

# **Programme Business Case:**

**Brecon Catchment**

**September 2020**

**Version 0.5**





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## 0. Document Control

### 0.1 Version Control

Version	Status	Date	Author	Update
0.1	Draft	23/07	LD/MH	Baseline Document Created
0.2	Draft	13/08	MH	Updated Economic and Financial Cases
0.3	Draft	14/08	MH	Updated following client amendments
0.4	Draft	11/08	LD	Major redraft in line with client requirement for new options



0.5	Final	22/09/20	ME	Final amendments
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# 1 Executive Summary

## 1.1 Strategic Case

The purpose of this Strategic Outline Case (SOC) is to present the case for investment in the Brecon catchment, to include the following:

- A new 360 place English-medium primary school in Brecon, replacing the current schools at Mount Street Infant, Mount Street Junior and Cradoc Primary Schools, with a collocated pupil referral unit and a community swimming pool – to be built on site of old Brecon High School.
- A new 180 place dual-stream primary school in Sennybridge, replacing the current poor accommodation at Sennybridge CP School – to be built on the current site of Sennybridge CP School.

A school reorganisation process, including formal consultation, would be required to achieve the above which may possibly affect Mount Street Infant School, Mount Street Junior School and Cradoc CP School.

The combined cost of the two preferred options is estimated to be £24,223,710, excluding Optimism Bias and Risk.

The case for change in the Brecon catchment is based on the following significant issues:

- Infant and Junior Schools – issues with transition at key stages. Authority has been moving away from this model for some time.
- Poor condition of buildings, not DDA compliant
- Significant backlog maintenance costs (£3m)
- Sennybridge CP School over capacity
- Need permanent location for PRU
- PRU facilities too small to provide full curriculum
- Pool in Brecon – needs significant investment

The development in Brecon represents a once in a generation opportunity to reconfigure and join up community leisure and education services, creating a truly all year round campus that will provide lasting educational, health and economic benefits for the area.

On 14 April 2020 Council approved the new Strategy for Transforming Education in Powys 2020-30, replacing the legacy School Organisation Policy 2018. The new Strategy sought to address a number of significant concerns raised by Estyn on the progress of the Councils school reorganisation, acknowledging a historical lack of political decision making and a deep scepticism amongst the teaching profession regarding the Council's political commitment to schools and to the delivery of the improvements that are needed. In directly addressing these issues the new strategy outlines:

- a new vision for education in Powys;

- a summary of the challenges faced by the education sector in Powys;
- a final set of guiding principles;
- strategic aims and objectives;
- a programme of activity;
- the legislative process;
- new monitoring arrangements.

The Strategy is supported by a new Strategic Outline Programme (SOP) for capital funding for school building projects to be phased over a ten year period. The capital funding required to enable the strategy to be delivered has been estimated at £350m.

## 1.2 Economic Case

Following an initial assessment of the of the scope of work required, a long list of options was developed for each project within the remit of the scope:

### 1.2.1 Long-list of options

Option	Description
Option 1	Do minimum – backlog maintenance only
Option 2	Remodel all primary schools in current locations
<b>Remodel and reconfigure schools</b>	
Option 3A	Remodel Sennybridge, remodel and merge Mount St Infants, Mount St Juniors and close Cradoc
Option 3B	Remodel Cradoc, remodel and merge Mount St Infants, Mount St Juniors and close Sennybridge
<b>New build and reconfigure schools</b>	
Option 4A	New build Sennybridge, new build Brecon primary school, close Cradoc
Option 4B	New build Cradoc, new build Brecon primary school, close Sennybridge
Option 4C	New build Sennybridge, new build Brecon primary school, new build Cradoc
Option 4D	Close both Sennybridge and Cradoc, build new school on alternative site, new build Brecon primary school
<b>New build and reconfigured schools and all-through options</b>	
Option 5A	New build Sennybridge, establish new all-through school in Brecon with new build primary, close Cradoc
Option 5B	New build Cradoc, establish new all-through school in Brecon with new build primary, close Sennybridge
Option 5C	New build Sennybridge, establish new all-through school in Brecon with new build primary, new build Cradoc

### 1.2.2 Short-listed options

Each of the long-listed options were subjected to a review of advantages and disadvantages and an appraisal against the Investment Objectives and Critical Success Factors agreed by the Powys officer team.

As a result of this, the following options were short-listed for Economic and Financial appraisal:

The options carried forward to the short-list of options are:

- Option 1 – Do Minimum – Backlog maintenance only
- Option 4A – New build Sennybridge, New build Brecon primary school, close Cradoc.
- Option 5A – New build Sennybridge, establish new all-through school in Brecon with new build primary, close Cradoc.

During the appraisal, it was clear that Option 1 – Do Minimum – Backlog Maintenance Only - did not sufficiently meet the Investment Objectives or Critical Success Factors, but was carried forward as a baseline comparator, in line with the guidance in the HM Treasury Green Book.

Option 4A met all but one of the investment objectives and critical success factors, followed by Option 5A. All other options are discounted at this stage.

The preferred scope option of including a new PRU and new community swimming pool was included with these options for further evaluation.

The short-listed options were assessed over a 60 year period (20 years in the case of Option 1, Do Nothing), to understand the Net Present Cost (NPC) and Equivalent Annual Cost (EAC) of each option.

