

Education and Lifelong Learning Committee

REVIEW OF THE GEST ALLOCATION FORMULA

Report of the joint Assembly/Local Education Authority Working Group

Introduction

1. This report sets out the conclusions of the joint Assembly/Local Education Authority working group which was set up to review the formula used in distributing Grants for Education Support and Training. It includes recommendations for a new allocation formula which will give a substantially increased emphasis on social deprivation; and for transitional arrangements. It also includes recommendations for further work on Welsh.

Background

2. The Grants for Education Support and Training programme is the Assembly's main mechanism for distributing hypothecated resources to local education authorities (LEAs) in order to support specific initiatives aimed at raising standards of teaching and learning in schools. In the current financial year, the GEST programme is worth £58 million, of which the Assembly pays 60% in direct grant with the balance matched by LEAs. A sum equivalent to LEAs' matched fund contributions is distributed (without hypothecation) through the local authority revenue settlement. Resources are distributed mainly with reference to an allocation formula which takes account of factors such as the number of pupils, teachers and schools as well as sparsity and (since 2001) a measure for social deprivation.

3. During discussion of the development of the GEST programme for 2001-2, LEAs raised concerns about the composition of the allocation formula and, in particular, the need to target more resources at the most disadvantaged areas of Wales. These concerns were shared by the Education and Lifelong Learning Committee. Assembly officials had already indicated plans for a wide-ranging review of the formula which was considered to be necessary because:

- the formula had originally been developed at a time when there were only 9 LEAs. Over recent years, the formula had shown itself to be less responsive to the needs of smaller authorities.
- the formula had been subject to a series of incremental changes as new Activity Areas were added to the programme. This may have distorted the effect of certain variables and weightings within the formula.
- the GEST programme had expanded considerably to include a much wider range of activities, many of which were focussed on tackling social disadvantage.

Against this background the Minister agreed in November 2000 to review the formula with LEAs and to report the outcome of the review to the Education and Lifelong Learning Committee.

4. Subsequently, the Assembly set up a small working group to review the formula. This comprised Assembly officials, representatives of the Welsh Local Government Association and a cross-section of LEAs. The working group met on four occasions during 2001. Meetings were held in Cardiff and in Builth Wells. Key working group papers were also made available to all LEAs so that they might comment on proposed changes.

Terms of reference

5. The working group adopted the following terms of reference:

- (1) The Membership of the Group will consist of representatives of the National Assembly (Schools Performance Division and Statistics Directorate), the Welsh Local Government Association and a cross-section of Local Education Authorities.
- (2) The group will consider the GEST allocation formula and make recommendations in respect of:
 - the suitability of existing weightings and variables in each Activity Area;
 - where a different - or single set - of variables and weightings should apply across the whole programme;
 - how a factor (or factors) to address issues of social deprivation should be applied to the allocation formula in line with the wishes of the National Assembly Education and Lifelong Learning Committee.
- (3) In making recommendations, the Group should also express a view on the timescale for their implementation and appropriate transitional arrangements.
- (4) The Group should aim to finalise their recommendations no later than the end of May 2001.

Methodology

5. The working group conducted its review in three main stages. Stage 1 was a review of the general principles which should be embodied in the formula and of general issues related to the overall structure of the formula. In Stage 2, the Group considered the variables which would best reflect the need for support in each Activity Area and the weightings which should be applied to these. Finally, the Working Group examined the forecast effects of its proposals and made recommendations on transitional arrangements.

Stage 1: General Principles and Issues

6. The working group agreed a range of general principles which would underpin the conduct of the review and its conclusions. These were:

- changes to the formula should (if possible) command the support of all LEAs across Wales;
- the review would focus on deprivation but needed to take account of the interaction between all different components of the GEST formula;
- the formula should not have the effect of reinforcing inequalities in existing education provision;
- equal consideration would be given to sparsity and deprivation; and
- major changes should be implemented through transitional arrangements.

7. The Working Group concluded early on that the formula should include separate weightings and variables for each Activity Area. The Activity Areas address a range of needs and target groups and these would not be captured adequately by a single formula employing the same measures for all Activities. As a consequence, the Working Group did not recommend adopting a Deprivation (or Sparsity) factor for every Activity Area.

Standard Spending Assessment

8. The Working Group noted the recent review of the Standard Spending Assessment used in distributing resources through the local government revenue settlement. As 40% of GEST funding was provided by LEAs from the revenue settlement, it was thought appropriate that - where possible - the GEST formula should draw on factors used in the Standard Spending Assessment. This would not be appropriate across the whole GEST formula however as the GEST programme covered more specific areas than the general scope of the revenue support grant. For Youth and Special Education Needs, however, GEST Activity Areas matched the SSA service areas and hence the SSA formula was adopted in the GEST formula.

Attainment standards

9. The Working Group reflected on the scope for taking account of differential attainment in schools. This was seen to be a complex area. Targeting resources at LEAs whose schools were furthest from the national targets could be interpreted as rewarding poor performance. It was also unclear at what point attainment should be measured, given that GEST funding covered primary and secondary schools as well as Early Years Learning and post-16 education. Given the established correlation between deprivation and attainment, the Group's conclusion on this issue was that it would be more appropriate to target funding towards more deprived areas where poor attainment was a resulting problem.

