



Jersey Funding Formula for Schools: Rationale and Calculations 2024

MAY 2024

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School funding in Jersey

Background and Objectives

The funding formula for schools was first published in 2022. This version updates the formula for 2024. The formula is largely unchanged between 2023 and 2024 with the main differences reflecting the full year effect of funding introduced in 2023 for the purpose of delivering a more inclusive education.

Otherwise, smaller changes have been made to:

- reflect inflationary increases.
- add inclusion funding in early years (nursery banded funding).
- explain in more detail the funding of 'bulge classes'.
- move towards average values for teacher funding.

Whilst simplified, the formula remains complex and explanatory notes describing some of the development and application are set out below.

Establishing the formula

As in 2022 and 2023, new components of the formula were developed using zero-based budgeting principles. For the increased investment in inclusion the following headline approach was applied:

- Establishing core resources under a *model school for inclusion*
- Specifically targeting funding to children and young people's (CYP) needs through alignment with Records of Need (RoN) & Special Educational Need (SEN) registers at each school
- Establishment of more appropriate provisions for CYP

These changes have resulted in reductions to some budget lines as they are aggregated with a larger pot of inclusion funding and allocated using a new methodology.

Spending the budget

The formula is used to derive the budget quantum and, for the majority of the budget, Headteachers have discretion on how to spend it. This ensures that school leaders, who have the best understanding of the context and requirements of the school can, for example, build a workforce that best fits their needs.

There are examples where less discretion is afforded for example:

- Jersey Premium – there are additional governance and accountability measures requiring a school to produce a proposed plan for their Jersey Premium budget and produce a review assessing the performance of that plan. Both the plan and review are subject to additional scrutiny and benefit from additional support from external subject matter experts.
- Inclusion staffing structures – The model school for inclusion staffing structure requires all

mainstream provided schools employ a core set of staff, supporting a more inclusive education. Transition periods will be agreed to reflect the different start point for schools and the lead time to recruit and embed new team structures.

Centrally-held funds

Whilst the bulk of school funding is allocated directly to schools through the formula there remain funds held centrally for the benefit of schools. Examples include:

- Inclusion funding, where the changing needs of children and young people (CYP) often have funding implications for schools beyond their budget. In these instances, budget is made available for schools from the central inclusion team to support individual children and young people.
- Learning and development (L&D) funding, over and above funds allocated to school for L&D through the formula, there is a central fund of £1.345m invested for these purposes.
- Supply teacher funding, in the very small number of instances where UK supply teachers have been required the incremental costs above school budgeted cost for these roles have been covered centrally.

Whilst there will always be funding held centrally for the benefit of schools the intention is to use the formula for the allocation of most funds to schools, providing Headteachers with greater clarity and certainty.

Approach to fee-charging and grant funded schools

The Independent School Funding Review recommended *changing the relationship between Government of Jersey and fee-charging schools*. This recommendation, amongst others, is being considered as part of a wider range of transformational policy options.

For 2024, fee-charging schools will have access to increased funding for inclusion, for example, through the continued reduction in occupancy charges and full access to Record of Need funding.

Outside this increase in access to some inclusion funding, and until the future basis of this relationship is established through policy development work, these schools will continue to be funded using the previous methodology.

Notwithstanding this position these schools retain discretion to raise funds through changes in fees either directly (grant funded) or through annual proposals to the Minister for Children and Education (fee-charging provided schools).

Annual review cycle

The continued development of the formula is an iterative process and subject to annual reviews.

A working group has been established to review the formula and make proposals for improvement. This group includes a mix of school leaders, central education staff and finance business partners.

Balancing proposed formula with available budget

Final allocations of funding to schools through the formula need to reflect any changes to available funds, either as determined through the Government Plan process or following underlying allocation of funds between directorates within the department. Consequently, it is not uncommon to adjust the formula to reflect these. A reduction was applied to formula proposals to ensure the departmental budget remained within available cash limits.

In-year changes

Recognising the misalignment between financial year (Jan – Dec) and academic year (Sept – July) additional changes are made to school budgets within a financial year. These changes often reflect changes in school roll in the following academic year and include adjustments for:

- CYP with a RoN
- Changes in the assessment of needs for a CYP with a RoN
- Class numbers
- Early career teachers
- Jersey Graduate Teacher Training

There are also new financial pressures that emerge in the year, for example an increase in utilities and cleaning costs. These are often common across Government and addressed through central treasury processes when possible.

The following sections set out the specific construction and assumptions of each spending line at a primary phase, secondary phase, and additional school funding.

Note, where a £ amount is quoted in relation to pay, this is at 2023 pay rates as the formula was run before any pay inflation for 2024 was agreed. The formula is adjusted for pay inflation during the year as and when pay awards are approved.

Primary School Funding

1 Staffing

1. Teaching Staff

- 1. Heads & Deputies¹** – Each Primary School is funded for one Headteacher and one Deputy Headteacher. The allocation is based on the actual salary cost of the Headteacher and Deputy (each school is placed in one of seven bands that reflects its size, Headteachers and Deputy Headteachers are paid from a range of salary points that change depending on band). If no Deputy is in post, a salary is assumed on the lower tier of salary points of the school banding. The distribution of school groupings across the leadership pay scales can be found in **Appendix 1**.
- 2. Teachers** – One teacher is funded per class from nursery to year 6. Teachers are now commonly funded at an average grade TCH11, unless the school's average grade is greater than a TCH12 whereby they receive funding at TCH12. This is a change from 2023, which was a transition year whereby
 - If the average actual teacher grade of a school is below a TCH10, all teachers are funded at a grade TCH10.
 - If the average actual teacher grade is over a TCH12, all teachers are funded at a grade TCH12.

