

School Organisation Plan 2015 - 2020

“Delivering Local Places for Local Children”



SECTION A – BACKGROUND

1. Legislation

The local authority has a statutory duty to provide school places under the 1944 Education Act and subsequent legislation. This duty remains with the local authority even with the increasing diversity of provision that is developing. In 2012 the Cabinet Member for Education, Skills and University requested that a school organisation plan should be written to reflect the rapidly changing situation in Peterborough. This was completed in April 2013. This document is the second revision.

2. Scope of the Plan

1. The current position as at June 2015
2. Processes of school place planning
3. Planning area profiles
4. City growth issues and other external issues
5. Funding
6. Admissions
7. Summary of actions and conclusion

The main plan is followed by a series of annexes:

- Annex 1 Demographic data
- Annex 2 Types of schools
- Annex 3 Statement on academies and free schools
- Annex 4 Legislation
- Annex 5 Pupil yields from housing developments
- Annex 6 Indicative costs of school places
- Annex 7 Ethnicity data
- Annex 8 Deprivation data

SECTION B – THE PLAN

1. Current position as at summer 2015 and summary of changes since June 2014

Population Expansion

Since the 2014 revised plan was published, works have been completed to create an additional 1515 primary places.

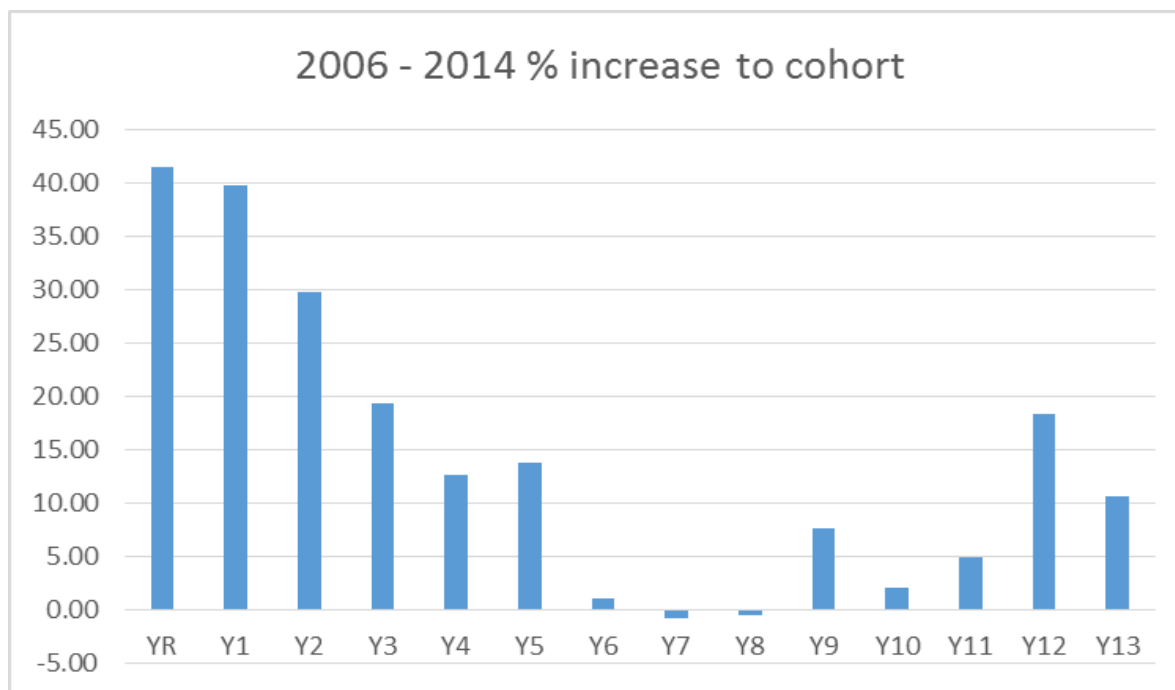
- Orton Wistow – 105
- Woodston – 210
- Gladstone – 420
- Ravensthorpe – 210
- Fulbridge – 210
- Thomas Deacon Junior Academy - 360

These are not all required as yet but are part of the overall strategy of ensuring sufficient places are available as the rapidly increasing Reception cohorts move through primary education.

This increase is needed as Peterborough is the fastest growing city in the UK, with the second highest private sector employment growth at 5.5%. 1300 dwellings were completed in the year to March 2015, 1% of the UK total. This compares with a net increase of 863 in the previous year. The birthrate is the second highest in the country, with the highest gross fertility rate, 2.34. This figure is the average number of children each woman living in the area would have over her lifetime if current birth rates were consistent. Peterborough also has the second highest rate of 'in-year' school admissions – those outside the normal admissions rounds of starting primary or secondary school – so the population is growing rapidly and highly mobile. Between January 2014 and January 2015 there was an overall increase in pupil numbers of 1,384. Over 70% of the increase in total numbers came from the larger cohorts starting school, the 2014-15 YR cohort is 3208 compared with 2212 leaving Y11 at the end of 2013-14. As these larger cohorts move through the school system the overall numbers will increase, even though the most recent birth data suggests that the growth in the birth rate might have levelled off and started to decline.

Year of birth	Year starting school	Total births to Peterborough residents
2009-10	2014-15	3109
2010-11	2015-16	3128
2011-12	2016-17	3263
2012-13	2017-18	3206
2013-14	2018-19	3130

There can be no certainty of this, however. Recently received data on Peterborough GP registrations by five year age cohorts show the largest groups to be those aged 25-29 and 30-34, closely followed by 0-4. These proportions are similar to the census data from four years ago. The cohort that has grown most since the 2011 census is aged 25-29 (compared with 20-24 in 2011) followed by aged 30-34 (compared with 25-29). This supports the theory that Peterborough's high birth-rate is a result both of a high number of births per woman and the high proportion of adults in the 25-34 age group, many of whom have moved into the city from elsewhere. If this trend continues and the overall population of these young adults carries on increasing then the number of births is likely to continue to rise. The availability of employment and the amount of newly built and relatively affordable housing being constructed in Peterborough are obviously major factors in attracting young adults to the city.



Comparing the May 2014 forecast with the January 2015 census return shows:

	Reception	All Primary	Year 7	Year 7 - 11
Forecast	3082	19391	2255	11386
Actual	3208	19453	2320	11433
% Difference	4%	0.32%	2.88%	0.41%

Forecasts continue to be reasonably accurate but with a high level of pupil mobility both within and in and out of the city it is not possible to achieve greater precision. They are revised each year as new data is received and growth assumptions are modified based on trends. Any forward planning needs to allow for numbers not being exactly as forecast.

The absence of recent detailed GP registration data is causing problems with forecasting Reception Year cohorts. Birth data to 31 August 2014 has recently been received. This suggests a levelling off of the increase. The 2014-15 Reception cohort (3034) is slightly below the number of births in 2009-10 (3109). Of the Reception children, 25 live outside Peterborough.

Analysis of the location of Reception pupils compared with births shows significant movement, with some areas being net gainers and others losers. The city centre, in particular, has many fewer children in school than were born in the area.

The overall school totals suggest that the in-year increases to cohorts are about as high as forecast.

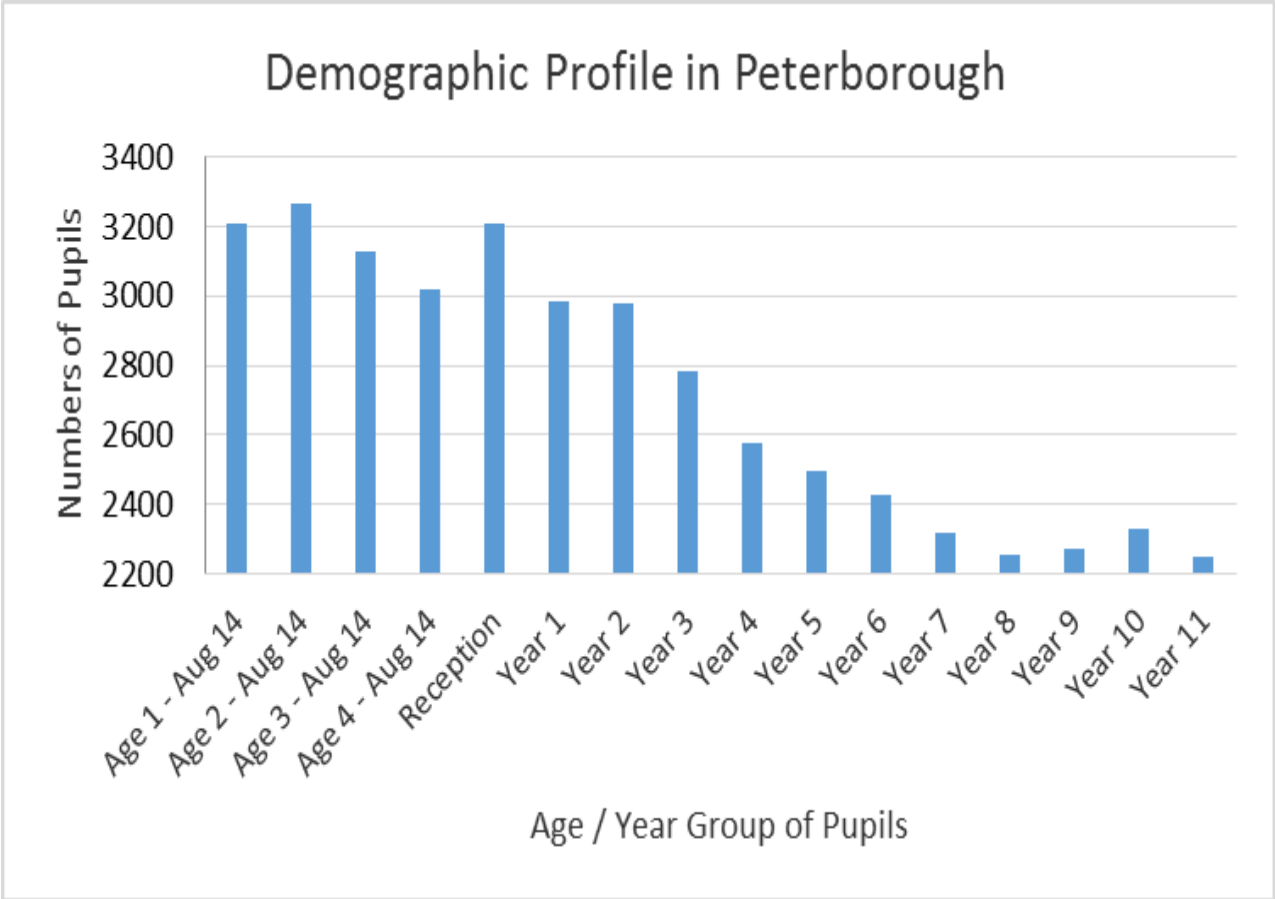
The Peterborough mainstream school population has increased over the past few years as follows:

	January 2006	January 2009	January 2011	January 2013	January 2015	Change since 2006
Primary	15,067	15,389	15,900	17462	19,453	+ 29.10%
Secondary	13,190	13,230	13,499	13,546	13,965	+ 5.88%
Total	28,257	28,619	29,399	31,008	33,418	+ 18.26%

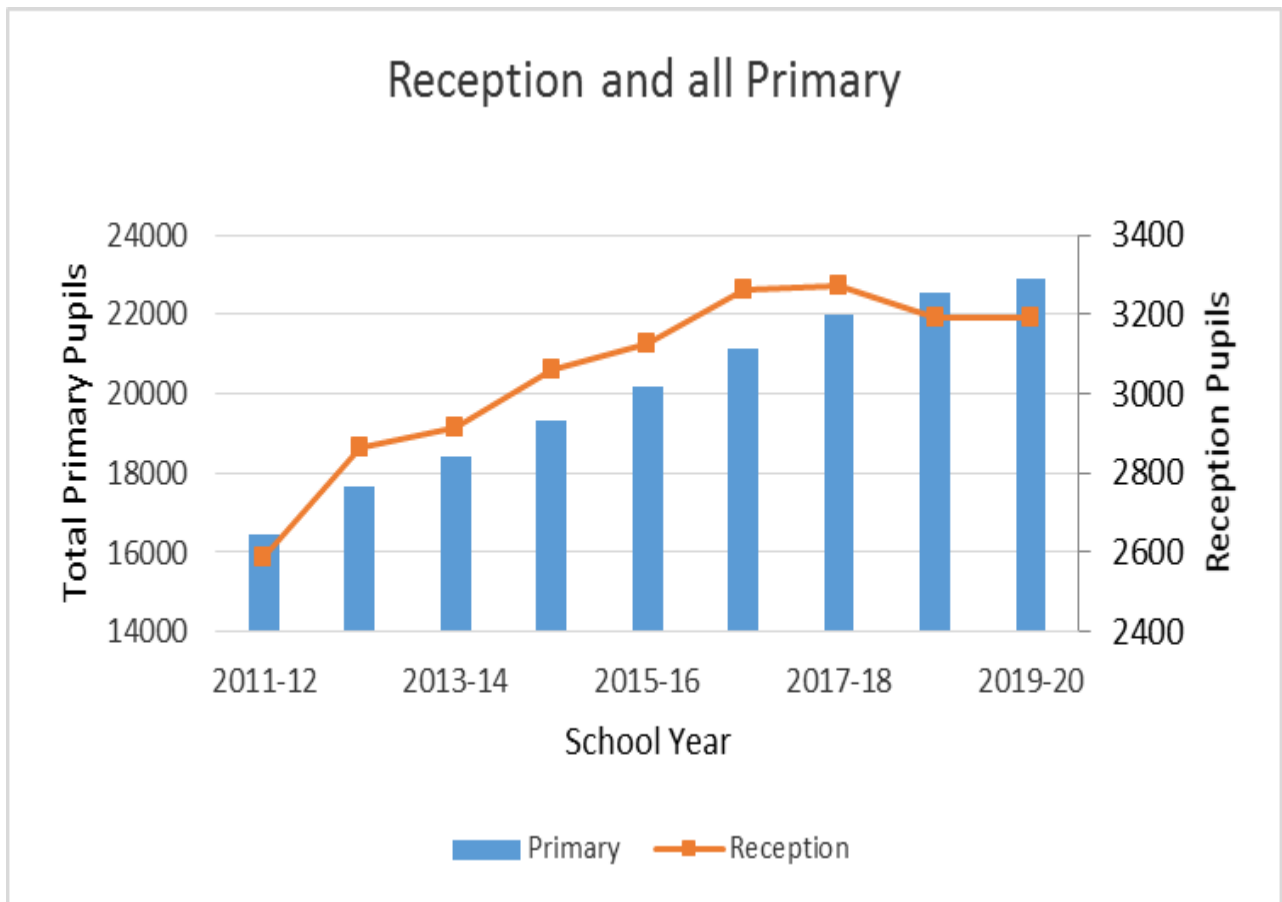
This table shows that the majority of the increase has been at primary school level; within the primary sector the biggest growth has been in Reception pupils, up by **40.74%** - details of current figures and future projections are in Annex 1. There is no evidence in previous data of cohorts reducing as they progress through the year groups. The birth rate is known to be high so the overall school population will be rising each year for the foreseeable future.

Analysis of the increase in primary pupil numbers shows that the majority of the increase comes from the rising number of Reception pupils rather than increases to cohorts that are already in school. The average increase to existing primary cohorts between October 2013 and October 2014 was 0.96% – with the greatest growth (2.31%) between Reception and Year 1 which can partly be accounted for by pupils’ not starting school until they are of compulsory age. This rate of cohort increase is lower than that reported in the 2014 School Organisation Plan, which in turn was lower than the 2012-2013 rate – an average of 2.59% with 5.47% between Reception and Year 1.

The secondary school population growth had been fairly static recently, with the total Year 7 – Year 11 group rising by only 1.13% between January 2006 and October 2013. Between October 2013 and October 2014 it rose by 2.58%. Numbers of Year 7 pupils are forecast to rise to 3359 in 2023. Pressures are starting to develop and will increase. The table below shows how cohort sizes are increasing year on year.



The next chart shows the growth in Reception numbers rising more slowly, while the increase in primary pupils overall will continue as the smaller cohorts higher up primary schools are replaced by the larger Reception ones.



The Education and Skills Act 2008 increased the minimum age at which young people can leave learning. From September 2013, young people will be required to continue in education or training until the end of the academic year in which they turn 17, and from 2015 (i.e. 2014-15 Year 10) until their 18th birthday. Raising the Participation Age (RPA) does not mean that young people have to stay on at school. Education will take place in a variety of settings and options, including college home education, work based learning and part time education if a young person is employed, self-employed or volunteering for more than 20 hours per week, as well as the more traditional school sixth forms.

The current post-16 capacity in secondary schools is about 3,000. The latest available data (January 2015) shows 2677 post-16 students, 86 of whom attend special schools. This is an increase of 7.5% since January 2014. About 13% of post 16 students in school come from outside the Peterborough area. Schools currently offer predominantly A-level (NVQ level 3) courses, usually requiring students to have achieved at least 5 GCSEs at A* - C. There are many young people for whom an academic sixth form in school is not appropriate. It is likely that the increased provision for RPA will be in the form of college placements and apprenticeships and that the current school provision will be sufficient for the next ten years.

Successive governments have had a real focus on reducing unemployment after the completion of compulsory schooling. Several high profile schemes have been developed to reduce the number of young people who are considered not in employment, education or training (NEETs) including initiatives such as:

- Connexions service for career advice
- Local area agreements to reduce NEET (payment by results)
- Education Maintenance Allowance which offered a means-tested weekly payment of up to £30 to young people continuing education past secondary school

- A "September guarantee" that guaranteed all 16-year-old school leavers a suitable learning place in September which was later extended to 17-year-olds.
- The "Young Person's Guarantee" offering a guaranteed job, training, or work experience to 18–24-year-olds who have been on Jobseeker's Allowance for six months.

All of these have helped to reduce numbers but there remains significant concern nationally around the levels of NEET. The definition of NEET is a complex one but for the DfE, a young person is considered to be in education or training if they:

- are doing an apprenticeship;
- are on a Government employment or training programme
- are working or studying towards a qualification;
- have had job-related training or education in the last four weeks or are enrolled on an education course and are still attending or waiting for term to (re)start

The latest position on NEET is shown in the table below. The position relative to last year shows improvement and the number of not known remains low. Figures traditionally increase in August when courses end and young people are not yet enrolled on courses for September. However, the progress compared to last year shows the significant impact of the work of the NEET team within the city.

Current Year 2014/15	Apr-14	May-14	Jun-14	Jul-14	Aug-14
Adjusted NEET	6.60%	6.10%	5.80%	6.20%	6.50%
In Learning	82.15%	82.42%	82.39%	81.77%	81.30%
Not Known	2.86%	3.05%	3.08%	3.49%	3.55%
Previous Year 2013/14**	Apr-13	May-13	Jun-13	Jul-13	Aug-13
Adjusted NEET	7.50%	7.61%	7.58%	7.60%	8.00%
In Learning	81.78%	81.27%	81.09%	80.73%	80.06%
Not Known	2.39%	2.28%	2.32%	2.44%	2.32%
Change	Apr-14	May-14	Jun-14	Jul-14	Aug-14
Adjusted NEET	-0.90%	-1.51%	-1.78%	-1.40%	-1.50%
In Learning	0.37%	1.15%	1.30%	1.04%	1.24%
Not Known	0.47%	0.77%	0.76%	1.05%	1.23%
Current Year Apr 2014 to Mar 2015	Feb to Apr	Mar to May	Apr to Jun	May to Jul	Jun to Aug
3 Month NEET rolling average			6.17%	6.03%	6.17%
Previous Year Feb 2013 to Mar 2014**	Feb to Apr	Mar to May	Apr to Jun	May to Jul	Jun to Aug
3 Month NEET rolling average	8.03%	7.89%	7.56%	7.60%	7.73%
2013/14 to 2014/15	Feb to Apr	Mar to May	Apr to Jun	May to Jul	Jun to Aug
3 Month NEET rolling average - change			-1.40%	-1.56%	-1.56%

While the majority of pupils with special educational needs, including those with statements, can be provided for in mainstream schools, some children and young people need the additional facilities offered by special schools. In 2009 there were 374 pupils attending Peterborough special schools 1.29% of the total school population, in October 2014 that number had risen to 520 – 1.61% of the total. The percentage of primary age pupils attending special schools doubled over that period from 0.41% to 0.84%. This is mainly as result of earlier diagnosis and higher premature birth survival rates. As the overall pupil population increases the number of special school places required will also rise. There has been an increase in the number of children diagnosed with autistic spectrum disorders requiring special education, which is likely to continue. The capacity of existing special schools has been increased by extension works at Heltwate and provision of

mobile classrooms at The Phoenix and Marshfields. In 2014/15 53 children and young people were placed in special schools outside the local authority at an estimated total cost for of £2.8m. While there will always be a need for some placements because of particular needs that cannot be met within the local authority, an increase in places at Peterborough schools would be both cost effective and of benefit to those children and young people who can be educated nearer to home. A new block is being built for The Phoenix School on a separate site, this will increase capacity and replace one of the mobiles currently being used. The feasibility of further expansion at Heltwate is also being explored. Our aspiration remains to educate every pupil in the city.

