

Open Report



City Council

06 June 2016

Final allocations of DSG Bids

Report of	Director of Children, Adult and Family Services
Contact officer(s)	Helen Meigh – Team Manager CAF Dave Perrett – Assistant Director of Education
Type of Decision	For Information
Cabinet Member	Councillor Janine Bridges - Cabinet Member for Education and Economy
Wards Affected	All Wards

What is the report about? How will it fit with the Council's priorities?

1.1	To present the Schools' Forum with the final outcomes of the Dedicated Schools Grant (DSG) Bid process.
1.2	

What are we recommending?

2.1	The Schools' Forum is asked to consider and approve the proposed allocations to individual schools' and academies from the DSG bid process 2015-16.
-----	---

How much will it cost and how will it be paid for?

3.1	The total DSG reserve agreed by Schools' Forum to be allocated to related bids was £7.7m. The use of DSG reserves in this way was approved by the EFA/DfE.
3.2	£3m of the initial allocation was set aside to be included in the Schools allocation for 2016/2017 and an exclusion from MFG was sought and approved by the DfE.
3.3	The remaining £4.7m was available for schools to bid in to via the DSG bid protocols that were approved by Schools' Forum in May 2015 and the final confirmed amount to the Secretary of State was £4.025m.

When are we doing it?	
4.1	There were several rounds of bids between June 2015 and October 2015, which were assessed by 3 sub-groups. and formal ratification and final approval would be made by the Schools' Forum.
4.2	Funding was paid to schools following the EFA approval to the use of the DSG reserves in this way.

Everything else you need to know:	
5.1	Following discussion at previous Schools' Forum meetings regarding the current financial and school improvement challenges facing schools and academies in Stoke on Trent a decision was made to develop a set of Dedicated Schools Grant (DSG) Bid protocols that would allow individual schools and academies to make applications for support in 3 key areas; Hardship, School Improvement and Capacity. A copy of the DSG protocols agreed is included at Appendix A. The DfE Exceptions request attached at Appendix B outlines the specific challenges faced within Stoke in further detail.
5.2	Appendix C – DSG Bids Approved sets out the bid applications approved by the relevant sub groups for individual schools and academies. Successful bids tended to stick strictly to the application criteria. The total amount of successful bids was £4.314m.
5.3	The use of the DSG funding through the bid process is to be evaluated by the SSIG and a report will be available to Schools Forum at a later meeting.
5.4	Based on the above Schools' Forum is asked to consider and approve the proposed allocations to individual schools' and academies from the DSG bid process 2015-16.

Technical Appendix:

The following sources of information were used for this report:
Dedicated Schools Grant – Protocols School and Academy Bid Applications Previous Schools Forum Reports & Minutes EFA – Dedicated Schools Grant Operational Guidance 2015-16
The following appendices are included as part of this report:
Appendix A - DSG Protocols Appendix B - DfE Exceptions Request Appendix C – DSG Bids Approved

Implications taken into consideration in this report:

Financial:
The main financial implications of the report are outlined in the body of the report.
Legal:
Relates to the regulations governing schools finance. Required for compliance with the School Funding Regulations.
Public Health, Human Resources and Public Services (Social Value) Act 2012:
No direct impact. Allocations or decisions relating to individual school and academy applications may have implications on HR.
Equality Impact or Environmental Impact Assessments:
No direct impact. Allocations or decisions relating to individual school and academy applications may have implications on HR.
Existing Council Policies:
DSG Bids have been considered in line with protocols agreed by the Schools' Forum at the previous meeting.
Key Risks:
Financial, improvement and capacity implications of decisions relating to individual school and academy applications. Allocations approved do not deliver the outcomes indicated within the applications approved.

Technical Appendix Part 2 - Executive Decisions*:

Options Considered:	
1.	Options are considered in the body of the report.

Reason for Decision:
Schools' Forum to consider and approve DSG bid applications contained within this report.

