



## Section B Template

### Mainstream Applicants (Wave 15)

**Private & Confidential**

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## 1. Introduction

This document has been created to support mainstream free school proposers complete Section B of their application. We have included templates for useful tables to highlight your need case to the Department for Education (DfE). This document highlights the various information you will need to include and discuss to make a strong need case for your application.

## 2. B1a – evidence of the need for additional pre-16 school places

The length of your response to the table below should be no longer than:

- 2,500 words if you are proposing a nursery
- 2,500 words if you are proposing a SEN unit or resourced provision
- All other applicant’s response should be no longer than 1,500 words

B1a – Summarise the evidence that there is a demographic need for at least half the pre-16 school places that your school will create in the short to medium term.	
[Add text here]	
Please tick to confirm that you have spoken to the local authority in which your school will be located about the need for new school places in the area, including any need for a nursery, SEN unit or resourced provision	<input type="checkbox"/>
Please tick to confirm if the local authority in which your school will be located has confirmed that there is a need for the additional places that your school will create	<input type="checkbox"/>

B1a – Summarise the evidence that there is a demographic need for at least half the pre-16 school places that your school will create in the short to medium term.	
Please tick if you have provided any additional evidence as an annex and list the annex filenames below:  [Add text here]	<input type="checkbox"/>

## 2.1 Primary and secondary considerations

To provide evidence of additional need for pre-16 school places you must demonstrate clear demographic need for at least half the school places your school will create in a planning area. The DfE have set out their expectations regarding the minimum school size they are likely to approve:

- Primary – Minimum of 2 forms of entry of 30 pupils – total capacity of 420
- Secondary without 6th form – Minimum of 4 forms of entry of 30 pupils – total capacity of 600 pupils
- Secondary with a Sixth form – Minimum of 4 forms of entry of 30 pupils in years 7 to 11 – total capacity 600 pupils plus a minimum of 200 students in the Sixth form

To provide reference to the planning area the proposed school will be opening in, use the underlying data from the DfE for either Primary or Secondary. This is where you can find the number of additional need places of the proposed planning area, it is also worthwhile to take a note of the additional need figures for other planning areas in the same Local Authority. This is because high levels of forecasted surplus in neighbouring planning areas may weaken the argument for additional need in the proposed planning area. Before submitting your application, it is important to speak with the local authority to understand any potential changes to additional need within the area.

The additional need figure for each planning area accounts for any centrally funded free schools that are planned to open in September 2022 or in school year 2022/2023. It is important to mention any approved or planned free schools that will open in later years as these may meet the forecasted need in the proposed area.

Speaking with your local authority is also important to gauge any additional need that may be fostered from planned housing developments that have not been included in the SCAP21 figures. Providing estimates of how many homes are expected to be built in each year and how many new pupils will need school places, along with benchmarks of other recently completed developments in the LA, will add strength to the application.

## 2.2 Nursery considerations

If you are applying for a Primary or all through the DfE expect you to include nursery within the provision unless there are exceptional circumstances

Your application should briefly set out evidence of the need for nursery provision in the local area. This should include any evidence on the type of provision that is needed, including year-round provision, and the take up of places by 2, 3 and 4 year old children – [‘ONS population projections – local authority’](#), helps provide the current of Nursery aged children while showing the estimated change for future years

You should:

- **contact the local authority to see if they have an assessment of childcare sufficiency in the area** – This will help paint a picture of the current offering in your area which is important for structuring your argument around how your nursery provision will provide quality childcare
- **review the guidance for [existing academies and free schools that are considering lowering their age range to include a nursery](#)**

If you believe you have exceptional circumstances that would mean that inclusion of nursery places would be inappropriate for your school, you should set this out in your response to section C.