Enhanced resource provision is a key part of being inclusive and supporting our SEN strategy. In line with national reforms around special education needs, both the number and type of enhanced resource provision is being reviewed to ensure that emerging needs are met and resources are targeted at areas of greatest need.

Mobility

The admissions team receive on average over 70 in-year applications per week, of these just over half are new to Peterborough schools, the remainder being families trying to change their child’s school place, either because of moving house or because the initial allocation made to them was not what they wanted. As the number of spare places reduces there is less choice, leading to more families not getting the school they want and further mobility as they try to change their child’s school.

In spite of place pressures, the vast majority of young people in Peterborough are allocated to their first preference school, 88% for 2015 Reception pupils and 76% for 2015 Year 7 students. The table below shows that Peterborough’s performance at Reception level is in line with national averages but fewer Year 7 applicants achieve their first choice, despite there being relatively more capacity at Year 7.

	YR first preference	YR any preference	Y7 first preference	Y7 any preference
Peterborough	88	96.3	81	92
Nationally	87.7	96.8	85.2	95.5

Recent Expansion

An additional 438 Reception Year places have been created over the past five years. These are permanent places and the schools will expand year by year until the increased PAN applies across all year groups. Temporary places (bulge years) have also been created where the increase is limited to a specific cohort. Since 2013 the following works have been completed or are planned:

School	Scheme	PAN Increase	Extra Places	Year	Cost Estimate
Queen’s Drive	2 classroom extension	20	60	2013	£1.3M
Abbotsmede	2 classroom extension	15	105	2013	£300K
Old Fletton	Conversion of former children’s home	15	105	2013	£750K

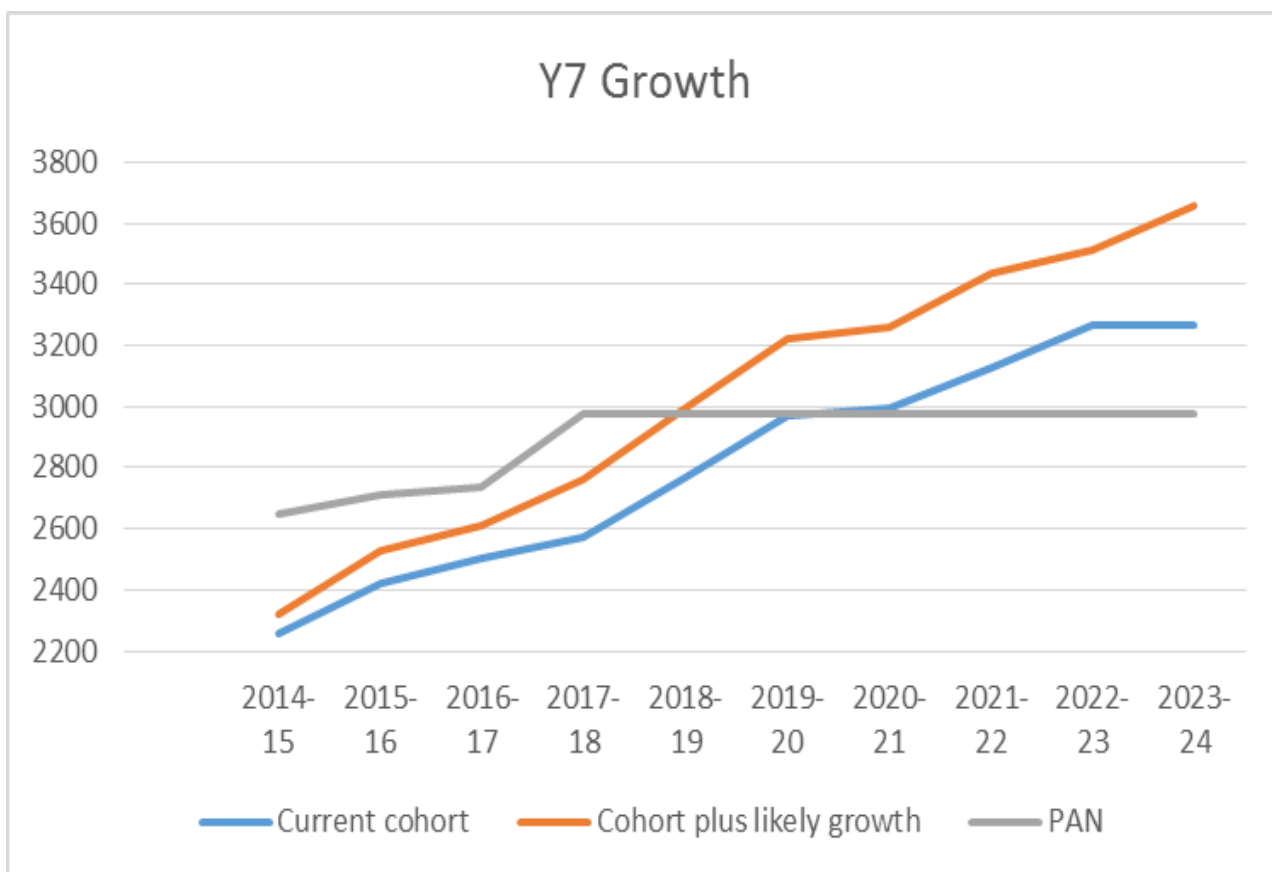
School	Scheme	PAN Increase	Extra Places	Year	Cost Estimate
Hampton Vale	6 classroom extension	30	210	2013	£2.7M
All Saints	New primary school	60 in KS1	180	2013	£6.4M
Bishop Creighton	Bulge class		30	2013	£100K
Hampton College	Primary phase (excludes community facilities)	60	420	2013	£6M
City of Peterborough Academy	New secondary school	180	900	2013	£13M
Orton Wistow	Expansion to 2FE using S106 funding	15	105	2014	£1.2M
Gladstone	Detached extension to Gladstone Primary School	60	420	2014	£8M
Woodston	1 FE extension	30	210	2014	£2.5M
Thomas Deacon Academy	KS 2 accommodation	90	360	2014	£7m
Fulbridge	Detached extension	30	210	2015	£3M
Ravensthorpe	Increase to 2 FE	30	210	2015	£3.5M
Thorpe	Increase to 3 FE	30	210	2015	£3M
St John's Orton	New school and increase to 2 FE	24	168	2015	PSBP*
Discovery	Second phase of expansion to 3 FE	30	120	2015	£0.9M
Southfields	Increase to 3 FE	30	210	2016	3.5M
West Town	New school and increase to 3 FE	45	315	2016	PSBP*
St Michael's	Increase to 2 FE	30	210	2016	£3M

* The Priority Schools Building Programme is a government initiative to re-build schools in the worst condition. Projects are funded and managed by the Education Funding Agency with the local authority providing additional funding for abnormal costs.

Secondary School Capacity

The 2014-15 the Year 7 capacity was 2647, the January census showed 2319 students on roll and May had 2318, a surplus of 14%. As of July 2015, admissions records are showing 2487 places accepted for September, 3% more than the 2014-15 Year 6 cohort, with a likelihood of more places being allocated before the October census. The 2015 capacity is slightly higher, 2709, as some schools are increasing their intake, which would mean a surplus of 8.9%. The 2014-15 Year 5 cohort, who will start secondary school in 2016, was 2495 in May 15. Recent Y7 cohorts have been larger than the preceding Year 6 cohort, because of the number of students coming in to Peterborough from other authorities.

The chart below shows the current known cohort, based on in-school and birth data, against the anticipated Year 7 PAN. The orange line factors in likely growth to the cohort from house building, mobility and out of authority students.



Studies of the Hampton development have shown growth in pupil numbers beyond what was anticipated in the original S106 agreement for school provision. In January 2002 there were 197 children aged 4-10 and 42 aged 11-15, with 600 dwellings completed. In five years that had risen to 685 aged 4-10, 342 aged 11-15 and 2550 dwellings. About 4500 dwellings were completed by the end of 2014 and the October census showed 1467 primary age children attending Peterborough schools (210 per year) and 894 in Y7-Y11 (179 per year). As the next phase of Hampton, to the east of the A15, is developed, there will be insufficient capacity at Hampton College. A new free school, Hampton Gardens, sponsored by Hampton College, is being developed in co-operation with Cambridgeshire. This will take students from both authorities. The additional capacity has been included in the overall PAN indicated in the chart above.

The possibility of expanding Jack Hunt by one form of entry is being discussed with the school. Again, the additional capacity has been included in the chart above. Analysis of the demography of the area shows a need for expansion. In October 2014 there were 1766 students attending Jack Hunt, analysed by primary school catchment they **live** in (not necessarily the primary school they attend) as follows:

Year Group	Gladstone catchment	Highlees catchment	Longthorpe catchment	Middleton catchment	Ravensthorpe catchments	Thorpe catchment	West Town catchment	In-catchment total	Out of catchment
Y7	19	40	19	43	28	42	29	220	79
Y8	33	38	8	43	23	32	27	204	85
Y9	28	24	18	41	18	56	26	211	83
Y10	37	27	13	60	30	39	26	232	64

Year Group	Gladstone catchment	Highlees catchment	Longthorpe catchment	Middleton catchment	Ravensthorpe catchments	Thorpe catchment	West Town catchment	In-catchment total	Out of catchment
Y11	35	25	22	44	22	38	25	211	73
Y12	24	14	15	11	15	34	21	134	46
Y13	9	10	11	20	5	24	19	98	22

The total population resident in the catchment area is

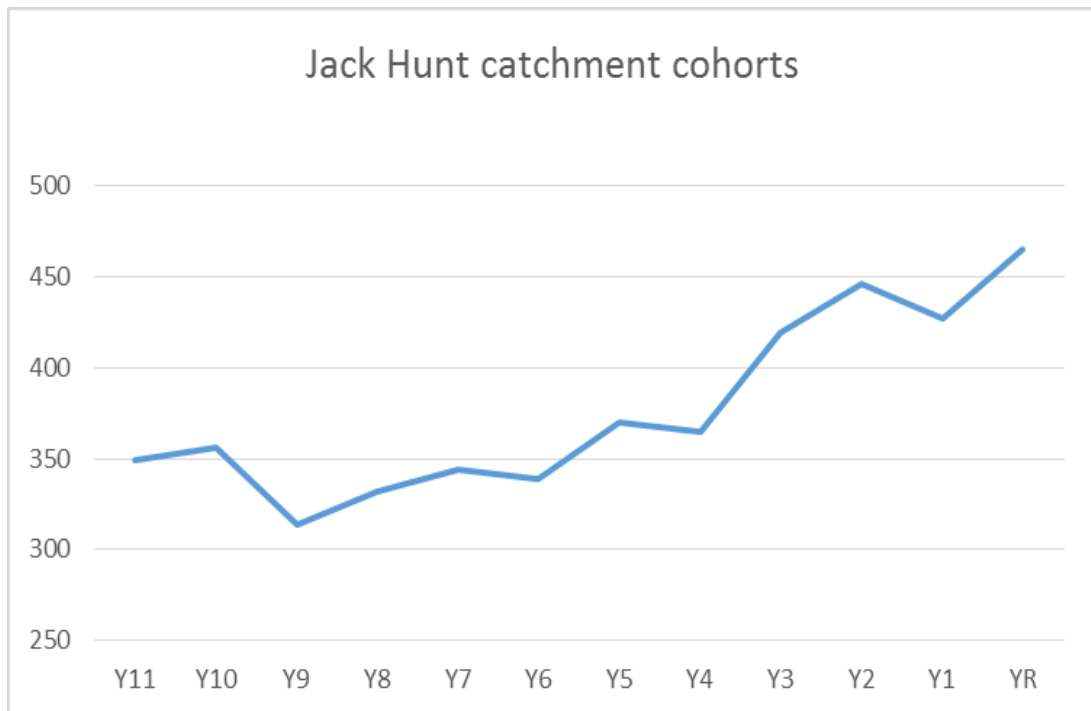
Year Group	Gladstone catchment	Highlees catchment	Longthorpe catchment	Middleton catchment	Ravensthorpe catchments	Thorpe catchment	West Town catchment	In-catchment total
Y7	69	56	24	57	41	53	44	344
Y8	82	52	15	65	33	43	42	332
Y9	65	39	24	58	28	68	32	314
Y10	78	39	22	76	41	55	45	356
Y11	86	41	28	60	34	58	42	349
Y12	63	23	21	24	20	45	33	229
Y13	40	14	21	29	9	41	27	181

- 74% of Jack Hunt students live in the catchment area
- 62% of students living in the catchment area attend Jack Hunt

The primary cohorts living in the catchment are:

Year Group	Gladstone catchment	Highlees catchment	Longthorpe catchment	Middleton catchment	Ravensthorpe catchments	Thorpe catchment	West Town catchment	In-catchment total
YR	84	73	34	113	42	62	57	465
Y1	92	56	27	90	36	66	60	427
Y2	108	71	19	85	38	63	62	446
Y3	83	65	25	89	41	62	54	419
Y4	74	51	26	83	38	48	45	365
Y5	92	56	16	64	35	57	50	370
Y6	77	34	20	68	33	60	47	339

The chart below shows the increasing cohort sizes:



The additional students at Jack Hunt would come from within the catchment as the school is popular and there will be significantly more students living in the area than places available, even after expansion. The overall traffic impact of expansion will be improvement as more students will be able to walk to school rather than travelling further afield.

The Stanground South development is currently under construction. In April 2015 the number of completed dwellings was calculated at 905, out of a total planning permissions of 1650. The October census showed a fairly typical pattern, with many more primary age children living on the development than secondary school. As the development progresses and the children grow older then the pattern is likely to be that there will be older children in the first houses constructed with younger ones moving into, or being born in, the most recent completions. The catchment secondary school for the development is Stanground Academy. This has been the catchment school for Yaxley and Farcet in Cambridgeshire. Yaxley will change to being in the catchment of the new Hampton Gardens free school, which will enable Stanground to take the increasing number of Peterborough students in its catchment.

Further large developments are planned for Paston Reserve / Norwood to the north east of the city and Great Haddon to the south. Both of these should have secondary schools as part of planning conditions. They are likely to be opened in phases, perhaps initially Year 7 only and a PAN of 90 or 120 and then expand as demand increases. Evidence from Hampton is that within a few years the school became oversubscribed.

Early Years Education

Under the Childcare Act of 2006 local authorities are required to secure sufficient early years' education and childcare. This includes an entitlement to 570 hours of free early education per year for eligible two-year-olds, starting the funding period following their second birthday; and all three and four-year olds, starting the funding period following their third birthday. This entitlement must be taken over no fewer than 38 weeks, which equates to an average of 15 hours a week. Peterborough mainly fulfils this obligation via the private and voluntary sector, there is only one nursery school in Peterborough and five primary schools include nursery provision.

Between the 2001 and 2011 censuses the 0-4 population grew by 36%. Current evidence is that this growth may have slowed down slightly, with an academic year cohort of 3206 one year olds identified in August 2014, compared with 3221 in August 2013. The eligibility of two year olds to receive free early years education is assessed mainly on parental income (in receipt of benefits and with a household income of less than £16,190 per annum). Children who attract disability living allowance, have an Education Health and Care Plan, are looked after by the local authority, or who have left care through special guardianship, adoption or child arrangement order, also qualify. Nationally, around 40% of two-year-olds are eligible for a funded place; this is currently approximately 54.5% in Peterborough.

The total number of registered places for 0-4 year olds are:

Provider type	Number of settings	Number of registered places
Childminder	179	537
Day nursery	38	2,322
Maintained nursery school/unit	6	213
Nursery unit of independent school	1	56
Pre-school playgroup	65	2,230
Total	289	5,434

In June 2015 the Government introduced the Childcare Bill intended to double free childcare provision for working parents to 30 hours per week. Pilot schemes are to start in some areas from September 2016. Assessments of the sufficiency of Early Years places already shows potential shortfalls in North and Orton Longueville wards. Increased entitlement is likely to put more pressure on capacity.

The potential impact of these proposal is as yet unknown and further information is expected as part of the comprehensive spending review in the autumn. Forecast demand is likely to be difficult as the additional 15 hours will only be allocated to both parents if they are in work or a lone parent who is in work. Currently around 600,000 families in England have 3 or 4 year old children with both parents in work. This number will change over time according to employment choices.

Peterborough Schools

The following table details the number and types of schools within each phase with effect from 1 April 2015 (see Annex 2 for an explanation of the different types of schools).

Type	Community	Voluntary Controlled	Voluntary Aided	Foundation	Academy	Free School	Total
Nursery	1						1
Infant	3						3
Junior			1		1		2
Primary	31	5	6	1	9		52
All through schools					1		1
KS2 and secondary schools					2		2
Secondary	1		1	1	5	1	9

Special	4					1	5
PRU	3						3
Totals	43	5	8	2	18	2	78

The number of academy conversions has gone down, with only two schools converting since the last plan was published and one likely in the autumn of 2015.

Places for September 2015 are planned to be:

Type	Published Admission Numbers	Total capacity
Primary phase	3202	20,983
Secondary (11-16)	2709	12,687
Post-16		3125
Totals		36,795

The capacity of each mainstream school is calculated using the government's net capacity methodology. This calculates the total number of pupils a school can physically accommodate and the indicated admission number (IAN) that derives from it. It is based on the number and type of teaching spaces, with different formulae for primary and secondary schools. The net capacity is no longer used for admission appeals but helps to determine the published admission number (PAN) in discussion with schools and still forms the basis of the SCAP (capacity) return to the Department for Education.

There are two independent schools in the Peterborough City Council area, The Peterborough School, offering 365 places from age 4 to 18, and The Iqra Academy, registered for 205 places for girls aged 11 to 16 but with 68 on roll in 2014. The school has been granted permission to extend its age range to include post 16 students.

About 1540 pupils from outside the City Council area were attending Peterborough schools at the time of the October 2014 census – about 4.5% of the total school population. (This includes those living in Yaxley for whom Stanground College is their catchment school). Lincolnshire reports 387 Peterborough pupils being taught in Lincolnshire, 56 of primary age and 331 of secondary age. The equivalent figure for Lincolnshire pupils at Peterborough schools are 176 primary and 181 secondary, totalling 357. Cambridgeshire is educating 165 primary and 120 secondary pupils, with 130 primary aged and 783 secondary aged resident in Cambridgeshire and attending Peterborough schools.

A University Technical College (UTC) is being established on the Peterborough Regional College site. The original intention was to open this in September 2015 but this has now been postponed to September 2016. The Greater Peterborough UTC will support pupils aged from 14 to 19 years with entry points at 14 (Year 10) or 16 (Year 12) focusing on enhancing opportunities for them to develop the technical and employability skills to support key local employment sectors such as sustainable manufacturing and engineering, biosciences and computing. At maximum capacity the student numbers will total 500, 200 places for Key Stage 4 for Years 10 and 11 and 300 for Key Stage 5 for Year 12 and Year 13. Students are expected to come from a wide area, including outside the city. The effect on school place planning will be minimal as the additional places created do not come into effect until Year 10 and pressure of growth is from Year 7 up.

Catchment areas

For primary pupils the entire local authority is divided into school catchment areas. Under admissions criteria in-catchment pupils get priority over others, apart from those who are in care.

In addition to the schools with geographical catchments, All Saints CofE, Sacred Heart RC and St Thomas More RC admit pupils on faith grounds and do not have designated catchments.