* In accordance with the Local Authorities (Executive Arrangements) (Meetings and Access to Information) (England) Regulations 2012

Protocols for DSG Applications



Stoke on Trent DSG Protocols
March 2015



1) Executive Summary

This document identifies the 3 DSG grant funds and indicates the nature of each fund. Schools or organisations may apply using the provided application form.

2)

3)

4)

5) Contents

Executive Summary	4
Hardship Grant Fund	2
Schools Causing Concern Grant Fund	4
Capacity Grant Fund	6
Hardship Grant Application Form	8
Schools Causing Concern (SCC) Application Form	14
Developing Capacity Application Form	23

Hardship Grant Fund

Application Process

This should be an individual application by the school in hardship using the standard application form. This will include the creation of an action plan and the signing of a performance contract.

Principles of Hardship Fund

The principle of this hardship fund is that although a school cannot be protected in perpetuity from a structural deficit, it could be provided with a transition grant to provide short-term relief (rather than a long-term subsidy). However, it is recognised that short term temporary deficits can arise. In such instances, the hardship fund will provide an element of protection to ensure that schools remain open with a broad and balanced curriculum in readiness for the anticipated increase in student numbers.

Schools applying for the hardship fund should consider how they are going to address their specific problems which have led to a structural deficit in the coming financial year. A structural deficit might be addressed by structural change e.g. sharing services with other schools.

This should not be a subsidy for unviable schools to carry on 'as you were.' It should be seen as an opportunity for schools to survive a temporary hardship. Longer term imbalances between a school's income and its expenditure which result in regular annual deficits should be addressed in the plan.

Academy trusts/sponsors should declare their level of top slice funding and highlight how this benefits the school in hardship.

Please indicate in the application form how you plan to address the structural deficit over the maximum 12 months grant period.

Criterion for hardship grant application

This is when a primary or secondary school has a significant drop in its budget allocation due, for example, to a reduction in student numbers or the impact of significantly increased PFI charges.

Application Form Action Plan

The school should complete an Application Form Action Plan which will show how the structural deficit will be addressed over the next 12 months. This may be through, for example

- amalgamation e.g. a shared finance team with another school
- a combination of each
- other means which each school will identify

The Performance Contract

Schools will agree to a performance contract which will be signed by

- a. the Head teacher of the Applying School and its
- b. Chair of Governors,
- c. the Chair of the Schools Forum
- d. the LA appointed Assistant Director of Education.

Monitoring

The plan will be monitored by a SSIG/LA/Schools Forum appointed Scrutiny Officer three times a year (once termly) at face to face meetings. Financial monitoring will be undertaken on a monthly basis. Schools Forum/SSIG will hold the right to withdraw/ decline funding where pupil progress/outcomes are not improving.

Schools Causing Concern Grant Fund

Application Process

This will be a joint application from schools where support is being provided for the school causing concern. This will include the creation of an action plan and the signing of a performance contract.

Principles of the SCC Fund

The principle of this fund is to rapidly improve outcomes for schools causing concern. These schools will be

- in special measures
- requiring improvement
- highlighted by SSIG as being a cause for concern (at risk of dropping an OfSTED category).

The principle of self-help will be applied to this fund i.e. the school being supported should provide a **monetary** contribution to the plan.

The support contract term will be up to 24 months.

Criteria for SCC application

Schools causing concern must work with a supporting school which will help them rapidly improve outcomes.

A joint application form action plan should be submitted and should clearly identify success criteria, specific actions to achieve these, anticipated costs and timelines. Schools causing concern must financially contribute to the costs of the plan. This will identify the contribution from their school budget towards delivery of the actions e.g. how much money will be spent on staffing, resource allocation etc.

The action plan must take the financial reserves the SCC has into consideration. The SCC must indicate the level of financial reserve it holds.

An appropriate level of reserve for the purposes of such applications is acceptable and would not affect the level of any grant awarded. This might be the equivalent of one month's pay for all staff.