As the assessment periods were not uniform, the Equivalent Annual Cost is deemed the main point of comparison between the options. The Economic Appraisal resulted in the following outcomes:

### 1.2.3 Net Present Cost

Discounted Cash Flow (DCF) Summary Sheet		Inc. Optimism Bias		Excl. Optimism Bias	
		NPC (£m)	EAC (£m)	NPC (£m)	EAC (£m)
Option 1	Do minimum – backlog maintenance only	42.6	2.11	41.3	2.04
Option 4A	New build Sennybridge, new build Brecon Primary	160.8	6.13	152.6	5.81

	School, close Cradoc & new PRU				
Option 5A	New build Sennybridge, establish new all-through school in Brecon with primary build, a new PRU and community swimming pool.	152.1	5.8	143.8	5.48

**DCF = Discounted Cash flow**

**NPC = Net Present Cost**

**EAC = Equivalent Annual Cost**

Option 1 was appraised over 20 years, while options 4A and 5A were appraised over 60 years. This is because Option 1 is essentially 'Do Minimum' option, which does not have the levels of capital or revenue activity to require a 60 years appraisal.

On that basis, the key comparator from the Economic Appraisal table is the Equivalent Annual Cost (EAC), which calculates the average annual (economic) cost to the Council. On that basis, Option 1 appears to be the best option economically, but was only put forward as point of comparison and did not meet a critical mass of the Council's Investment Objectives and Critical Success Factors.

Under this form of evaluation, Option 5A is the best option economically, followed closely by Option 4A. However, whilst Option 4A is less ambitious than 5A, affecting a more limited number of pupils, the preferred model at this stage is for the council to develop a fully integrated learning campus with both school, PRU and community pool. This is in line with the findings of qualitative benefits assessment.

In differentiating between the primary and all-age developments, the development of an all-age governance mode of some kind in the Brecon cluster is not precluded at a later stage by the capital construction, which would be the same under either governance models. Consideration of the adoption of an all-age model will therefore be considered at a later date.

**Option 4A is therefore the preferred option at this stage.**

### 1.3 Commercial Case

The Council has good experience of working with contractor frameworks and has achieved positive outcomes using such frameworks. The Council has therefore concluded that the optimum procurement route will be to use the revised SEWSCAP framework that was re-launched in June 2019 (SEWSCAP 3).

## 1.4 Financial Case

Project Costs	Project A - Sennybridge	Project B- Brecon Primary School
Capital Cost	<b>£4,284,298</b>	<b>£19,939,412</b>
Optimism Bias	<b>£1,028,232</b>	<b>£4,785,459</b>
Risk	<b>£377,018</b>	<b>£1,754,668</b>
VAT (only to be included where non-recoverable by applicant)	<b>N/A</b>	<b>N/A</b>
<b>Total Project Cost (inclusive of optimism bias and risk)</b>	<b>£5,689,548</b>	<b>£26,479,539</b>
<b>Welsh Government Contribution (both projects 65%)</b>	<b>£3,698,206</b>	<b>£17,211,700</b>
<b>PCC Contribution (35%)</b>	<b>£1,991,342</b>	<b>£9,267,839</b>

A balance sheet asset addition of £ £4,284,298 is made for the new build school located at Sennybridge and £19,939,412 for the Community Campus at Brecon. Short term additional funding is required of the full £24,223,710 for years 0 through 3 (inclusive), excluding VAT, retained risks and optimism bias. Across the catchment the ongoing revenue costs of the schools will fall from £2,132,677 to £2,021,038, generating a saving of approximately £111,639 per annum (excluding transport and catering). There will be a further saving of £25,000 per annum in lease costs for the existing PRU facility, however there may be additional property related costs for the unit due to it being larger (and therefore fit for purpose), these potential additional costs are not ascertainable at this stage.

The Band B submission has been scrutinised and assessed by the Council's Section 151 Officer for affordability in light of the 65% programme intervention rate.

The Council's funding to support these projects will be considered as part of the overarching financial strategy for the delivery of the entire Council's Strategy for Transforming Education in Powys 2020-30.

## 1.5 Management Case

This scheme is a constituent of Powys County Council's Transforming Education Programme, and has been identified within that Programme as a priority. It will be managed in accordance with best practice in programme and project management principles – MSP and PRINCE2 to provide a systematic and effective delivery framework.

## Outline Project Plan

Date	Actions (commencement)
<b>2020-21</b>	Consultation
<b>07/2021</b>	Cabinet decision following consultation
<b>The following stages will only be taken forward if Cabinet approves the proposal following the consultation process.</b>	
<b>09/2021</b>	SOC/OBCs approval
<b>11/2021</b>	Appoint contractor
<b>08/2022</b>	FBCs approval
<b>08/2022</b>	Construction commences
<b>09/2024</b>	New schools, PRU and community pool opens.

## 2 Strategic Case

### 2.1 Strategic Fit

#### 2.1.1 National Strategies

The proposals contained within this business case contribute to the following national and international strategies and policies:

- United Nations Convention on the Rights of the Child;
- Wellbeing and Future Generations Act 2015;
- The Learning Country: Vision into Action 2008;
- Skills framework for 3-19 year olds in Wales 2008;
- One Wales: One planet, a new sustainable development scheme for Wales May 2009 or any successor strategy;
- Learner Travel Operational Guidance - April 2009;
- A Curriculum for all Learners 2010;
- Measuring the capacity of schools in Wales – Circular 021/2011;
- Welsh Government Welsh Medium Education Strategy 2010;
- Improving Schools National Implementation Plan 2012-15;
- A Living Language: A language for Living: Welsh Language Strategy 2012-17;
- Building a Brighter Future: Early Years and Childcare Plan 2013;
- The Curriculum for Wales;
- School Standards and Organisation (Wales) Act 2013;
- School Organisation Code 2013;
- School Organisation: Consultation with Children and Young People – Guidance Document 2013.