In agreement with teaching unions, an additional 10% is calculated to reflect time for Planning Preparation and Assessment (PPA). Four days sickness per teacher per year are also included to the budget at a rate of supply of £240 per day. As the Deputy Headteacher also has responsibility for teaching a class, the teachers' budget is reduced by one to reflect the teaching Deputy.

- 3. Supplementary Allowance Points²** – A *Supplementary Allowance (SA)* is a management allowance paid to a teacher for taking on management responsibility within a school, for example to staff who take on a subject lead role or middle management responsibilities such as Key Stage Leads, SENCO, Designated Safeguarding Lead or Early Years leadership.

The quantum and distribution of SA points is also subject to further review but the following table details how many points are allocated to a school, dependent on how many forms of entry a primary school has. Management responsibilities are agreed and reviewed at the Headteacher's discretion. SA points associated with inclusion-based roles are included in the Inclusion section of this report.

Special adjustment for some schools that have "bulge classes" (additional classes created to meet increased demographics in specific year groups) recognises the difference between a one and two form entry school to reflect the extra responsibility.

¹ [Headteacher and Deputy Head pay scales](#)

² [Teachers pay scales and SA Points](#)

Level	SA Points	£
1 Form	12	37,641
2 Form	26	82,690
Bulge Classes:	2	6,273

Supply Cover – Five days of supply cover per teacher are included at a rate of £240 per day. This excludes the supply required for sickness described in teachers' costs above.

2. Support Staff

1. **Receptionist / Secretary** – Based on Grade CSER0603³, term time only (TTO), 37 hours per week which is equivalent to 0.81FTE. A Primary School will receive funding for one or two reception staff dependent on how many forms of entry it has.

- 1 Form School = 1 staff member (0.81FTE)
- Form School = 2 staff members (1.62 FTE)
- Form School = 3 staff members (2.43 FTE)
- 1 Bulge class between 1 form and 2 form = 0.116 FTE (Difference between 0.81 and 1.62 divided by 7 forms)
- 1 Bulge class between 2 form and 3 form = 0.116 FTE (Difference between 2.43 and 1.62 divided by 7 forms)

The formula treats a 1 form school as having 8 classes, a 2 form as having 15 classes and a 3 form as having 22 classes. If the total number of classes falls between these numbers, the additional classes are treated as bulge classes and they receive a proportion of the difference between the 1 form and 2 form, or a 2 form and 3 form.

For example:

A school with 12 classes would receive:

- 1 form school funding (for 8 classes) = 0.81FTE
- 4 bulge classes which would equate to funding for an additional 0.464 FTE (4 x 0.116)
- Total funding for 12 classes of 1.274 FTE

2. **School Business Manager** – Based on a Grade CSER0903³, term time only plus one week, 18.5 hours a week which is equivalent to 0.41 FTE. A Primary School will receive funding for 18.5 or 27.75 hours of Business Manager FTE dependent on how many forms of entry it has.

- 1 Form School = 18.5 hours per week (0.41FTE)
- 2 and 3 Form School = 27.75 hours per week (0.62 FTE)
- 1 Bulge class between 1 form and 2 form = 0.03 FTE (Difference between 0.41 and 0.62 divided by 7 forms)
- 1 Bulge class between 2 form and 3 form = 0.00 FTE (no additional as 2 form and 3 form are the same)

3. **Nursery Officers** – Two Nursery Officers are funded per primary school (in addition to the Nursery teacher which forms part of the teacher calculation). It is assumed there are 30 children in a Nursery so funding for 3 staff (1 teacher, 2 officers) is provided, giving a ratio of 1 adult to 10 children.

Nursery Officers are funded based on a Teaching Assistant grade TAF0604⁴, 32.5 hours per week,

42.6 weeks per year. Each Primary school receives budget for two Nursery Officers. Schools with larger pupil capacity (currently Plat Douet, First Tower and d’Auvergne Primary Schools) receive funding for an additional nursery officer reflecting the additional 10 pupils.

Funding is also given for Lunchtime supervision within each school nursery based on a teaching assistant grade TAF0304, 5 hours per week, 42.2 weeks per year. 0.22 FTE Nursery Lunchtime cover is also funded.

4. **Teaching Assistants** – Teaching Assistants offer additional resource to the class teacher and in some cases support to individual children in a class. This resource is not associated with Special Educational Need or Disability as this is funded separately under Inclusion. Funding is provided based on a teaching assistant grade TAF0503⁴, term time only. The number of hours per week differs based on year group as follows:

Reception	25 hours per week
Year 1 & Year 2:	15 hours per week
Year 3 to 6:	2.5 Hours per week.

³[Civil Service pay scales](#)

⁴[Teaching Assistant pay scales](#)

5. **Lunchtime Supervision** – Supervision over lunchtime is funded to allow teaching staff to have a dedicated lunchbreak as agreed as part of their terms and conditions. Funding is based on a Teaching Assistant grade TAF0503⁴, 30 mins per day, 42.2 weeks per year.

Supervision ratios are as follows: (Nursery is covered under Nursery Officers above)

Reception	3 supervisors per class
Years 1 to 6	1 supervisor per class

3. Manual Workers

1. **Caretakers** – Funding is provided based on one Caretaker on a manual worker grade MANW0503,⁵ full time in each school. With a shift allowance at SS123.
2. **Directly Employed Cleaners** – Cleaning in schools is delivered in several different ways. Directly employed from payroll where cleaning staff are employed directly by a school as a manual worker, via external providers through cleaning contracts (shown under cleaning contracts below) and in some cases a combination of the two. Directly employed cleaners are funded on a manual worker grade MANW0104 based on the contractual hours they have in place with a specific school.