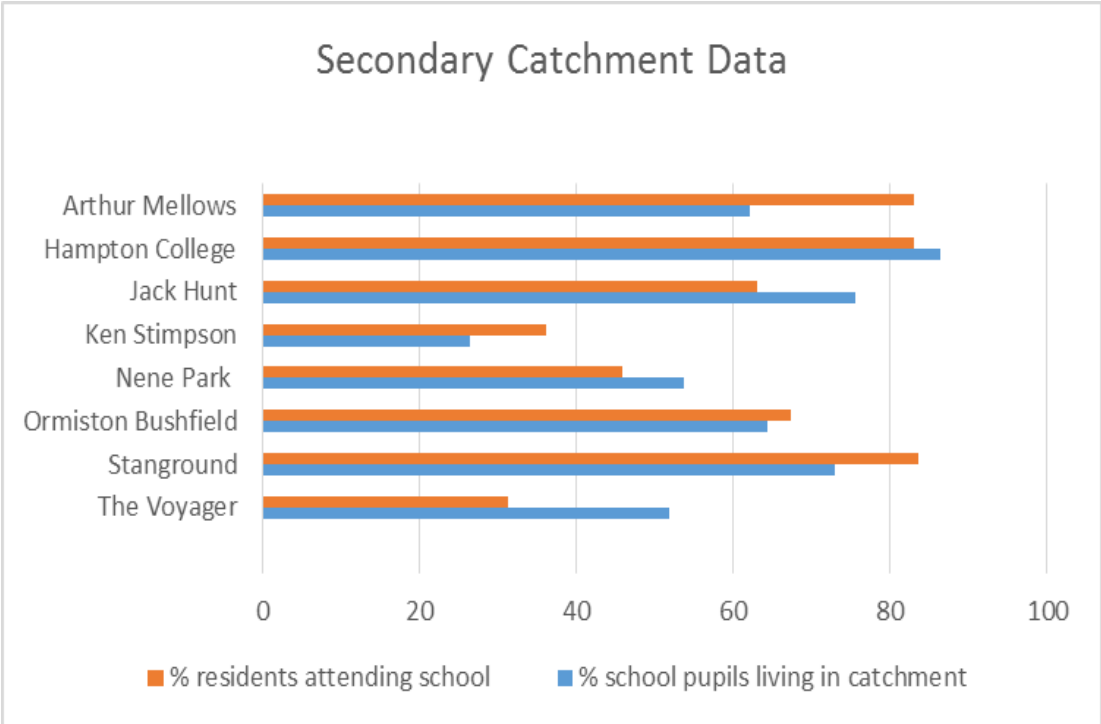
Most of the local authority area is covered by secondary school catchment areas but the central area, east of Lincoln Road, is not. The Thomas Deacon Academy, City of Peterborough Academy, St John Fisher RC and The King’s School CofE are all in this geographical area. The Thomas Deacon Academy admits on the basis of proximity; City of Peterborough Academy admits on the basis of having attended a primary school within the area; the other two schools admit on faith grounds.

The vast majority of young people in Peterborough are allocated to their first preference school, 88% for 2015 Reception pupils and 76% for 2015 Year 7 students. Analysis of October 2014 census data showed that 54.3% of primary pupils were attending their catchment school and 43% of secondary students. The secondary figure is low because only eight of the twelve secondary schools use a catchment area. Nevertheless, this still suggests that many families are opting for a school other than their catchment school and that in many cases the authority is able to meet that preference. These figures are based on young people attending Peterborough schools only as we do not have complete data on individuals resident in Peterborough but attending other local authority schools or independent schools.

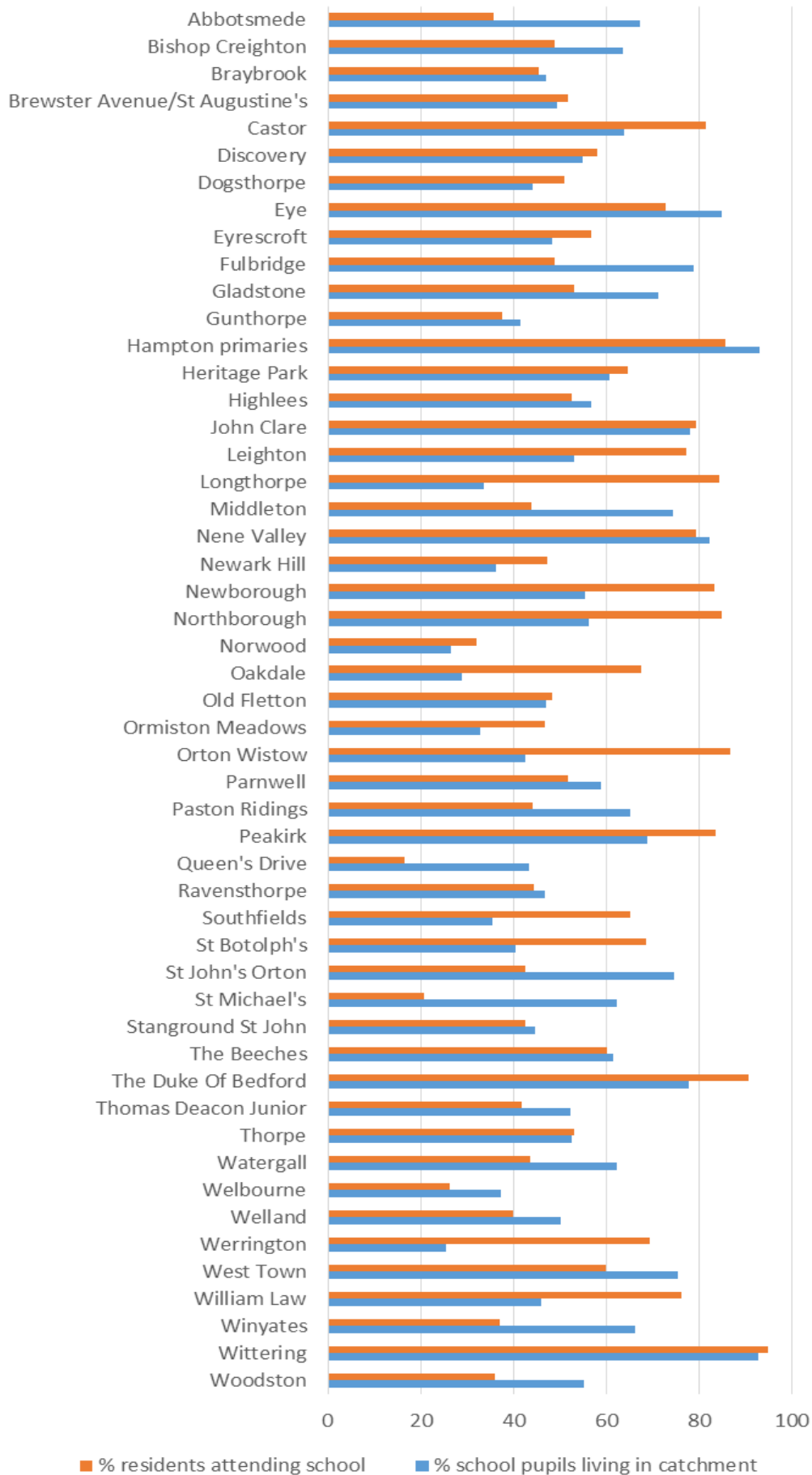
Of the secondary schools, Hampton College has the highest percentage of in-catchment students and Ken Stimpson the lowest.

For primary schools, Hampton College, Hampton Hargate and Hampton Vale, which share a catchment, and Wittering Primary School have the highest number of in-catchment pupils in school, above 90%, and Werrington the lowest at below 30%. Werrington takes 69% of the pupils living in its catchment area but has many more places than needed for in-catchment children.

The charts below show the percentages of young people resident in each catchment area attending that school and the percentage of in-catchment pupils out of each school’s total roll.



Primary Catchment Data



Diversity

The 2011 national census showed an increase in the total Peterborough population from 156,072 to 183,631 but the number of residents defining themselves as white British decreased by about 3500. The proportion of residents from a minority ethnic background increased from 13% to 29.1%. In 2001 the largest single minority ethnic group was Pakistani heritage at 4.5% of the population. By 2011 this had risen to 6.6% but the largest minority group was 'other whites' at 10.6% - up from 2.7% in 2001. While this term includes many different groups, the main reason for the increase was the impact of arrivals from the states that joined the European Union in 2004 and whose nationals were eligible to work in the UK from 2007.

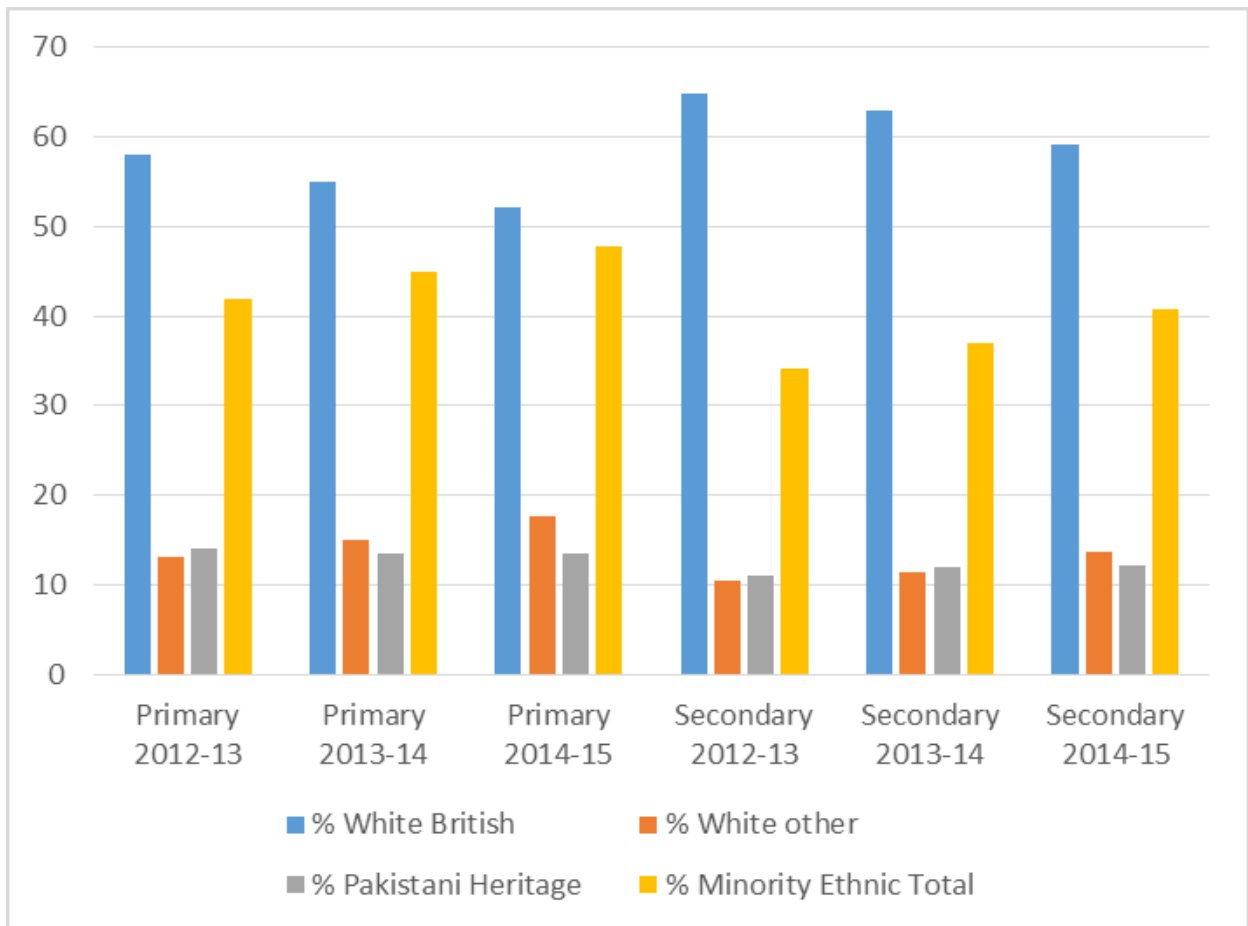
The May 2015 Office for National Statistics Report estimated net long term migration to the UK in the calendar year to June 2014 to be 318,000. Of the 641,000 people moving to Britain, 268,000 were EU citizens, 290,000 non EU citizens and 83,000 UK citizens.

From January 2014 Romanian and Bulgarian nationals have been eligible to work in the UK. During 2014 46,000 immigrated to the UK, twice the number for the previous 12 months. The October 2014 census showed 37 Bulgarian and 39 Romanian speakers attending Peterborough schools.

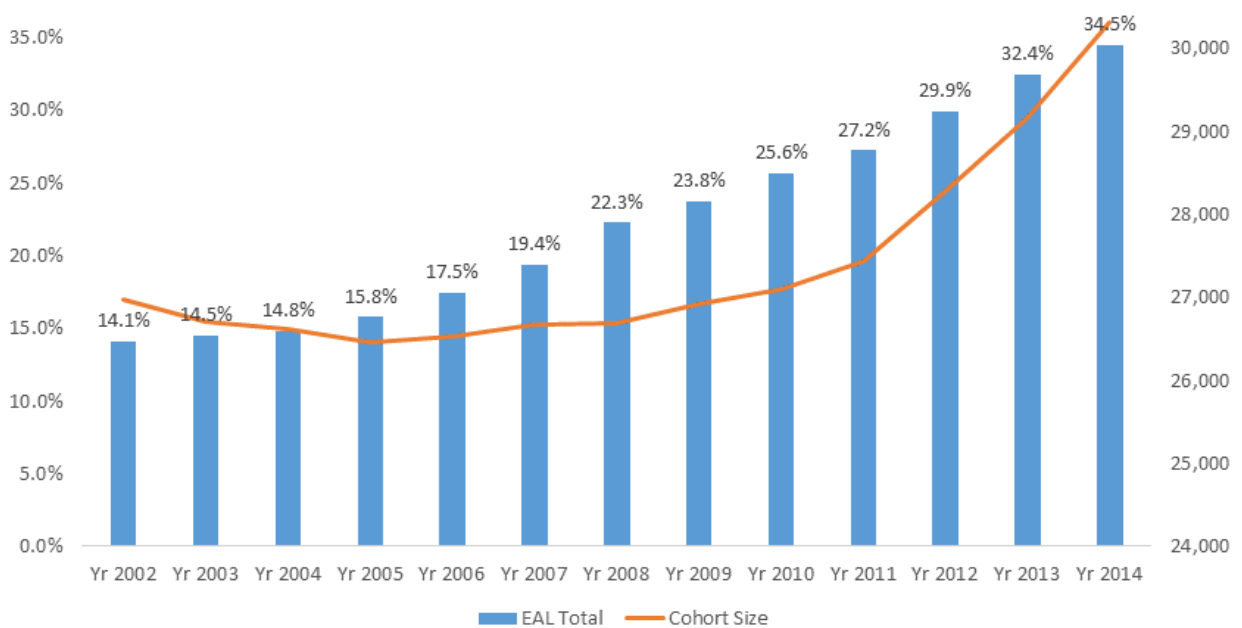
Croatia joined the European Union on 1 July 2013. For a transitional period of up to seven years Croatian nationals will need authorisation to work in the UK. Negotiations are in place with Iceland, Macedonia, Montenegro, Serbia and Turkey. A similar transition period is likely before nationals of any of these countries will have the right to work freely in the UK but there is likely to be an eventual impact.

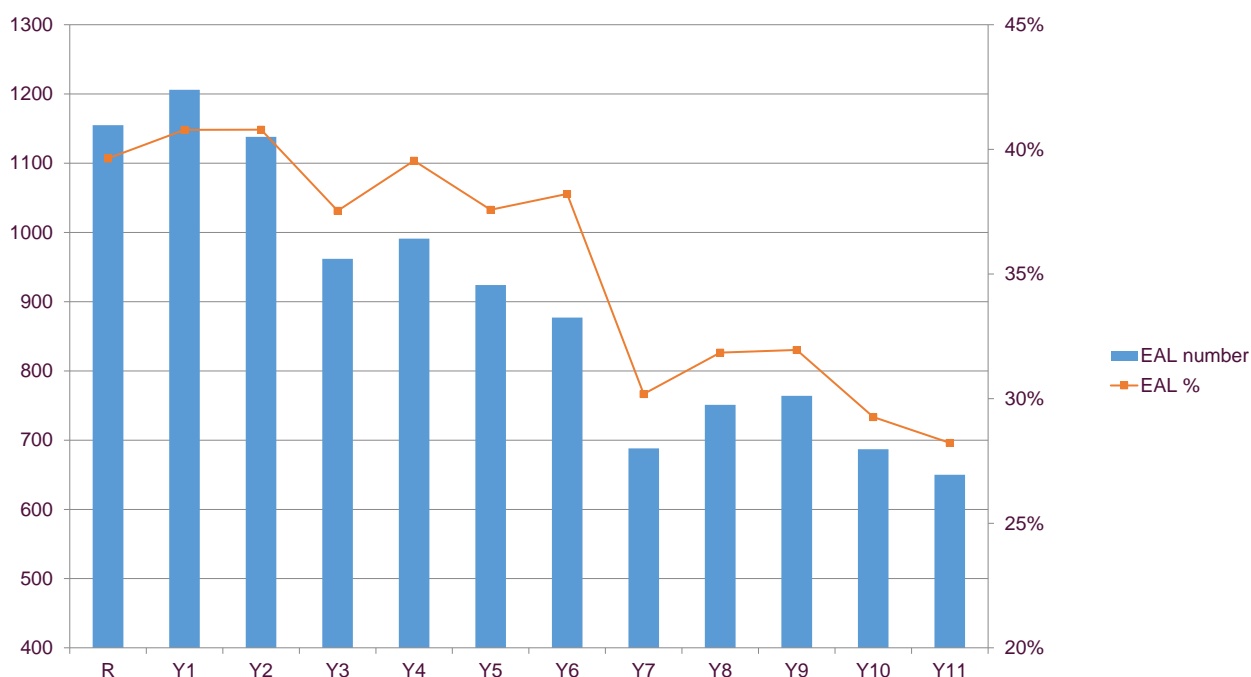
As well as an increasingly ethnically diverse population, Peterborough also has a young population. The overall population increased by 16.6% between 2001 and 2011 but the 0-4 age group increased by 36.3%.

The chart below shows the largest ethnic groupings plus the total minority ethnic school population from 2012-13 to 2014-15. It shows the rapid increase in the minority ethnic population and the 'white other' category overtaking Pakistani heritage as the largest minority group. 'White other' includes a wide range of nationalities. Analysis of languages spoken suggests that the majority are of Polish, Lithuanian, Latvian or Portuguese origin. Annex 7 shows the total current ethnic make-up of the school population and how it has changed over the past year and a breakdown from the October 2013 and 2014 censuses of pupils for whom English is not their first language.



The Department for Education measures first language skills by identifying children for whom English is an additional language. The chart below shows how the EAL cohort has increased by over 20% since 2002. The next chart then shows how this proportion is higher in the younger year groups.





Deprivation

Another important aspect of growth often overlooked is the changes in the socio-economic profile of the population. The most accurate data held on the school population is in the funding factor operated for deprivation. In this funding factor the Index of Multiple Deprivation is used to review each individual child postcode to measure the proportion of children under 16 in a local area living in low income households.

Full school by school data is given in Annex 8, the summary of changes between 2013 and 2014 shows the highest pupil growth among children classified as band 1, the most deprived. This shows that deprivation is overall increasing within the population.

IDACI Score		IDACI band	Oct 2014 Headcount	Oct 2013 Headcount	Change	% Change
From	To					
-	0.19	Band 0	13,902	13,442	460	3%
0.20	0.24	Band 1	1,952	1,824	128	7%
0.25	0.29	Band 2	3,157	3,042	115	4%
0.30	0.39	Band 3	6,536	6,336	200	3%
0.40	0.49	Band 4	6,623	6,336	287	5%
0.50	0.59	Band 5	1,951	1,854	97	5%
0.60	- 0.01	Band 6	-	3	-3	-100%

2. Processes of School Place Planning

The basis of school place planning is to achieve a balance between the number of places available and the pupils for whom they are required. The local authority has a statutory duty to provide sufficient places without having surpluses as they are not cost effective. In Peterborough the main issue is shortfalls leading to families being unable to access places at their local or preferred school.

Demographic forecasts and preferences on admission applications are used to anticipate where the greatest pressures will be. The major limiting factors on increasing school places are funding and land availability. There has to be sufficient time built into the forward planning process. Typically a new build can take two years to complete from start to finish and an extension around 12 -15 months.

Peterborough's policy has been to avoid long term use of mobiles wherever possible. They will be used as a short term solution either as a bulge year (expansion for one specific year cohort without affecting the overall admission number) while a more permanent extension is built. The local authority aspires to achieve high quality learning environments for all pupils. There are a number of issues associated with using mobiles other than for short term deployment, including limited planning permission and suitable location on a school site.

Because of the overall growth strategy for the city, the local authority anticipates that the increased pupil numbers will continue. Expansion by one or two forms of entry, with the school expanding year on year as pupils progress through the school and a permanent build is therefore the preferred solution.

The only new schools that can now be opened are academies or free schools, which are effectively the same. The majority of secondary schools in Peterborough are already academies. As the increased cohorts progress through school and pressures increase at secondary level, working with academies will be essential to achieve sufficient capacity.

A network of Regional Schools Commissioners has been established to promote, agree the establishment of and monitor academies and free schools. They work with a board of headteachers, elected by the heads of academies.

Peterborough now has nine primary and one junior academy, plus three secondary academies with primary sections. Of these primary academies, six converted with sponsors. The 2015 Education and Adoption Bill seeks to remove the right of parents and local authorities to object to or delay the conversion process. The government has announced its intention to convert up to 1,000 schools over the next few years, including all those rated as inadequate by Ofsted. There is also a suggestion that schools judged to be 'coasting' could be made to convert. At the time of writing a further sponsored academy conversion is anticipated during the autumn term.