However, schools may have a greater level of financial reserve but would need to show a clearly costed explanation for such reserves. Other than this, schools will be required to dip in to their reserves rather than bid for the SCC funding grant. Academy trusts/sponsors should declare the level of top slice funding and highlight how this benefits the school causing concern.

Application Form Action Plan

The schools should complete a joint Application Form Action Plan which will identify actions to improve outcomes in the SCC school and how the partner school will drive the improved outcomes. The length of action plan may be up to 24 months as improved outcomes may take longer than 12 months to achieve.

The Performance Contract

Schools will agree to a performance contract which will be signed by the head teachers and chairs of governors of the applying schools, the chair of the Schools Forum and the LA appointed Assistant Director of Education.

The responsibility for delivery and quality of outcomes of the contract lies with the lead supporting school.

The grant for the performance contract will be awarded to the lead supporting school.

Monitoring

The plan will be monitored by a SSIG/LA/Schools Forum appointed Scrutiny Officer three times a year at face to face meetings. Financial monitoring will be undertaken on a monthly basis. Schools Forum/SSIG will hold the right to withdraw/ decline funding where pupil progress/outcomes are not improving.

Capacity Grant Fund

Application Process

This will be a single or joint application to develop capacity across a group of schools. This will include the creation of an action plan and the signing of a performance contract.

Principles of the Capacity Fund

The principle of this fund is to support the development of sustainable and committed partnerships between schools and organisations so that standards are raised across Stoke on Trent and groups of schools are empowered to deliver outstanding educational outcomes.

The principle of self-help will be applied to this fund i.e. schools or organisations applying should provide a **monetary** contribution to the plan.

A multiplier effect is for an agreed programme is desirable for example where capacity is to be rapidly increased across two or more schools rather than in a single school in isolation. This increases value for money and builds cooperation and partnership across the city.

Organisations other than schools can be commissioned by a group of schools to deliver a programme based on the local priorities for school improvement e.g. raising literacy and numeracy standards

Criteria for Capacity application

This should be a planned programme to develop system capacity in Stoke on Trent. For example, a school or group of schools which wishes to rapidly improve partnership outcomes.

A planned programme which supports the key strategic themes for the improvement of education in Stoke on Trent for example, literacy and numeracy, leadership and school-to-school support.

An application form action plan should be submitted and should clearly identify success criteria, specific actions to achieve these, anticipated costs and timelines. Schools or organisations must financially contribute to the costs of the plan. This will identify the contribution from their budget towards delivery of the actions e.g. how much money will be spent on staffing, resource allocation etc.

Where applicable, the action plan must take into account the financial reserves of a school or organisation has into consideration.

Application Form Action Plan

The schools or organisation should complete an Application Form Action Plan which will identify actions to drive improved outcomes.

The length of action plan may be up to 24 months as improved outcomes may take longer than 12 months to achieve.

The Performance Contract

Schools or organisations will agree to a performance contract which will be signed by the head teachers and chairs of governors of the applying schools or organisations, the chair of the Schools Forum and the LA appointed Assistant Director of Education.

The responsibility for delivery and quality of outcomes of the contract lies with the applicant school or organisation.

The grant for the performance contract will be awarded to the applicant school or organisation through agreed instalments based upon monitoring of progress meetings.

Monitoring

The plan will be monitored by a SSIG/LA/Schools Forum appointed Scrutiny Officer three times a year at face to face meetings. Financial monitoring will be undertaken on a monthly basis. Schools Forum/SSIG will hold the right to withdraw/ decline funding where pupil progress/outcomes are not improving.

Hardship Grant Application Form

Principles of the Hardship Fund

The principle of this hardship fund is that although a school cannot be protected in perpetuity from a structural deficit, it could be provided with a transition grant to provide short-term relief (rather than a long-term subsidy). In your application, give background information explaining the reasons for your structural deficit. In addition, you must show how the structural deficit will be addressed over the next 12 months. Please complete the digital version of the form which will expand as you add information.