2 Non-Staffing

1. Premises

1. **Grounds Maintenance** – Funding is based on the actual costs for existing grounds maintenance contracts and any additional contracts for Astro-turf maintenance. This is based on actual cost from the previous year reflecting that contracts are negotiated centrally and that the school has no influence over the amount they spend.
2. **Cleaning Contracts** – Funding is based on the newly negotiated cleaning contract values. This reflects that contracts are negotiated centrally and that the school has no influence over the amount they spend. All non-pay inflation budget received was used to cover the cost of the revised contract price as they were already committed.
3. **Cleaning Material** – Based on £1.15 per m². Funding was set based on historic spend over a 5-year period (excluding costs of Covid). The rate remains the same as 2023, reflecting budget availability. The area of a school is provided by Jersey Property Holdings (JPH).
4. **Utilities** – 2022 actuals were used on a school-by-school basis for electricity, water, gas, and oil, reflecting budget availability.
5. **Minor Works** – Assuming a core rate of £7 per m² adjusted for the age of the building. This is intended to take account of increased wear and tear for older buildings and the reduced need for minor works for newer buildings.

The following rates are used; building ages are advised by Jersey Property Holdings (JPH):

⁵ [Manual Worker pay scales](#)

- Up to 5 years old receive 75% £5.25
- 5-10 Years receive 95% £6.65
- 10-25 Years receive 100% £7.00
- 25-50 Years receive 105% £7.35
- 50-100 Years receive 110% £7.70
- 100 Years + receive 115% £8.05

2. Other Supplies & Services

- **Teaching & Learning Materials** – This includes textbooks, pupil stationery, resources for subject specific teaching etc. It is based on a rate of £115 per pupil. This rate was set using a base historical spend over a 5-year period (average actual of £78 per pupil) increased to reflect that this budget line is often a casualty of general school budget pressures, and a 5-year average may not fully reflect the need. This rate remains the same as 2023, reflecting budget availability.
- **Administration Charges** – Based on a rate of £50 per pupil using analysis of historic spend over a 5- year period. Administration charges are associated with expenditure in stationery, photocopying, telephones, mobile phones, postage etc. This rate remains the same as 2023, reflecting budget availability.
- **Training** – Based on a rate of £5 per pupil using analysis of historic spend over a 5-year period (excluding 2020 due to COVID skewing the spend). Note that, in addition to these school level funds, there is a centrally held budget for Learning and Development of £1.345m per annum.
- **Travel Costs** – Based on £12.50 per pupil set using analysis of historic spend over a 5-year period (excluding 2020 due to COVID skewing the spend). Travel costs include any travel expense related to training and development for teachers including vehicle hire, vehicle fuel, flights, trains, hotel accommodation. Travel related to school trips such as minibus hire will also be included in this funding. This rate remains the same as 2023, reflecting budget availability.
- **ICT delegated funding** is allocated to each school based on historic spend. A total of £192,000 is distributed to Mainstream Primary Schools.

3 Inclusion

1 School 'pupil need' context

A School "pupil need' context has been established using Special Educational Need and Disability (SEND) data to understand what percentage of pupils at each school are identified with additional needs. This context is used in the formula as a means by which to allocate funding to schools. The indicators of pupil need include pupils with:

- a Record of Need (RoN) – Weighted
- support from an Additional Resource Centre (ARC) – Weighted
- a Special Educational Need (SEN) (less complex needs than RoN)

Context Matrix Primary	
Need Level	Range
Significant	70+
High	50-69
Average	30-49
Below Average	15-29
Low	1-14
None	0

2 Model school for inclusion staffing

The following core roles are identified in the model school for inclusion.

The formula works on the number of classes. It assumes a 1 form school has 8 classes and a 2 form has 15 classes. If a school has a number of classes between 8 and 15. It will receive a proportion (1/7) of the difference in funding between the two.

A 3 form school has the same model school as a 2 form, therefore any classes over and above 15 do not receive funding for bulge classes.

1. Staffing

Each Primary school receives funding for:

- I. **A Special Educational Needs Coordinator (SENCo):** at a teacher's grade TCH12 plus Supplementary Allowance SA5 on a full-time basis. If a school has an ARC, they will receive funding for a full-time SENCo regardless of context.

- II. This table show the FTE depending on Context for Secondary Schools

FTE	1Form	2 Form	3 Form	Bulge Classes
Low	0.50	0.50	0.50	0.00
Below Average	0.50	0.50	0.50	0.00
Average	0.50	1.00	1.00	0.072
High	1.00	1.00	1.00	0.00
Significant	1.00	1.00	1.00	0.00

- III. **A Designated Safeguarding/Early Help Lead (DSL)** at a Civil Service Grade CESR0903 Term Time Only plus four weeks.

FTE	1 Form	2 Form	3 Form	Bulge Classes
Low	0.44	0.44	0.44	0
Below average	0.44	0.44	0.44	0
Average	0.89	0.89	0.89	0
High	0.89	0.89	0.89	0
Significant	0.89	0.89	0.89	0

- IV. **An Emotional Literacy Support Assistant (ELSA)** at a Civil Service grade TAF0703 on a full year contract for 30 hours per week.

FTE	1 Form	2 Form	3 Form	Bulge Classes
Low	0.81	0.81	0.81	0
Below Average	0.81	0.81	0.81	0
Average	0.81	0.81	0.81	0

High	1.62	1.62	1.62	0
Significant	1.62	1.62	1.62	0

- V. A **SEN Admin Support** at a Civil Servant grade CSER0603 on a Term Time Only plus four weeks on a fifteen hour a week contact.