Child Deprivation Index

10. The Working Group was also asked to consider whether the Child Deprivation Index - introduced into the 2001-2 GEST formula - was in fact the most suitable deprivation measure to use for GEST. The Child Deprivation Index is one of the components of the Index of Multiple Deprivation developed by the Assembly's Statistics Directorate in partnership with the University of Oxford. It measures the number of children [aged 0-17] living in households receiving Income Support, Job Seekers Allowance, Family Credit, Disability Working Allowance or Housing Benefit. The overall

Index of Multiple Deprivation includes factors for deprivation which are not directly relevant to education, such as the numbers of elderly and adult disabled. An alternative measure to the Child Deprivation Index would be the number of pupils receiving Free School Meals used in the primary and secondary school elements of the SSA formula. However, given that GEST Activity Areas cover the full age-range of the Index, and is calculated at LEA rather than school level, it was considered preferable to use the more all-encompassing Child Deprivation Index.

Stage 2: Variables and Weightings

11. The Group reviewed the effect of different types of variables, including those used in the current formula, to see how individually they would affect the distribution of GEST funding. It was noted that:

- measures based on the numbers of schools and teachers were most likely to reinforce current inequalities of provision. They also tended to favour rural authorities which had larger numbers of small schools. Switching from these measures to measures based on the numbers of pupils had a redistributive effect, favouring urban authorities with larger school populations but fewer schools. As urban areas often had higher levels of deprivation, the use of pupil numbers instead of schools/teachers would also help target resources at disadvantaged areas.
- measures based on "modelled schools" had been developed for the SSA review to gauge what might be considered efficient provision, taking into account pupil numbers and sparsity alone. Where it was appropriate to use school and teacher numbers in the formula, therefore, there was a strong case for using the "modelled" data. The effect would mainly, however, be to redistribute resources more fairly across rural areas, and across urban areas, rather than to move funding from rural to urban areas.
- the effects of sparsity were currently reflected in the GEST formula by measuring the geographical area covered by each LEA. This did not however reflect population levels or distribution. The Assembly had recently begun using a more sophisticated measure for sparsity (in the SSA formula) which was based on the number of people living outside settlements of, for example, 7,500 or higher. Substituting Settlement for Area would have a substantial redistributive effect, moving resources mainly from authorities with large areas of uninhabited land (Gwynedd and Mid Wales) to authorities where population was distributed sparsely but throughout the area (South Wales valleys and Isle of Anglesey). Wholly urban areas would also no longer attract funding for sparsity. A settlement threshold of 7,500 was taken as that used in the SSA formula secondary school service.

12. The Working Group considered that including each of these changes in the revised GEST formula would help move resources to where they were most needed in both rural and urban areas. It would also be consistent with the principle that the allocation formula should not reinforce current inequalities in education provision.

13. The next step in the review was to examine the individual Activity Areas in the GEST programme and identify the variables which best reflected the need for funding. The variables which the Working Group considered to be most suitable are set out below, together with recommended weightings and a brief account of the rationale applied in each case.

Activity 1: Raising Standards

Current formula	Proposed formula
80% - number of teachers (P,S,Sp) 10% - number of schools (P,S,Sp) 10% - area	Number of pupils (P, S, Sp) - 33.3% Settlement - 33.3% Child Deprivation Index - 33.3%

P, S, Sp refers to primary, secondary and special schools

Rationale: this Activity Area is almost entirely focussed on teacher training activities to support the implementation of the National Curriculum, assessment arrangements etc. Pupil numbers and sparsity were considered to be the factors determining the number of teachers needing training, with sparsity also accounting for extra of provision. As previously stated, it was considered inappropriate to include a measure of attainment, but rather to target deprivation as the significant factor affecting attainment.

Activity 2: Planning for Success

Current formula	Proposed formula
70% - number of teachers (P,S,Sp) 10% - number of schools (P,S,Sp) 10% - child poverty index 10% - area	Model number of teachers - 33.3% Number of pupils - 33.3% Child deprivation index - 33.3%

Rationale: this is a 'mixed' Activity Area in which funding is provided for measures to strengthen the role of LEAs as well as to support schools which are furthest below the national targets. Funding is not primarily for teacher training activities. Resources should follow need rather than existing patterns of provision. Including modelled teachers, however, would reflect the emphasis of the Activity on supporting teachers (eg through the Classroom Support Fund) and "build-in" a factor for rurality. As previously stated, it was considered inappropriate to include a measure of attainment, but rather to target deprivation as the significant factor affecting attainment.

Activity 3: Early Years Learning

Current formula	Proposed formula
80% - number of pupils aged under 5 20% - area	Population aged 0 to 4 - 33.3% Child deprivation index - 33.3% Settlement - 33.3%

Rationale: Early Years Learning is a Better Wales priority which relates to all children under 5 not just those in school. A measure based on population

therefore is more appropriate than one based on pupil numbers. Both rurality and deprivation are important factors affecting the need for and delivery of services in this Activity. It is noted that the new formula might have the effect of moving some resources away from LEAs with high levels of deprivation as some of these have inherited more substantial school provision for under-5s.

