

Supplementary Planning Document

**Financial Contributions for
Educational Provision**

Adopted May 2025



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1. About this guidance

- 1.0 The National Planning Policy Framework (NPPF) indicates that Local Development Documents form the framework for making decisions on applications for planning permission. Decisions have to be taken in accordance with the development plan unless other material considerations indicate otherwise. NPPF advises that a local planning authority may prepare Supplementary Planning Documents to provide greater detail on the policies in its Local Plan. Supplementary Planning Documents (SPDs) are a ‘material’ consideration when planning applications are decided.
- 1.1 As required by the Planning and Compulsory Purchase Act 2004 we have prepared a [Statement of Community Involvement \(SCI\)](#) which sets out how we will involve the community in preparing our Local Plan and consulting on planning applications. This SPD has been prepared in consultation with the Council’s Children’s Services. In accordance with the SCI, we have involved people who may be interested in this SPD and asked them for their comments. We have produced a consultation statement which summarises all the comments people made to us and our response. This is available on request.

2. Introduction

- 2.1 This document supplements Local Planning Policy I1 Infrastructure and Planning Obligations which states:

Policy I1 Infrastructure and Planning Obligations

Development must be supported by appropriate physical, social, economic and communications infrastructure, including provision for broadband.

Development must contribute as necessary to meet all on and off site infrastructure requirements to enable development to take place satisfactorily.

Where the necessary provision is not made directly by the developer, contributions will be secured through planning obligations.

Where appropriate, pooled contributions will be used to facilitate delivery of the necessary infrastructure.

- 2.2 New houses give rise to the need for additional educational provision, facilities and places, including early years and special educational needs and disabilities provision. However, educational settings do not always have spare provision, places and adequate facilities for new pupils.
- 2.3 When considering planning applications for new homes, the availability of pupil places in local schools is a material consideration. The National Planning Policy Framework (NPPF) requires planning authorities to assess the capacity of schools when deciding planning applications. In doing so it states that “Local planning authorities should take a proactive, positive and collaborative approach to meeting this requirement, and to development that will widen choice in education [giving] great weight to the need to create, expand or alter

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early years, schools and post-16 facilities through the preparation of plans and decisions on applications...” (NPPF para 100). NPPF also underlines the importance of planning positively for the provision and use of community uses, shared spaces and other local services (para 98), which supports the need to provide for early years and SEND provision within the community. National Planning Practice Guidance (NPPG) is also clear that developer contributions towards additional capacity may be required, and that requirements should include all school phases from 0-19 as well as special educational needs planning obligations (planning obligations, paragraph 8).

2.4 This Supplementary Planning Document explains how the Council will implement the NPPF, NPPG and Local Plan Policy I1 when considering the capacity of local educational provision, facilities and places, and how we will assess if contributions are required to ensure places available are in buildings of a suitable condition.

Planning applications for new homes will be refused unless educational settings already have sufficient capacity to accommodate new pupils from the development or enough extra places can be created to accommodate them.

2.5 Developers can make a financial contribution to the Council to provide physical space needed to accommodate new pupil places at the local early years or school setting that would serve the new housing development. This space could be either classroom or other accommodation such as a new hall or sensory area, depending on what is needed to facilitate the intake of new children. This allows development to go ahead and means that children can attend an educational setting local to where they live.

2.6 Alternatively, a developer may wish to directly build an extension to a local educational setting to provide the new space needed. In this case special arrangements will need to be agreed with the Council and set out in a planning obligation legal agreement.

2.7 However, it may sometimes be the case that schools are full and there is no possibility of providing extra capacity. For example, there may not be enough space on the site to locate a new classroom. In such circumstances planning permission for new homes will be refused.

2.8 Local Plan policy I1 states that development must be supported by 'appropriate' infrastructure. Where there are places available but there are issues with the condition of the school/schools, contributions will be sought to carry out necessary works to ensure school places can be provided that are of a standard that can be considered 'appropriate'.

3. When a financial contribution will be needed

- 3.1** A financial contribution will be needed for planning applications for housing developments where:
- The scheme provides 10 or more homes; and
 - There is insufficient capacity in schools; or
 - There is insufficient capacity in early years settings; or
 - There is a need for contributions to ensure schools are in an appropriate condition.

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3.2 When assessing the need for a contribution the Council will consider:

- 1. How many pupils a development will generate; and
- 2. The available capacity (spaces and associated facilities) at schools in the school planning area within which the development is located; and
- 3. The available capacity (spaces and associated facilities) for SEND provision in the school planning area within which the development is located; and
- 4. The available capacity (spaces and associated facilities) at early years settings in the school planning area within which the development is located; and
- 5. The condition of schools and early years settings in the school planning area within which the development is located, in particular whether any work is required to ensure the school is fit for purpose and can be considered to be "appropriate" infrastructure in line with Local Plan policy I1.

