

## Equality Impact Assessment Form

[screeintip-sectionA](#)

### 1. Document Control

#### 1. Control Details

Title:	Approval of the breakdown of the section 106 Peacemills education contribution between Oakwood Academy and Seely Primary School
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Department:	Chief Executive's
Service Area:	Major Projects
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Strategic Budget EIA: Y/N	N
Exempt from publication Y/N	N

#### 2. Document Amendment Record

Version	Author	Date	Approved
1	April Corey	06/11/2020	

#### 3. Contributors/Reviewers

Name	Position	Date
Lucy Juby	Project Manager, Children & Families	
Rosey Donovan	Equality and Employability Consultant	13/11/2020

#### 4. Glossary of Terms

Term	Description
PP	Pupil Premium

### [screentip-sectionB](#)

## 2. Assessment

### 1. Brief description of proposal / policy / service being assessed

1. Proposal is to apply the education contribution of £112,263.95, received from the section 106 agreement linked to planning reference 17/00487/PFUL3, to Seely Primary & Nursery School and Oakwood Academy.
2. At Oakwood, this will support a project to create an additional learning space for Key Stage 4 students, to broaden progression opportunities in preparation for Post-16, specifically vocational study or training and aid broader support for students to continue their studies after Year 11.
3. At Seely Primary, it is proposed that the section 106 funding of £97,263.95 be used to refurbish and upgrade the existing dining hall facility. The refurbished and upgraded dining room may operate as an additional space for breakout intervention small group teaching and for family learning activities. Seely Primary are investigating the sourcing of additional grant funding which could be combined with the available section 106 funding, to utilise the available monies to best advantage. One possibility being considered is the conversion of the dining hall to a teaching facility but other options for the dining hall will also be explored. This

would enable the facility to be improved significantly in a way which reduces disruption to the school as much as possible due to building works being carried out as one project rather than split. Seely Primary’s proposed approach is to employ a professional bid writer to source external funding and as such, the project scope has not been determined. This will be defined at a later stage.

**screeintip-sectionC**

**2. Information used to analyse the effects on equality:**

The most recent available and useful information relating to this decision showed the following: Over 30% of children are eligible for Pupil Premium at Seely Primary. The schools strategy for improvement in this area focusses on improved PP attainment in reading, writing & maths (with an emphasis on writing) to diminish the gaps so that attainment is in line with peers and closer to National data as well as more parents actively engaging with children’s learning.

**3. Impacts and Actions:**

<b><u>screeintip-sectionD</u></b>	<b>Could particularly benefit X</b>	<b>May adversely impact X</b>
People from different ethnic groups.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Men	<input type="checkbox"/>	<input type="checkbox"/>
Women	<input type="checkbox"/>	<input type="checkbox"/>
Trans	<input type="checkbox"/>	<input type="checkbox"/>
Disabled people or carers.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pregnancy/ Maternity	<input type="checkbox"/>	<input type="checkbox"/>
People of different faiths/ beliefs and those with none.	<input type="checkbox"/>	<input type="checkbox"/>

Lesbian, gay or bisexual people.	<input type="checkbox"/>	<input type="checkbox"/>
Older	<input type="checkbox"/>	<input type="checkbox"/>
<u>Younger</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other (e.g. marriage/ civil partnership, looked after children, cohesion/ good relations, vulnerable children/ adults).  <b><i>Please underline the group(s) /issue more adversely affected or which benefits.</i></b>	<input type="checkbox"/>	<input type="checkbox"/>

<p style="text-align: right;"><a href="#"><u>screeintip-sectionE</u></a></p> <p><b>How different groups could be affected</b> (Summary of impacts)</p>	<p style="text-align: right;"><a href="#"><u>screeintip-sectionF</u></a></p> <p><b>Details of actions to reduce negative or increase positive impact</b> (or why action isn't possible)</p>
<p>The data available suggests that there are a number of children who attend Seely Primary who require additional support and that this may be reflective of the needs of the wider community. As this project will improve the dining hall, there is a specific benefit for those children who receive a Free School meal, ensuring that this environment is of a suitable quality. In addition, enhancing the space will allow for a wider group to benefit from and although this has yet to be determined, this may include parents and the wider community.</p> <p>Any additional needs of pupils and staff will be considered in the design and delivery of the building reconfiguration</p>	<ol style="list-style-type: none"> <li>1. Review EIA in summer 2021 and update as required, depending on progress/ scope of the project at Seely Primary School. This will be sent to the Equalities team when updated.</li> </ol>

<p>work. There is not expected to be any adverse impact on any particular group. There will be a positive impact on a full representation of pupils, particularly those who receive Free School Meals or with SEND, for whom the works will make provision for additional and improved learning facilities. The school will be encouraged to seek the needs of parents and children regarding the future use of the 'dining hall'. The Major Projects / Education project managers will be involved with the project to guide this process.</p> <p>The Equalities Impact Assessment (EIA) will be updated when the scope for the project has been clarified and funding is in place. The date for this is dependent on other funding announcements and grant dates so cannot be confirmed at this time, but is expected to be before summer 2021. This will be sent to the Equalities team when updated.</p>	
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**4. Outcome(s) of equality impact assessment:**

<input checked="" type="checkbox"/>	No major change needed	<input type="checkbox"/>	Adjust the policy/proposal
<input type="checkbox"/>	Adverse impact but continue	<input type="checkbox"/>	Stop and remove the policy/proposal

**5. Arrangements for future monitoring of equality impact of this proposal / policy / service:**

<p>Ongoing, throughout the design and build process when the scope has been agreed. Measures are in place to ensure the building will be suitable for the needs of the users.</p>
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**6. Approved by (manager signature) and Date sent to equality team for publishing:**

<b>Approving Manager:</b> The assessment must be approved by the manager responsible for the service/proposal. Include a contact tel & email to allow citizen/stakeholder feedback on proposals.	<b>Date sent for scrutiny: 10/11/2020</b> Send document or Link to: <a href="mailto:equalities@nottinghamcity.gov.uk">equalities@nottinghamcity.gov.uk</a>
<b>Approving Manager Signature:</b>	<b>Date of final approval:</b>

**Before you send your EIA to the Equality and Community Relations Team for scrutiny, have you:**

1. Read the guidance and good practice EIA's  
<http://intranet.nottinghamcity.gov.uk/media/1924/simple-guide-to-eia.doc>
2. Clearly summarised your proposal/ policy/ service to be assessed.
3. Hyperlinked to the appropriate documents.
4. Written in clear user-friendly language, free from all jargon (spelling out acronyms).
5. Included appropriate data.
6. Consulted the relevant groups or citizens or stated clearly, when this is going to happen.
7. Clearly cross-referenced your impacts with SMART actions.

**PLEASE NOTE: FINAL VERSION MUST BE SENT TO EQUALITIES OTHERWISE RECORDS WILL REMAIN INCOMPLETE**