FTE	1 Form	2 Form	3 Form	Bulge Classes
Low	0.18	0.18	0.18	0
Below Average	0.18	0.36	0.36	0.026
Average	0.36	0.54	0.54	0.026
High	0.36	0.54	0.54	0.026
Significant	0.36	0.72	0.72	0.052

- VI. **Mental Health and wellbeing** – An additional Supplementary Allowance (see section 1.1, bullet point three, for definition) at an SA2 is provided as a lump sum of £7,000 to increase capacity to identify and coordinate Social, Emotional Mental Health and wellbeing needs within the primary school.

2. Record of Need (RoN) – Base funding

Every child and young person with a Record of Need attracts base funding which is allocated to the school. This funding remains with the school regardless of whether the child moves within the financial year. Base funding is equivalent to 10 hours per week of a Learning Support Assistant at a grade TAF0604 which equates to £10,288 per child per academic year.

Whilst base funding is calculated using a quantum of hours, the support provided should be driven by the specific needs of the child which may include, for example, therapeutic services or adaptive technology. Support does not need to equate to the hours used to derive the base funding value. The Educational needs Code of Practice⁶ and Special Educational Needs Policy⁷ explains the RoN process in more detail.

⁶ [JERSEY COP 2017 \(gov.ie\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/614213/JERSEY_COP_2017.pdf)

⁷ [SPECIAL EDUCATIONAL NEEDS POLICY \(gov.ie\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/614213/SPECIAL_EDUCATIONAL_NEEDS_POLICY.pdf)

3. **Record of Need – High needs top-up funding**

Every child and young person with a RoN attending a mainstream school has been assessed against a new high needs top-up matrix. This identifies the level of needs across four prime areas:

1. physical
2. communication and interaction
3. social, emotional, and mental health
4. cognition and learning

This assessment determines the calculation for funding and applies a banding level between A to G. The table below provides the value of top-up associated with each band. High needs top-up funding, unlike the base funding, will move with the child or young person as they move between schools.

Band	Assessment Points	Top-Up £	Base £	Total £
A	0 - 31	0	10,288	10,288
B	32 - 45	5,144	10,288	15,532
C	46 - 58	7,716	10,288	18,004
D	59 - 70	10,288	10,288	20,576
E	71 - 84	15,432	10,288	25,720
F	85 - 93	20,576	10,288	30,863
G	94+	25,720	10,288	36,007
H	Exceptional and bespoke to individual pupil need			

5. **Special Educational Need (SEN) but no Record of Need (RoN)**

Many children in Primary School have a special educational need, but not at a level requiring a Record of Need. Each of these children is provided a funding value equivalent to one hour and fifteen minutes 1:1 time per week with a Learning Support Assistant at a Teaching Assistant Grade TAF0604. This is equivalent to £1,286 per child per year.

6. **Nursery Banded Funding**

Nursery children do not have a Record of Need. If additional needs are identified they are banded as either Universal, Targeted, Specialist or Specialist Plus. Additional Funding is given for Targeted, specialist and specialist plus.

	Hours a week	Annual Rate
Targeted	5	5,144
Specialist	10	10,288
Specialist Plus	20	20,576

Rates are based on a TAF0604. Although rates are based on hours of 1:1 support, this is not how they have to be spent. The needs of Nursery children are established during the calendar year and funding is provided on a termly basis.

4 Additional Resource Centres (ARC) and Nurture Provision

In line with the Education (Jersey) Law 1999⁸ and the Education Inclusion Policy,⁹ the Department needs to ensure children with specialist needs can attend their mainstream catchment school wherever possible. This is, in part, enabled through the provision of Additional Resource Centres which form part of mainstream schools. Changes to the structure and capacity of ARCs will further support the availability of these provisions within catchment. Since September 2023, all children with a Record of Need who require ARC provision should be able to attend their secondary catchment school or primary feeder. Moving from specialist ARCs to those that can cater for a wider range of needs, and the establishment of nurture ARCs will enable this.

1. Additional Resource Centre funding

Base Funding – ARCs The core staffing needs of an ARC include a Lead teacher, Team Leader and a Teaching Assistant/Key Worker. CYP with a Record of Need who access the ARC will also receive base

⁸ [Education \(Jersey\) Law 1999 \(jerseylaw.je\)](http://jerseylaw.je)

⁹ [Inclusion Policy in Schools.pdf \(gov.je\)](http://gov.je)

funding and, for higher needs (band D and above), top-up funding. This will fund additional staffing and resources as determined by the Headteacher, SENCo and Lead ARC teacher. The base staffing levels per primary school are as follows:

Primary School	Specialist Teacher TCH15 SA2 FTE	Team leader TAF0704 TTO FTE	Key Worker TAF0604 TTO FTE
Bel Royal	1	0.81	0.81
Rouge Bouillon	1	0.81	0.81
St Clements	1	0.81	0.81
St Saviour	1	0.81	0.81

2. Nurture Provisions

Two Primary nurture provisions (one for Key stage 1 and one for Key Stage 2), structured through ARC models, have been newly established for those pupils who have been assessed as having low cognitive ability.

These children and young people can access many aspects of the curriculum with their peers e.g. art, music, PE, and social times, but need a more appropriate curriculum for core subjects focused on life/functional skills.

Base funding – Nurture provision

The provisions, both based at d’Auvergne Primary school, are funded based on one teacher at a grade TCH15+ SA2¹⁰ and supported by three key workers on TAF0704¹¹ Term Time Only plus four weeks. (0.89FTE each). Children in Nurture Provisions with a Record of Need do not attract any Top-Up funding as this is allocated in the base funding for the provision.