#### 2.1.2 Local Strategies

- Vision 2025 sets out the Cabinet's priorities for the council up to 2025. 'Strengthening Learning and Skills' is one of the four priorities outlined within this vision;
- Strategy for Transforming Education in Powys, which sets out Powys' approach to developing school infrastructure and the planning of school places;
- Welsh in Education Strategic Plan 2017-20 sets out the council's priorities for developing Welsh-medium provision within Powys;
- Powys Community Focused Schools Strategy, which ensures that key services are sufficiently integrated and able to work collaboratively;

- Powys Carbon Reducing & Sustainability Strategies, which identifies that all new schools will be part of a new generation of energy efficient buildings;
- Powys Regenerations Strategy aims to deliver outcomes which will have a positive impact upon the physical, social, environmental, economic and cultural attributes of the county; and
- Powys ICT Strategy which aims at delivering learners' entitlement to use technology to support their learning and to enable schools to become more innovative and effective in their teaching and learning.

## 2.2 Case for Change

### 2.2.1 Investment Objectives

The Investment Objectives underlying the case for change for this project are:

1. Provide a stimulating teaching and learning environment in state of the art, 21st Century facilities that will impact positively on the self-esteem and well-being of all pupils and deliver the new curriculum for Wales.
2. Remove non DDA compliant poor condition buildings, reduce backlog maintenance and provide full accessibility to all pupils, staff and visitors.
3. Develop community-focused schools that are the central point for multi-agency services to support children, young people, families and the community.
4. Provide Early Years facilities that meet the needs of all children and enable the effective delivery of the Curriculum for Wales
5. Optimise the economic, financial and environmental sustainability of the schools, by having the right schools in the right place.
6. To provide an optimal safeguarding environment.
7. Ensure that all pupils with SEN/ALN are placed in a provision that meets their needs, with the appropriate specialist teaching, support and facilities that enables every learner to meet their potential.



## 2.2.2 Targets and measures

The following table identifies the measures and targets that will be utilised to ensure that the identified investment objectives are SMART.

**Table 1 – Targets and Measures**

IO	Target	Measure
1. Provide a stimulating teaching and learning environment in state of the art, 21st Century facilities that will impact positively on the self-esteem and well-being of all pupils and deliver the new curriculum for Wales.	Improved motivation, engagement, attendance & extracurricular involvement as evidenced by: <ol style="list-style-type: none"> <li>School Self Evaluation</li> <li>School Improvement Plan</li> <li>Estyn inspection</li> <li>Local authority review</li> </ol>	<ul style="list-style-type: none"> <li>All aspects of pupil wellbeing (as detailed in Estyn guidance) to be awarded a judgement of at least Good by September 2026</li> <li>Council core visits report improved engagement, motivation and pupil wellbeing by September 2026</li> <li>Attendance percentage rate to increase to 95% for the academic year 2025/2026</li> </ul>
2. Remove non DDA compliant poor condition buildings, reduce backlog maintenance and provide full accessibility to all pupils, staff and visitors.	Reduced backlog maintenance and accessibility costs	<ul style="list-style-type: none"> <li>Reduction in backlog maintenance and accessibility costs within Brecon catchment by £3.4m by September 2024</li> </ul>
	School is DDA compliant	<ul style="list-style-type: none"> <li>Both new schools are DDA compliant upon opening in September 2024.</li> </ul>
3. Develop Community-focused schools that are the central point for multi-agency services to support children, young people, families and the community.	Increased usage of community facilities	<ul style="list-style-type: none"> <li>Increased public swim usage by 5% per annum by 2027</li> <li>Increased number of children's swimming lessons delivered the pool by 10% by 2027</li> <li>Increased number of adult swimming lessons delivered at the pool by 10% by 2027</li> </ul>
	Increased school usage of community facilities	<ul style="list-style-type: none"> <li>Number of school swimming sessions at the new pool during the 2025/6 academic year;</li> </ul>
4. Provide Early Years facilities that meet the needs of all children and enable the effective delivery of the Curriculum for Wales	Improve facilities (indoors/outdoors) for all children and staff	<ul style="list-style-type: none"> <li>All children will benefit from facilities in the indoors and outdoors that meet the needs of 21<sup>st</sup> century learners</li> <li>Teaching and Learning – 'improved breadth, balance and appropriateness of the curriculum' (as detailed in Estyn guidance) to be awarded a judgement of at least Good by September 2026</li> </ul>

IO	Target	Measure
		<ul style="list-style-type: none"> <li>Achieved through design from opening of new schools</li> </ul>
5. Optimise the economic, financial and environmental sustainability of the schools, by having the right schools in the right place.	Reduction in energy use and carbon emissions	<ul style="list-style-type: none"> <li>Reduction in combined gas and electricity consumption by September 2025;</li> <li>Reduction in CO<sup>2</sup> emission to by September 2025</li> </ul>
	Removal of surplus places across the catchment	<ul style="list-style-type: none"> <li>To reduce the total number of pupils places across the catchment upon school opening in September 2024</li> </ul>
6. To provide an optimal safeguarding environment.	Building design meets building bulletin requirements and has appropriately designed safeguarding arrangements	<ul style="list-style-type: none"> <li>Achieved through design from opening of new schools</li> </ul>
7. Ensure that all pupils with SEN/ALN are placed in a provision that meets their needs, with the appropriate specialist teaching, support and facilities that enables every learner to meet their potential.	Building design includes a range of facilities to support pupils with SEN/ALN including: <ul style="list-style-type: none"> <li>Wellbeing room(s)</li> <li>Small group intervention rooms</li> <li>Facilities for input from educational psychologists, therapists</li> <li>Meeting rooms for annual reviews</li> <li>Changing facilities</li> <li>Facilities for wheelchair users</li> </ul>	<ul style="list-style-type: none"> <li>The school building enables all pupils to participate fully in the curriculum and to achieve well in line with their needs</li> <li>All aspects of SEN/ALN (as detailed in Estyn guidance) to be awarded a judgement of at least Good by September 2026</li> <li>Council core visits report improved support for learners with SEN/ALN by September 2026</li> <li>Improved outcomes for pupils with SEN/ALN</li> <li>Improved retention of pupils with SEN/ALN in the sixth form</li> </ul>