Activity 4: Literacy and Numeracy

Current formula	Proposed formula
80% - number of teachers (P,S,Sp) 10% - number of schools (P,S,Sp) 10% - area	- Number of pupils (P, S, Sp) - 33.3% - Settlement - 33.3% Child Deprivation Index - 33.3%

Rationale: Pupil numbers and sparsity were considered to be the factors determining the number of teachers needing training, with sparsity also accounting for extra of provision. Deprivation is an important factor affecting standards of attainment in literacy and numeracy at all ages.

Activity 5: Tackling Social Disadvantage

Current formula	Proposed formula
Youth 90% - population aged 11-18 10% - child poverty index Other 20% - number of teachers (P,S,Sp) 35% - primary schools 35% - secondary schools 10% - child poverty index	Youth Population aged 11 to19 - 85% Child deprivation index - 15% Other Model number of teachers - 33.3% Number of pupils (P,S,Sp)- 33.3% Child Deprivation Index - 33.3%

Rationale: This is also a mixed Activity Area, including child protection training, ethnic minority achievement (EMAG) and measures to support looked after children. The level of EMAG funding for each LEAs is determined independently of the GEST formula although payments are made through GEST. The objectives of this Activity Area mean that the distribution of funding would logically be closely tied to measurement of deprivation. The use of modelled teacher data would help take account of service delivery issues in rural areas. For the Youth element, the SSA formula includes a component with similar variables and slightly different weightings. It would be sensible for the GEST and SSA formulae to use the same weightings.

Activity 6: Special Educational Needs

Current formula	Proposed formula (SSA)
90% - number of teachers (N, P, S, Sp) 10% - number of schools (N, P, S, Sp)	Population 5 to 16 - 80% Settlement 40,000 - 10% Deprived children in low socio-economic group - 3.3% Deprived children in families on IS/JSA - 3.3% Deprived children in lone adult households - 3.3%

N,P,S,Sp refers to nursery, primary, secondary and special schools

Rationale: this Activity includes teacher training but alongside other measures eg to support parents of pupils with special needs. Teacher and school numbers do not reflect the incidence of special needs in the pupil population. Using the number of pupils in Special Schools would discriminate against authorities which did not have Special Schools and/or were supporting pupils in schools located in other areas. Not all pupils with special needs are statemented. Some consideration was given to using data from the Register of Special Needs but statistical evidence for the incidence of special needs in the population at large suggests that population data would be a suitable proxy. Deprivation is recognised as a factor affecting the incidence of special needs and rurality is also an important factor affecting the delivery of services in this Activity Area. Since this Activity Area matched an SSA service area, it considered beneficial to use the same formula.

Activity 7: Welsh - no change recommended¹

Current formula	Proposed formula
10% - number of pupils learning WFL	Number of pupils learning WFL - 10%
90% - number of pupils learning WSL	Number of pupils learning WSL - 90%

Activity 8: Out of Hours Prospectus

Current formula	Proposed formula
70% - number of teachers (P, S, Sp)	Number of pupils (P, S, Sp) - 33.3%
10% - number of pupils	Child deprivation index - 33.3%
10% - child poverty index	Settlement - 33.3%
10% - area	

Rationale: this is a mixed Activity Area in which funding is provided for LEA centralised music services as well as to support out of hours learning activities. Funding should be based on a measurement of need, therefore, rather than the existing patterns of general education provision. Children in deprived areas may well have less opportunity to learn musical instruments or take part in extra-curricular and study-support activities. However, the provision of peripatetic music teachers in rural areas is cost-intensive. The impact of both deprivation and rurality therefore should be recognised in this part of the allocation formula.

Activity 9: ICT in Schools

Current formula	Proposed formula
50% - number of teachers (P, S, Sp)	Number of pupils (P, S, Sp) - 50%
20% - number of schools (P, S, Sp)	Child poverty index - 25%
10% - area	Settlement - 25%
20% - number of pupils aged 5+	

¹ But see later recommendation for a separate review of funding arrangements for Welsh

Rationale: funding should be based on need rather than reinforcing existing patterns of provision. Children in deprived areas are likely to have poorer access to ICT facilities at home and this should be recognised in the distribution of ICT resources in schools. Assembly targets for improving pupil-computer ratios suggested that the allocation formula should be based on pupil-numbers. There should also be some recognition of the needs of pupils in remote rural communities.

Activity 10: Professional Development

Current formula	Proposed formula
20% - number of teachers (P, S, Sp)	Number of teachers (N, P, S, Sp) - 50%
40% - number of primary schools	Number of schools (N, P, S, Sp) - 50%
40% - number of secondary schools	

Rationale: this Activity was entirely focussed on training and development for teachers, headteachers and school governors. Some elements of the Activity required set amounts of funding to be made available for specific headteacher training initiatives. The formula should reflect the principle that training was available for all serving teachers, heads and governors. Actual teacher numbers should therefore be the main variable in this part of the formula. Data is not currently available on the distribution of expenditure between teachers, heads and governors to inform the relative weightings.