¹⁰ [Teachers pay scales and SA Points](#)

¹¹ [Teaching Assistant pay scales](#)

Secondary School funding

1 Staffing

1 Teaching Staff

- **Heads & Deputies**¹² – Each Secondary School is funded for one Headteacher and two Deputy Headteachers. The allocation is based on the actual salary cost of Headteacher and Deputy. (Each school is placed in one of seven bands that reflects its size, Headteachers and Deputies are paid from a range of salary points that change depending on band). The distribution of school groupings across the leadership pay scales can be found in **Appendix 1**.
- **Teachers** – The number of Teachers funded is calculated based on a model curriculum. The calculation is different for each key stage. A breakdown on how the number of teachers is arrived at is below:
 - Key Stage 3 (KS3) assumes a set curriculum with class sizes of 25 for most subjects and 20 for some practical subjects.
 - Key Stage 4 (KS4) core subjects are funding based on 25 / 20 per class as per KS3. 13 hours of core subjects are funded.
 - Key Stage 4 (KS4) option subjects. It is assumed that there are 4 option groups each with 7 subjects in and that a pupil does 3 hours of 1 subject in each group. However, funding is expanded / restricted based on a maximum class size of 25 and a minimum of 12. i.e. we do not fund an average class size of less than 12.
 - Key Stage 5 (KS5). It is assumed that there are 4 option groups each with 14 subjects in and that a pupil studies 3 subjects, 1 from each of 3 groups. 5 hours per subject. Funding is expanded / restricted based on a maximum class size of 25 and a minimum of 12. i.e. we do not fund an average class size of less than 12.
 - Enrichment is funded in each Key Stage. 1 hour in KS3 and KS4 and 4 hours in KS5. All based on class sizes of 25.
 - Non-Contact time. The number of teachers required is adjusted for non-contact time. It is assumed that 1 SA point = 1 hour of time that the teacher needs away from the classroom to perform the duties attached to the SA point.
 - It is assumed that a teacher can teach for 21 hours per week before any release time etc. 21 hours is based on:
 - Contracted Hours 26.25
 - Form time (non-teaching) 2.5
 - PPA (10%) 2.625 hours
 - Totals a teaching time of 21.125 hours – rounded down to 21
 - Teachers are now commonly funded at an average grade TCH11. As part of transition to this new formula, if the school's average grade is more than TCH12, they are funded at TCH12.
 - It is assumed that each teacher will have 4 days of sickness in a year which is funded at supply rate of £240 per day.
- **Supplementary Allowance Points**¹³ – Each Supplementary Allowance is a management allowance paid to a teacher for taking on management responsibility within a school. Supplementary Allowances can be distributed to staff in schools who take on subject lead roles or middle

management responsibilities such as Key Stage Leads, SENCO, Designated Safeguarding Lead or Raising Attainment. Management responsibilities are agreed and reviewed at the Headteacher's discretion. SA points associated to inclusion-based roles are included in the Inclusion section of this report.

The quantum and distribution of SA points is also subject to further review, it is currently set at a per pupil rate for each school as follows:

- £444 per pupil in years 7 to 9
 - £476 per pupil in years 10 & 11
 - £638 per pupil in years 12 & 13
-
- **Lunchtime Supervision** – Supervision over lunchtime is budgeted to allow teaching staff to have a dedicated lunchbreak as agreed as part of their terms and conditions. Funding is based on 10 lunchtime supervisors per school who provide 40 minutes of cover per day paid at a Grade LSUP00.
- 2 Support Staff
- **Finance Support** – All secondary schools are funded for a Finance Manager graded at CSER0903¹⁴. Term time only plus three weeks working 37 hours per week. Due to the additional year-groups for sixth form, and the complexity of the 14 plus entrance, Hautlieu School also receives funding for an additional part-time Finance Assistant graded at CSER0603 Term time only plus two weeks working 18.5 hours per week.

¹² [Headteacher and Deputy Head pay scales](#)

¹³ [Teachers pay scales and SA Points](#)

¹⁴ [Civil Service pay scales](#)

- **School Business Manager** – All Secondary schools receive funding for a Business Manager graded at CSER0903 Term time only plus one week working 30 hours per week.
- **Administrative Support** – All secondary schools receive funding for two administrative staff including a Senior Secretary and an Officer Manager/Personal Assistant to the Headteacher. These roles are based on a Grade CSER0703 term time only plus two weeks, 37 hours per week. All secondary schools also receive funding for one Reprographic Coordinator or General Filing resource which is based on a Grade CSER0503 term time only, 18.5 hours per week. Funding for an additional administrative resource is provided to all secondary schools based on a Grade CSER0603 term time only plus 2 weeks, 37 hours per week.
- **Technicians** – All Secondary Schools receive funding for one Science Technician based on a Grade CSER0703 Term Time Only plus two weeks, 37 hours per week. 11-16 schools are also funded for an additional science Technician based on a grade CSER0603 Term Time Only plus two weeks, 37 hours per week. Hautlieu School has an additional 0.5 Science Technician headcount associated with the delivery of A-Level subjects. All schools are funded for an additional three technicians to cover: Food, Art, DT or Music. These roles are based on a Grade CSER0603 Term Time Only, 37 hours per week.
- **Information and Communication Technology (ICT) Staff** – All Secondary schools receive funding for an ICT Manager Grade CSER0803 full time. 11-16 schools receive funding for one ICT Technician Grade CSER0603 Term Time Only, 37 hours per week. Hautlieu School receives funding for two ICT technicians at Grade CSER0603.
- **Other Support Staff** – In addition, all Secondary Schools receive funding for a Data Manager based on a grade CSER0703, Term Time Only plus two weeks, 37 hours per week. An Examinations Manager Officer is also funded based on a grade CSER0803, Term Time Only plus two weeks, 37 hours per week whilst Hautlieu School receive funding for 1.5 Examinations Officers to cover responsibilities for Year 11 and Year 13 examinations. Funding for a Librarian / Learning Resource Coordinator is provided based on a grade CSER0703 Term Time Only, 37 hours per week.