Academies receive their revenue funding direct from central government. Academies remain an essential part of the overall school provision and as the local authority has the duty to provide sufficient school places there needs to be close co-operation. Capacity has been increased at Fulbridge Academy and The Thomas Deacon Academy expanded to include Key Stage 2 Pupils. Funding for the Fulbridge scheme is from the Targeted Basic Need Funding, supplemented from the council's capital programme and for The Thomas Deacon scheme is entirely from the capital programme. West Town Primary converted to academy status from 1 June 2014. It is scheduled for rebuild and expansion under the Priority Schools Building Programme, with additional funding coming from the capital programme.

The Department for Education published a scorecard for Local Authorities which covers where investment has been made and the Ofsted judgements of those schools which have been

expanded. Peterborough's focus is to create places in the areas which need them most but due regard is taken of the schools educational position and their capacity to expand and expansion will only be agreed where it will not impact upon the education of the pupils in those schools. Where options exist, the authority would look to expand schools which are rated by Ofsted as being 'Good' or 'Outstanding' as the first preference. The 2014 scorecard showed 85% of Peterborough's new places as in good or outstanding schools. The link between school improvement and school place planning is an important one as Peterborough aspires to ensure that every pupil in the city has a high quality education.

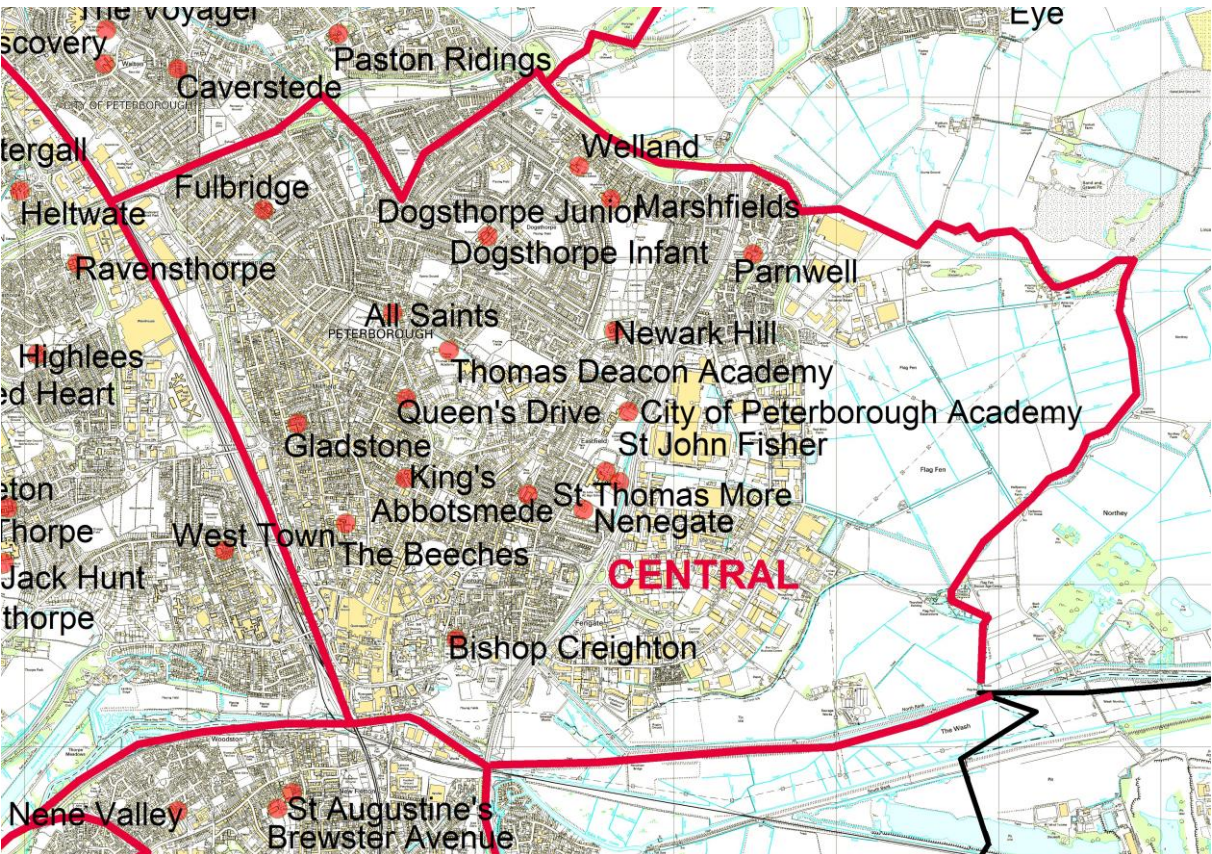
3. Planning Area Profiles

The planning areas used in the summaries below are groups of school catchments, as used for the School Capacity Survey (SCAP) annual return to the Department for Education. They are based on geographical proximity with areas divided by physical barriers such as the river, the railway and major roads.

These areas are –

1. Central
2. North
3. West
4. Ortons
5. Stanground
6. Fletton/Woodston
7. Hampton
8. Rural areas

3.1 Central



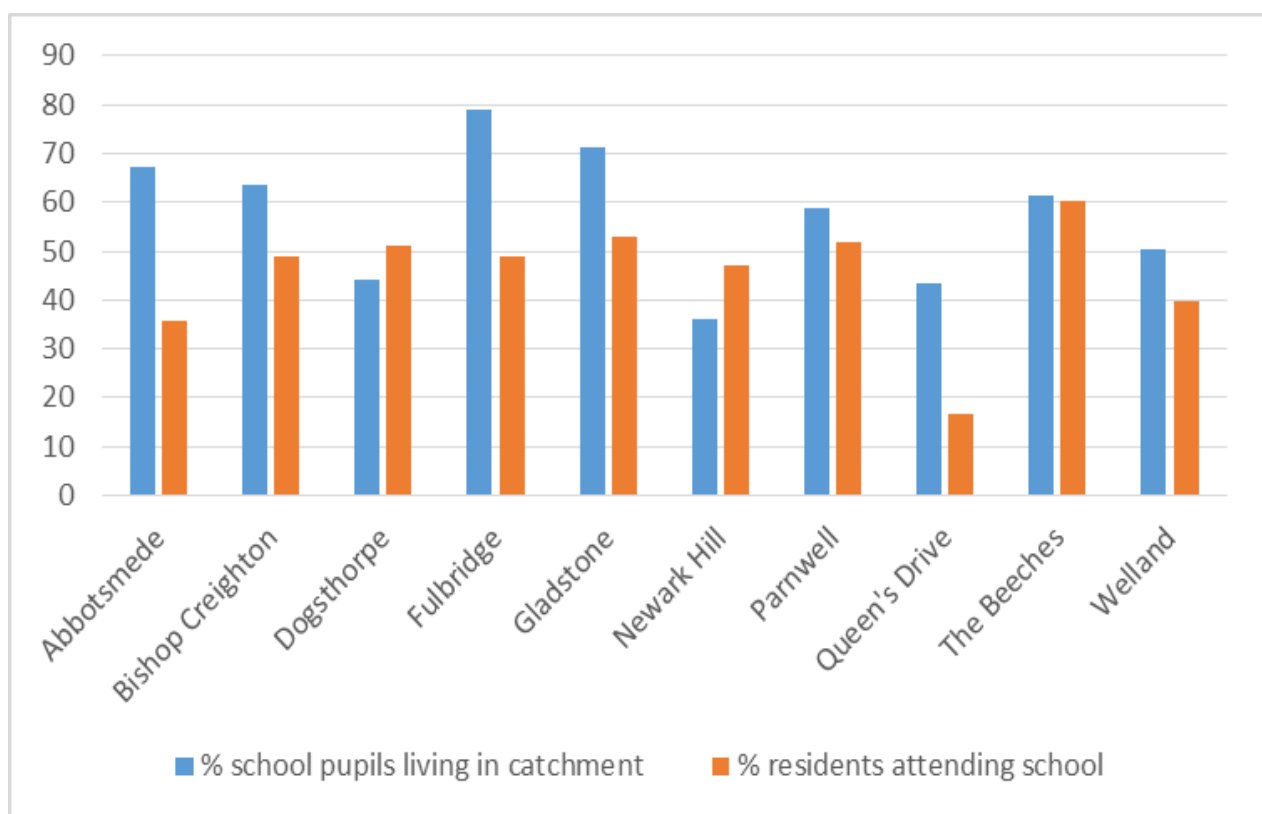
Primary forecast – based on admitting up to capacity

School Year	4 year olds	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2014/15	1026	846	815	834	813	702	694	645
2015/16	1005	851	876	826	847	813	703	694
2016/17	1106	885	855	874	842	851	818	706

School	4 year	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2017/18	1037	884	885	855	895	844	853	824
2018/19	1031	858	885	885	870	900	846	857
2019/20	NK	858	885	885	900	870	900	849

This is the area of the city with the highest birth rate and the most mobile population. It covers the Central, East, Park, Dogsthorpe and North wards which between them saw a population increase of 9968 between the 2001 and 2011 census, an average of 25.4%. It has the highest level of inward migration and the greatest pressure for school places. All schools are on tight urban sites and none would be easy to extend.

A consequence of the mobile population and close proximity of schools is a relatively low percentage of pupils attending their catchment schools, 48.2% at primary level. The chart below shows the figures for the various schools, the position is further complicated by the presence of two schools, St Thomas More and All Saints, which admit on the basis of parental preference, faith and proximity rather than catchment.



Primary Schools

As a result of expansion, at the January 2015 census date there were 39 available places in reception classes in this area but recent new admissions are already reducing that number.

A new block has been completed at Thomas Deacon Academy to facilitate an extension of age range to take three forms of entry for key stage 2 from September 2014. This will be the key stage 2 destination for most of the Queen's Drive pupils as All Saints, having been expanded to become a primary school, is no longer be available to them.

Fulbridge Academy has expanded by an additional form of entry to give an overall capacity of 840. A detached extension was built on the former Belvedere Bowls Club site. Part of the funding came from a successful Targeted Basic Need Programme bid. Gladstone Primary School has doubled in size with a detached extension. There was capacity for 120 Reception children in September 2014 but the admission number was reduced to 90 because of insufficient demand. It is anticipated that in the future these places will be filled.

The current numbers on roll and projected capacity situation for 2018 are as below.

School	NOR	Capacity (2018)	Reception PAN (2018)	2018 in catchment 4 year olds	2018 surplus / shortfall
Abbotsmede	395	420	60	123	-63
All Saints	389	420	60	**	60
Bishop Creighton	224	210	30	58	-28
Dogsthorpe Infant	267	270	90	84	6
Dogsthorpe Junior	351	360			
Fulbridge	714	840	120	170	-50
Gladstone	467	720*	120	109	11
Newark Hill	485	420	60	75	-15
Parnwell	291	315	45	58	-13
Queen's Drive	263	270	90	138	-48
St Thomas More	406	420	60	**	60
The Beeches	610	630	90	115	-25
The King's	61	60			
Thomas Deacon Academy (Key Stage 2)	90	360			
Welland	336	420	60	95	-35
Total		6135	885	1025	-140

* School is expanding year on year, final capacity will be 840 in 2020

** All Saints and St Thomas More admit pupils on faith grounds and do not have geographical catchments

Working on the basis of a 97% take up rate of places by in catchment four year olds, there will be a need for an additional 172 places for children already resident in the area – equivalent to six new reception classes. Some of these children will be accommodated out of the central area but numbers are rising across the city reducing this potential.

Secondary Schools

The secondary schools in this area are The Thomas Deacon Academy, The King's School, St John Fisher and the new City of Peterborough Academy Free School which opened in September 2013. The combined Year 7 PAN of these schools will be 693. These schools do not use catchment areas, although pupils to the west of Lincoln Road in the Gladstone primary catchment are in Jack Hunt's secondary catchment and those living in the Beeches primary catchment are in Voyager's. The King's School takes 85% of its pupils from outside the central area, including 39% from other local authorities. St John Fisher takes 77% of its pupils from PE1. 67% of students living in the area attend secondary schools located in PE1 with a further 20% at The Voyager and Jack Hunt.

Last year's forecasts estimated 752 PE1 residents would be in Year 7 in 2014, based on the number of Year 6 pupils, the October census showed 718.

Likely future totals are:

Current Year Group	Y6	Y5	Y4	Y3	Y2	Y1	YR
Starting Y7 in	2015	2016	2017	2018	2019	2020	2021
Total PE1 residents	735	792	817	903	933	908	887

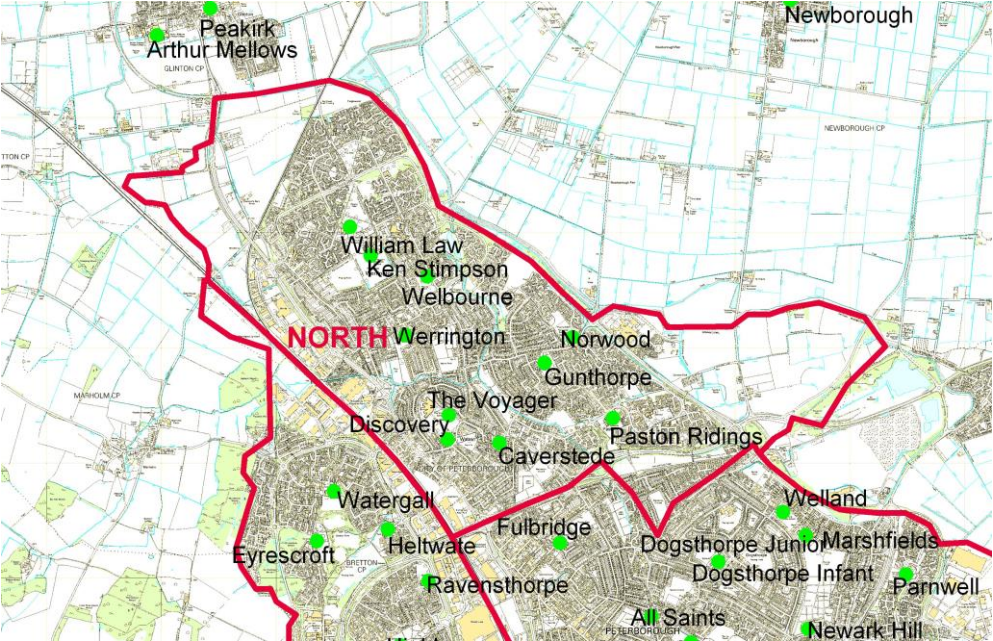
Growth

The City Centre Area Action Plan (CCAAP) is proposing around 700 additional dwellings in the City Core Policy Area – bordered by Bourges Boulevard, Bright Street, Stanley Recreation Ground and St John’s Street – and 510-610 in the Fengate South development. The central school place planning area extends well beyond the remit of the CCAAP. Under the local site allocations plan 290 dwellings are proposed for the former John Mansfield sites and 166 for the Millfield district centre. The type of housing is not yet known but, based on Peterborough’s formula, a primary pupil yield of 600 and 11-16 year old of 463 could be expected. If all this development takes place it will be over a long period but without additional school provision it will not be viable.

Future Action

The expansion of Fulbridge and Gladstone added 90 places per year group in this area. It was expected that they would all be required but Gladstone only opened one additional Reception class for 2014 as the second was not needed. The demographic and growth data suggests that there will in the long-term be a shortfall in both primary and secondary school places. No further schemes are currently identified for this area but the situation will be kept under review.

3.2 North



Primary forecast – based on admitting up to capacity

School Year	4 year olds	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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2014/15	414	436	427	429	416	386	376	388
2015/16	412	444	448	430	429	423	389	378
2016/17	388	450	450	448	430	431	424	391
2017/18	436	478	450	450	450	431	432	427
2018/19	414	463	480	450	450	450	432	432
2019/20	NK	463	480	480	450	450	450	436

This area has a more settled population than the central area and there is still capacity at primary school level. Overall the population increased by only 99 between the 2001 and 2011 censuses, although the population to the south rose and to the north declined. There are higher pupil numbers to the south but the schools to the north are popular and many families choose to send their children to them.

Primary Schools

The area has benefited from two extension schemes which increased both Discovery and Paston Ridings to three form entry schools. The Paston Ridings scheme is complete and the second phase of Discovery, to increase capacity in Key Stage 2, will be completed in time for September 2015.

The current numbers on roll and projected capacity situation in 2018 are as below.

School	NOR	Capacity (2018)	Reception PAN (2018)	2018 in catchment 4 year olds	2018 surplus / shortfall
Discovery	517	630	90	93	-3
Gunthorpe	403	420	60	98	-38
Norwood	203	210	30	14	16
Paston Ridings	509	630	90	87	3
Welbourne	183	210	30	46	-16
Werrington	414	420	60	27	33
William Law	629	630	90	49	41
Total	2858	3150	450	414	36

Working on the basis of a 97% take up rate of places by in catchment four year olds, there could be nearly 50 surplus places which could be used for out of catchment pupils.

Secondary Schools

The secondary schools in this area are The Voyager Academy and Ken Stimpson Community School. There is currently capacity at both of them.

Growth

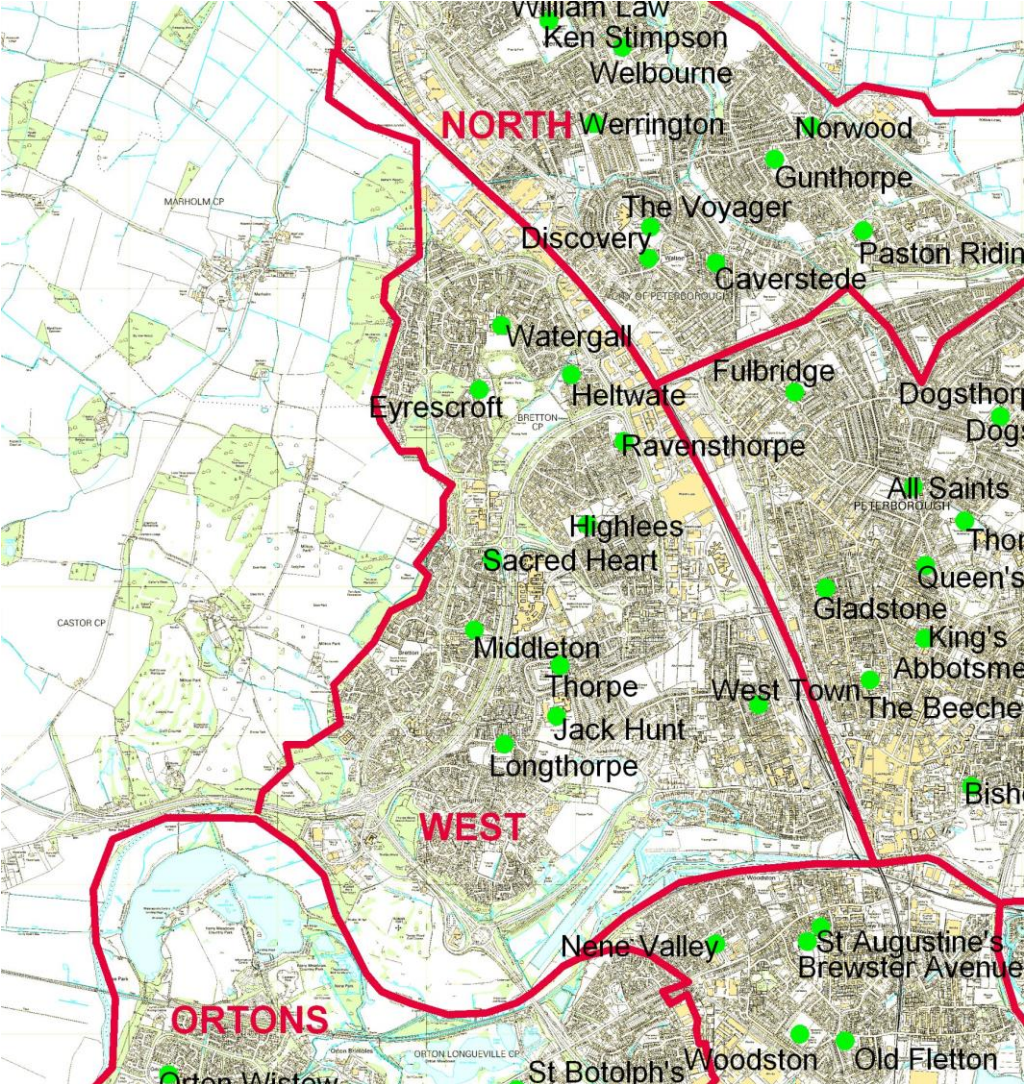
The new development at Paston Reserve will ultimately have its own schools (see below) but pupils from the first phase are in the catchment areas of Gunthorpe Primary School and The Voyager Academy.

The local plan proposed 100 new dwellings for the Werrington district centre and a further 250 across the area. This could produce a further 88 primary age children plus 77 secondary age students. These are likely to be accommodated within existing provision but this would then impact on the capacity to take out of catchment pupils.

Future Action

There is currently no need for further expansion but the situation will need reviewing if demographic forecasts show increases.