### 2.2.3 Existing Arrangements

There are eight schools in the Brecon catchment area:

- Brecon High School 11 – 18
- Ysgol y Bannau 4 – 11
- Sennybridge Community Primary School
- Priory Church in Wales School
- Mount Street Junior School
- Mount Street Infant School
- Llanfaes Primary School
- Cradoc Primary School



**Figure 2: Brecon High School****Table 2 – Brecon High School Summary Information**

Language Category	English (With Significant Welsh)
Age range	11-18
Total number of place in school	700
Number of pupils <sup>1</sup>	473
Level of surplus places	227(32.4%)
Welsh Medium Pupils	28
ALN/SEN Pupils	13% (School Action)
Free School Meals	7.8%
Pupils from ethnic minorities	9.5%
Number of Teachers	30.8
Pupil Teacher Ratio	15.4%
National School Categorisation	Red

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<sup>1</sup> PLASC 2020

**Figure 3: Cradoc Primary School****Table 3 – Cradoc Primary Summary Information**

Language Category	English Medium
Age range	4-11
Total number of places in school	161
Number of pupils	97
Level of surplus places	52 (39.8%)
ALN/SEN Pupils	14.9% (School Action)
Free School Meals	3.8%
Pupils from ethnic minorities	6.5%
Number of Teachers	5.2
Pupil Teacher Ratio	22.3
National School Categorisation	Yellow

**Figure 4: Mount Street Infants****Table 4 – Mount Street Infants Summary Information**

Language Category	English Medium
Age range	4-7
Total number of places in school	129
Number of pupils	119
Level of surplus places	11 (7.8%)
ALN/SEN Pupils	12.2% (School Action)
Free School Meals	11.6%
Pupils from ethnic minorities	15.3%
Number of Teachers	7.3
Pupil Teacher Ratio	21
National School Categorisation	Green

**Figure 5: Mount Street Juniors****Table 5 – Mount Street Juniors Summary Information**

Language Category	English Medium
Age range	8-11
Total number of places in school	172
Number of pupils	151
Level of surplus places	22 (12.2%)
ALN/SEN Pupils	13.3% (School Action)
Free School Meals	11.7%
Pupils from ethnic minorities	21.1%
Number of Teachers	6.4
Pupil Teacher Ratio	22.4
National School Categorisation	Amber

**Figure 6: Sennybridge Primary School****Table 6 – Sennybridge Primary Summary Information**

Language Category	Dual Stream
Age range	4-11
Total number of place in school	102
Number of pupils	126
Level of surplus places	-24 (-23.5%)
Welsh Medium Pupils	45
ALN/SEN Pupils	8.8% (School Action)
Free School Meals	13%
Pupils from ethnic minorities	0%
Number of Teachers	5.0
Pupil Teacher Ratio	26.3
National School Categorisation	Amber



**Figure 7: Brecon Leisure Centre**



**Figure 8: Mid and South Powys Pupil Referral Unit**



**Table 7 – Present & forecast pupil numbers**

School	Jan 2020	Jan 2021	Jan 2022	Jan 2023	Jan 2024
<b>Brecon High School</b>	473	459	467	460	471
<b>Cradoc Primary</b>	97	115	117	121	125
<b>Mount Street Infants</b>	119	105	108	111	112
<b>Mount Street Junior</b>	151	172	167	163	149
<b>Sennybridge Primary</b>	126	133	133	135	133

**Table 8 – Latest condition assessments**

School	Condition	Suitability	Backlog
<b>Brecon High School</b>	A	A	£0
<b>Cradoc Primary</b>	C	B/C	£628,452
<b>Mount Street Infants</b>	C	B/C	£712,314
<b>Mount Street Junior</b>	C	A/B	£1,036,794
<b>Sennybridge Primary</b>	C	B/C	£1,023,132
<b>PRU</b>	C	C	£681,561
<b>Brecon Pool</b>	C	C	£1,063,419

#### 2.2.4 Problems with the status quo – Mount Street Infant and Junior Schools

School reorganisation in Powys has gradually moved to a model of ‘all-through’ provision in primary schools across the county. Mount Street Infant and Junior Schools represent the last remaining separate infant and junior schools within the County.

The advantages offered by single school provision for primary age pupils are well known and evidence-based. Due in part to an increased critical mass of learners, ‘all-through’ primary schools are usually able to offer both enhanced continuity of provision and a curriculum which is more broad and balanced in content delivered in a continuous and coherent way from the Foundation Phase through to the end of Key Stage 2.

While the physical distance between the two sites is small (3 minutes’ walk), a single site Primary School would also present benefits to parents who have children attending both schools at the same time, making the school journey both quicker and easier, alleviating barriers to work that can be presented from the need to drop children to different sites for education.

The physical condition of the two schools is somewhat poor with circa £1.7m in backlog maintenance outstanding across the two sites. Both school buildings have a condition grade of C.

Most pupils at the two schools achieve expected outcomes. However, the limitations of the buildings means preparation and delivery of the new curriculum is challenging. Ultimately this could have a negative impact on future outcomes.

