PPR (0.03 pupils per dwelling) and the higher PPR (0.045 pupils per dwelling).

Phase of Education	Pupil Ages	Number of year groups	Total number of pupils generated from 100 dwellings using the:	
			standard PPR per dwelling of 0.03	higher PPR per dwelling of 0.045
Two tier system				
Primary schools	4 – 11	7	21	32
Infant schools	4 – 7	3	9	14
Junior schools	7 – 11	4	12	18
Secondary schools (no sixth form)	11 – 16	5	15	23
*Secondary schools (with sixth form)	11 - 18	6	18	27
3-tier system				
First schools	4 – 9	5	15	23
Middle schools	9 – 13	4	12	18
High schools (no sixth form)	13 – 16	3	9	14
*High school (with sixth form)	13 - 18	4	12	18

* There are at least 2-year groups in Sixth Forms, but the total number of pupils generated is based on 1 year group, as average staying-on rates are around 50%.

c) Formulae to be utilised in each area of Staffordshire for early years school places

The table below shows the formula to be utilised based on current sufficiency data indicating demand for working parents and criteria for childcare entitlements weighted against population figures/percentages in Staffordshire.

Age of Child	Number of early years pupils per dwelling	Total number of early years pupils per 100 dwellings
2 year olds	0.03	3
3 year olds	0.04	4
4 year olds*	0.02	2
TOTAL	0.09	9

*8/12 of four year olds in Reception class has been taken into consideration.

d) Pupil Product Ratios (PPR) to be utilised in each area of Staffordshire for SEND school places

The table below shows the number of SEND pupils by education phase generated per dwelling and per 100 dwellings.

Phase of Education	Pupil Ages	Number of year groups	SEND PPR per dwelling per year group	Total number of pupils generated from 100 dwellings using the SEND PPR
2 tier system				
Primary Provision	4 – 11	7	0.0006	0.42
Secondary Provision (including sixth form)	11 - 19	8	0.0011	0.88

* There are 3 year groups in Sixth Forms as average staying-on rates are around 100%.

Appendix 3 provides example PPR calculations to calculate the additional places required to mitigate the impact of development for mainstream, early years and SEND pupils.

Appendix 2: Project Costs and Building Cost Multipliers (BCM)

a) New Primary School Project Costs (reviewed annually)

The total costs to deliver the various sizes of Primary schools have been calculated based on Staffordshire's standard school designs using BCIS All-in TPI from Q2 2022.²

Type of school	Size of school	Total Cost
First School	1FE	£ 6,141,359
	1.5 FE	£ 6,668,288
	2 FE	£ 8,106,424
Primary School	1FE	£ 7,596,058
	1.5 FE	£ 9,983,703
	2 FE	£ 11,378,438

b) Building Cost Multipliers (reviewed annually on the publication of the relevant data)

Where a specific project has not yet been costed, a cost multiplier is used to calculate the education infrastructure contribution required to mitigate against the impact of a development.

The mainstream BCM per pupil per phase of education are based on the cost of providing additional education infrastructure. The basis for the amount is all England average costs published annually by DfE, adjusted with the BCIS location factor. The latest available costs were published in June 2023.

The table below shows the latest BCM to be used.

Phase of Education	Mainstream cost multiplier per pupil including weighting
Early Years/Nursery, First and Primary (including Infant and Junior schools)	£18,648
Middle	£22,148
Secondary and High	£25,648
Sixth Form	£25,648

² These are the most up to date new school build costs (BCIS All-in TPI from Q2 2022) which have been based on published inflation rates. These costs will be benchmarked against actual costs from current/proposed projects when this information is available and may therefore be amended.

In accordance with DfE guidance, developer contributions for SEND places are set at four times the cost of a mainstream place appropriate for the phase of education, “which is consistent with the space standards in Building Bulletin 104”. The table below shows the SEND BCM per pupil per phase of education.

Phase of Education	SEND cost multiplier per pupil including weighting
Early Years/Nursery, First and Primary (including Infant and Junior schools)	£74,592
Middle	£88,592
Secondary and High	£102,592
Sixth Form	£102,592

Appendix 3: Example education infrastructure contribution calculations for early years mainstream and SEND places

a) Example calculations to determine the education infrastructure contribution based on mainstream Building Cost Multiplier (BCM) per 100 dwellings

Number of dwellings x appropriate PPR per dwelling x number of year groups = number of pupils generated (rounded to the nearest integer) x mainstream cost multiplier