### 2.3 Applying for a school with a SEN unit or resourced provision

You should speak to the local authority about whether there is a specific need in your proposed area for a SEN unit or resourced provision and summarise the outcome of these discussions in your response. This should include:

- **the age range of the proposed provision** – Speak to LA to understand what age range of students aren't getting the support they need
- **the types of special educational needs the local authority requires to be met** – Speak to LA to understand what primary needs that aren't getting the support they need
- **the numbers of full-time equivalent places the local authority, or neighbouring local authorities, have committed to commission each year for the first 2 years of opening and expected place demand for the first 5 years of operation** – Evidence of conversation and plans with LA to provide evidence that there won't be an over supply

If you are not intending to offer a SEN unit or resourced provision in your school, despite there being a need in the area, you must set out the reasons for this in your response to section C.

### 2.4 B1a application

Section B1a of your application should include a summary of the evidence demonstrating that there is a demographic need for at least half the pre-16 places your school would create with reference to:

- **the proposed size of your school** – The size of school will be based off the additional need outlined and the vision of the proposer group. For both Primary and Secondary each form of entry is 30 pupils – with a minimum requirement of 2 for Primary and 4 for Secondary. Meaning a minimum requirement for 60 and 120 pupils per year group respectively. In areas with a high number of additional need it is likely that the forms of entry will exceed the minimum requirements. 3, 4 and 5 forms of entry in Primary would equate to capacity of 630, 840 and 1050 respectively. 5, 6 and 7 forms of entry in Secondary would require capacity of 750, 900 and 1050.
- **the latest published data on the forecast need for places** – found in column G of the [Primary and Secondary](#) datasets taken from the underlying data used to plot the estimated need places map. As mentioned above it is worthwhile to take a note of the additional need figures of planning areas in the same LA, high surplus figures in neighbouring planning areas may compensate for the additional need in the proposed planning area.
- **the outcome of your discussions with the local authority** – Discussions regarding the request of up-to-date additional need figures, in your proposed area, to account for any changes since the data has been gathered or existing plans to meet identified need. Additional information provided by the Local Authority may help strengthen your application.

The application should also include any additional information that the local authority has confirmed is not reflected in the SCAP 21 survey and other evidence that demonstrates a clear need for additional places, such as:

- **changes in birth rates or migration rates, new housing developments, or specific changes to yearly cohorts that are relevant to the age range of your proposed school** - Discussions around additional need from planned housing developments not included in SCAP21, providing the number of homes expected to be built and how many new pupils will require school places. Including benchmarks of previously completed developments in the local authority to justify the likelihood of current plans being completed in the expected timeframe, will add extra strength to the application. The Local authority pupil forecasts dataset found in SCAP21 will help you



understand the estimated number of additional places created by developments – that have already been factored into projected additional need. Any figures over and above this breakdown will contribute to further additional need.

Planned housing developments can often be found by googling the Local Authorities name along with 5-year housing trajectory or supply, on some occasions this may need to be requested from the LA.

Changes in Birth rates of school aged Children by 2025/2026 or 2027/2028 can be demonstrated by the population projection dataset, which gives a breakdown of the estimated number of each age group between 2-19 from 2022-2028.

- **any planned school openings, closures or expansions** - The additional need figure for each planning area accounts for any centrally funded free schools that are planned to open in September 2022 or in school year 2022/2023. It is important to mention any approved or planned free schools and how these may affect additional need in the proposed area and phase type.
- plans for a wider than normal catchment area, including any contextual or geographical factors that mean pupils would be willing and able to travel longer than average distances to attend your school – you can refer to the information about your school in section A1

### 3. B1b – evidence of the need for additional 16 to 19 places

Your response to section B1b should be no more than 3,000 words for all types of 16-19 provision being proposed

B1b – Summarise the evidence that there is need for the additional 16 to 19 places that your school will create in the short to medium term.	
[Add text here]	
Please tick to confirm that you have spoken to the local authority in which your school will be based about the need for new 16 to 19 places in the area	<input type="checkbox"/>
Please tick to confirm if the local authority in which your school will be located has confirmed that there is a need for the additional places that your school will create	<input type="checkbox"/>
Please tick if you have provided any additional evidence as an annex and list the annex names below: [Add text here]	<input type="checkbox"/>

We do not publish estimates of the need for 16 to 19 places and will consider a range of factors when assessing the need for additional 16 to 19 places created by your school. You must speak to the local authority about the need for the 16 to 19 places your school will create and to help identify any local providers that would be impacted by your school.