#### 2.2.5 Problems with the status quo – Cradoc

Cradoc County Primary school has a number of current issues:

- Pupil numbers have decreased significantly over the last five years. It has a capacity of 161 pupils with 92 on roll, according to PLASC 2020, although forecasting information suggests pupil numbers may increase.
- The condition of the school building is C, and the building is not fully compliant with DDA regulations (suitability condition B/C).
- The configuration of the school is problematic and creating safeguarding problems. The school also utilises three aging demountables, only one of which has toileting facilities, therefore children have to leave the classroom to enter the main building in order to use the toilets.
- There is currently backlog maintenance of £628k at the school.
- Most pupils achieve expected outcomes. However, the limitations of the building means preparation and delivery of the new curriculum is challenging. Ultimately this could have a negative impact on future outcomes.

### 2.2.6 Problems with the status quo – Sennybridge

Sennybridge County Primary School also has a number of current issues:

- It is currently over-subscribed in numbers (hosting 24 more pupils than its capacity)
- The building is in poor condition (condition C) and is not fully DDA compliant (suitability condition B/C).
- There is backlog maintenance required of over £1M.
- Most pupils achieve expected outcomes. However, the limitations of the building means preparation and delivery of the new curriculum is challenging. Ultimately this could have a negative impact on future outcomes.

### 2.2.7 Problems with the status quo – Mid and South Powys PRU

Brecon PRU currently occupies the former St Joseph's RC School building at Silver Street, Brecon under a five year lease agreement. The current lease runs from to 31/10/20. The cost of the lease is £25,000 per year. As leased facilities the current solution is not ideal from a financial position. The school also has considerable level of backlog maintenance liabilities (£681,561).

The current building is not fit for purpose in terms of available space. The whole building only has four classrooms. Currently KS2 can only attend one day a week because of the space limitations. The size of the facility also restricts the breath of vocational subjects that can be provided, and there is a lack of adequate space for core compulsory teaching such as science and the building has no facilities for D&T subjects.

There is a limitation on office and meeting room space. There are only two offices in the whole building with no meeting space. Multi-discipline meetings are often held in cramped and uncomfortable office spaces usually displacing those who should be working in them reducing productivity.

External space is also lacking and there is no grass space within the current premises to support the teaching of land and environment based education or forest schools.

There is no space to house or teach pupils who are medically exempt from school due to anxieties. The only option available to reintegrate these pupils is through the main very limited classes of the PRU which is less than ideal and often takes up valuable referral spaces.

To provide a sustainable, modern, fit for purpose accommodation solution, the PRU would need:

- A minimum of five large independent classroom (maximum 8 pupils per room) which do not require movement through one class space to access another, and can therefore be isolated.;
- A Science Lab with prep area;
- A D&T room with a storage space;

- A Large hall for internal sports and physical activity session during bad weather along with an outside space, again for physical activity;
- A kitchen to prepare food for the pupils and to teach from through THRIVE activities;
- A number of office spaces (staff room/Head Teacher);
- Meeting rooms;
- Spaces for quiet and calming areas;
- Secure external space for Primary & Secondary Informal Social and habitat areas;
- Staff & visitor parking.

Given that the PRU is to provide training and support to mainstream school then a large room to act as a training space would also be beneficial.

### 2.2.8 Problems with Brecon Leisure Centre – issues with the swimming pool

Brecon Leisure Centre has been subject to some substantial capital investment over recent years, however substantial issues remain with the pool which has not had any major investment.

The pool is housed in block B and was originally constructed in 1973, this block houses the swimming pool, changing and plant room which service the facilities across the leisure Centre. The building was constructed during a period where reinforced concrete was a popular design.

The most recent condition report for the pool prepared in 2019 identified that there are some significant defects to Block B which require immediate rectification, some of which require major and costly works. These include potential partial demolition of the building as the safety of the structural integrity cannot be justified. Structural engineers have advised that the smaller learner pool should be emptied and closed to the general public for use for the foreseeable future. This is based on a report undertaken in November 2016 by Structural Solution and the location of the defects they identified. There is significant corrosion to the reinforcing bars which indicated that there is a significant loss to the tensile strength in the slab and the columns viewed in the report.

There are several issues with the roof membrane on both the flat and pitched roofs. Recent inspection have revealed that the joints to the felt covering have failed with opening of the joints to the pitched roofs allowing water to ingress below the surface. On the flat roof section there is rutting and bubbling of the surface which again indicates that water has penetrated below the surface of the membrane that will deteriorate further over time.

The majority of the windows in Block B have failed, and to the rear elevation at high level there is a significant crack that extends through the glazing unit which has compromised the integrity of its strength and is a significant hazard should the glass detach completely.

Internally, there is evidence that water is percolating between cracks to tiles and at the intersecting joints of the walls and the floor. Sections of the floor tiles are loose and lifting due to the water ingress and the deterioration of the grouting and bedding layer.

Another significant issue is the temporary isolation of the residual asbestos in the pool side staff office, this appears to be loose and coming away from wall. The health and safety of the occupants cannot be guaranteed, and the temporary works should be rectified for a more permanent measure. Both the gas fired boilers were aged and one of them had failed, and is due for replacement.

## 2.3 Welsh Medium Education

There is a range of Welsh Medium education provision within the Brecon catchment area. Ysgol Y Bannau is a Welsh Medium Primary school located on the outskirts of Brecon Town serving both urban and rural communities. The school has a current population of 117 and has a total capacity of 162 places. The school was established in 1982 and consistent rises in pupil numbers necessitated a move to a new building which was opened in October of 1998. The build is currently assessed as having a condition and suitability rating of A and there are no outstanding backlog maintenance liabilities. The school offers a free breakfast club to every pupil and provides an aftercare service 'Y Gorlan', provided five days a week from 3:31 to 5:30pm.