4. Number of pupils generated

4.1 The number of pupils a development will bring is calculated as shown in table 1 below:

Table 1: Pupil yield calculation data

School phase	Early years	Primary	Secondary	Post-16	Special schools/alternative provision
Number of pupils per 100 homes	8	32	15	5	1

4.2 These figures are taken from the Department for Education Pupil Yield Data Dashboard¹ published in August 2023. The figures will be reviewed periodically through the Local Plan Monitoring Report to ensure they remain relevant.

4.3 This calculation will be based on the number of homes included in the detailed planning application. Any increase or reduction in this number through revised applications will result in the required contribution being revised accordingly. However, as described below, the principle of a contribution being needed will be established at any outline planning stage.

4.4 When there are concurrent applications in the same area, we need to consider the full impact on schools from all those applications together (rather than considering applications individually).

¹ The Department for Education Pupil Yield Data Dashboard shows pupil yield from housing developments across England. It was first published 9 August 2023 and is available online at <https://department-for-education.shinyapps.io/pupil-yields-dashboard/>

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5. Early years, post-16 and special educational needs and disabilities (SEND) provision

- 5.1** In determining the impact of a development on educational provision the Council will assess the need and capacity for all school phases from 0-19 as well as special educational needs, in line with Government policy. Whilst the number of SEND pupil places that new developments typically generate is lower than the number of mainstream places, it is recognised that the costs associated with providing those places are higher. Section 7 below explains how financial contributions will be calculated. In circumstances where the cumulative costs of meeting all policy requirements are likely to make a development unviable, the Council will consider where the need is greatest and prioritise developer contributions accordingly.
- 5.2** Post-16 provision in the borough is largely through independent bodies, with the exception of Penistone Grammar School, the only local authority maintained facility. Contributions for post-16 places will only be sought when a new development falls within the south west secondary school planning area.

6. When a financial contribution will not be needed

- 6.1** The methodology for calculating the number of pupils a development will bring accounts for a standard housing mix, therefore the numbers arrived at using this methodology will be applied. Evidence will be required from developers if they are seeking to make a case that the particular mix will yield less need for school places.
- 6.2** The following types of housing development will not be required to make a financial contribution to schools in any circumstances:
- Single bedroom homes;
 - Homes specifically designed for elderly people;
 - Sheltered accommodation; and
 - Student accommodation.
- 6.3** These types of homes are usually occupied by people who are unlikely to have dependent children of school age living with them. The need for additional school places is therefore unlikely and so a financial contribution would not be necessary.
- 6.4** Where a development scheme includes both 'family' housing and any of the house types listed above, a financial contribution will only be required in relation to the 'family' housing element. Homes that fall into any of the above categories will be excluded from the financial contribution calculations.

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7. How the amount of financial contribution will be calculated

- 7.1 For the cost of school places, the Government recommends² using regional cost data from the latest local authority school places scorecard as a basis of the cost per pupil place. For Yorkshire and The Humber, the cost per place of a permanent school expansion is £17,677 for primary schools and £24,312 for secondary schools (as at 2022). In accordance with the guidance we will assume that the per pupil cost of early years provision is assumed to be the same as for a primary school and post-16 provision the same as for a secondary school.
- 7.2 When calculating the costs associated with SEND provision, we must take into account that special schools require more space per pupil than mainstream schools. The costs for special or alternative provision will therefore be calculated at four times the cost of mainstream places, consistent with the additional space requirements in Building Bulletin 104 and government guidance³.
- 7.3 These figures are rounded to the nearest five hundred, therefore where:
- Only primary school places are needed, a contribution of £17,500 must be made for each place;
 - Only early years places are needed, a contribution of £17,500 must be made for each place;
 - Only secondary school places are needed, a contribution of £24,500 must be made for each place;
 - Only post-16 places are needed, a contribution of £24,500 must be made for each place;
 - A combination of school phases places is needed, a contribution for each phase must be made. For example, where early years, primary, secondary and post-16 places are needed, contributions of £17,500 must be made for each early years and primary place; and of £24,500 for each secondary and post-16 place.
 - Where SEND places are needed, contributions will be calculated at four times the cost of the respective mainstream provision.
- 7.4 These figures will be reviewed periodically through the Local Plan Monitoring Report to ensure they remain relevant and responsive to the costs of school places and updated Local Authority school places scorecards.
- 7.5 This is the calculation that will apply in the majority of cases. However, there may be cases where a different approach is needed, depending on what factors are affecting the capacity of the school. For example, if a whole new school is needed and the developer does not want to build this directly, then the contributions required may be different from the figure arrived at using this calculation.
- 7.6 The starting point for assessing if contributions are required to address issues with the condition of schools will be School Condition Reports carried out by the Councils Property and Assets Team, Department for Education and liaison with individual schools. For

² [Securing developer contributions for education \(Department for Education, 2023\)](#)

³ See footnote 2 above.