3.3 West



Primary forecast – based on admitting up to capacity

School Year	4 year olds	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2014/15	508	473	454	461	448	414	412	401
2015/16	484	505	491	454	463	449	414	412
2016/17	513	570	525	496	455	464	451	415
2017/18	509	568	570	525	496	455	467	452
2018/19	497	552	570	570	525	495	460	471
2019/20	NK	552	570	570	570	525	495	463

Primary Schools

This area has a diverse population. Thorpe and Longthorpe catchments have stable demography and Longthorpe takes many out of catchment children as the birth-rate within it is very low. West

Town has a wide range of ethnic groups and many newly arrived migrant families. Much of the rest of the area has former development corporation housing, which is relatively inexpensive, and a fairly mobile population. The population of Ravensthorpe ward increased by 17.2% between the 2001 and 2011 censuses, but the overall increase for the area was 3.9%.

Ravensthorpe was expanded by one form of entry in September 2014. Thorpe will similarly increase from September 2015. West Town Academy is being rebuilt under the Priority Schools Building Programme as a three form entry school on the former District Hospital site.

The current numbers on roll and capacity situation in 2018 are as below.

School	NOR	Capacity (2018)	Reception PAN (2018)	2018 in catchment 4 year olds	2018 surplus / shortfall
Eyrescroft	381	420	60	48	12
Highlees	393	420	60	70	-10
Longthorpe	418	420	60	19	41
Middleton	349	420	60	103	-43
Ravensthorpe	253	360*	60	40	20
Sacred Heart	210	210	30	****	30
Thorpe	424	510**	90	81	9
Watergall	341	420	60	61	-1
West Town	294	450***	90	75	15
Totals	3063	3630	570	497	73

* School is expanding year on year, final capacity will be 420 in 2020

** School is expanding year on year, final capacity will be 630 in 2021

*** School is expanding year on year, final capacity will be 630 in 2022

**** Sacred Heart admits pupils on faith grounds and does not have a geographical catchment

Any surplus places in 2018 are likely to be filled by pupils from elsewhere in the city or children moving into new housing.

Secondary Schools

Jack Hunt covers the southern end of this planning area and also takes students from the Gladstone primary school catchment area in the city centre. Students from north Bretton are in The Voyager catchment area. Jack Hunt is effectively full and pupil demography shows it will continue to be so, even with expansion. There is some capacity at The Voyager but this will not be sufficient for the long term. Pupils living in this area are within travelling distance of the new City of Peterborough Academy that will relieve some of the pressure.

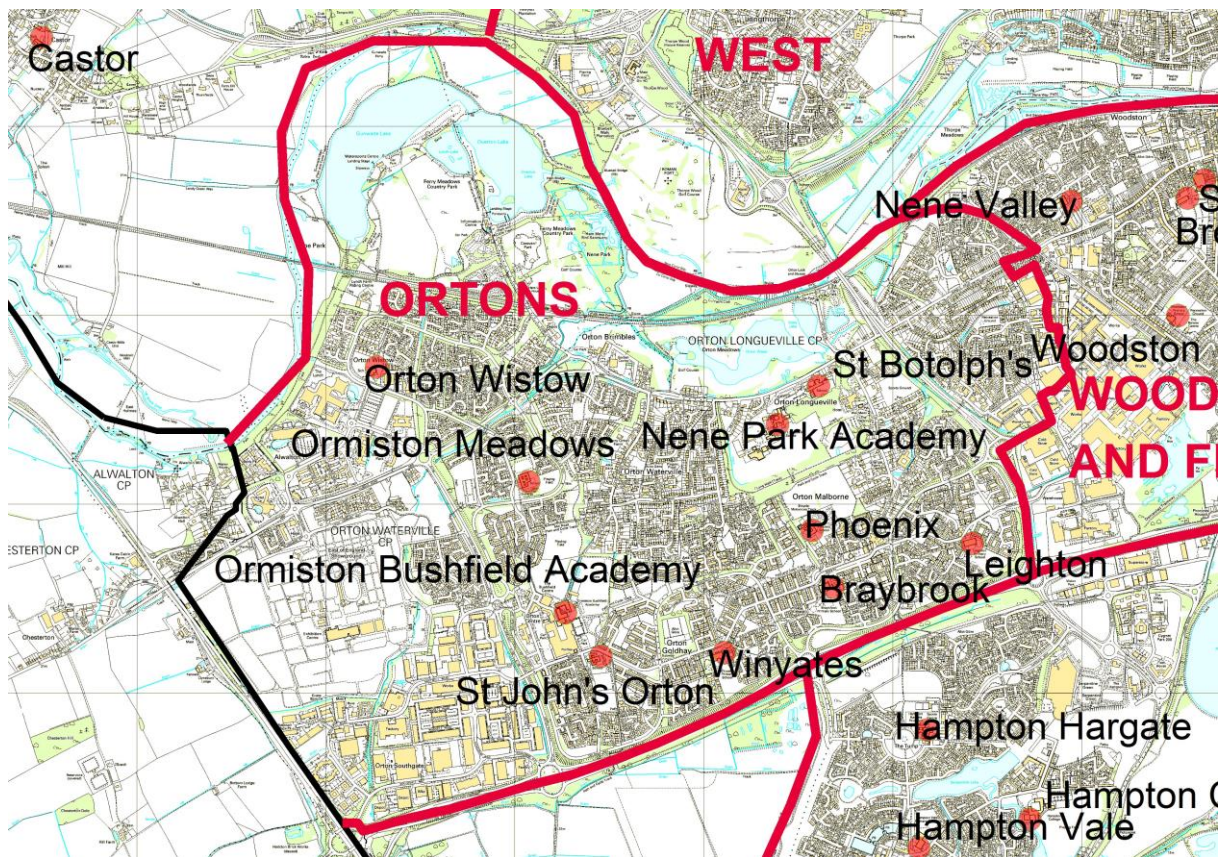
Growth

Outline planning permission for 350 dwellings on the former district hospital site has been granted. Construction has started on 156 dwellings at the Grange site and the local plan identifies 231 potential additional dwellings for Bretton Centre, 460 for the Freemans site and 200 for the station west opportunity area. This growth could lead to between 50 and 100 additional students per year group living in the area.

Future Action

Work will start on the new West Town Academy building towards the end of 2015, to be ready for use in September 2016. The need to expand Jack Hunt by one form of entry is discussed under **Secondary School Capacity**, above.

3.4 Ortons



Primary forecasts – based on admitting up to capacity

School Year	4 year olds	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2014/15	299	321	335	324	300	296	289	285
2015/16	312	328	330	342	324	300	297	292
2016/17	303	330	330	330	342	325	300	299
2017/18	298	329	330	330	330	348	329	300
2018/19	267	319	330	330	330	330	351	331
2019/20	NK	319	330	330	330	330	330	354

This area was developed during the new town expansion of Peterborough. Schools in the area have also taken pupils from the Hampton development when there were too many to be accommodated there. There was hardly any change to the population between the 2001 and 2011 censuses.

Primary Schools

The current numbers on roll and projected capacity situation in 2018 are as below.

School	NOR	Capacity (2018)	Reception PAN (2018)	2018 in catchment 4 year olds	2018 surplus / shortfall
Braybrook	262	270	30	38	-8
Leighton	395	420	60	38	22

Ormiston Meadows	261	210	30	24	6
Orton Wistow	341	405*	60	29	31
St Botolph's	409	420	60	39	21
St John's	276	360**	60	56	4
Winyates	206	210	30	43	-13
Totals	2150	2295	330	267	63

* School is expanding year on year, final capacity will be 420 in 2019

** School is expanding year on year, final capacity will be 420 in 2021

Currently a surplus is forecast for 2018 but house building at the East of England Showground site is likely to mean that more places are required than current birth data suggests.

Secondary Schools

The area is divided into the catchments of Nene Park Academy and Ormiston Bushfield Academy, both schools having been rebuilt. Ormiston Bushfield is largely full but there is still some capacity at Nene Park Academy to accommodate increasing student numbers.

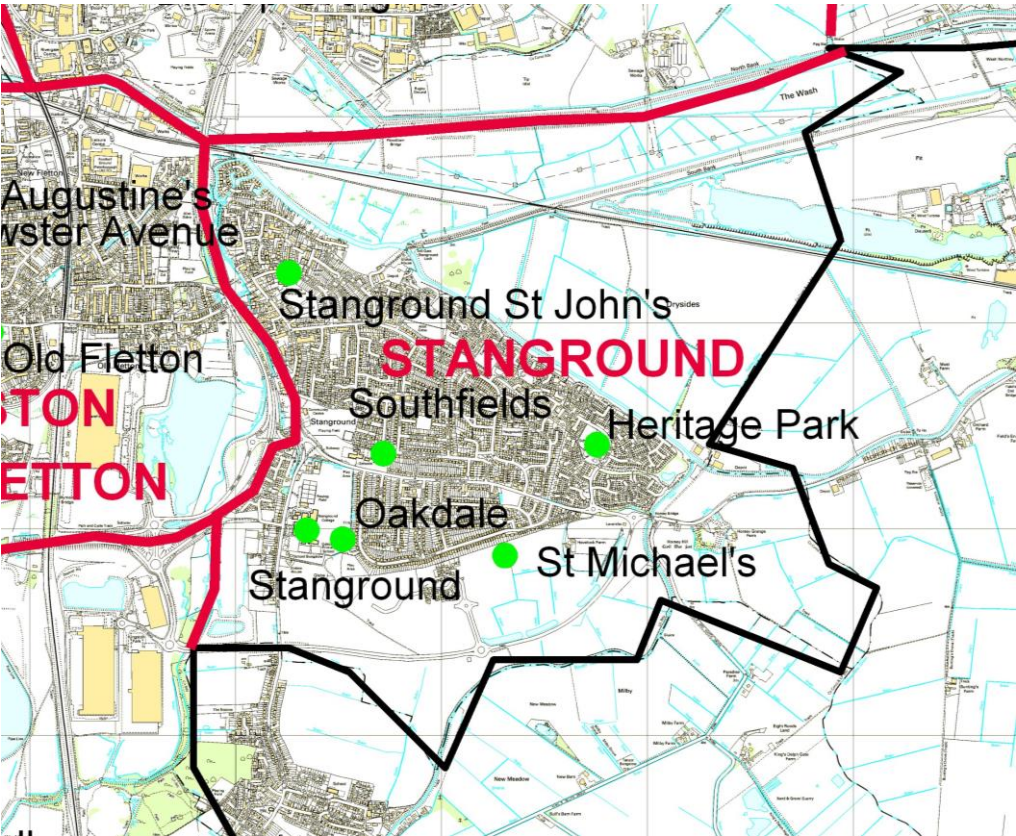
Growth

The local plan identifies 600 potential new dwellings for the area. Of these 330 are on the East of England showground site where construction has started and a further 210 in Alwalton. There is S106 funding from the Showground development which is being used to increase capacity at Orton Wistow. The likely pupil yield from these dwellings is 210 primary pupils and 162 secondary students.

Future Action

St John's Church School has been rebuilt under the Priority Schools Building Programme as a two form entry primary school. Orton Wistow was expanded for September 2014 to two form entry with a four classroom extension, part funded by the East of England Showground S106 agreement. Braybrook has a double mobile, used for bulge reception classes in 2012 and 2013. Currently a permanent expansion to two forms of entry is not required but the situation will be reviewed if pupil forecasts suggest it is needed.

3.5 Stanground



Primary forecasts – based on admitting up to capacity

School Year	4 year olds	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2014/15	140	232	207	201	168	168	156	148
2015/16	146	240	240	210	202	172	174	160
2016/17	155	240	240	240	210	205	176	175
2017/18	192	240	240	240	240	210	206	179
2018/19	169	238	240	240	240	240	210	207
2019/20	NK	238	240	240	240	240	240	210

Until recently this was one of the more settled areas of the city, although the Heritage Park development was built in the late 20th century. There was a small increase (2.1%) in the population between the 2001 and 2011 censuses. The new development south of Stanground, Cardea, has grown rapidly and attracted many families with young children. In April 2015 the number of completed dwellings was calculated at 905, out of a total planning permissions of 1650. The October 2014 school census identified 207 primary school age children living on the development, compared with 122 in the previous year. Of these 108 were attending the new St Michael's primary school in Cardea which was part funded from a developer contribution. It is likely that the number of children on the development will have increased since October.

Primary Schools

The January 2015 numbers on roll and projected capacity situation in 2018 are as below.

School	NOR	Capacity (2018)	Reception PAN (2018)	2018 in catchment 4 year olds	2018 surplus / shortfall
Heritage Park	210	210	30	23	7
Oakdale	208	210	30	14	16
St Michael's	164	360*	60	53	7
Southfields	494	630	90	38	52
Stanground St John	204	210	30	41	-11
Totals	1280	1620	240	169	71

* School is expanding year on year, final capacity will be 420 in 2020

The in-catchment four year olds figure is based on where children were born. The Cardea development is likely to continue rapid growth so the 2018 in-catchment four year olds figure are likely to have increased significantly by the time they start school. The Stanground primary schools have until recently had spare capacity and attracted out of catchment pupils, this has helped to ease pressures elsewhere in the city but rising numbers in Stanground will make this less likely.

Secondary Schools

Stanground Academy has been rebuilt and will provide sufficient capacity for the next few years. Its catchment includes Yaxley and Farcet in Cambridgeshire. The proposed additional secondary free school for Hampton Gardens to be built in conjunction with Cambridgeshire County Council will free up places at Stanground for Peterborough students as 120 places are intended to be for Cambridgeshire students, most of whom are likely to live in or near Yaxley.

Growth

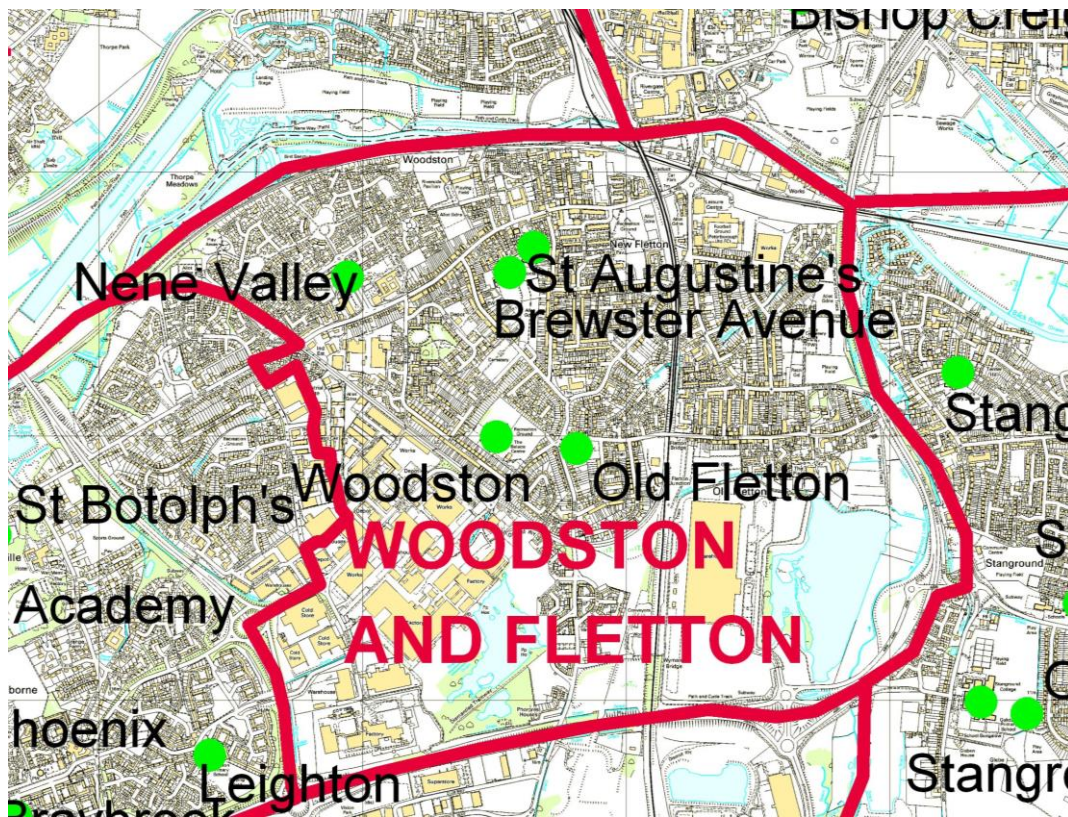
Sites have been identified for about 220 new dwellings in addition to those planned for Cardea. St Michael's has been funded from S106 money to provide primary school places in the development and there was also a contribution towards the new Stanground Academy building.

Future action

There is land provision for a second phase at St Michael's which can extend the intake to 60 but only £400,000 funding. The land has been secured and design work has started.

Southfields was formerly separate infant and junior schools. The site is large and the school is being expanded to three forms of entry, with the new extension to be in use from September 2016. Because of 'bulge' classes it is already 3FE across Key Stage 1.

3.6 Fletton / Woodston



Primary forecasts – based on admitting up to capacity

School Year	4 year olds	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2014/15	283	225	225	209	174	176	173	150
2015/16	298	225	226	226	207	174	175	175
2016/17	320	225	225	225	223	207	174	174
2017/18	266	225	225	225	225	223	210	174
2018/19	276	225	225	225	225	225	223	210
2019/20	NK	225	225	225	225	225	225	223

Demographic forecasts show a rapid increase in pupil numbers across this area. The population increased by 45% between the 2001 and 2011 censuses. Woodston increased its PAN from 20 to 30 with an extension funded by S106 money in 2010. It was then further expanded in 2014 to increase the capacity to 420, with an admission number of 60. Nene Valley, which was built for the Riverside development using S106 funding, increased its PAN from 30 to 45 with an extension funded from government basic need grant. Old Fletton has been expanded to a capacity of 420 with an admission number of 60 by conversion of the former children's home adjacent to the site.

Primary Schools

The current numbers on roll and projected capacity situation in 2018 are as below.

School	NOR	Capacity (2018)	Reception PAN (2018)	2018 in catchment 4 year olds	2018 surplus / shortfall
Brewster Avenue	177	180	60	88	-28

Nene Valley	302	315	45	49	-4
Old Fletton	357	420	60	74	-14
St Augustine's	216	240	N/A	N/A	
Woodston	280	390*	60	65	-5
Total	1332	1545	225	276	-51

* School is expanding year on year, final capacity will be 420 in 2019

On the basis of 97% take up of reception places, there would be a shortfall of 42 places. Previously pupils from this area have travelled to Stanground as there was some capacity there. Numbers in Stanground are increasing but expansion at Southfields will take its capacity well above the number of births in its catchment. The south bank development is within walking distance of West Town, where there may well be some capacity, particularly in the first few years after expansion before the hospital site development is complete.

Secondary Schools

Stanground and Nene Park Academies cover the area. There is likely to be pressure on Year 7 places in this area from 2018. The proposed additional secondary school for Hampton Gardens to be built in conjunction with Cambridgeshire County Council will free up places at Stanground for Peterborough students.

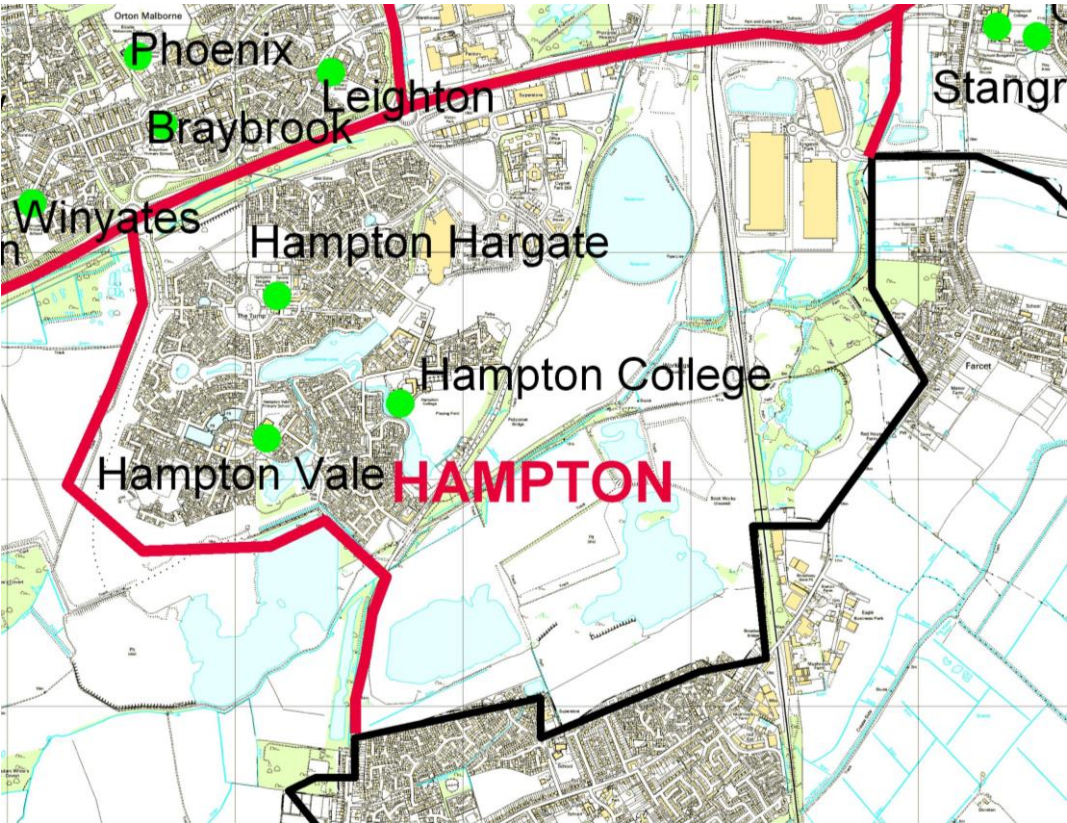
Growth

Sites have been identified for about 1550 new dwellings including the south bank development and the remainder of the almost completed Hempsted development, for which the S106 funding has already been spent on the first expansion of Woodston. Apart from the south bank and Hempsted, most of the proposed developments are fairly small, none will provide land and the S106 funding will not be sufficient to provide the places required – approximately 542 primary school places and 418 secondary, using the S106 formula.