Dual stream provision is on offer to catchment pupils at Sennybridge Community Primary. The School serves the village of Sennybridge and its surrounding areas, and is located approximately nine miles to the west of Brecon. There are presently 45 (35% of total) children on roll who receive education through the medium of Welsh. The school is currently oversubscribed and has a shortage of places (-24 or -23.5%). The Welsh stream consists of two classes, one Foundation Phase class and one KS2 class.

Welsh Medium education at secondary phase is provided at Brecon High School, which is a dual stream secondary school.

## 2.4 Childcare/Nursery Provision

The following childcare/nursery provision is available in the catchment:

Non-maintained:

- Cylch Meithrin Aberhonddu (Welsh-medium) located at Ysgol y Bannau
- Priory pre-school located at Priory CiW Primary School

Maintained:

- Camau Bach Llanfaes located at Llanfaes CP School
- 3@Cradoc, located at Cradoc CP School
- Sennybridge (Welsh-medium & English-medium), located at Sennybridge CP School
- Smarties, located at Mount Street Infants School

Powys County Council is committed to providing suitable infrastructure to enable providers to provide the 30-hour childcare scheme. Whether or not there is a need to incorporate nursery /early years provision will be a key consideration in respect of any construction project, particularly so where this includes primary provision. As this scheme proceeds, the Council will take a holistic approach based on community needs to determine whether early years provision, including nursery provision, is required as part of the scheme.

A community use strategy is also developed as part of all construction schemes, and consideration will be given in the design stages as to the need for provision such as after school, breakfast and holiday clubs.

## 2.5 Active Travel

It is the Council's view that active travel is essential to encourage staff, pupils and wider members of the community to walk and cycle to new facilities, meaning that more people can enjoy the benefits of active travel.

Any construction project taken forward based on this SOC will be developed in line with the Welsh Government Active Travel Wales Act (2013) and design guidance, with the aim of improving active travel links.

Active travel will be considered early on in site selection and feasibility stage.

## 2.6 Community/Sports Facilities

Community/Sports Facilities are currently provided at Brecon Leisure Centre, which is next to Brecon High School – there is a 25m swimming pool at the Centre. Brecon High School also has sports facilities which are available for community use. There is a small community gym in Sennybridge CP School.

The Council acknowledges the benefits of incorporating community and sports facilities in school construction projects. This is reflected in the Council's Strategy for Transforming Education in Powys, which includes a commitment to 'a major capital investment programme that will ensure that schools in Powys have inspiring, environmentally sustainable buildings that can provide opportunities for wider community activity, including where possible childcare services, early years, ALN, multi-agency support and community and leisure facilities'.

As the scheme moves forward, the Council will take a holistic approach based on community needs to determine what community facilities are included within each scheme. All developments will be in line with Building Bulletin and Sport Wales guidance.

## 2.7 Main Benefits

The main benefits associated with the strategic case are outlined below.

### Table 9 – Main Benefits by Investment Objective

Investment Objectives	Benefit
<p>1. Provide a stimulating teaching and learning environment in state of the art, 21st Century facilities that will impact positively on the self-esteem and well-being of all pupils and deliver the new curriculum for Wales.</p>	<ul style="list-style-type: none"> <li>• Improved motivation of students and teachers – less sickness absence and improved school attendance rates.</li> <li>• Improved pupil satisfaction and a reduction in the number of incidences of poor behaviour.</li> <li>• Opportunities for teachers to broaden their skill sets.</li> <li>• Delivery of the broadest curriculum.</li> <li>• Schools will be able to attract new teaching staff as a result of the breadth and depth of curriculum.</li> <li>• Improved reputation of the school.</li> <li>• Improved educational outcomes.</li> <li>• Increased numbers of learners who transfer into further and higher education.</li> <li>• Increased number of opportunities for young people to engage with technology.</li> </ul>
<p>2. Remove non DDA compliant poor condition buildings, reduce backlog maintenance and provide full accessibility to all pupils, staff and visitors.</p>	<ul style="list-style-type: none"> <li>• Reduced backlog maintenance and accessibility costs (£3.4M).</li> <li>• School campuses become DDA compliant.</li> </ul>
<p>3. Develop Community-focused schools that are the central point for multi-agency services to support children, young people, families and the community.</p>	<ul style="list-style-type: none"> <li>• Opportunities for lifelong learning</li> <li>• Improved leisure opportunities and usage</li> <li>• Improved financial viability of leisure offerings through increased take up and use of facilities.</li> <li>• Increased usage of community pool facilities.</li> <li>• Improved physical health and wellbeing for pupils gaining access to the pool</li> <li>• Improved mental health and wellbeing for pupils gaining access to the pool</li> <li>• Long-term assurance over the maintenance of local jobs supported by Pool</li> </ul>
<p>4. Provide Early Years facilities that meet the needs of all children and enable the</p>	<ul style="list-style-type: none"> <li>• Increased availability of early years places</li> <li>• Full and effective delivery of the Curriculum for Wales.</li> </ul>



Investment Objectives	Benefit
effective delivery of the Curriculum for Wales	
5. Optimise the economic, financial and environmental sustainability of the schools, by having the right schools in the right place.	<ul style="list-style-type: none"> <li>• Reduction in energy use and carbon emissions.</li> <li>• Removal of surplus places across the catchment.</li> <li>• Closure of poor condition schools and financially unviable schools.</li> <li>• Schools with the right space for learners (i.e. not over-crowded).</li> <li>• Improved environmental efficiency.</li> <li>• Reduced energy costs and usage.</li> </ul>
6. To provide an optimal safeguarding environment.	<ul style="list-style-type: none"> <li>• Reduction in the number of safeguarding incidents</li> <li>• Better environment (by design) to provide safe space for children in the new schools.</li> </ul>
7. Ensure that all pupils with SEN/ALN are placed in a provision that meets their needs, with the appropriate specialist teaching, support and facilities that enables every learner to meet their potential.	<ul style="list-style-type: none"> <li>• Bespoke provision for SEN/ALN pupils.</li> <li>• Increased provision of specialist teaching support.</li> <li>• Improved facilities for SEN/ALN learners.</li> </ul>

## 2.8 Main Risks

The main risks associated with the strategic case are outlined below.