Hardship Grant	Name of School or Organisation making the Application?
a. Structural Deficit Please give background information explaining the reasons for your structural deficit.	

b. Action Plan (This section will form the key part of your application).

Specific Action(s) which you will take to reduce the structural deficit and the cost of each action. **Please remember this can only be a 12 month plan**

1. Identify which actions will address the structural deficit over the next 12 months together with the expected cost of each action. This should be broken down as accurately as possible.

2. Identify the milestones when key parts of each action will be achieved on the journey towards completion (this will support monitoring of progress).

3. Identify final completion dates for the actions

This section will form the key part of your application

c. The allocation of responsibility

Which named persons will be responsible for delivery of the above actions?

d. Success Criteria

Identify the intended outcomes of the application. These will form the KPIs against which we will measure progress and eventual success of delivery.

e. Finance Required	<u>Actions</u>	<u>Finance Required £</u>
<p>From Section b above, <u>briefly</u> identify the total of any finance you require and the action it is financing.</p>		
	Total Finance Required	£

f. Monitoring arrangements	Progress reports will be provided to the SSIG/LA/Schools Forum Scrutiny Officer three times a year as agreed and will be at face to face meetings.
g. Evaluation arrangements	The scrutineer will complete a termly monitoring report at the end of the terms one and two which and an evaluation report at the end of the 12 month period.
<p data-bbox="259 380 597 495">h. Performance Contract</p> <p data-bbox="259 495 597 1556">This document will be signed by</p>	<p data-bbox="597 380 1521 495"><i>We agree to implement the action plan to the best of our ability and in the spirit of the conditions explained in this document. The Schools Forum reserves the right to review arrangements where it is clear that a party is not fulfilling its obligations in this regard.</i></p> <p data-bbox="597 495 1521 716">1. <u>Head teacher of the Applying School</u></p> <p data-bbox="597 611 1521 642">Name: Signature</p> <p data-bbox="597 716 1521 936">2. <u>Chair of Governors of the Applying School</u></p> <p data-bbox="597 842 1521 873">Name: Signature</p> <p data-bbox="597 936 1521 1157">3. <u>The Chair of the Schools Forum</u></p> <p data-bbox="597 1115 1521 1146">Name: Signature</p> <p data-bbox="597 1157 1521 1377">4. <u>The LA appointed Assistant Director of Education.</u></p> <p data-bbox="597 1335 1521 1367">Name: Signature</p>

Schools Causing Concern (SCC) Application Form

This will be a joint application by all schools where they are providing support for the school causing concern. This will include the creation of an action plan and the signing of a performance contract.

Principles of the SCC Fund

The principle of this fund is to rapidly improve outcomes for schools causing concern. These schools will be

- in special measures
- requiring improvement
- highlighted by SSIG as being a cause for concern (at risk of dropping an OfSTED category).

The principle of self-help will be applied to this fund i.e. the school being supported should provide a **monetary** contribution to the plan. The support contract term will be up to 24 months. Please complete the digital version of the form which will expand as you add.

**The boxes will not expand so please be concise and to the point.*

SCC Grant: Names of School(s) or Organisation(s) making the application:	
a. Causes for Concern Please explain the causes for concern	

a. Causes for Concern (cont..)

Please explain the causes for concern

b. Action Plan (This section will form the key part of your application).

Specific Action(s) which you will take to address the causes for concern and the cost of each action.

1. Identify which actions will address the concerns over the next 12 or 24 months together with the expected cost of each action. This should be broken down as accurately as possible.

2. Identify the milestones when key parts of the actions will be achieved on the journey towards completion (this will support monitoring of progress).

3. Identify final completion dates for the actions

<p>c. The allocation of responsibility</p> <p>Which named persons will be responsible for delivery of the above actions?</p>	
<p>d. Success Criteria</p> <p>Identify the intended outcomes of the application. These will form the KPIs against which we will measure progress and eventual success of delivery.</p>	

d. Success Criteria (cont...)