Future action

This area is densely populated with little surplus land. There is likely to be a need for additional school places but so far no suitable sites have been identified.

3.7 Hampton



Primary forecast – based on admitting up to capacity

School Year	4 year olds	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2014/15	195	220	237	237	180	181	152	149
2015/16	243	240	230	239	237	180	181	152
2016/17	228	240	240	240	240	239	180	180
2017/18	235	240	240	240	239	240	240	180
2018/19	235	240	240	240	240	240	240	240
2019/20	0	240	240	240	240	240	240	240

This is an area with a very rapidly increasing school population. Changes to the expected tenure of the properties from owner occupier to private rental and the late construction of the social housing element has resulted in approximately 33 primary children per 100 dwellings against the 25 anticipated in the original S106 agreements. There are currently about 4500 dwellings completed. The S106 agreement for the development allowed for two two-form entry primary schools to the west of the development (Hampton Hargate and Hampton Vale) and two to the east (Hampton Leys). There was also provision for a secondary school, Hampton College with seven forms of entry and the option of an eighth if required at the very end of the development.

Primary Schools

Hampton Hargate opened in 2000, by 2008 it was accommodating bulge classes in mobiles and has now been increased to three forms of entry with a permanent extension. Hampton Vale’s permanent extension to three forms of entry was completed in 2014. Demographic forecasts showed that even this would be insufficient and, following consultation, Hampton College has expanded to an all through 4-18 school. A new primary block combined with community facilities

was completed in 2013 adjacent to the existing building. 60 reception pupils were admitted in September 2012, accommodated for the year at Hampton Hargate. Local consultation showed that the addition of a new school gave rise to concerns in families about younger children being able to attend the same school as older siblings. It was therefore decided that the three Hampton schools would run on a combined catchment area covering the whole Hampton development.

The current numbers on roll and projected capacity situation in 2018 are as below. The township is covered by one catchment so the four year olds are given in total only. In 2015 the forecast number of reception age pupils increases to 276 – giving a shortfall of 27 based on 97% take up. This appears to be a peak year as the numbers for 2016 and 2017 are currently forecast to be below the available capacity. Current indications are that house sales are increasing locally and nationally making it probable the rate of house building at Hampton will increase. This in turn will lead to higher pupil numbers.

School	NOR	Capacity (2018)	Reception PAN (2018)	2018 in catchment 4 year olds	2018 surplus / shortfall
Hampton College (Primary Phase)	166	420	60		
Hampton Hargate	624	630	90		
Hampton Vale	566	630	90		
Totals	1244	1680	240	235	5

Secondary Schools

Under the S106 agreement Hampton College was to provide for the whole township, with a planned admission number of 210 and the possibility of an additional form of entry if required when the final primary school on Hampton Leys was completed. Demography for the 4500 dwellings already built shows that this will be insufficient by 2017 but in practice the number of houses being completed each year and the number of families moving in to the township make it likely that Year 7 places will run out before then.

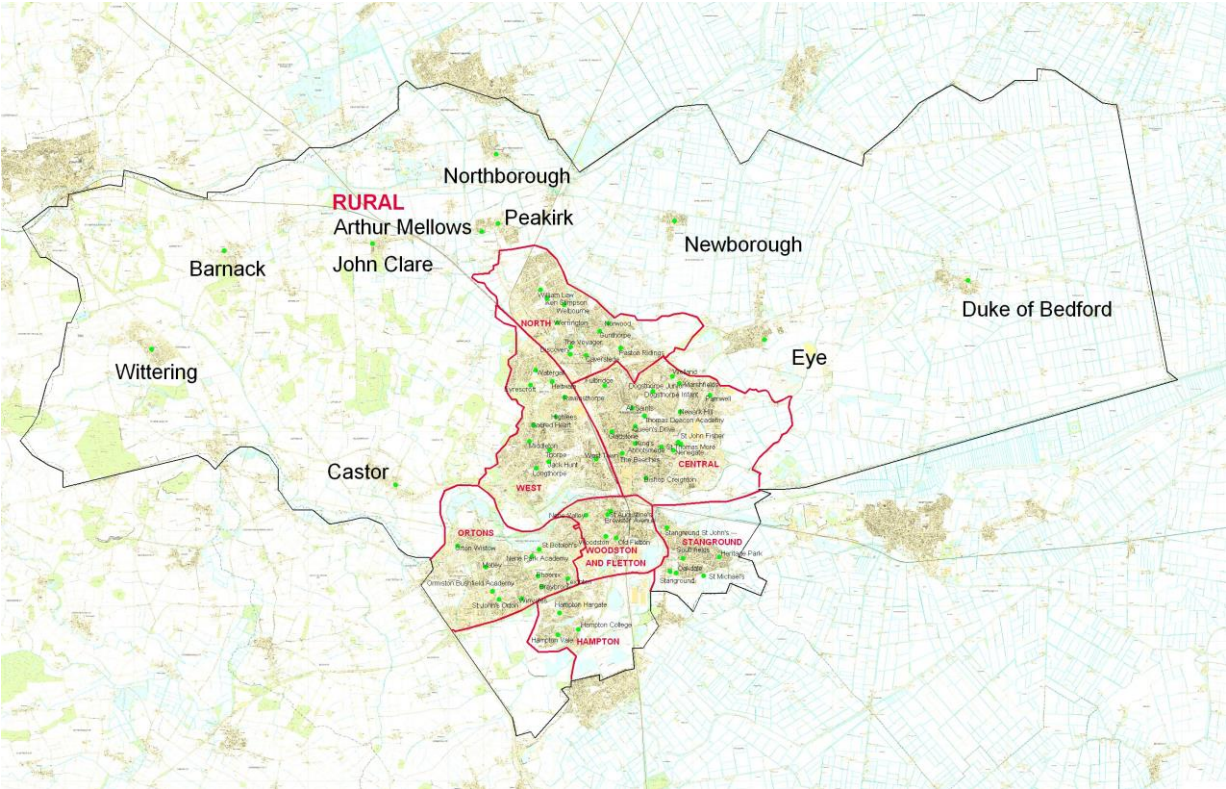
Growth

The total projected number of dwellings in Hampton is about 7200. There is still some building taking place to the west of the A15 but the majority of the new housing will be to the east in Hampton Gardens. The S106 agreement for the township gives two further primary schools in Hampton Gardens but they will only be delivered when agreed numbers of homes have been built.

Future Action

The most urgent priority is to deliver additional secondary school capacity. There is no room for further expansion on the existing College site. A successful bid has been made for a free school, sponsored by Hampton College, to be provided in co-operation with Cambridgeshire County Council. The school will take students from Hampton and from Yaxley and elsewhere in Cambridgeshire and will relieve pressure on Hampton College and also Stanground Academy. A further new township – Great Haddon – is proposed to the south of Hampton. Primary and secondary schools will be built under the Section 106 agreement but the first families to move in will have to use existing schools in the area until these are delivered.

3.8 Rurals



Primary forecast – based on admitting up to capacity

School Year	4 year olds	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2014/15	247	306	286	283	283	250	246	263
2015/16	228	295	310	289	284	285	253	247
2016/17	250	307	307	309	289	286	287	259
2017/18	238	306	307	307	309	295	286	288
2018/19	241	297	307	307	307	308	299	290
2019/20	N/K	297	307	307	307	307	308	302

The rural areas are put together for school place planning but cover a very wide geographical area; it is 14.5 miles between Wittering in the west and The Duke of Bedford (Thorney) in the east. The distances between schools are such that some children will qualify for transport to their catchment school and any child directed outside their catchment will almost inevitably qualify. Given the cost of transport, it is important to ensure that the majority of rural children can access their catchment school. The population of the villages increased by 14% between the 2001 and 2011 censuses.

Primary Schools

The main area of growth has been at Eye, which has been extended to two form entry. The number of in-catchment four year olds for 2014 exceeded the available places but the parental choices made meant that some pupils went to other schools and expansion was not required. As the village continues to expand the capacity situation will be kept under review. Thorney village, served by The Duke of Bedford Primary School, is designated a key service centre in the local development plan, with sites allocated for 137 dwellings. Current figures suggest there will be just enough capacity, but again it will be kept under review. Wittering Primary School takes service

children from the Wittering base. It was extended to three form entry in 2001 when the Ministry of Defence planned to increase personnel levels at the base. There was then a change of plan and the forces went elsewhere. Since then there has always been a high number of surplus places at the school and the admission number was reduced to 60. Barnack has built a small extension with S106 funding and re-designated rooms so can now manage an admission number of 30.

The current numbers on roll and projected capacity situation in 2018 are as below.

School	NOR	Capacity (2018)	Reception PAN (2018)	2018 in catchment 4 year olds	2018 surplus / shortfall
Barnack	161	210	30	15	15
Castor	153	154	22	14	8
Eye	367	420	60	63	-3
John Clare	107	105	15	13	2
Newborough	210	210	30	10	20
Northborough	209	210	30	19	11
Peakirk	208	210	30	13	17
The Duke of Bedford	188	210	30	24	6
Wittering	314	420	60	70	-10
Totals	1917	2149	307	241	66

The total number of primary school children attending the rural schools has gone up by 3.8% over the past year, slightly below the overall increase across the city.

Because of the relatively small number of families involved there is often a greater fluctuation in pupil numbers for rural areas compared to urban areas. Pupil forecasting has been made more difficult by problems with obtaining accurate data for under 5s as many of the pupils in rural areas are registered with GP practices based outside Peterborough.

As new homes are built the numbers will increase. Contributions for education provision will be required from all housing developments in the rural areas. It may be necessary to look at temporary accommodation in the short term if numbers go beyond capacity.

Birth data shows low numbers for the other primaries but Northborough takes about 13% of its pupils from Lincolnshire and pupils are travelling increasing distances to these schools because of the shortage of places nearer to home.

Secondary Schools

Arthur Mellows Village College Academy covers the whole of the rural area. Many of the students are eligible for school transport. It has been refurbished and extended with targeted capital funding and has an admission number of 264. Some students in the rural area have previously chosen to attend schools in Lincolnshire, including St Guthlac's College in Crowland. Lincolnshire County Council has now amalgamated this with the George Farmer Academy in Holbeach. The St Guthlac's site has closed and will re-open as a replacement primary school. Pupils living in Peterborough will not be offered transport to attend the school in Holbeach. Forecast numbers for Year 6 pupils in the rural areas suggest the cohorts will be larger than the capacity at Arthur Mellows but some of these pupils will be from outside Peterborough and they, and others, are likely to opt for schools in other areas. The rural primary schools have in the past also sent a higher than average percentage of their pupils to The King's School.

Growth

Eye and Thorney are both identified as key service areas in the growth strategy. There has already been significant house building at Eye, as a result of which the capacity of the primary school has been increased from 336 to 420.

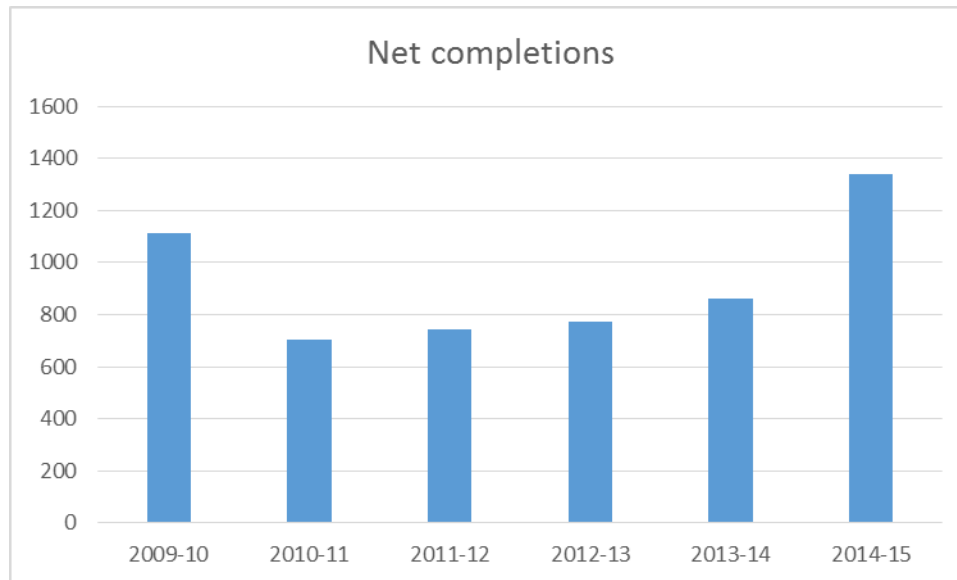
Future action

The demography of the rural areas needs to be monitored carefully because of the distances involved and transport costs if children are unable to access their nearest primary school. There may be a requirement to support large individual cohorts through mobiles / internal alterations on the school sites. There is space for expansion at The Duke of Bedford Primary School in Thorney which could accommodate pupils from house building in that area.

Castor's admission number does not readily organise into classes of 30. The schools is over-subscribed, but only with out of catchment pupils, currently over 35% of those on roll live outside the catchment. There are limitations on possible expansion because the school is on a site with archaeological importance and in a conservation area.

4. Peterborough City Growth Issues and Other External Issues

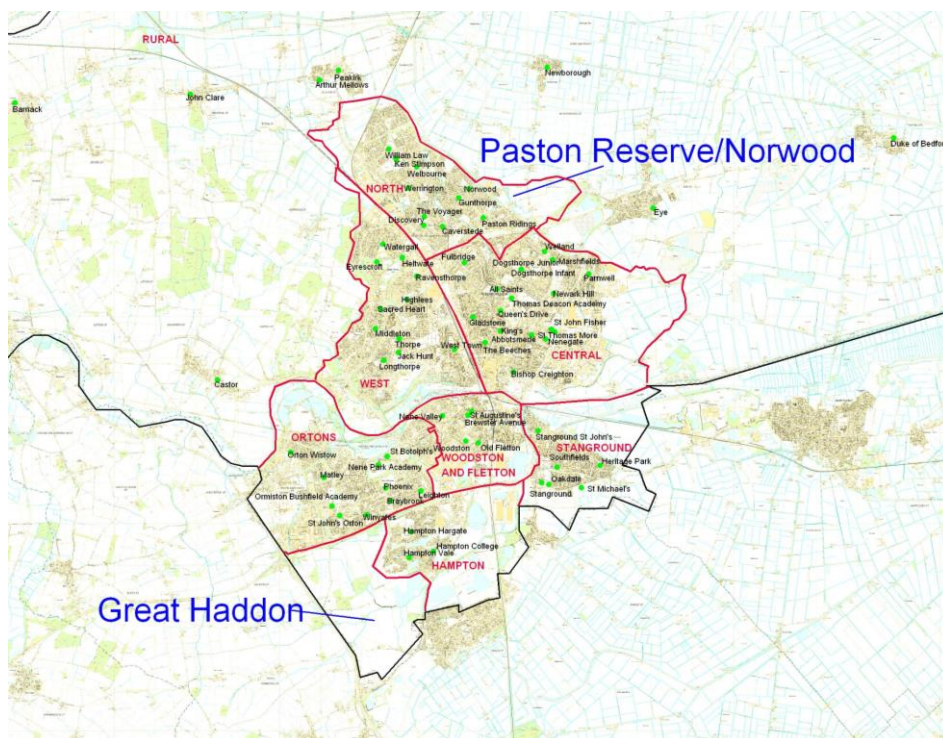
Peterborough City Council has published its aspirations for growth in the Local Development Framework (2011) and the proposed City Centre Area Action Plan. Sites have been identified for 20,495 new dwellings plus approximately 3000 in the city centre between 2010 and 2026. Between 1 April 2009 and 31 March 2015 5642 dwellings were completed. The rate of growth has increased, with 1342 net completions (total number of additional dwellings minus any demolitions) in the past year.



Growth can have a serious impact on the existing infrastructure if that infrastructure is already under pressure. Whereas Section 106 contributions (to be replaced by the Community infrastructure levy (CIL) in due course) should help towards additional school places, this will never pay for all aspects of providing new school places.

The cumulative effect of many small developments will produce population growth but no individual scheme will be large enough to provide the land needed for new schools. Most of the expansion possible on existing sites has already happened. Larger development sites are easier to manage as new schools are planned within the land development brief and there is an expectation of providing enough land for them.

As well as the growth outlined in the planning areas (above) two further urban extensions are proposed, for Great Haddon, to the south of Hampton and near to Yaxley and Paston Reserve/Norwood to the east of the city.



There are 1050 dwellings proposed for Paston Reserve, 2300 for Norwood, and 5300 for Great Haddon. Developments of these sizes include education provision as part of the planning process and S106 agreement. An example of the detailed analysis used is in Annex 5.

The first phases of the Paston Reserve development have started and will include 190 homes. There is S106 funding for education but no land. The next phase will provide land for a one form entry primary and further funding. The Paston Reserve development is next to the proposed Norwood development, which should provide further primary schools and a secondary school. Planning for Haddon includes three primary schools and a secondary school. While these new developments will be largely self-contained for education, there are issues with school places for the first residents before schools are built and with over-subscription leading to pupils being allocated places at other schools. S106 funding does not provide the full costs of building new schools and has to be supplemented by other capital.

5. Funding

Education Capital funding comes from Government grants or Council borrowing. Basic Need Funding, to provide additional places, of £23,138,634 was received for 2013-15, plus a successful bid for Targeted Basic Need funding for extending Fulbridge Academy. No funding was allocated for 2015-17, although two schools are being re-built under the Priority Schools Programme which is managed and funded by the Education Funding Agency. Funding of £6,935,677 has been announced for 2017-18, this will need to be directed towards provision of secondary school places.

The capital programme allocates as follows for all school capital needs (including money delegated to schools for DfE Formula Capital Allocations and a direct grant for maintenance):

- 2015-16 - £31.7 million
- 2016-17 - £16.6 million
- 2017-18 - £7.9 million
- 2018-10 - £3.7 million

Over the period 2011-2016 over £78 million has been, or is planned to be, spent on additional school places. The Government’s Basic Need Scorecard for 2014 showed Peterborough spending 11% above the national average per primary place created. The likely explanation for this is that most of the ‘quick fix’ projects, e.g. taking previously surplus capacity back into use, have already been done and Peterborough’s schools can now only expand by new purpose built blocks.

6. Admissions

All aspects of school admissions are based on the Schools Admissions Code. It governs the way **all** schools set their admission criteria, ensures compliance with a co-ordinated scheme, makes offers of places and allows for school admission appeals.

It also places the local authority as a regulator for all other admission authorities within its boundaries with the expectation of the local authority reporting those admissions authorities whose admissions arrangements are not in line with the Schools Admissions Code to the schools’ adjudicator.

The Schools Admission Code of 2010 placed the co-ordination of **all** school admissions with the local authority (previously the local authority was only responsible for entry into Reception Year, transfer between Years 2/3 and transfer from primary school to secondary school). The in-year co-ordination has brought with it a number of problems that the local authority has had to overcome. The School Admissions Code of 2012 removed the need for in-year co-ordination; however it has been agreed with all schools that Peterborough will keep this going as it is felt to abandon it leaves the way open to safeguarding issues for children who are not tracked from school to school.

Guidance issued in January 2014 has relaxed the requirements for expanding schools. If building works are not required, pupil numbers can be increased by altering the admission number as part of the annual admissions consultation. A statutory consultation process still applies for local authority led expansion of premises, changes to special schools, extension of age range by more than three years and for schools transferring to a new site.