Stage 3: Managing the Impact of Formula Changes

14. The Working Group recognised that its proposed changes to the GEST formula have a significant impact on the allocation levels for individual authorities. This was in line with the object of the review, which aimed to secure change in order to target an increased share of resources at improving standards in the most disadvantaged areas of Wales. These changes would, however, need to be accommodated with the level of GEST funding forecast in the Assembly's three year budget statement for 2001-2 to 2003-4. Whilst this included modest increases in GEST funding, these would be largely offset by the cessation of topsliced NGfL funding from the [Welfare to Work] programme. Changes to the formula would therefore need to be achieved by redistributing existing funding rather than the selective deployment of new resources.

15. The general effect of the formula changes would be to move resources from rural to areas of high deprivation, and from Mid Wales to the South Wales valleys. This would clearly represent a major change with some authorities seeing substantial increases in their allocations, and others seeing a substantial decrease. Accommodating the change would be a challenge for both 'gaining' and 'losing' authorities. The 'gaining' authorities would need to ensure that they were able to secure 40% match funding for an increased allocation from their local authority revenue settlement. The 'losing' authorities would need to ask teachers and schools to reassess their expectations of support from the GEST programme. Both would need to revise the scale of their education support activities. Changes would need to be reflected in both GEST spending plans and Education Strategic Plans.

16. The Working Group has therefore recommended that the introduction of changes to the GEST formula should be staggered over a transitional period of three years starting in 2002-3. The Group did not recommend a particular transition mechanism but agreed that it should be equitable and transparent. Annex F shows one method suggested, which entails simply implementing the new formula for one third of the funding in the first year, and for two thirds of the funding for the second year. The Group also supported proposals that authorities whose allocations were subject to the most radical changes should be given the opportunity to produce transition plans as part of their GEST 2002-3 and GEST 2003-4 applications, and that transition plans might include special exemptions from GEST virement regulations.

Conclusions

17. The tables at Annexes A-G provide the following information summarising the Working Group's recommendations and illustrating the impact of proposed changes:

Annex A - Proposed GEST Formula for 2002-3 onwards

Annex B - GEST Formula Distribution: Current Formula

Annex C - GEST Formula Distribution: Revised Formula

Annex D - Effect of Formula Changes by LEA (£)

Annex E - Effect of Formula Changes by LEA (%)

Annex F - GEST Formula Distribution over 3 year transition period

Other Issues: Welsh

18. In reviewing the GEST formula, the Working Group discussed a number of issues in relation to funding for Welsh. In particular, the Group has recommended that:

- further consideration be given to including the £1 million currently subject to competitive bidding in the formula distribution;
- there might be need for a greater emphasis on Welsh First Language as a variable within this Activity Area.

It was agreed, however, that these issues should be examined separately from the current formula review and would require a slightly different group from the one currently constituted. In particular, it would also need to involve the Welsh Language Board in order to take into account the funding which the Board makes available to support Welsh language education and the way in which this is distributed.

Working Group members:

Keith Davies, National Assembly Training and Education Department (chair)

Brian Mawby, Blaenau Gwent LEA

Mike DeVal, Torfaen LEA

Alan Voyzey, Conwy LEA

Andy Hawkins/Jean Wilding, Powys LEA

Dr Gwynne Jones, Cynnal

Mr Gwynne Jones, ESIS

Peter Tyndall and Seimon Brown, Welsh Local Government Association
Mal Cooke, National Assembly Statistics Directorate
Kerry Darke and Cheryl Pope, NATED

ANNEX A PROPOSED GEST FORMULA FOR 2002-3 ONWARDS

ACTIVITY AREA	Amount to be allocated	Variables	Weighting (%)
1. Raising Standards	£8,400,000	Number of pupils (P, S, SP) Child Deprivation Index Settlement	33.3 33.3 33.3
2. Planning for Success	£6,206,667	Model No of teachers Number of pupils (P,S,Sp) Child Deprivation Index	33.3 33.3 33.3
3. Early Years Learning	£1,000,000	Child Deprivation Index Population under 5 Settlement	33.3 33.3 33.3
4. Literacy and Numeracy (excl. £10k per library authority)	£4,880,000	Number of pupils (P, S, SP) Child Deprivation Index Settlement	33.3 33.3 33.3
5. Tackling Social Disadvantage	<u>Youth</u> £1,010,000 <u>Other</u> £5,000,000	<u>Youth</u> population 11 to 19 Child Deprivation Index <u>Other</u> Model No of teachers Number of pupils (P, S, SP) Child Deprivation Index	 85 15 33.3 33.3 33.3
6. Special Educational Needs	£3,650,000	SSA element population aged 5 to 16 settlement 40,000 dep children in low s-e group dep children in families on IS/JSA dep children in lone adult households	 80 10 3.3 3.3 3.3
7. Welsh (excl. competitive bid)	£3,200,000	Number of pupils learning Welsh as a First Language Number of pupils learning Welsh as a Second Language	10 90
8. Out of Hours Prospectus	£3,700,000	Number of pupils (P, S, Sp) Child Deprivation Index Settlement	33.3 33.3 33.3
9. ICT (incl. New Deal topslice)	£8,400,000	Child Deprivation Index Number of pupils aged 5+ Settlement	25 50 25
10. Professional Development	£7,500,000	Number of teachers (incl nursery) Number of schools (incl nursery)	50 50