3 Manual Workers

- **Manual Workers** – All Schools are funded for a Site Manager based on a Grade CSER0803, Full Time, a Caretaker based on a grade MANW0503¹⁵ Full Time and a further manual worker grade MANW0303 TTO, 38 hours per week.
- **Directly Employed Cleaners** – Cleaning in schools is delivered in several different ways. Directly employed from payroll where cleaning staff are employed directly by a school as a manual worker, via external providers through cleaning contracts (shown under cleaning contracts below) and in some cases a combination of the two. Directly employed cleaners are funded based on a manual worker grade MANW0103 based on the contractual hours they have in place with a specific school.

2 Non-Staffing

1 Premises

- **Grounds Maintenance** – Funding is based on the actual costs for existing grounds maintenance

¹⁵ [Manual Worker pay scales](#)

contracts and any additional contracts for Astro-turf maintenance. This is based on actual cost from the previous year reflecting that contracts are negotiated centrally and that the school has no influence over the amount they spend.

- **Cleaning Contracts** – Funding is based on the newly negotiated cleaning contract values. This reflects that contracts are negotiated centrally and that the school has no influence over the amount they spend. All non-pay inflation budget received was used to cover the cost of the revised contract price as they were already committed.
- **Cleaning Material** – Based on £0.52 per m². Funding was set based on historic spend over a 5-year period (excluding costs of Covid). The rate remains the same as 2023, reflecting budget availability. The area of a school is provided by Jersey Property Holdings (JPH)
- **Utilities** – 2022 actuals were calculated on a school-by-school basis for electricity, water, gas, and oil, reflecting budget availability. Haute Vallée School’s utilities budget is reduced by the amount recharged to the sports division for the use of its pool.
- **Minor Works** – Assuming a core rate of £7 per m² adjusted for the age of the building. This is intended to take account of increased wear and tear for older buildings and the reduced need for minor works for newer buildings.

The following rates are used; building ages are advised by JPH:

- Up to 5 years old receive 75% £5.25
- 5-10 Years receive 95% £6.65
- 10-25 Years receive 100% £7.00
- 25-50 Years receive 105% £7.35
- 50-100 Years receive 110% £7.70
- 100 Years + receive 115% £8.05

- **Catering Contracts** – For each school with a canteen till/payment system, £2,000 is provided to cover the management fee for the hardware/software licenses. Funding is provided to Grainville, Haute Vallée, Les Quennevais, and Hautlieu Schools.

2 Other Supplies & Services

- **Exam Fees** – All schools are charged by the accrediting exam board to register a pupil for an exam. The school uses this funding dependent on the courses offered and the options a school makes available to pupils in key Stage 4 and 5.

Year 11: Exams at the end of Key Stage 4 (GCSE or equivalent) are funded at £45 per exam assuming all pupils will sit 11 end of year the exams.

Year 13: Exams at the end of Key Stage 5 (A-Level or equivalent) are funded at £110 per exam assuming all pupils will sit 3 end of year exams.

Schools also receive funding for invigilation costs.

- 11-16 school £6,000
- 14-18 school £12,000

- **Teaching & Learning Materials** – This includes textbooks, pupil stationery, resources for subject specific teaching etc. It is based on a rate of £200 per pupil. This rate was set using a base historical spend over a 5-year period (average actual of £146 per pupil) increased to reflect that this budget line is often a casualty of general school budget pressures, and a 5-year average may not be fully reflective of the need. This rate remains the same as 2023, reflecting budget availability.

- **Administration Charges** – Based on a rate of £63 per pupil using analysis of historic spend over a 5-year period. Administration charges are associated with expenditure in stationery, photocopying, telephones, mobile phones, postage etc. This rate remains the same as 2023, reflecting budget availability.

- **Training** – Based on a rate of £200 per teacher using analysis of historic spend over a 5-year period (excluding 2020 due to COVID skewing the spend). Note that, in addition to these school level funds, there is a centrally held budget for Learning and Development of £1,345m per annum.

- **Travel Costs** – Based on £35 per pupil set using analysis of historic spend over a 5-year period (excluding 2020 due to COVID skewing the spend). Travel costs include any travel expense related to training and development for teachers including vehicle hire, vehicle fuel, flights, trains, hotel accommodation. Travel related to school trips such as minibus hire will also be included in this funding. This rate remains the same as 2023, reflecting budget availability.

- **ICT delegated funding** is allocated to each school based on historic spend. A total of £105,000 is distributed to Secondary Schools.

3 Inclusion (Pupil Need)

1 School 'pupil need' context

A School "pupil need' context has been established using Special Educational Need and Disability (SEND) data to understand what percentage of pupils at each school are identified with additional needs. This context is used in the formula as a means by which to allocate funding to schools. The indicators of pupil need include pupils with:

- a Record of Need (RoN) – Weighted
- Support from an Additional Resource Centre (ARC) – Weighted
- a Special Educational Need (SEN) (less complex needs than RoN)

Context Matrix Secondary	
Need Level	Range
Significant	150+
High	120-149
Average	90-119
Below Average	60-89
Low	1-59
None	0

2 Model School for Inclusion Staffing

The following core roles are identified in the model school for inclusion.