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schools outside of Local Authority control we rely on Academies and Trusts providing us with comparable information. The amount will be determined based on cost estimates of works that may be required to a particular school or schools in the locality.

8. How and when the financial contribution will be secured

- 8.1** The financial contribution will be secured through a planning obligation. This is allowed by section 106 of the Town and Country Planning Act 1990, as amended by the Community Infrastructure Levy Regulations 2010.
- 8.2** Planning applications may be resolved to be granted, either by officers through delegated powers or by the Planning Regulatory Board, subject to the completion of a planning obligation providing for a financial contribution to educational provision. The obligation must be signed before planning permission will be granted and the decision notice released.
- 8.3** The Planning obligation must specify the amount of the contribution and when it will be paid. The Council will use this guidance note to calculate the amount of contribution required in each case. For outline planning applications the amount of the contribution will not be known. However, an obligation will be required at the outline stage that links the amount of contribution to be made to the calculation formula in this advice note.
- 8.4** The Council will require contributions to be made quickly once building has started on site so that extra places and/or improvements can be provided in time for the arrival of new children. The precise timing will be set out in the obligation.

9. How and when the financial contribution will be spent

- 9.1** The planning obligation will specify that the contribution will be spent on the provision of and/or improvements to educational provision. This will relate to creating additional educational provision, facilities and school or early years places needed to accommodate the new development or ensuring a setting is in an appropriate condition to accept pupils. This will include spaces and places to address SEND provision as required. This means that it will only be used in respect of educational settings local to the new homes built, either to increase capacity or to carry out improvement works required to ensure the condition of the school is appropriate. It will be spent on creating new classroom space or providing other new accommodation where this limits the capacity of the setting, or on works required to improve its condition.
- 9.2** Once collected, the money will be held in a Children's Services account specifically set aside for financial contributions to schools. It will then be spent on the works identified in the planning obligation as soon as possible. The obligation will include a date by which the contribution must have been spent. This will normally be 10 years from the date the contribution was received by the Council. If it has not been spent by the specified time, then the remaining amount will be returned, including the Council's standard rate of interest.

10. How we determine if an educational setting is local to the development

- 10.1 The starting point for deciding whether a contribution for educational provision arising from a development is required, will be to use school planning areas. Barnsley has thirteen school planning areas for primary schools and four for secondary schools. The primary school planning areas will also be used to determine the need for early years provision. Post-16 provision will only be sought in the south west secondary school planning area as set out in paragraph 5.2.
- 10.2 The table below shows which school planning area(s) cover Urban Barnsley and the Principal Town settlements. Confirmation of school planning areas for planning applications falling outside the settlements listed below can be requested by emailing schoolorg@barnsley.gov.uk

Table 2: School planning areas for Urban Barnsley and the Principal Towns

Settlement (Sub-regional Town and Principal Towns)	Primary School Planning Areas	Secondary School Planning Areas
Urban Barnsley - Carlton	PRI-PA02	Central
Urban Barnsley – Darton, Athersley North, Athersley South, New Lodge, Mapplewell, Kexborough, Staincross	PRI-PA01	Central
Urban Barnsley - Barugh Green, Wilthorpe, Gawber, Higham, Pogmoor	PRI-PA04	Central
Urban Barnsley – Dodworth, Gilroyd, and Barnsley Town Centre	PRI-PA05	Central
Urban Barnsley – Lundwood, Monk Bretton, Hoyle Mill	PRI-PA06	Central
Urban Barnsley – Worsbrough Common, Worsbrough Dale, Worsbrough, Ardsley, Kendray, Stairfoot, Ward Green	PRI-PA07	Central
Cudworth - including Grimethorpe and Shafton	PRI-PA03	North East
Royston	PRI-PA02	North East
Goldthorpe (Dearne Towns) - Goldthorpe and Thurnscoe	PRI-PA09	South East
Goldthorpe (Dearne Towns) – Highgate and Bolton on Dearne	PRI-PA10	South East
Wombwell (including Darfield)	PRI-PA08	South East
Hoyland (including Birdwell, Blacker Hill, Elsecar, Hemingfield and Jump)	PRI-PA13	South East
Penistone (including Cubley and Springvale)	PRI-PA11	South West

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10.3 Given the number of SEND places required are generally a small proportion of the overall mainstream school provision, and the complex nature of provision required, local need for SEND provision is determined on a boroughwide basis. Provision of facilities may also be provided in collaboration with adjoining authorities and may be physically located outside of the Barnsley borough.