(P, S, Sp) refers to primary, secondary and special schools

ANNEX B CURRENT GEST FORMULA DISTRIBUTION (BASED ON 2002-1 BASELINE)

CURRENT FORMULA

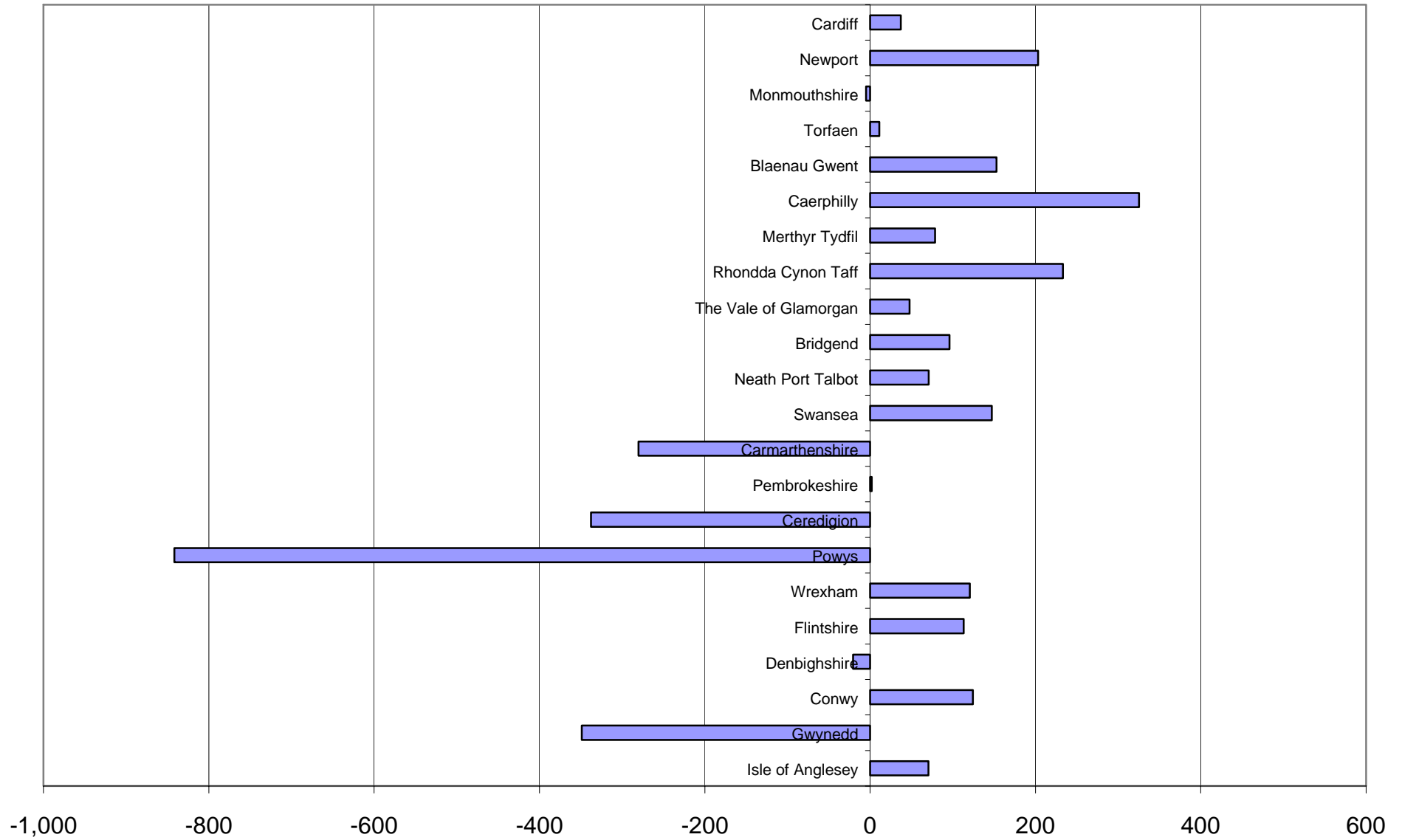
	Raising standards	Planning for success	Early years learning	Literacy and numeracy	Tackling social disadvantage (youth)	Tackling social disadvantage (other)	Special Educational needs	Welsh	Out of Hours	ICT	Professional Development	Total (£000)	Total (in £) per pupil (P,S,Sp)
Isle of Anglesey	211	151	22	122	23	129	87	56	90	216	196	1,303	116
Gwynedd	424	295	53	245	40	279	153	79	176	439	438	2,622	143
Conwy	303	223	39	175	34	172	123	112	133	309	257	1,880	107
Denbighshire	275	202	33	159	29	165	116	100	120	279	250	1,728	105
Flintshire	394	288	47	228	47	243	181	170	172	394	370	2,534	99
Wrexham	310	227	40	180	44	213	140	131	136	318	323	2,063	105
Powys	576	400	76	333	39	276	175	136	239	583	438	3,271	160
Ceredigion	273	185	30	158	25	168	96	56	110	286	268	1,656	153
Pembrokeshire	378	273	45	219	40	213	151	124	163	383	321	2,308	118
Carmarthenshire	570	400	67	330	55	344	227	162	238	579	534	3,506	125
Swansea	563	430	68	327	79	336	265	252	256	549	492	3,616	97
Neath Port Talbot	376	279	47	217	47	233	172	151	166	369	348	2,406	104
Bridgend	339	255	35	199	44	199	161	154	152	337	294	2,169	95
Vale of Glamorgan	321	240	39	188	42	166	150	143	143	314	246	1,994	93
Rhondda Cynon Taff	673	502	79	394	86	424	319	275	299	667	629	4,347	100
Merthyr Tydfil	172	132	20	102	22	108	82	74	79	169	156	1,117	99
Caerphilly	463	352	54	268	62	313	217	215	210	463	465	3,084	97
Blaenau Gwent	187	143	21	108	25	125	88	86	85	187	183	1,239	100
Torfaen	251	192	28	147	32	156	120	117	115	249	230	1,637	94
Monmouthshire	228	163	25	132	27	110	93	86	97	229	170	1,360	103
Newport	356	280	42	207	50	197	169	171	167	348	277	2,265	91
Cardiff	758	592	88	441	117	431	365	350	353	734	615	4,843	92
Wales	8,400	6,207	1,000	4,880	1,010	5,000	3,650	3,200	3,700	8,400	7,500	52,947	106