1. Staffing

This table shows the FTE depending on Context for Secondary schools

	Grade	Low	Below Average	Average	High	Significant
SENCo	TCH12 + SA5	1.00	1.00	1.00	1.00	1.00
DSL / Early Help	CSER0903	0.89	0.89	0.89	0.89	0.89
Counsellor	CSER0903	1.00	1.00	1.00	1.00	1.00
ELSA	TAF0703	0.78	0.78	1.57	1.57	1.57
SENCo Support	CSER0703	0.44	0.66	0.89	1.11	1.33
EWO	CSER0903	0.00	0.00	0.83	0.83	0.83
Attendance Officer	CSER0603	0.83	0.83	0.83	0.83	0.83
Inclusion Teacher	TCH10 + SA5	0.00	0.00	0.00	0.50	0.50
Safeguarding Lead	CSER0703	0.81	0.81	0.81	0.81	0.81
Admin Support - SEN	CSER0603	0.36	0.36	0.36	0.36	0.36
Mental Health & Wellbeing	CSER1103	1.00	1.00	1.00	1.00	1.00

¹⁶ [Teachers pay scales and SA Points](#)

¹⁷ [Civil Service pay scales](#)

2. **Record of Need (RoN) – Base funding**

Every child and young person with a Record of Need attracts base funding which is allocated to the school. This funding remains with the school regardless of whether the child moves within the financial year. Base funding is equivalent to 10 hours per week of a Learning Support Assistant at a grade TAF0604 which equates £10,288 per child per academic year.

Whilst base funding is calculated using a quantum of hours, the support provided should be driven by the specific needs of the child which may include, for example, therapeutic services or adaptive technology. Support does not need to equate to the hours used to derive the base funding value. The Special Educational Needs Code of Practice¹⁸ and Special Educational Needs Policy¹⁹ explains the RoN process in more detail.

3. **Record of Need – High needs top-up funding**

Every child and young person with a RoN attending a mainstream school has been assessed against the new high needs top-up matrix. This identifies the level of needs across four prime areas:

1. physical
2. communication and interaction
3. social, emotional, and mental health
4. cognition and learning

This assessment determines the calculation for funding and applies a banding level between A to G. The table below provides the value of top-up associated with each band. High needs top-up funding, unlike the base funding, will move with the pupil as they move between schools.

¹⁸ [JERSEY COP 2017 \(gov.je\)](#)

¹⁹ [SPECIAL EDUCATIONAL NEEDS POLICY \(gov.je\)](#)

Band	Assessment Points	Top-Up £	Base £	Total £
A	0 - 31	0	10,288	10,288
B	32 - 45	5,144	10,288	15,532
C	46 - 58	7,716	10,288	18,004
D	59 - 70	10,288	10,288	20,576
E	71 - 84	15,432	10,288	25,720
F	85 - 93	20,576	10,288	30,863
G	94+	25,720	10,288	36,007
H	Exceptional and bespoke to individual pupil need.			

4. **Special Educational Need (SEN) but no Record of Need (RoN)**

Many children in Secondary Schools have a special educational need but not at a level requiring a Record of Need. Each of these children is provided a funding value equivalent to one hour and fifteen minutes of 1:1 time per week with a Learning Support Assistant at a Teaching Assistant Grade TAF0604. This is equivalent to £1,286 per child per year.

5 Additional Resource Centres (ARC) and Nurture Provisions

In line with the Education (Jersey) Law 1999²⁰ and the Education Inclusion Policy,²¹ the Department needs to ensure children with specialist needs can attend their mainstream catchment school wherever possible. This is, in part, enabled through the provision of Additional Resource Centres which form part of mainstream schools. Changes to the structure and capacity of ARCs will further support the availability of these provisions within catchment. Since September 2023 all children with a Record of Need who require ARC provision should be able to attend their secondary catchment school. Moving from specialist ARCs to those that can cater for a wider range of needs, and the establishment of nurture ARCs will enable this.

1. Additional Resource Centre funding

Base Funding – ARCs The core staffing needs of a secondary ARC include Lead teacher, SEN Teacher and Keyworker. CYP with a Record of Need who access the ARC will also receive base funding and, for higher needs (band D and above), top-up funding. This will fund additional staffing and resources as determined by the Head Teacher, SENCo, and Lead ARC teacher. The base staffing levels per Secondary school are as follows:

Secondary School	Teacher TCH15 SA3 FTE	Manager TCH15 FTE	Key Worker TAF0604 FTE
Haute Vallée	1	1	0.81
Grainville	1	1	0.81
Les Quennevais	1	1	0.81
Le Rocquier	1	1	0.81

²⁰ [Education \(Jersey\) Law 1999 \(jerseylaw.je\)](http://jerseylaw.je)

²¹ [Inclusion Policy in Schools.pdf \(gov.ie\)](#)

2. Nurture Provisions

One Nurture Provision, structured through an ARC model, has been newly established for those pupils who have been assessed as having low cognitive ability.

These children and young people can access many aspects of the curriculum with their peers e.g., art, music, PE, and social times, but need a more appropriate curriculum for core subjects focused on life/functional skills.

Base Funding – Nurture Provision

This provision, based at Le Rocquier, is funded based on one teacher at a grade TCH15+ SA2 and supported by two key workers on TAF0704 Term Time Only plus four weeks. (0.89FTE each). Children in Nurture Provisions with a Record of Need do not attract any Top-Up funding as this is allocated in the base funding for the provision.

6 Additional Funding (subsequent adjustments to the formula)

Additional funding is allocated to schools based on pre-existing commitments (e.g. Jersey Premium), new CYP level funding and teacher training support as below:

1. Jersey Premium

Jersey Premium is a targeted funding program for schools and colleges, introduced to help all pupils get the very best from their education. The Jersey Premium (JP) formula is used to calculate the rates each year. Indicative funding requirements are set each year and precise budget, and school allocation is determined once income support information is available to confirm eligibility.