7. Conclusions – Summary of Future Action

The demographic forecasts (annex 1) show the projected total number of pupils exceeding the available places for Reception in 2016 and for Year 7 in 2018. This is based on existing known pupils with some allowance for future expansion and migration. The guideline for surplus capacity is 5%, to allow for parental choice and movement within the area. Work to expand capacity has been outlined above. In summary the plans now include:

School	Proposal	PAN Inc-rease	Extra Places	Year	Cost Estimate	Status
St Johns Primary	New 2 FE primary school	24	152	2015	Priority Schools Building Programme	Complete
Nenegate Special School	2 additional classes to extend age range to primary	NA	14	2015	£475K	Will be complete for September 2015
Phoenix Special School	New dedicated 6 th form centre on the	N/A	30			

School	Proposal	PAN Inc-rease	Extra Places	Year	Cost Estimate	Status
	Tunnel site creating a split site school			2015	£5m	Under construction
Discovery Primary	Completion of 1 FE expansion	30	210	2015	£900k	Will be complete for September 2015
Thorpe Primary	1 FE expansion	30	210	2015	£3.1m	Will be complete for September 2015
St Michael's Primary	1 FE expansion	30	210	2016	£3m	Design
Southfields Primary	1 FE expansion	30	210	2016	£3.5m	Design
West Town Primary	New 3 FE primary school on hospital site	45	315	2016	Priority Schools Building Programme	Construction to start autumn 2015
Jack Hunt School	1 FE expansion	30	150	2016	TBC	Feasibility
Hampton Gardens Primary	2 FE primary school (part funded by S106)	60	420	2017	£6.5m	Feasibility
Hampton Gardens Secondary School	Joint development with CCC - 4 FE for PCC, 4 FE for CCC - saves places at Stanground	240	1200	2017	£25m	Feasibility
Paston Reserve Primary	1 FE primary school (part funded by S106)	30	210	2017	£3.5m	Feasibility
New Norwood Development Primary	2 FE primary school (S106 land contribution)	60	420	2017	£7m	Feasibility

SECTION C - ANNEXES

Annex 1

January 2006 Primary Census Data

School Year	NHS Data	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Totals
2005/06	2139	2059	2117	2144	2151	2218	2141	2237	15067

Primary demographic forecasts for the whole of Peterborough – based on January 2014 data.

School Year	Birth Data	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Totals	PAN
2014/15	3104	3059	2986	2978	2782	2573	2498	2429	19305	3162
2015/16	3130	3128	3151	3016	2993	2796	2586	2510	20180	3202
2016/17	3264	3263	3222	3182	3031	3008	2810	2599	21115	3247
2017/18	3210	3270	3361	3254	3198	3046	3023	2824	21976	3277
2018/19	3131	3192	3368	3394	3270	3214	3061	3038	22538	3277
2019/20	N/K	3192	3288	3402	3411	3287	3230	3077	22887	3277

The NHS data figure represents children known to be in the area who will be eligible for a reception place in the given year. The total admission number represents the number of reception places that are planned to be available. Highlighted figures are cohorts where the projected number of pupils exceeds the projected number of places.

Primary Forecasting Methodology

Forecasts are based on actual data of pupils in school, under 5s known to the NHS (based on August 2013 which is the most recent data held) and birth data to the end of August 2014. The forecasts are then calculated based on growth trends from previous years. For 2015 and 2016 exact birth data is used, for 2017 and 2018 the birth data is increased by 2%, to reflect anticipated housing growth, including Cardea (Stanground South), Paston Reserve and Hampton Gardens. No data is available for 2019 so 2018 is repeated. Each year cohort is treated as a whole and multipliers used to forecast its growth.

Cohort growth is based on previous trends. The increase between Reception and Year 1 is highest as some families do not take up Reception places, particularly if they are unable to secure a place at their preferred school. The increases used in forecasting are:

YR to Y1	3%
Y1 – Y2	1%
Y2 – Y3	0.5%
Y3 – Y4	0.5%
Y4 – Y5	0.5%
Y5 – Y6	0.5%

These cohorts are then allocated to schools based on previous popularity. No school is forecast to go above its PAN except where the pupils are already in school and it is assumed they will continue.

January 2006 Secondary Census Data

School Year	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total
2005/06	2237	2292	2157	2262	2174	1163	905	13190

Secondary demographic forecasts for the whole of Peterborough – based on January 2015 data.

	11 year olds	Y7	Y8	Y9	Y10	Y11	Y12	Y13	PAN
2014/15	2255	2319	2257	2273	2332	2253	1445	1091	2517
2015/16	2429	2526	2365	2280	2296	2332	1543	1228	2709
2016/17	2510	2610	2577	2389	2302	2296	1597	1312	2709
2017/18	2599	2763	2663	2602	2413	2302	1573	1358	2949
2018/19	2824	2997	2818	2689	2628	2413	1577	1337	2949
2019/20	3038	3220	3057	2846	2716	2628	1653	1341	2949
2020/21	3077	3260	3284	3087	2875	2716	1801	1405	2949
2021/22	3230	3435	3325	3317	3118	2875	1861	1530	2949
2022/23	3287	3511	3504	3359	3350	3118	1969	1581	2949
2023/24	3411	3659	3582	3539	3392	3350	2136	1674	2949

The 11 year olds figure represents children in mainstream education in Year 6 in the year preceding the given year. Previous trends showed Year 7 cohorts equal to the previous Year 6 cohort. Although Peterborough takes in students from outside the area at Year 7, these were offset by the increased number in special schools, attending schools in neighbouring counties or in the independent sector. The 2014-15 Year 7 cohort, however, was 2.7% higher than the previous Year 6 cohort. Information from admissions re Year 7 allocations suggests that this trend will increase so the 2015 forecasts use a 4% increase from the previous Year 6 cohort. The 2021 cohort is based on 2019 Year 5, with an additional 0.5 increase, 2022 on 2019 Year 4 plus an additional 1% and 2023 on 2019 Year 3 with an additional 1.5%.

From 2017 Hampton Gardens will be taking students. These are to be 50% from Cambridgeshire, i.e. 120. The 2014 Year 7 cohort includes 137 from Cambridgeshire. It is probable that the number of Cambridgeshire students attending PCC schools will rise as a result of Hampton Gardens. In 2014 80 Cambridgeshire Year 7s attended Stanground, some will probably continue to choose Stanground based on:

- Family connections
- Reputation
- Ease of access

35 Year 7s living in Cambridgeshire attend King's, this is likely to continue. To reflect these factors, 60 Year 7s will be added to the cohort figure calculated on the basis of the previous Year 6 to represent the additional Cambridgeshire students coming to the city as a result of Hampton Gardens.

Y7 – Y11 secondary cohort growth is based on the average for the past four years, slightly uplifted to reflect the factors outlined above contributing to growth.

Percentage increases are

Y7 to Y8	2%
Y8 – Y9	1%
Y9 – Y10	1%
Y10 – Y11	0%

Year 7 – Year 11 figures are initially calculated on a whole city basis, this is then compared with overall PANs and previous trends to create school by school forecasts. Each school's percentage of the overall cohorts is calculated. Year 7 places are allocated on this basis up to the admission number (PAN). Where the proportion would exceed PAN pupils are reallocated. As a new school City of Peterborough Academy is the exception, places are allocated on a 'best estimate' basis.

Post 16 – based on January 2015. The numbers are based on a combination of averages and trends. Figures start with a school by school basis and are then totalled. Year 12 forecasts are currently based on staying on trends from Year 11 and Year 13 from staying on rates from Year 12. It is anticipated that the majority of additional students from the raising of the participation age will attend colleges and other establishments rather than school sixth forms. If staying on trends change as a result of the raising of the participation age, future forecasts will be adjusted accordingly.

Annex 2

Types of Schools

Community

The local authority runs the school, owns the land and buildings, employs the staff and determines the admission arrangements. It is no longer possible to set up a new community school. Funding for expansion, repairs and maintenance comes from the school budget or the local authority.

Voluntary Controlled

The local authority runs the school, employs the staff and determines the admission arrangements. The building, playground and other hard surfaces are the responsibility of the diocese. Funding for expansion, repairs and maintenance comes from the school budget or the local authority. The playing field is the responsibility of the Local Authority.

Voluntary Aided

The governing body runs the school, employs the staff and determines the admission arrangements. The building, playground and other hard surfaces are the responsibility of the diocese. Funding for expansion, repairs and maintenance comes from the school budget or a dedicated finance stream – the locally controlled voluntary aided programme (LCVAP). The playing field is the responsibility of the Local Authority.

Foundation and Trust

The governing body runs the school, has responsibility for the land and buildings, employs the staff and determines the admission arrangements. Funding for expansion, repairs and maintenance comes from the school budget or the local authority.

Academy

These are independent of the local authority and answerable directly to the government. The governing body runs the school, has responsibility for the land and buildings, employs the staff and determines the admission arrangements. Funding comes directly from central government.

Free School

Free schools are effectively academies but can be set up by independent groups, e.g. parents, teachers, educational charities. Groups wishing to set up free schools must apply to government and demonstrate a local demand. Funding comes directly from central government.

Annex 3

Peterborough City Council Statement on Academies and Free Schools

Support for the establishment of Academies and Free Schools

The Local Authority has a duty and responsibility under the Education and Inspection Act 2006 to ensure that all children in Peterborough have access to a good school which can enable them to have the best opportunities in life.

Government Policy

National Government policy since the Education Reform Act (1988) has been to promote school autonomy as a means to raise educational standards and outcomes through improvement and innovation in teaching and the ability to deploy all resources flexibly. The Academies Act (2010) has widened the range of schools able to seek to become an academy. The Government is also promoting the creation of new Free Schools, where there is proven demand for them, to improve parental choice and quality of education provided. The Local Authority will continue to consider soft and hard federated arrangements between maintained schools where this is deemed to be appropriate.

Peterborough Stance

The Local Authority welcomes the diversification of the schools sector and the Government's stated aim of improving standards of attainment and closing the achievement gap between the most deprived children and young people and their more socially advantaged peers. The authority takes the view that all local schools are an intrinsic part of the social, professional and political context of Peterborough irrespective of their formal designation. All schools educate our children and young people and as such will be supported and challenged to be the best that they can for all of our children. The authority welcomes diversity of provision including a range of different types of schools managed in different ways and with a variety of teaching approaches.

We champion parental choice, not simply to help children to find the school that best suits their needs but also to help to improve the system as a whole. We have responsibility for the whole system, and will support the development of a market that provides for diversity, choice and sufficiency; encouraging collaboration to ensure that the system works well for all children and that choices exist for parents for different schools.

Approach to Academies

We have a presumption of support for the creation of academies and free schools, and will take our responsibility to actively manage their introduction into the existing system of schools.

We will actively support academy proposals in the following circumstances. The level of support will vary according to the particular proposal:

- a) The authority will promote the conversion of a school to a sponsored academy where performance is consistently below national minimum floor standards and other interventions have failed to bring about the required improvement rapidly enough. We will do this by linking the academy to a high performing school or other partner who can help to turn the school around and raise attainment.
- b) The authority will support the formation of sponsored academies where schools are rated as 'Inadequate'. The Local Authority will advise and support the selection of the most appropriate sponsor.

- c) The authority will support academies as part of any restructuring of local schools in a creative or different way to meet the specific needs of a locality. For example we would support a group of primary schools to become a multi academy trust to allow local provision to be maintained in a cost effective way.

The authority will not support proposals for academies designed to protect underperforming schools from challenge. We will make this clear to the schools involved and to the Department for Education (DfE), and will find alternatives which meet our objectives of raising attainment.

Free Schools

When a demand for a free school emerges, the authority will always offer information and advice to the parental or other sponsorship group. It will offer positive support to the proposal in the following circumstances:

- where it is required to meet basic need for school places in an area and is a more cost effective way of doing so than alternatives;
- where a free school is adding to diversity of provision.

The authority will provide advice, support and data to enable decisions on free school proposals to be taken on an informed basis. It will also facilitate consultation on proposals.

The authority will not support proposals that would result in surplus places in other schools or where the type of school may draw in children from other areas and have an unacceptable drain on other public services such as health and social care.

Ongoing Support to Academies and Free Schools

Once established, academies and free schools are outside of the remit of the local authority, being directly accountable to the Secretary of State through the Education Funding Agency (EFA) and Regional and National Schools' Commissioners. However, they would continue to be part of the Peterborough family of schools. Academies and free schools are also represented on the Schools Forum which is a key decision-making body. Academy governors are represented on the Governor Leadership Group and it is intended that the Local Authority maintains links with Academies through the provision of some school funded services.

The authority will champion standards and the interests of pupils, particularly vulnerable children, in all Peterborough schools.

Annex 4 Legislation and policies

Local Authorities have responsibility to provide school places, working within the framework of Government legislation on education and school organisation and the School Admissions Code. A brief summary of the more recent relevant legislation and guidance is given below.

- Education Act 1996 – this mainly consolidated existing legislation since 1944
- Education (Schools) Act 1997 – abolished the assisted places scheme
- School standards and Framework Act 1998 – this act introduced limits on infant class size and includes Section 77 that relates to disposal / change of use of school land. Subsequent changes to guidance now mean that authorities have to obtain consent for any building project on school land. This consent will be refused if the site does not meet guideline standards for playing field areas.
- Special Educational Needs and Disability Act 2001 – includes provisions against discrimination on the grounds of disability
- Education Act 2002 – introduced a new requirement for co-ordinated admissions' arrangements, allowed for the creation of all age academies and for schools on the City Academy model in disadvantaged rural areas, required local authorities to advertise for providers for secondary schools
- 2003 – Ofsted/Audit Commission Report on School Place Planning – looked at its effect on standards and social inclusion
- Children Act 2004 – based on the green paper 'every child matters' – led to Children's Services replacing the separate Education and Social Services departments
- 2004 Building Bulletin 98 Briefing Framework for Secondary School Projects – guidance on room areas etc.,
- 2004 Building Bulletin 99 Briefing Framework for Primary School Projects
- Education and Inspections Act 2006 (E&IA) Abolished School Organisational Committees, emphasised diversity and choice, established the local authority as decision maker for all proposals for establishment or discontinuation of schools (with referral to the Schools' Adjudicator if required), established competitions for the setting up of new schools
- Education and Skills Act 2008 – raised the participation age to 18
- Children, Schools and Families Act 2010 – further increased powers to set up new schools and academies
- Academies Act 2010 – enabled all schools to apply to become academies
- Education Act 2011 – included extension of the Academies programme to provision for 16-19 year olds and alternative provision Academies
- 2012 Admissions' Code and Admission Appeals' Code

Annex 5

Pupil Yields from Housing Developments

Peterborough has followed the formula below to calculate the number of school pupils likely to be living on housing developments.

Number of bedrooms	1-2	3	4	5	Overall figure
Primary per 100 dwellings	0	30	60	90	20-30
11-16 per 100 dwellings	0	20	40	60	15-20
Post-16 per 100 dwellings	0	5	10	15	3-5

This formula was developed in consultation with other local authorities, including Cambridgeshire, and has been the basis for negotiations and school planning for larger developments and to calculate contributions for individual dwellings and small developments.

With larger developments the S106 contribution can sometimes be determined and the school provision planned before the dwelling mix is known. This has given rise to shortfalls in school provision, as shown in the examples below.

Riverside

This is a development of 899 dwellings about one mile from the centre of Peterborough. It is a new development, with most of the housing less than ten years old. The housing mix was:

One bedroom	9
Two bedroom	112
Three bedroom	313
Four bedroom	429
Five bedroom	32
Eight bedroom	1

The provision of a 210 place primary school was based on the overall calculation of 25 pupils per 100 dwellings, which would have resulted in 225 pupils. Application of the detailed formula based on the number of bedrooms would have suggested 384. Currently there are 311 pupils, giving a figure of 34.59 per 100 dwellings. This is a development with a high number of three and four bedroom homes so a higher pupil yield is to be expected. Future forecasting shows the number will rise further as the Year 6 cohort is only 34 pupils while the Reception cohort is 56 and birth data shows an average of 60 per year.

Currently there are 143 11-16 year olds, a relatively low yield, 15.99 pupils per 100 dwellings, but it is increasing year on year.

If there is a low level of mobility, the primary and secondary pupil numbers will rise for the next few years, level off and then start to decline, starting with the youngest age groups. If the development proves to be popular with families with young children only, these families will eventually move out to be replaced by other families with young children and primary numbers will remain high and

secondary ones lower. The type of housing, moderately expensive with many four bedroomed properties, suggests the former scenario.

Hampton

Hampton is a larger development, further from the city centre but again with a high percentage of family accommodation. The rate of completions of dwellings has been fairly slow, an average of 350 per year since January 2002. In January 2012 there were 4193 occupied properties. The increase in the number of pupils over this period is shown below:

Age	Oct-14	Jan-12	Jan-10	Jan-09	Jan-08	Jan-07	Jan-06	Jan-05	Jan-04	Jan-03	Jan-02
4	208	218	191	156	130	103	95	90	62	44	68
5	237	222	182	149	117	102	92	77	52	51	22
6	257	188	168	128	121	105	87	71	66	37	27
7	198	181	146	130	117	93	84	86	49	41	24
8	204	167	150	135	111	96	94	61	46	37	25
9	186	158	153	120	114	101	75	61	48	33	15
10	174	163	143	118	124	85	76	62	41	23	16
11	184	182	138	132	110	87	70	50	28	11	7
12	171	165	150	107	101	86	66	33	19	13	12
13	175	140	125	97	98	76	41	36	22	18	7
14	189	152	115	96	103	46	42	33	25	15	12
15	175	149	108	87	61	47	35	36	12	16	4
Total	2358	2085	1769	1455	1307	1027	857	696	470	339	239
Total 4-10	1464	1297	1133	936	834	685	603	508	364	266	197
Total 11-15	894	788	636	519	473	342	254	188	106	73	42
Dwellings (approx)	4482	4193	3770	3290	2890	2550	2060	1700	1300	900	600
Pri pupils per 100 dwellings	32.7	30.9	30.1	28.4	28.9	26.9	29.3	29.9	28.0	29.6	32.8
Sec pupils per 100 dwellings	19.9	18.8	16.9	15.8	16.4	13.4	12.3	11.1	8.2	8.1	7.0

The number of primary age pupils per 100 dwellings over this period has remained relatively steady, but there has been a marked increase in the number of secondary age pupils. At all stages in the development the number of Reception age pupils has exceeded the number of Year 6s.

The increasing number of secondary age pupils per 100 dwellings suggests that families are staying as their children grow older. There is no corresponding decline in primary age pupils, which indicates either large families with both primary and secondary age children or that the newer dwellings have a higher ratio of children living in them.

Current birth data shows an average of about 235 births per year, this is 5.24 per 100 dwellings and would result in a primary pupil yield of 37 per 100 dwellings.

Park Farm

Park Farm in Stanground has about 600 dwellings. Planning permission was granted in 1990 and most of the development was complete by 2000. A 17 year average of pupil cohorts gives 28.8, an average of 4.8 per 100 dwellings. This would give a primary pupil yield of 33.6 and 11-16 of 24 per 100 dwellings.

Social/Affordable Housing

The above examples are relatively similar developments, with a mix of open-market, affordable and social housing. Hempsted, to the south of the city, and Century Square in Millfield, are both currently averaging 10 births per year per 100 dwellings. This would give rise to a primary pupil yield of 70.

Revised Formula

The formula in current use has underestimated the number of school places required from a development. To provide clarity for planners and developers, a realistic formula is needed. This involves upward revision, to reflect the higher pupil yield that has been experienced. The revised formula, below, reflects the higher pupil yield, particularly from smaller dwellings.

Number of bedrooms	1	2	3	4	5	Overall figure
Primary per 100 dwellings	0	10	35	65	90	35
11-16 per 100 dwellings	0	5	25	45	60	22
Post-16 per 100 dwellings	0	0	5	10	15	5

Applied in detail to the Riverside development this would give a yield of 423 primary age pupils, which corresponds with the current birth cohorts averaging 60. The overall formula would give 313 pupils, below the current yield but this is a development with a high proportion of family housing.

A spreadsheet to calculate developer contributions has been devised in consultation with planners. The formula takes account of levels of basic need grant funding received and will be adjusted in future years as this level changes.

School Place Developer Contribution Calculator

Dwelling Multipliers	Pre-school	Primary	Secondary	Post-16
1 bed dwelling	0	0	0	0
2 bed dwelling	0.02	0.1	0.05	0
3 bed dwelling	0.03	0.35	0.25	0.05

4 bed dwelling	0.04	0.65	0.45	0.1
5+ bed dwelling	0.05	0.9	0.6	0.15
School Place Costs				
	Without Grant	With Grant (2013-2014)		
Cost of pre-school place	£15,476.00	£10,076.00		
Cost of primary school place	£15,476.00	£10,076.00		
Cost of secondary school place	£23,987.00	£17,229.00		
Cost of post-16 place	£23,987.00	£17,229.00		
Proposed Dwelling Mix (Insert Dwelling Mix Totals)				
1 bed	0			
2 bed	0			
3 bed	0			
4 bed	0			
5+ bed	0			
Proposed Total Number of Dwellings	0			
Developer Contributions Required				
	Without Grant	With Grant (2013)		
primary and pre-school contribution	£0.00	£0.00		
secondary and post-16 school contribution	£0.00	£0.00		
Total Contribution	£0.00	£0.00		

Pre-school Places

Based on birth data from all the developments included above, there is an average birth rate of 6.35 per 100 dwellings per year. Translating this into pre-school places is more complicated. Pre-school education is an entitlement but is not compulsory. It is mostly provided in Peterborough by the private and voluntary sector. For most children the entitlement starts in the term after the third birthday. The oldest children in the school year will have five terms of pre-school entitlement, the youngest will have three.