ANNEX C REVISED GEST FORMULA DISTRIBUTION (BASED ON 2002-1 BASELINE)

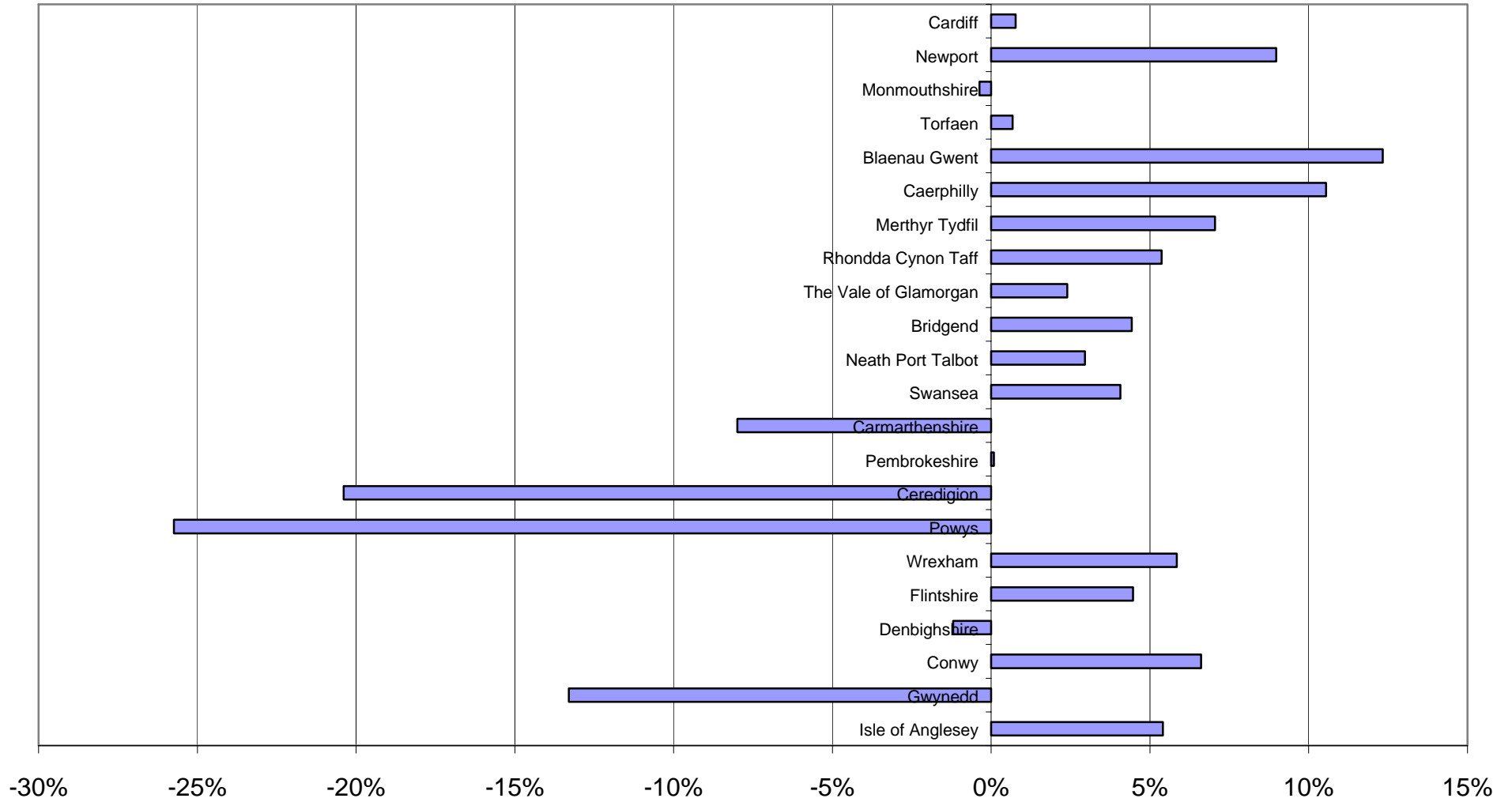
REVISED FORMULA

	Raising standards	Planning for success	Early years learning	Literacy and numeracy	Tackling social disadvantage (youth)	Tackling social disadvantage (other)	Special Educational needs	Welsh	Out of Hours	ICT	Professional Development	Total (£000)	Total (in £) per pupil (P,S,Sp)
Isle of Anglesey	242	146	29	140	23	118	85	56	106	231	198	1,374	<i>122</i>
Gwynedd	390	236	47	227	40	190	140	79	172	369	384	2,273	<i>124</i>
Conwy	345	218	41	200	34	176	131	112	152	332	263	2,004	<i>114</i>
Denbighshire	276	199	32	160	29	160	113	100	121	276	241	1,707	<i>103</i>
Flintshire	427	299	51	248	47	241	185	170	188	426	365	2,647	<i>103</i>
Wrexham	353	246	43	205	44	198	152	131	156	345	309	2,183	<i>111</i>
Powys	408	236	48	237	39	190	149	136	180	396	410	2,429	<i>119</i>
Ceredigion	215	132	25	125	25	106	79	56	95	210	250	1,318	<i>122</i>
Pembrokeshire	393	249	46	228	40	200	146	124	173	378	333	2,310	<i>118</i>
Carmarthenshire	538	341	63	312	55	275	202	162	237	522	519	3,226	<i>115</i>
Swansea	579	469	69	336	79	378	265	252	255	587	494	3,764	<i>101</i>
Neath Port Talbot	394	292	46	229	47	235	180	151	174	388	341	2,477	<i>107</i>
Bridgend	343	276	41	199	44	223	162	154	151	358	315	2,265	<i>100</i>
Vale of Glamorgan	308	247	37	179	42	199	153	143	135	321	278	2,041	<i>95</i>
Rhondda Cynon Taff	723	546	85	420	86	440	318	275	319	721	648	4,580	<i>105</i>
Merthyr Tydfil	185	150	21	107	22	121	82	74	81	186	164	1,195	<i>106</i>
Caerphilly	555	403	66	323	63	324	236	215	245	547	432	3,409	<i>108</i>
Blaenau Gwent	226	166	27	131	26	134	99	86	100	222	177	1,392	<i>112</i>
Torfaen	238	215	28	138	32	173	121	117	105	254	227	1,648	<i>94</i>
Monmouthshire	218	146	26	127	26	117	104	86	96	222	188	1,355	<i>103</i>
Newport	371	324	45	216	51	261	173	171	163	385	309	2,468	<i>99</i>
Cardiff	674	670	84	391	118	540	377	350	297	726	655	4,880	<i>92</i>