### 3.1 Information to include in section B1b

Your application should include:

- your proposed catchment area – with your assumptions around journey times for your target student cohort and evidence that they are realistic, having regard to local transport routes, schedules and costs – Check distance and [drive time between](#) areas within the catchment area and the site for you proposed school, especially those on the edge of the catchment.
- forecast changes in the 16 to 19 population in your proposed catchment area – these can be estimated from the forecasts for year 11 pupil numbers – [use the Local authority pupil forecasts](#), dataset. It is important to filter out forecasts for only year 11 pupils as the dataset has figures for reception to year 11. Showing the number and percentage change between years will help demonstrate the changes in your proposed area. However, focus on including changes up to year 2027/28. With no projections being made for 16-19 it is very important to speak to the LA to get a good understanding of the capacity and anything they expect to potentially change these conditions. You can get a rough understanding if the LA has surpluses or deficits looking at the [School sixth form capacity](#) dataset, by subtracting the pupils on roll column from the pupils places/capacity column. It is worth noting that this dataset may not account for capacity of further education colleges.
- any existing plans to meet the need in the area – review the [list of pipeline projects](#) and [providers that have been granted post-16 capacity funding](#) to see if this would affect the additional need in your proposed area
- your target student cohort and your approach to recruitment, setting out:
  - the characteristics of your proposed student cohort

- your evidenced assumptions about the expected take up of the type of curriculum your school will offer
- your plans to recruit sufficient students from your target cohort, including any plans around how groups will be prioritised in admissions criteria, and activities to increase the size of your target cohort, such as admissions processes based on measuring aptitude and outreach activity with local feeder schools
- how your school will enhance the local offer made by existing providers and ensure suitable student pathways – with reference to the information you provide for section D, you should set out:
  - any qualifications your school will offer that are not locally available or will extend limited local options
  - evidenced assumptions that the range of qualification options offered by your school will be suited to your target cohort and will ensure good pathways into education and employment.
- **how the qualifications offered will respond to local economic needs** – Demonstrate how your school will offer qualifications and experience that creates pathways into the local areas key industries. Qualifications that will help address skill shortages in your area. The DfE have outlined [high value qualifications that attracts higher levels of funding](#).
- **the extent to which your school will support the aim of increasing the numbers of disadvantaged young people progressing to top universities** – [This tool](#) to search for schools by name, location, local authority or parliamentary constituency. You can then add them to my schools to compare, with the option to filter various fields such as disadvantaged pupils. It is also useful to understand a [range characteristics that act as a barrier](#) to accessing higher education. Demonstrating that an area has a high rate of some of these characteristics may provide a strong argument.
- **the outcome of discussions you have had with the local authority and existing providers in your proposed catchment area, such as sixth form colleges, school sixth forms and further education colleges, including whether they support your proposal and the steps you**

**are taking to address any concerns that have been raised** – important to provide evidence that the local authority is on board and feels that what the school offers will benefit the local area.

- a description of any planned partnership arrangements and how they will support your school or enhance the quality and sustainability of the local offer to students, such as:
- support to extend the curriculum or extra-curricular offer available to students in your school or other local providers
- shared services across providers to increase efficiency and reduce the impact on existing providers, such as shared back-office functions
- financial support provided to your school that will deliver an enhanced offer to students

Partnerships might include being part of a strong multi-academy trust or a formalised partnership with an external organisation involved in the running of the school. They might also include agreed plans to collaborate with existing local providers to share facilities or extend the offer available to students across different providers.

We will assess the nature and sustainability of any partnerships on which your application depends. It is important that your school is financially sustainable over the long term. If you receive financial support from a partnership, we may need to test that your school would remain viable should this support not be available in the future. You should identify the parts of your proposal that are dependent on external funding in the relevant sections of your application and outline appropriate mitigations to ensure the viability of your school and the quality of your offer, should this funding cease. The financial viability of your proposal will be assessed in section F. We may approve your application subject to the provision of further evidence that we request on the nature of any partnership and the impact on your proposal should this partnership end.