Assuming children's birthdays are evenly distributed throughout the year and that all children will start school in the September following their fourth birthday, the totals eligible for places are:

Term	Calculation for number of children	Number per 100 dwellings
Autumn	1 year cohort	6.35
Spring	1 year cohort plus 1/3	8.46
Summer	1 year cohort plus 2/3	10.58

The entitlement is to 15 hours per week, over a minimum of 3 days. Sufficient space must be allowed for the summer term number of children, i.e. 10.58 per 100 dwellings. This leads to a need for 31.74 day sessions to be available per week per 100 dwellings, i.e. 6.34 places for 5 days a week.

Following discussions with Early Years colleagues, possible take up of places is estimated at 50%, i.e. 3.17 per 100 dwellings. This is because:

- pre-school education is an entitlement but parents are not obliged to take it up
- some parents will make alternative provision – using private full day care as they are working
- some parents will choose to take their children to other pre-school providers

Many pre-school places are provided in existing buildings, e.g. community centres, church halls and private businesses. Pre-school contributions will therefore be requested only for larger developments where they will be built as part of an on-site primary school. Based on the overall formula of 33 primary age pupils per 100 dwellings, this means developments of about 600 dwellings or more. 600 dwellings would generate a need for a one-form entry primary school and about 20 pre-school places so one pre-school room will be required for each form of entry in an on-site primary school.

Number of bedrooms	1	2	3	4	5	Overall figure
Pre-school places per 100 dwellings	0	2	3	4	5	3.5

Annex 6

Indicative Costs of School Places

The construction cost to create additional school places varies between primary and secondary school and whether the build is a new school or an expansion of an existing school. During the last 2 years the cost of expanding an existing Peterborough primary school (e.g. Thorpe, Ravensthorpe and Fulbridge) by one form of entry has been between £16,600 and £17,200 per pupil. Building a new primary school such as Gladstone Primary and Thomas Deacon Junior Academy with all the additional ancillary spaces (e.g. halls, kitchens and external areas) has cost £19,500 per pupil. There are also site specific conditions such as limited space and poor land conditions that add cost to any proposal.

A new secondary school, subject to varied site specific abnormalities, cost between £12,500 and £15,000 per pupil.

For capital build projects funded by the Education Funding Agency) through their Priority School Building Programme (e.g. St John and West Town) the cost per square metre is £1,450. The Free School Programme as a separate Education Funding Agency programme will provide funding closer to £1,900 per square metre.

Annex 7 – Contextual Data

Ethnicity

The ethnic make-up of the school population has also changed over the years, following the increase in pupils from the 2004 and 2007 accession countries. The percentages are shown below.

Ethnic category	Primary			Secondary		
	2012-13 %	2013-14 %	2014-15 %	2012-13 %	2013-14 %	2014-15 %
White - British	57	54.9	52.1	64.8	63	59.2
White Other	13.2	15.3	17.7	10.4	11.3	13.7
White - Irish	0.2	0.2	0.2	0.3	0.2	0.2
White - Irish Traveller	0.1	0.1	0.1	0	0.1	0.06
Gypsy/ Roma	0.7	0.7	0.7	0.4	0.5	1
Mixed - White and Black Caribbean	1.8	1.7	1.5	1.6	1.6	1.7
Mixed - White and Black African	0.7	0.8	1	0.6	1.6	0.7
Mixed - White and Asian	1.3	1.5	1.7	1.1	1.1	1.3
Mixed - Any Other Mixed Background	1.4	1.3	1.5	1.1	1.2	1.3
Black/Black British - Caribbean	0.4	0.4	0.4	0.5	0.5	0.6
Black/Black British - African	0.7	2.1	2.2	0.6	1.7	2.1
Black/Black British - Any Other Black Background	0.4	0.5	0.6	0.4	0.5	0.5
Asian/Asian British - Indian	2.6	2.5	2.6	2.2	2.2	2.2
Asian/Asian British - Pakistani	14.3	14	13.5	10.9	11.2	12.2
Asian/Asian British - Bangladeshi	0.2	0.2	0.2	0.1	0.2	0.2
Asian Other	1.7	2	2.5	1.7	1.8	1.9
Chinese	0.3	0.3	0.4	0.5	0.5	0.4
Any Other Ethnic Group	0.8	0.9	1	0.8	0.9	0.8
Minority ethnic total	42.5	45.1	47.9	34.2	37	40.8

October 2014 Headcount by First Language

Census Language	Oct 13 Head- count	%	Oct 14 Head- count	%	Change	% Change
English	21,636	65.68%	22,172	64.82%	536	2%
Panjabi	2,145	6.51%	2,138	6.25%	-7	-0%
Urdu	1,483	4.50%	1,490	4.36%	7	0%
Polish	1,397	4.24%	1,657	4.84%	260	19%
Lithuanian	1,025	3.11%	1,158	3.39%	133	13%
Portuguese	820	2.49%	864	2.53%	44	5%
Slovak	381	1.16%	435	1.27%	54	14%
Latvian	367	1.11%	411	1.20%	44	12%
Czech	326	0.99%	298	0.87%	-28	-9%
Other than English	289	0.88%	300	0.88%	11	4%
Information not obtained	257	0.78%	209	0.61%	-48	-19%
Panjabi (Mirpuri)	238	0.72%	216	0.63%	-22	-9%
Not Reported	207	0.63%	253	0.74%	46	22%
Russian	185	0.56%	217	0.63%	32	17%
Malayalam	139	0.42%	141	0.41%	2	1%
Gujarati	134	0.41%	130	0.38%	-4	-3%
Pashto/Pakhto	114	0.35%	132	0.39%	18	16%
Kurdish	114	0.35%	146	0.43%	32	28%
Dari Persian	105	0.32%	129	0.38%	24	23%
Shona	103	0.31%	110	0.32%	7	7%
Arabic	101	0.31%	103	0.30%	2	2%
Hungarian	83	0.25%	107	0.31%	24	29%
Bengali	77	0.23%	71	0.21%	-6	-8%
Tamil	59	0.18%	79	0.23%	20	34%
Chinese	52	0.16%	50	0.15%	-2	-4%
Hindi	50	0.15%	59	0.17%	9	18%
Italian	49	0.15%	60	0.18%	11	22%
Other Language	44	0.13%	40	0.12%	-4	-9%
French	42	0.13%	39	0.11%	-3	-7%
Chinese (Cantonese)	42	0.13%	42	0.12%	0	0%
Believed to be Other than English	41	0.12%	32	0.09%	-9	-22%
Farsi/Persian (Any Other)	41	0.12%	52	0.15%	11	27%
Turkish	41	0.12%	53	0.15%	12	29%
Nepali	39	0.12%	46	0.13%	7	18%
Katchi	37	0.11%	34	0.10%	-3	-8%
Albanian/Shqip	33	0.10%	35	0.10%	2	6%
Persian/Farsi	30	0.09%	30	0.09%	0	0%
Spanish	29	0.09%	36	0.11%	7	24%
Filipino	25	0.08%	27	0.08%	2	8%
Bulgarian	24	0.07%	37	0.11%	13	54%
Romanian	24	0.07%	39	0.11%	15	63%

Census Language	Oct 13 Head- count	%	Oct 14 Head- count	%	Change	% Change
German	22	0.07%	18	0.05%	-4	-18%
Believed to be English	21	0.06%	16	0.05%	-5	-24%
Tagalog/Filipino	21	0.06%	21	0.06%	0	0%
Portuguese (Any Other)	21	0.06%	16	0.05%	-5	-24%
Telugu	20	0.06%	19	0.06%	-1	-5%
Yoruba	19	0.06%	19	0.06%	0	0%
Panjabi (Any Other)	18	0.05%	24	0.07%	6	33%
Chinese (Mandarin/Putonghua)	17	0.05%	27	0.08%	10	59%
Swahili (Any Other)	15	0.05%	17	0.05%	2	13%
Somali	14	0.04%	15	0.04%	1	7%
Tagalog	14	0.04%	12	0.04%	-2	-14%
Dutch/Flemish	12	0.04%	10	0.03%	-2	-17%
Pahari (Pakistan)	12	0.04%	10	0.03%	-2	-17%
Portuguese (Brazil)	12	0.04%	11	0.03%	-1	-8%
Thai	10	0.03%	13	0.04%	3	30%
Swahili/Kiswahili	9	0.03%	7	0.02%	-2	-22%
Akan (Twi/Asante)	8	0.02%	6	0.02%	-2	-25%
Vietnamese	8	0.02%	8	0.02%	0	0%
Arabic (Any Other)	8	0.02%	13	0.04%	5	63%
Luganda	8	0.02%	6	0.02%	-2	-25%
Panjabi (Pothwari)	7	0.02%	6	0.02%	-1	-14%
Ndebele	7	0.02%	9	0.03%	2	29%
Wolof	7	0.02%	6	0.02%	-1	-14%
Kurdish (Sorani)	7	0.02%	8	0.02%	1	14%
Afrikaans	7	0.02%	8	0.02%	1	14%
Greek	6	0.02%	7	0.02%	1	17%
Uzbek	6	0.02%	7	0.02%	1	17%
Bemba	6	0.02%	6	0.02%	0	0%
Japanese	6	0.02%	6	0.02%	0	0%
Estonian	5	0.02%	4	0.01%	-1	-20%
Ebira	5	0.02%	3	0.01%	-2	-40%
Ndebele (Zimbabwe)	5	0.02%	4	0.01%	-1	-20%
Tigrinya	5	0.02%	2	0.01%	-3	-60%
Arabic (Morocco)	5	0.02%	5	0.01%	0	0%
Kashmiri	5	0.02%	6	0.02%	1	20%
Macedonian	5	0.02%	6	0.02%	1	20%
Zulu	5	0.02%	6	0.02%	1	20%
Marathi	5	0.02%	9	0.03%	4	80%
Edo/Bini	4	0.01%	5	0.01%	1	25%
Ukrainian	4	0.01%	6	0.02%	2	50%
Serbian	4	0.01%	3	0.01%	-1	-25%
Romani (International)	4	0.01%	2	0.01%	-2	-50%

Census Language	Oct 13 Head- count	%	Oct 14 Head- count	%	Change	% Change
Sindhi	4	0.01%	3	0.01%	-1	-25%
Igbo	4	0.01%	2	0.01%	-2	-50%
Classification Pending	4	0.01%	2	0.01%	-2	-50%
Fula/Fulfulde-Pulaar	4	0.01%	6	0.02%	2	50%
Romanian (Romania)	3	0.01%	4	0.01%	1	33%
Kinyarwanda	3	0.01%	2	0.01%	-1	-33%
Swahili (Kingwana)	3	0.01%	3	0.01%	0	0%
Swazi/Siswati	3	0.01%	3	0.01%	0	0%
Refused	3	0.01%	5	0.01%	2	67%
Scots	2	0.01%	2	0.01%	0	0%
Pahari/Himachali (India)	2	0.01%	0	0.00%	-2	-100%
Bengali (Any Other)	2	0.01%	3	0.01%	1	50%
Sinhala	2	0.01%	1	0.00%	-1	-50%
Romany/English Romanes	2	0.01%	2	0.01%	0	0%
Chichewa/Nyanja	2	0.01%	2	0.01%	0	0%
Manding/Malinke	2	0.01%	3	0.01%	1	50%
Acholi	2	0.01%	3	0.01%	1	50%
Akan/Twi-Fante	2	0.01%	2	0.01%	0	0%
Caribbean Creole English	2	0.01%	1	0.00%	-1	-50%
Esan/Ishan	2	0.01%	2	0.01%	0	0%
Idoma	2	0.01%	1	0.00%	-1	-50%
Panjabi (Gurmukhi)	2	0.01%	1	0.00%	-1	-50%
Croatian	2	0.01%	0	0.00%	-2	-100%
Visayan/Bisaya (Any Other)	2	0.01%	2	0.01%	0	0%
Swedish	2	0.01%	2	0.01%	0	0%
Xhosa	2	0.01%	2	0.01%	0	0%
Efik-Ibibio	2	0.01%	2	0.01%	0	0%
Indonesian/Bahasa Indonesia	2	0.01%	2	0.01%	0	0%
Ga	2	0.01%	2	0.01%	0	0%
Yao/Chiyao (East Africa)	1	0.00%	0	0.00%	-1	-100%
Oriya	1	0.00%	1	0.00%	0	0%
Kikuyu/Gikuyu	1	0.00%	1	0.00%	0	0%
Guarani	1	0.00%	1	0.00%	0	0%
Konkani	1	0.00%	2	0.01%	1	100%
Sign Language (Other)	1	0.00%	0	0.00%	-1	-100%
Italian (Sicilian)	1	0.00%	0	0.00%	-1	-100%
Bosnian	1	0.00%	1	0.00%	0	0%
Tumbuka	1	0.00%	1	0.00%	0	0%
Lango (Uganda)	1	0.00%	1	0.00%	0	0%
Urhobo-Isoko	1	0.00%	2	0.01%	1	100%
Korean	1	0.00%	2	0.01%	1	100%
Malay (Any Other)	1	0.00%	1	0.00%	0	0%

Census Language	Oct 13 Head-count	%	Oct 14 Head-count	%	Change	% Change
Herero	1	0.00%	1	0.00%	0	0%
Serbian/Croatian/Bosnian	1	0.00%	2	0.01%	1	100%
Danish	1	0.00%	2	0.01%	1	100%
Tigre	1	0.00%	1	0.00%	0	0%
Amharic	1	0.00%	1	0.00%	0	0%
Tswana/Setswana	1	0.00%	0	0.00%	-1	-100%
Kru (Any)	1	0.00%	0	0.00%	-1	-100%
Nzema	1	0.00%	1	0.00%	0	0%
British Sign Language	1	0.00%	2	0.01%	1	100%
Kannada	1	0.00%	2	0.01%	1	100%
Caribbean Creole French	1	0.00%	0	0.00%	-1	-100%
Dinka/Jieng	1	0.00%	1	0.00%	0	0%
Magahi	1	0.00%	1	0.00%	0	0%
Norwegian	1	0.00%	3	0.01%	2	200%
Arabic (Algeria)	1	0.00%	2	0.01%	1	100%
Kirundi	1	0.00%	2	0.01%	1	100%
Pangasinan	1	0.00%	2	0.01%	1	100%
Chinese (Hakka)	1	0.00%	0	0.00%	-1	-100%
Zande	1	0.00%	1	0.00%	0	0%
Rajasthani/Marwari	1	0.00%	0	0.00%	-1	-100%
Maasai	1	0.00%	1	0.00%	0	0%
Akan (Fante)	0	0.00%	3	0.01%	3	0%
Hausa	0	0.00%	1	0.00%	1	0%
Kpelle	0	0.00%	1	0.00%	1	0%
Kurdish (Any Other)	0	0.00%	1	0.00%	1	0%
Lingala	0	0.00%	2	0.01%	2	0%
Mende	0	0.00%	1	0.00%	1	0%
Slovenian	0	0.00%	4	0.01%	4	0%
Grand Total	32,942	100%	34,205	100%	1,263	3.83%

Annex 8

Deprivation – October 2014 Headcount by IDACI Band

IDACI is an index calculated by the Office of the Deputy Prime Minister and measures, in a local area, the proportion of children under the age of 16 that live in low income households. The local areas for which the index is calculated are called super output areas. IDACI is supplementary to the Indices of Multiple Deprivation and is used for calculation of the contextual value added score, measuring children's educational progress. IDACI is also used in the funding formula to generate deprivation funding allocations for schools. The indices are a score that ranges from 1 to 6 with 1 representing the most deprived areas of the country. For the purposes of funding the indices are split into 6 bandings. Peterborough has no areas rated as band 6, the majority of

pupils are band 0 which attracts no deprivation funding. The table below details the number of pupils identified in each banding from the October 2013 and October 2014 census points.

School Name	Band 0	Band 1	Band 2	Band 3	Band 4	Band 5
Abbotsmede Community Primary School	8	27	17	52	306	5
All Saints C of E Primary School	127	36	141	31	54	4
Arthur Mellows Academy	1,365	16	117	62	59	10
Barnack C of E Primary School	155	3	1	1	1	-
Bishop Creighton Academy	1	4	10	9	183	13
Braybrook Primary School	13	8	43	61	125	10
Brewster Avenue Infant School	92	104	2	5	7	1
Castor C of E Primary School	131	4	8	5	2	2
Caverstede Early Years Centre	56	24	23	19	16	11
City of Peterborough Academy	27	5	28	82	57	30
City of Peterborough Academy Special School	26	3	3	19	8	5
Discovery Primary School	149	87	104	72	73	25
Dogsthorpe Infant School	23	-	7	164	51	22
Dogsthorpe Academy	45	3	15	193	71	23
Eye C of E (VC) Primary School	197	-	137	28	4	1
Eyrescroft Primary School	64	7	77	152	30	54
Fulbridge Academy	80	5	129	365	168	14
Gladstone Primary School	10	4	30	138	267	6
Gunthorpe Primary School	101	3	15	129	69	82
Hampton College	1,077	17	12	12	21	4
Hampton Hargate Primary School	603	2	5	7	8	-
Hampton Vale Primary School	538	-	11	-	5	2
Heltwate	47	5	17	17	33	18
Heritage Park Primary School	111	8	15	67	8	-
Highlees Primary School	6	7	60	84	209	10
Jack Hunt School	341	98	214	491	540	81
John Clare Primary School	104	-	1	2	2	-
Ken Stimpson Community School	432	24	81	246	155	80
Leighton Primary School	60	42	17	208	61	12
Longthorpe Primary School	229	22	17	82	64	6
Marshfields	58	8	12	38	43	15
Middleton Primary School	23	4	50	124	130	16
Nene Park Academy	523	133	66	143	140	25
Nene Valley Primary	226	64	3	2	-	-
Nenegate	7	2	1	9	11	4
Newark Hill Primary School	42	9	89	262	52	26

School Name	Band 0	Band 1	Band 2	Band 3	Band 4	Band 5
Newborough C of E Primary School	175	-	15	1	8	10
Northborough Primary School	195	3	3	2	4	1
Norwood Primary School	137	1	3	23	19	25
Oakdale Primary School	158	18	5	10	14	3
Old Fletton Primary School	230	74	3	3	83	2
Ormiston Bushfield Academy	332	33	59	66	271	94
Ormiston Meadows Academy	126	4	14	10	74	36
Orton Wistow Primary School	300	6	4	7	14	9
Parnwell Primary School	13	1	27	212	20	26
Paston Ridings Primary School	43	7	18	110	188	147
Peakirk cum Glinton C of E Primary School	182	4	5	9	4	2
Queen's Drive Infants School	25	17	80	51	80	6
Ravensthorpe Primary School	6	4	88	45	96	10
Sacred Heart Roman Catholic Primary School	63	11	44	46	36	11
Southfields Primary School	249	61	60	61	60	6
St Augustine's C of E (VA) Junior School	88	86	6	10	17	1
St Botolph's Primary School	235	68	16	36	49	5
St John Fisher Catholic High School	81	38	57	144	318	59
St John's C of E School	20	1	15	5	129	109
St Michael's CE (A) Primary School	120	11	4	2	7	1
St Thomas More RC Primary School	18	10	29	67	261	22
Stanground Academy	813	208	95	135	129	19
Stanground St John's C of E Primary School	33	58	44	28	38	-
The Beeches Primary School	12	16	45	130	287	114
The Duke of Bedford Primary School	177	4	8	-	1	-
The Kings Academy	888	87	56	74	68	15
The Phoenix	43	5	14	32	38	6
The Voyager Academy	267	51	162	417	292	130
Thomas Deacon Academy	404	91	350	594	499	146
Thorpe Primary School	85	103	24	143	89	10
Watergall Primary School	30	4	28	163	19	95
Welbourne Primary School	63	-	14	78	23	11
Welland Academy	11	4	32	71	67	150
Werrington Primary School	215	20	52	61	56	12
West Town Primary School	10	2	46	210	24	6
William Law C of E Primary School	449	18	12	84	38	19
Winyates Primary School	5	-	36	4	142	14
Wittering Primary School	313	1	-	1	3	1

School Name	Band 0	Band 1	Band 2	Band 3	Band 4	Band 5
Woodston Primary School	191	34	6	10	25	1
Grand Total	13,902	1,952	3,157	6,536	6,623	1,951

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