Wales	8,400	6,207	1,000	4,880	1,010	5,000	3,650	3,200	3,700	8,400	7,500	52,947	<i>106</i>

ANNEX D
EFFECT OF FORMULA CHANGES BY LEA (£'000S)



ANNEX E
EFFECT OF FORMULA CHANGES BY LEA (%)



ANNEX F(1) GEST FORMULA DISTRIBUTION OVER THREE YEAR TRANSITIONAL PERIOD

GEST Allocation 2002-3 (£000):

LEA	Raising standard	Planning for success	Early years learning	Literacy and numeracy	Tackling social disadvantage (youth)	Tackling social disadvantage (other)	Special Educational needs	Welsh	Out of Hours	ICT	Professional Development	Total (£000)
Isle of Anglesey	221	150	24	128	23	125	86	56	96	221	197	1,327
Gwynedd	413	276	51	239	40	250	149	79	175	416	420	2,506
Conwy	317	222	39	183	34	173	126	112	139	316	259	1,922
Denbighshire	275	201	33	160	29	163	115	100	121	278	247	1,721
Flintshire	405	292	49	235	47	242	182	170	177	404	368	2,572
Wrexham	324	234	41	189	44	208	144	131	142	327	318	2,103
Powys	520	346	67	301	39	247	166	136	219	521	429	2,990
Ceredigion	254	167	28	147	25	148	90	56	105	260	262	1,543
Pembrokeshire	383	265	46	222	40	209	149	124	166	381	325	2,309
Carmarthenshire	559	380	65	324	55	321	219	162	238	560	529	3,413
Swansea	568	443	68	330	79	350	265	252	256	562	493	3,665
Neath Port Talbot	382	283	47	221	47	233	175	151	169	375	346	2,430
Bridgend	340	262	37	199	44	207	161	154	152	344	301	2,201
The Vale of Glamorgan	317	243	38	185	42	177	151	143	141	316	257	2,009
Rhondda Cynon Taff	690	517	81	402	86	429	318	275	306	685	635	4,424
Merthyr Tydfil	176	138	21	104	22	112	82	74	80	175	159	1,143
Caerphilly	493	369	58	286	62	317	224	215	221	491	454	3,192
Blaenau Gwent	200	151	23	116	25	128	92	86	90	198	181	1,290
Torfaen	247	200	28	144	32	162	120	117	111	250	229	1,641
Monmouthshire	224	157	25	130	27	113	96	86	97	227	176	1,359
Newport	361	295	43	210	50	218	171	171	166	360	288	2,333
Cardiff	730	618	87	424	117	467	369	350	334	731	628	4,855
Wales	8,400	6,207	1,000	4,880	1,010	5,000	3,650	3,200	3,700	8,400	7,500	52,946