**Table 10 – Strategic Risks and Countermeasures**

Main Risk	Counter Measures
<b>Business and Political Risks</b>	
1. An unexpected reduction in the level/ availability of capital or revenue funding leads to delays and reduction in the scope of the project.	No contractual commitments will be made until firm assurances have been given regarding the affordability and availability of funding.

1. The project requires political endorsement	Consideration by Cabinet
2. Pupil numbers fall in the short term, making it more difficult to make the case	Detailed (long term) strategic planning about education in the Brecon catchment to underpin the business case.
<b>Service Risks</b>	
1. Legislative changes.	Plan flexibility into the options where possible.
2. WG policy changes	Plan flexibility into the options where possible.
<b>External Environmental Risks</b>	
1. Issues relating to planning permission or planning constraints	Early engagement with the Council Planning Department and the Brecon Beacons National Park Planning Authority to identify any issues relating to planning permission or planning constraints.
2. Covid 19	Early engagement with contractors to establish an appropriate risk response

## 2.9 Project Constraints

The project is subject to the following constraints:

- Availability of capital funding from Welsh Government and Powys County Council for any new build required;
- Any planning consent which may be required for any new build required'
- Requirement to meet BREEAM Excellent standard;
- Need to minimise negative impact on current pupils.

## 2.10 Project Dependencies

The project dependencies are as follows:

- Political support;
- Successful statutory consultation, if required;
- Stakeholder support – parents, governors, community, diocesan education authority;
- Capital funding from Welsh Government and Powys County Council;
- Internal officer capacity;
- Capacity of other service areas to provide support;
- Planning permission and any other statutory consents that may be required.

## 3 Economic Case

### 3.1 Critical Success Factors

#### CSF1: Strategic Fit

- The option must satisfy all 5 investment objectives and business needs
- The option must optimise the benefits as presented in the Main Benefits Criteria
- The option must be aligned with and promote the national, regional and local strategies

#### CSF2: Potential Value for Money (VFM)

- The option must optimise the resources available for the delivery of learning
- The option must provide value for money in the delivery of learning

#### CSF3: Potential Achievability

- The option must be politically acceptable within the Council;
- The option must be achievable within current legislation;
- The options must be operationally achievable/physically achievable.

#### CSF4: Supply side Capacity and Capability

- The option must secure sufficient appropriate resources and expertise to be deployed within Powys to achieve the investment objectives.

#### CSF5: Potential Affordability

- The extent to which the option is affordable within the forecasted revenue of participating organisations;
- The extent to which the option is affordable within the forecasted capital finding of participating organisations.

### 3.2 Long List Options

The long list of options was generated by a cross departmental group of stakeholders at a workshop held on Thursday 15<sup>th</sup> July 2020. The following individuals were present at this workshop:

- Marianne Evans – Senior Manager Education Services;
- Sarah Astley – Programme Manager;
- Eurig Towns – Senior Challenge Advisor;
- Glyn Whiteford – Challenge Advisor;
- Mari Thomas – Finance Manager;
- Sharon Hughes – Senior Foundation Phase Advisor.

### 3.3 Scope Appraisal

#### 3.3.1 Options

- **Minimum Scope:** Primary provision in Brecon town
- **Intermediate 1 Scope:** Primary provision in Brecon catchment
- **Intermediate 2 Scope:** Primary and secondary provision in Brecon catchment
- **Maximum 1 Scope:** Primary, secondary, pupil referral unit in Brecon catchment
- **Maximum 2 Scope:** Primary, secondary, pupil referral unit and swimming pool in Brecon catchment

#### 3.3.2 Advantages and Disadvantages

**Table 11 – Scope advantages and disadvantages**

Do Minimum: Primary provision in Brecon town	
Advantages	Disadvantages
<ul style="list-style-type: none"> <li>• Removes the last infant/junior school split in PCC;</li> <li>• Improved transition at key stages for infant and junior pupils;</li> <li>• Larger staffing structure at Mount Street enables improved succession planning and personal development opportunities for staff;</li> <li>• Re-organising the infant and junior school split enables some economies of scale in purchasing and ongoing management revenue savings.</li> <li>• Offers the potential for the disposal of at least one site for a capital receipt;</li> </ul>	<ul style="list-style-type: none"> <li>• Does not address condition and capacity issues at other schools in the catchment;</li> <li>• Does not enable wider financial efficiencies possible through more substantial school re-organisation;</li> <li>• Limits the potential for a more significant capital disposal of surplus sites for alternative use;</li> </ul>
Intermediate 1: Primary provision in Brecon catchment	
Advantages	Disadvantages
<ul style="list-style-type: none"> <li>• Removes the last infant/junior school split in PCC;</li> <li>• Improved transition at key stages for infant and junior pupils;</li> <li>• Larger staffing structure at Mount Street enables improved succession planning and personal development opportunities for staff;</li> <li>• Re-organising the infant and junior school split enables some economies of scale in purchasing and ongoing management revenue savings.</li> <li>• Offers the potential for the disposal of more sites for a capital receipt;</li> </ul>	<ul style="list-style-type: none"> <li>• Increases level of change experienced within the catchment;</li> </ul>