Identify the intended outcomes of the application. These will form the KPIs against which we will measure progress and eventual success of delivery.

h. Finance Required	<u>Actions</u>	<u>Finance Required £</u>
<p>From Sections b & e above, <u>briefly</u> identify the total of any finance you require and the action it is financing.</p>		
	Total Finance Required	£

i. Monitoring arrangements	Progress reports will be provided to the SSIG/LA/Schools Forum Scrutiny Officer three times a year as agreed and will be at face to face meetings.
j. Evaluation arrangements	The scrutineer will complete a termly monitoring report at the end of the terms one and two which and an evaluation report at the end of the 12 month period.
k. Performance Contract This document will be signed by	<p><i>We agree to implement the action plan to the best of our ability and in the spirit of the conditions explained in this document. The Schools Forum reserves the right to review arrangements where it is clear that a party is not fulfilling its obligations in this regard.</i></p> <p>1. <u>Head teacher of the Lead Supporting School</u></p> <p>Name: _____ Signature</p> <p>2. <u>Chair of Governors of the Lead Supporting School</u></p> <p>Name: _____ Signature</p> <p>1. <u>Head teacher of the SCC School</u></p> <p>Name: _____ Signature</p> <p>2. <u>Chair of Governors of the SCC School</u></p> <p>Name: _____ Signature</p> <p>3. <u>The Chair of the Schools Forum</u></p> <p>Name: _____ Signature</p> <p>4. <u>The LA appointed Assistant Director of Education.</u></p> <p>Name: _____ Signature</p>

Developing Capacity Application Form

This will be a single or joint application to develop capacity across a group of schools. This will include the creation of an action plan and the signing of a performance contract.

Principles of the Capacity Fund

The principle of this fund is to support the development of sustainable and committed partnerships between schools and organisations so that standards are raised across Stoke on Trent and groups of schools are empowered to deliver outstanding educational outcomes.

The principle of self-help will be applied to this fund i.e. schools or organisations applying should provide a **monetary** contribution to the plan.

**The boxes will not expand so please be concise and to the point.*

Developing Capacity: Name of the School or Organisation (s) making the Application?	
--	--

a. Raising Capacity Rationale	
--------------------------------------	--

Please explain the reasons why you wish to develop capacity and why you think it is important

**a. Raising Capacity
Rationale (cont...)**

Please explain the reasons why you wish to develop capacity and why you think it is important

b. Action Plan (This section will form the key part of your application).

Specific Action(s) which you will take to raise capacity and the cost of each action.

1. Identify which actions will address the capacity issues over the next 12 to 24 months together with the expected cost of each action. This should be broken down as accurately as possible.

2. Identify the milestones when key parts of the actions will be achieved on the journey towards completion (this will support monitoring of progress).

3. Identify final completion dates for the actions

<p>c. The allocation of responsibility</p> <p>Which named persons will be responsible for delivery of the above actions?</p>	
<p>d. Success Criteria</p> <p>Identify the intended outcomes of the application. These will form the KPIs against which we will measure progress and eventual success of delivery.</p>	

d. Success Criteria (cont...)

Identify the intended outcomes of the application. These will form the KPIs against which we will measure progress and eventual success of delivery.

h. Finance Required	<u>Actions</u>	<u>Finance Required £</u>
<p>From Sections b and e above, <u>briefly</u> identify the total of any finance you require and the action it is financing.</p>		
	Total Finance Required	£