ANNEX F(2) GEST FORMULA DISTRIBUTION OVER THREE YEAR TRANSITIONAL PERIOD

GEST Allocation 2003-4 (£000):

LEA	Raising standard	Planning for success	Early years learning	Literacy and numeracy	Tackling social disadvantage (youth)	Tackling social disadvantage (other)	Special Educational needs	Welsh	Out of Hours	ICT	Professional Development	Total (£000)
Isle of Anglesey	231	148	26	134	23	121	86	56	101	226	197	1,350
Gwynedd	401	256	49	233	40	220	144	79	173	393	402	2,389
Conwy	331	220	40	192	34	175	128	112	146	324	261	1,963
Denbighshire	276	200	32	160	29	161	114	100	121	277	244	1,714
Flintshire	416	296	50	242	47	242	183	170	183	415	367	2,610
Wrexham	339	240	42	197	44	203	148	131	149	336	314	2,143
Powys	464	291	58	269	39	219	157	136	199	458	420	2,709
Ceredigion	235	150	27	136	25	127	85	56	100	235	256	1,431
Pembrokeshire	388	257	46	225	40	205	147	124	170	379	329	2,310
Carmarthenshire	548	361	64	318	55	298	210	162	237	541	524	3,319
Swansea	574	456	69	333	79	364	265	252	255	574	494	3,714
Neath Port Talbot	388	287	47	225	47	234	178	151	171	381	343	2,453
Bridgend	342	269	39	199	44	215	161	154	151	351	308	2,233
The Vale of Glamorgan	312	245	37	182	42	188	152	143	138	319	268	2,025
Rhondda Cynon Taff	706	531	83	411	86	434	318	275	312	703	642	4,502
Merthyr Tydfil	181	144	21	106	22	117	82	74	81	181	161	1,169
Caerphilly	524	386	62	304	63	321	230	215	233	519	443	3,300
Blaenau Gwent	213	158	25	124	25	131	95	86	95	210	179	1,341
Torfaen	242	207	28	141	32	167	121	117	108	252	228	1,644
Monmouthshire	221	152	26	128	26	115	100	86	97	224	182	1,357
Newport	366	309	44	213	51	240	172	171	165	373	298	2,400
Cardiff	702	644	85	408	117	504	373	350	315	728	641	4,868
Wales	8,400	6,207	1,000	4,880	1,010	5,000	3,650	3,200	3,700	8,400	7,500	52,946

ANNEX F(3) GEST FORMULA DISTRIBUTION OVER THREE YEAR TRANSITIONAL PERIOD

GEST Allocation 2004-5 (£000):

LEA	Raising standard	Planning for success	Early years learning	Literacy and numeracy	Tackling social disadvantage (youth)	Tackling social disadvantage (other)	Special Educational needs	Welsh	Out of Hours	ICT	Professional Development	Total (£000)
Isle of Anglesey	242	146	29	140	23	118	85	56	106	231	198	1,374
Gwynedd	390	236	47	227	40	190	140	79	172	369	384	2,273
Conwy	345	218	41	200	34	176	131	112	152	332	263	2,004
Denbighshire	276	199	32	160	29	160	113	100	121	276	241	1,707
Flintshire	427	299	51	248	47	241	185	170	188	426	365	2,647
Wrexham	353	246	43	205	44	198	152	131	156	345	309	2,183
Powys	408	236	48	237	39	190	149	136	180	396	410	2,429
Ceredigion	215	132	25	125	25	106	79	56	95	210	250	1,318
Pembrokeshire	393	249	46	228	40	200	146	124	173	378	333	2,310
Carmarthenshire	538	341	63	312	55	275	202	162	237	522	519	3,226
Swansea	579	469	69	336	79	378	265	252	255	587	494	3,764
Neath Port Talbot	394	292	46	229	47	235	180	151	174	388	341	2,477
Bridgend	343	276	41	199	44	223	162	154	151	358	315	2,265
The Vale of Glamorgan	308	247	37	179	42	199	153	143	135	321	278	2,041
Rhondda Cynon Taff	723	546	85	420	86	440	318	275	319	721	648	4,580
Merthyr Tydfil	185	150	21	107	22	121	82	74	81	186	164	1,195
Caerphilly	555	403	66	323	63	324	236	215	245	547	432	3,409
Blaenau Gwent	226	166	27	131	26	134	99	86	100	222	177	1,392
Torfaen	238	215	28	138	32	173	121	117	105	254	227	1,648
Monmouthshire	218	146	26	127	26	117	104	86	96	222	188	1,355
Newport	371	324	45	216	51	261	173	171	163	385	309	2,468
Cardiff	674	670	84	391	118	540	377	350	297	726	655	4,880
Wales	8,400	6,207	1,000	4,880	1,010	5,000	3,650	3,200	3,700	8,400	7,500	52,947