• Primary	£1,490
• Secondary	£1,060
• Child Looked After	£2,595
• Child Previously Looked After	£2,595

In primary schools a total of £2,607,000 was paid.

In secondary schools a total of £1,246,000 was paid.

2. Low Prior Attainment

Low prior attainment funding is provided for children in years 1, 2 and 3 in primary and years 7, 8 and 9 in secondary schools based on their outcomes in reception and year 6. In 2024 this was paid through the school funding formula.

In primary schools a total of £762,000 was allocated

In secondary schools a total of £663,000 was allocated.

3. Multilingual learners

To increase the capacity and capability of the school workforce to support multilingual learners (MLL) an assessment of a CYPs proficiency in English (using the *Bell Foundation Framework*) is completed on a semi-annual basis. This determines the MLL school context and results in differentiated levels of additional funding and resources provided to school. This funding provides for additional key workers and Supplementary Allowance points as guided by the MLL team.

In primary schools a total of £140,000 was allocated

In secondary schools a total of £134,000 was allocated.

4. Early Career and Graduate Teacher Training

Early Career Teacher (ECT) training ensures that all ECTs have equal access to the Early Career Teacher Framework through a combination of central training, school-based training, and mentor support. Funding is provided to schools to ensure sufficient Preparation, Planning and Assessment (PPA) time can be allocated during the first two years of training. This funding was allocated after the formula was applied and is based on the actual number of Early Career Teachers in a school.

Additional PPA release is granted to ECTs compared to main scale teachers (all teachers are entitled to non-contact time equivalent to 10% of the school week or a minimum of 2h 30m each week). In their first year ECTs receive an additional PPA release of 10% (5 hours in total); in the second year PPA release is an additional 5% (3hours 45 minutes)

This additional release is funded directly to the ECT's school and funding rates have been calculated as follows:

- ECT Year 1 £6,000 pa (£2,000 per term).
- ECT Year2 £3,000 pa (£1,000 per term)
- ECT Year 3 £800 pa

Jersey Graduate Teacher Training Programme (JGTP):

Funding is provided to schools to support local graduate teachers working towards their final teaching qualification. This funding facilitates release for time with a dedicated mentor and is based on £1,000 in term 1, £1,000 for a half term (in a different school) and £2,000 in the last 1.5 terms of the year.

For the academic year, the numbers of teachers are known for Spring and Summer terms with the Autumn term funding allocated once teacher numbers are confirmed.

Funding for ECT and JGTP was provided from the Education Reform Programme budget for L&D of £1.345m.

LEAD31	130,861
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130,861

Appendix 2 Context criteria

School context is determined by the number pupils with a RON and applying a weighting of 2. (i.e. 5 pupils would = 10) and combining this with the number of pupils with SEN not RON (e.g. 25)

The total in the above case = $10+25=35$ and this would equate to Average using the below table in Primary Schools:

Context Matrix Primary	
Need Level	Range
Significant	70+
High	50-69
Average	30-49
Below Average	15-29
Low	1-14
No	0

For Secondary schools the following table is applied:

Context Matrix Secondary	
Need Level	Range
Significant	150+
High	120-149
Average	90-119
Below Average	60-89
Low	1-59
No	0

The context of each school can be found in the table below

School type and Context				
Beaulieu	Grant Funded	Secondary		
Beaulieu Primary	Grant Funded	Primary		
Bel Royal	Mainstream	Primary	1 Form	Average
d'Auvergne	Mainstream	Primary	2 Form	Significant
De La Salle	Grant Funded	Secondary		
De La Salle Primary	Grant Funded	Primary		
FCJ	Grant Funded	Primary		
First Tower	Mainstream	Primary	2 Form	High
Grainville	Mainstream	Secondary	11 to 16	Significant
Grands Vaux	Mainstream	Primary	1 Form	High
Grouville	Mainstream	Primary	2 Form	Significant
Haute Vallée	Mainstream	Secondary	11 to 16	Significant
Hautlieu	Mainstream	Secondary	14 to 18	Average
Helvetia	Private	Primary		
Highlands College	Highlands	College		
Janvrin	Mainstream	Primary	2 Form	High
JCG	Fee Charging	Secondary		Low
JCP	Fee Charging	Primary		Low
La Moye	Mainstream	Primary	2 Form	High
Le Rocquier	Mainstream	Secondary	11 to 16	Significant
Les Landes	Mainstream	Primary	1 Form	Below Average
Les Quennevais	Mainstream	Secondary	11 to 16	High
Mont Nicolle	Mainstream	Primary	1 Form	Below Average
Plat Douet	Mainstream	Primary	2 Form	Significant
Rouge Bouillon	Mainstream	Primary	2 Form	Significant
Samarès	Mainstream	Primary	1 Form	Significant
Springfield	Mainstream	Primary	1 Form	Below Average
St Christopher	Private	Primary		
St Clement	Mainstream	Primary	1 Form	Average
St George	Private	Primary		
St John	Mainstream	Primary	1 Form	Below Average
St Lawrence	Mainstream	Primary	1 Form	Below Average
St Luke	Mainstream	Primary	1 Form	Below Average
St Martin	Mainstream	Primary	1 Form	Average
St Mary	Mainstream	Primary	1 Form	Average
St Michael	Private	Primary		
St Peter	Mainstream	Primary	1 Form	Below Average
St Saviour	Mainstream	Primary	1 Form	Significant
Trinity	Mainstream	Primary	1 Form	Average
Victoria College	Fee Charging	Secondary		Low
Victoria College Prep	Fee Charging	Primary		Low