We may also approve your post-16 provision subject to further assessment of the local need for additional 16 to 19 places and the contribution that your proposal could make to meeting it.

If your school will serve a housing development that has not been factored into SCAP21, it may strengthen your application to complete Table B below to show the following information:

- annual build rate – the number of dwellings that will be built each year
- cumulative build – the total number of dwellings that will have been built by that year
- cumulative pupil yield by age – the total number of pupils of each age that are expected to live in the development by that year

Complete a separate table for each phase that your school will include – primary, secondary, 16 to 19.

### 3.2 Table B - primary

Year to September	Annual build rate	Cumulative build	Cumulative pupil yield – age 5	Cumulative pupil yield – age 6	Cumulative pupil yield – age 7	Cumulative pupil yield – age 8	Cumulative pupil yield – age 9	Cumulative pupil yield – age 10	Cumulative pupil yield – age 11
2022	2533	2533							
2023	2533	5066							
2024	2533	7599							
2025	2533	10132							



2026	2533								
2027	2533								
2028	2533								

**3.3 Table B – secondary**

Year to September	Annual build rate	Cumulative build	Cumulative pupil yield – age 12	Cumulative pupil yield – age 13	Cumulative pupil yield – age 14	Cumulative pupil yield – age 15	Cumulative pupil yield – age 16
2022							
2023							
2024							
2025							
2026							



2027							
2028							

**3.4 Table B – 16-19**

Year to September	Annual build rate	Cumulative build	Cumulative pupil yield – age 17	Cumulative pupil yield – age 18
2022				
2023				
2024				
2025				
2026				
2027				





2028				
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We will consider the likelihood of the housing development being completed within the planned timeframe. We will also look at whether the local authority has a suitable serviced site for the school and has included the development in their 5-year housing land supply statement. You can strengthen your application if the local authority is able to provide benchmarks for this information, such as other developments under construction or recently completed in the local authority area. Please provide this information in the text box on the previous page and include any supporting evidence from the local authority as an annex.



## 4. B2 – evidence of the need for more good school places

Your response to section B2 should be no more than 1,000 words.

B2 – Provide information on any exceptional circumstances that would strengthen the case for additional good school places in your proposed catchment area.	
[Add text here]	
Please tick if you have provided any additional evidence as an annex and list the annex names below: [Add text here]	<input type="checkbox"/>

We are looking to open free schools in areas where they are likely to have the biggest impact on raising standards. We will consider applications in all areas of the country, but we will **prioritise proposals** for free schools that:

- are in one of the 55 education investment areas identified in the schools white paper, where outcomes in literacy and numeracy are the poorest, especially those located in one of the 24 priority education investment areas
- will support a rapid increase in the number of disadvantaged students progressing to leading universities, particularly for proposals with 16 to 19 places

The [maps and data](#) provide the locations of the priority education investment areas and the wider education investment areas

When comparing the relative need to improve educational standards between areas we will also look at:

- **headline performance data on attainment and progress, especially outcomes for disadvantaged pupils** – Find supporting data [here](#) and [here](#)
- **Ofsted grades for comparable providers** – Find Ofsted grades of other providers [here](#) and [here](#)
- **the latest data on the destinations of students after key stage 5, when assessing proposals to open free schools with 16 to 19 places** - Find destinations of students [here](#) and [here](#)

When choosing a location for your school you may find it useful to refer to the following websites to find out more information about the quality of existing local schools:

- [compare school performance](#) – provides Ofsted ratings and institution-level data on school and college performance, including progress, attainment and student destinations after key stage 5, with breakdowns for the performance of disadvantaged pupils
- [explore education statistics](#) – provides area-level data on school and college performance and student destinations

You do not need to provide additional information in this section to support your choice of catchment area as we will use the data, we already hold to assess the need for additional good school places in an area. **If you believe there are exceptional circumstances that would strengthen the case for additional good school places in your proposed catchment area, then you can provide additional contextual information.** This could include information on the **performance of schools in neighbouring local authority areas, where the catchment area for your proposed school will reasonably cover more than one local authority.**