First school contribution example	
100 dwellings x 0.03 (PPR) x 5 year groups	= 15 pupils x £18,648 BCM = £279,720
Primary school contribution example	
100 dwellings x 0.03 (PPR) x 7 year groups	= 21 pupils x £18,648 BCM = £391,608
Middle school contribution example	
100 dwellings x 0.03 (PPR) x 4 year groups	= 12 pupils x £22,148 BCM = £265,776
High school contribution (without sixth form) example	
100 dwellings x 0.03 (PPR) x 3 year groups	= 9 pupils x £25,648 BCM = £230,832
Secondary school contribution (with sixth form) example	
100 dwellings x 0.03 (PPR) x 6 year groups	= 18 pupils x £25,648 BCM = £461,664

b) Example calculations to determine the education infrastructure contribution based on early years Building Cost Multiplier (BCM) per 100 dwellings

Number of dwellings x total early years PPR per dwelling = number of pupils generated x cost per pupil place

Early years contribution example	
100 dwellings x 0.09 (PPR)	= 9 pupils x £18,648 BCM = £167,832

c) Example calculations to determine the SEND education infrastructure contribution based on SEND BCM per 100 dwellings

Number of dwellings x appropriate PPR per dwelling x number of year groups = number of pupils generated x SEND cost multiplier

Primary SEND contribution example	
100 dwellings x 0.0006 (PPR) x 7 year groups	= 0.42 pupils x £74,592 BCM = £31,329
Secondary SEND contribution (with sixth form) example	
100 dwellings x 0.0011 (PPR) x 8 year groups	= 0.88 pupils x £102,592 BCM = £90,281

Appendix 4: School Transport Contributions (Mainstream and SEND)

a) Average annual mainstream School Transport Cost Per Pupil

The average annual school transport cost per pupil as per financial year April 2021 to March 2022 was £996 (index linked). This cost is applied to any eligible pupil attending school between Reception and Year 11. This figure will be updated annually to reflect the most up to date costs.

b) Calculating a mainstream School Transport Contribution

Where a school transport contribution is required, the contribution will be calculated as follows;

Primary School Transport Contribution

The number of eligible pupils generated by the development (based on the PPR) x the average annual cost of £996 x 7 (the number of years a pupil is in primary school)

Secondary School Transport Contribution

The number of eligible pupils generated by the development (based on the PPR) x the average annual cost of £996 x 5 (the number of years a pupil is in secondary school)

Where an area operates a three-tier system, this calculation should be amended accordingly to include 5 years for first school aged pupils, four years for middle school aged pupils and 3 years for high school aged children.

c) Example calculations to determine the School Transport Contribution based on 10 primary/secondary pupils generated from a development

Number of primary and/or secondary pupils generated x average annual transport cost x school years
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Primary School Transport Contribution example

10 primary pupils generated x £996 annual transport cost x 7 years = £69,720
--

Secondary School Transport Contribution example

10 secondary pupils generated x £996 annual transport cost x 5 years = £49,800
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Where there is already existing home to school transport provision in an area which could be utilised, the average cost per pupil may be based upon known costs if possible. More rural developments may require a bespoke calculation as additional funds may be required.

d) Average Annual SEND School Transport Cost Per Pupil

In Staffordshire the average % of children of school age with an EHCP who currently receive transport to a special school for five days a week is 59%.

The average annual school transport cost per SEND pupil as per financial year April 2021 to March 2022 was £7,593 (index linked). This cost is applied to 59% of eligible SEND pupils generated from a new residential development to enable them to be transported to the appropriate SEND provision. This figure will be updated annually to reflect the most up to date costs.

e) Calculating a SEND School Transport Contribution

Where a SEND school transport contribution is required, this will be calculated as follows;

Primary School Transport Contribution

The number of eligible pupils generated by the development (based on the PPR)/100 x 59 x the average annual cost of £7593 x 7 (the number of years a pupil is in primary provision)

Secondary School Transport Contribution

The number of eligible pupils generated by the development (based on the PPR)/100 x 59 x the average annual cost of £7593 x 5 (the number of years a pupil is in secondary school)

Post 16 School Transport Contribution

The number of eligible pupils generated by the development (based on the PPR)/100 x 59 x the average annual cost of £7593 x 3 (the number of years a pupil is in post 16 provision)

f) Example calculations to determine the SEND School Transport Contribution based on 10 primary/secondary/post-16 pupils with SEND generated from a development

Number of primary, secondary and post-16 pupils with SEND generated x 0.59 (as 59% of pupils need school transport) x average annual SEND transport cost x school years

Primary SEND Transport Contribution example 10 SEND primary pupils generated x 0.59 x £7,593 annual cost x 7 years = £313,591
Secondary SEND Transport Contribution example 10 SEND secondary pupils generated x 0.59 x £7,593 annual cost x 5 years = £223,994
Post-16 SEND Transport Contribution example 10 SEND post-16 pupils generated x 0.59 x £7,593 annual cost x 3 years = £134,396

Where there is already existing home to school transport provision in an area which could be utilised, the average cost per pupil will be based upon known costs if possible. If appropriate a bespoke calculation may be required.