i. Monitoring arrangements	Progress reports will be provided to the SSIG/LA/Schools Forum Scrutiny Officer three times a year as agreed and will be at face to face meetings.																										
j. Evaluation arrangements	The scrutineer will complete a termly monitoring report at the end of the terms one and two which and an evaluation report at the end of the 12 month period.																										
<p>k. Performance Contract</p> <p>This document will be signed by</p> <p>Please copy and paste any sections on right as required if any additional schools involved.</p>	<p><i>We agree to implement the action plan to the best of our ability and in the spirit of the conditions explained in this document. The Schools Forum reserves the right to review arrangements where it is clear that a party is not fulfilling its obligations in this regard.</i></p> <p>1. <u>Head teachers of the Applying Schools</u></p> <table border="0"> <tr> <td>School</td> <td>Head teacher:</td> <td>Signature</td> </tr> <tr> <td>School</td> <td>Head teacher:</td> <td>Signature</td> </tr> <tr> <td>School</td> <td>Head teacher:</td> <td>Signature</td> </tr> </table> <p>2. <u>Chair of Governors of the Applying Schools</u></p> <table border="0"> <tr> <td>School</td> <td>Governor:</td> <td>Signature</td> </tr> <tr> <td>School</td> <td>Governor:</td> <td>Signature</td> </tr> <tr> <td>School</td> <td>Governor:</td> <td>Signature</td> </tr> </table> <p>3. <u>Representative of Contracted Supporting Organisation</u></p> <table border="0"> <tr> <td>Organisation</td> <td>Role in Organisation</td> </tr> <tr> <td>Name</td> <td>Signature.....</td> </tr> </table> <p>4. <u>The Chair of the Schools Forum</u></p> <table border="0"> <tr> <td>Name:</td> <td>Signature</td> </tr> </table> <p>5. <u>The LA appointed Assistant Director of Education.</u></p> <table border="0"> <tr> <td>Name:</td> <td>Signature</td> </tr> </table>	School	Head teacher:	Signature	School	Head teacher:	Signature	School	Head teacher:	Signature	School	Governor:	Signature	School	Governor:	Signature	School	Governor:	Signature	Organisation	Role in Organisation	Name	Signature.....	Name:	Signature	Name:	Signature
School	Head teacher:	Signature																									
School	Head teacher:	Signature																									
School	Head teacher:	Signature																									
School	Governor:	Signature																									
School	Governor:	Signature																									
School	Governor:	Signature																									
Organisation	Role in Organisation																										
Name	Signature.....																										
Name:	Signature																										
Name:	Signature																										

2nd April 2015

School Improvement Funding

Background

The Local Authority was inspected by Ofsted in January 2015 and their reported stated that whilst good improvement had been made, the attainment gap for disadvantaged children and others and the general raising of attainment is not sufficient. The National Government policy for school improvement incorporates the principle of a school/sector led and driven strategy. National policy and accountability regimes require evidence of how a sustainable improvement programme at school and Local Authority level is being developed and how it is raising standards. The Local Authority is committed to continuing to re-define its role within this strategy as a commissioner and broker of provision and support and to enable commissioning support for schools in OFSTED category or who face challenging circumstances.

Following debate and discussion with the Schools' Forum earlier this year support and approval was granted to allocate £8,205,000 of the current Dedicated Schools Grant reserve to support the development of 3 tiers of support, the further development of school to school support and networks, the short term assistance to schools in financial difficulty and support for schools in category and at risk of going into category. As this falls outside the current DSG regulations a formal exception request is being sought from the DfE.

Proposal

The proposal seeks to establish 3 funding mechanisms.

1. To provide schools in financial difficulty with a transition grant to provide short-term relief rather than a long-term subsidy. I.e. a Hardship fund. Schools applying for the hardship fund should consider how they are going to address their specific problems which have led to a deficit in the coming financial year. E.g. sharing services with other schools.
2. To support the continued development of sustainable and committed partnerships between schools and organisations so that standards are raised across Stoke on Trent and groups of schools are empowered to deliver outstanding educational outcomes. The principle of self-help will be applied to this fund i.e. schools or organisations applying should provide a monetary contribution to the plan.
3. To provide school to school support for schools in Ofsted category or at risk of entering an Ofsted category. An action plan will be submitted and should clearly identify success criteria, specific actions to achieve these, anticipated costs and timelines. Schools causing concern must financially contribute to the costs of the plan. This will identify the contribution from their school budget towards delivery of the actions e.g. how much money will be spent on staffing, resource allocation etc.