Appendix 5: Standard S106 Education Contribution Template³

The Staffordshire LPAs and SCC jointly produced standardised S106 Agreement templates to be used when an education infrastructure contribution is required towards the provision of a new school(s) or when an education infrastructure contribution to expand one or more existing school is required. These templates can be found using this [link](#). Different provisions may be required depending on the development in question.

A standard set of Section 106 education contribution triggers have also been agreed and are contained in the table below. These triggers provide consistency for developers when agreeing education contribution payments. We would want to be advised as soon as any trigger points for payments have been reached. The standard S106 Education Contribution Triggers are:

Number of Dwellings	Number of Payments	S106 Education Contribution Triggers
Under 50	1 payment	on or before commencement
51-150	2 payments	50% on commencement of the development 50% on commencement of 50% of the development
151+	3 payments	30% on commencement of the development 30% on commencement of 30% of dwellings (i.e. for 500 dwellings it would be the 151 st dwelling) 40% on commencement of 60% of dwellings (i.e. for 500 dwellings it would be the 300 th dwelling)

The education infrastructure contributions are required on commencement in order to ensure that the additional capacity is available in time to accommodate the pupils attributable from the development.

SCC consider that the education infrastructure contribution has been spent if it has incurred and met expenditure for the purpose for which the Education Infrastructure Contribution is to be used prior to that amount being received or due under the S106 Agreement.

SCC reserves the right to adjust the timing of delivery of an agreed education infrastructure project as necessary during the lifetime of the related development.

³ The template used may be updated subject to any revisions agreed by SCC

Appendix 6: New School Site Requirements

Sites for new schools

Where a developer is required to provide land to accommodate or provide for a new school, Staffordshire County Council (SCC) will require the land to meet the following requirements (this list is not exhaustive):

- Be sufficient for the size of school required, with ideally space for further expansion (using current site size contained in the latest appropriate Building Bulletin guidance as issued by government or its agent)
- Land that is suitable for the construction of a new school which is free from covenants, overhead or underground utility lines and cables and any associated wayleaves, rights of way, conservation areas, Tree Preservation Orders, mine workings and/or mine shafts and fissures
- The land should be provided with 300mm of suitable quality topsoil throughout
- The land should be free from invasive plant life and protected species of flora and fauna and is free from hazardous substances or to the extent that where there are any the relevant parts of the site has been remediated.
- Land that has no adverse ground conditions including but not exhaustive of peat, running sand.
- The land should be of regular shape, level, flat with a fall not exceeding 1 in 20, drained sufficiently so as not to require specialist dewatering
- Should not be located on a flood plain or be subject to flooding
- The developer is responsible for agreeing all tree removals with the Local District Council and for carrying out removals prior to site transfer
- The site should be located with good means of access to encourage walking, cycling and scooting to school and agreed by SCC. The location within the site should be discussed and agreed at the earliest point in the design/master planning process
- Be aware of relevant air quality standards
- Be fenced using fencing equivalent to British Standard BS1722-14:2006 part 14

Access

- Unrestricted access to the school site for construction traffic prior to the commencement of the development
- The provision of lit access roads and paths and of an adoptable standard to ensure that pupils, parents, visitors, and staff can access the school safely and easily following completion
- The provision of a 3m footway in front of/adjacent to the entrance of the new school, guard rail, thermoplastic road markings and appropriate signage
- There must be a separate pedestrian and vehicle access into the school site
- The provision of off school site crossing zones to ensure safe means of access for all children/parents/visitors
- The provision of vehicular parking and drop off points for parents to use within the curtilage of new school sites is not deemed necessary, e.g. where new schools are located within new housing developments. There may be exceptions, and these will be considered on a site by site basis

Services

- The school site must be fully serviced with all utilities e.g. potable water (drinking water), sprinkler water supply, electricity, gas, gravity fed foul sewers, gravity fed surface water drainage to a Sustainable Urban Drainage System or mains drains, telecommunication and fibre optics (broadband) connection points
- All services should be available at the boundary of the school site at least 9 months prior to the opening date for the school
- Staffordshire County Council will, following a request from the contractor, provide details of the capacity requirements for drainage, sewerage, telecommunications, fibre optics (broadband), electricity, gas and water. This will be done sufficiently in advance to ensure that the services are available at least 9 months prior to the opening of the school

Building Design (SCC)

All schools constructed by Staffordshire County Council must meet the following requirements:

- The school building should be designed to a specification to meet the current Department for Education guidance and best practice for the type of school
- The school building must contain all fixed furniture and fittings, as well as loose furniture, equipment and ICT required to enable the school to admit to the full capacity for the size of the school upon completion

Building Design (Developer)

All schools designed and constructed by a developer must meet the following requirements:

- The specification/design (as above) of the school must be agreed in advance with Staffordshire County Council
- Access on and off the school site for staff, visitors, emergency vehicles and refuge collection must be provided
- The provision of adequate parking on the school site for both staff and visitors