Formal Request

The LA is therefore formally requesting that:

- The DfE grant a formal exception allowing £8,205,000 of DSG reserves to be utilised to support the further development of school to school support and networks, the short term assistance to schools in financial difficulty and support for schools in category and at risk of going into category.

Appendix C

DSG Successful Bids

Hardship Fund

School	Recommendation £
Birches Head Academy	87,561
Trentham High School	10,715
Sneyd Green Primary School	41,092
Thistley Hough Academy	149,275
Excel Academy	69,631
St Thomas More Catholic Academy	10,117
Sandon Business and Enterprise College	70,685
Norton Le-Moors Primary Academy	2,890
Ball Green C.P. School	14,023.21
Blurton Primary School	22,079.99
Grove Junior School	17,038.91
Heron Cross Primary School	26,521.70
Newstead Academy	10,994.44
Oakhill Primary School	17,572.74
Our Lady & St Benedict Catholic Academy	7,465.02
Star Academy	9,609.38
Stoke Minster C.E.	20,703.60
Summerbank Primary Academy	2,754.16
Alexandra Infants' School	996.21
Ash Green Primary School	22,875.61
Glebe Primary School	11,394.75
St Joseph's Catholic Academy	6,220.72
St Margaret Ward Catholic College	124,849.75
Weston Coyney Junior	5,499.05
	762,564

Schools Causing Concern

School	Recommendation £
C2C on behalf of Moorpark junior School	12,500
C2C on behalf of Our Lady and St Benedict	19,000
C2C on behalf of St George and St Martin Catholic Academy	10,000
C2C on behalf of St Joseph's Catholic Academy	15,000
Weston Coyney Juniors and The Britannia Teaching Schools Alliance	114,512
Mill Hill Primary School	100,000
Birches Head Academy	137,400
Milton Primary	91,840
St Thomas More Catholic Academy	29,200
Maple Court Academy	50,000
Sandon Business and Enterprise College	161,427
Trentham	160,000
Abbey Hulton Primary, BTSA & C2C	9,800
Etruscan Primary School	54,673
Maple Court Academy & BTSA	13,650
Maple Court Academy	50,000
Stoke Minster Primary School & Oakhill Primary School	4,172
St Thomas More Catholic Academy	70,000
St Nathaniel's Academy	27,150
Mill Hill	40,000
Kingsland Primary / BTSA	16,650
Birches Head	105,442
Stoke Minster Primary School Oakhill Primary School	148,250
Inspirational Learning Academies Trust (formerly known as Newstead Multi Academy Trust)	45,287
JIN bid to support Alexandra Infants	107,800
JIN bid to support Alexandra Juniors	50,000
Maple Court Academy	100,000
Alex Infants	50,000
Maple Court	50,000
St Peter's Academy	151,000
St. Augustine's Catholic Academy	40,000
Thistley Hough Academy & Creative Education Trust Academies	50,500
	2,085,253

Capacity Fund

School	Recommendation £
The Newman Catholic Collegiate	40,000
The City Learning Trust	65,000
Grove, Hamilton and Northwood Broom Glebe	134,732
The Crescent Primary Academy	30,000
Hamilton Infants/Northwood Broom Federation	81,699
St Bart's Multi Academy Trust	98,384
St Gregory's & St Maria Goretti Catholic Academies	69,500
St Mary's Catholic Academy	65,300
St Peter's & St Wilfrid's Catholic Academies	36,893
St Joseph's College Edmund Rice Academy Trust	85,653
Greenways supporting Milton	138,453
Haywood Academy	108,485
Milton Primary	160,000
Burnwood Community School	64,498
Greenways Primary School, Milton Primary School, Newford Primary School, Sneyd Green Primary School	39,000
Greenways Primary School, Milton Primary School, Newford Primary School, Sneyd Green Primary School	18,000
Newstead Primary Academy	18,960
SASCAL Maths Network	51,471
CLT	30,000
Newman Catholic Collegiate	40,000
JIN	50,138
	40,240
	1,466,406
Total successful bids	4,314,223