Intermediate 2: Primary and secondary provision in Brecon catchment	
Advantages	Disadvantages
<ul style="list-style-type: none"> <li>• As above plus:</li> <li>• Enables best practice sharing opportunities across primary and secondary provision;</li> <li>• Has the potential to unlock further staffing efficiencies within the catchment.</li> </ul>	<ul style="list-style-type: none"> <li>• As above plus:</li> <li>• Brecon High School is already a new build school</li> </ul>
Maximum 1: Primary, secondary and pupil referral unit in Brecon catchment	
Advantages	Disadvantages
<ul style="list-style-type: none"> <li>• As above plus:</li> <li>• Opportunity to improve facilities for vulnerable learners;</li> <li>• Opportunity to create a nurturing environment</li> <li>• Reduce cost of leasing the current PRU building;</li> <li>• Reduced backlog maintenance costs</li> </ul>	<ul style="list-style-type: none"> <li>• As above plus:</li> <li>• Increased capital costs required to deliver the scheme.</li> </ul>
Maximum 2: Primary, secondary, pupil referral unit and leisure provision in Brecon town	
Advantages	Disadvantages
<p>As above plus:</p> <ul style="list-style-type: none"> <li>• Increases opportunities for learners to access modern, fit for purpose leisure facilities;</li> <li>• Presents opportunities for expanding pupil access to leisure facilities;</li> <li>• Will enable the Brecon campus to become a year round community focus for the residents and pupil attending the schools in Brecon;</li> <li>• Maintains the sustainability of leisure facilities within the community for the long term;</li> <li>• Safeguards jobs within the community;</li> <li>• Maintains gross value add benefits achieved through the leisure centre provision to the local economy;</li> <li>• Removes an additional £xm in backlog maintenance liabilities for PCC</li> </ul>	<p>As above plus:</p> <ul style="list-style-type: none"> <li>• Requires negotiation with third party (Freedom Leisure);</li> </ul>

### 3.3.3 Conclusion

**Table 12 – Scope appraisal summary**

Reference to:	Do Nothing	Min	Int 1	Int 2	Max 1	Max 2
Provide a stimulating teaching and learning environment in state of the art, 21st Century facilities that will impact positively on the self-esteem and well-being of all pupils and deliver the new curriculum for Wales.	?	✓	✓	✓	✓	✓
Remove non DDA compliant poor condition buildings, reduce backlog maintenance and provide full accessibility to all pupils, staff and visitors.	x	✓	✓	✓	✓	✓
Develop Community-focused schools that are the central point for multi-agency services to support children, young people, families and the community.	x	?	✓	✓	✓	✓
Provide Early Years facilities that meet the needs of all children and enable the effective delivery of the Curriculum for Wales	x	✓	✓	✓	✓	✓
Optimise the economic, financial and environmental sustainability of the schools, by having the right schools in the right place.	x	✓	✓	✓	✓	✓
To provide an optimal safeguarding environment.	✓	✓	✓	✓	✓	✓
Ensure that all pupils with SEN/ALN are placed in a provision that meets their needs, with the appropriate specialist teaching, support and facilities that enables every learner to meet their potential.	x	✓	✓	✓	✓	✓
<b>Critical Success Factors</b>						
Business Need	x	✓	✓	?	✓	✓
Strategic Fit	x	✓	✓	✓	✓	✓
Potential VFM	x	x	✓	?	✓	✓
Benefits optimisation	x	x	✓	?	✓	✓
Potential achievability	✓	✓	✓	✓	✓	✓
Supply side capability	✓	✓	✓	✓	✓	✓
Affordability	x	x	✓	✓	✓	✓
Summary	Carry Forward	Discounted	Possible	Possible	Possible	Preferred

### 3.4 Service Solution Appraisal

#### 3.4.1 Within the preferred scope, these are the long-list of options

Option	Description
Option 1	Do minimum – backlog maintenance only
Option 2	Remodel all primary schools in current locations
<b>Remodel and reconfigure schools</b>	
Option 3A	Remodel Sennybridge, remodel and merge Mount St Infants, Mount St Juniors and close Cradoc
Option 3B	Remodel Cradoc, remodel and merge Mount St Infants, Mount St Juniors and close Sennybridge
<b>New build and reconfigure schools</b>	
Option 4A	New build Sennybridge, new build Brecon primary school, close Cradoc
Option 4B	New build Cradoc, new build Brecon primary school, close Sennybridge
Option 4C	New build Sennybridge, new build Brecon primary school, new build Cradoc
Option 4D	Close both Sennybridge and Cradoc, build new school on alternative site, new build Brecon primary school
<b>New build and reconfigured schools and all-through options</b>	
Option 5A	New build Sennybridge, establish new all-through school in Brecon with new build primary, close Cradoc
Option 5B	New build Cradoc, establish new all-through school in Brecon with new build primary, close Sennybridge
Option 5C	New build Sennybridge, establish new all-through school in Brecon with new build primary, new build Cradoc

**Table 13 Service solution advantages and disadvantages**

Option 1 Do Minimum – backlog maintenance only	
Advantages	Disadvantages
<ul style="list-style-type: none"> <li>Minimal capital spend required immediately;</li> <li>Enables alternative use of capital funding within the programme envelope;</li> <li>Addresses current backlog maintenance issues of circa £1.6m;</li> <li>Retains provision in all current locations;</li> </ul>	<ul style="list-style-type: none"> <li>Would not attract 21<sup>st</sup> Century Schools funding</li> <li>Inadequate school buildings that are in poor condition will continue in use;</li> <li>Would not generate any lifecycle efficiencies;</li> <li>Would not generate any property revenue efficiencies;</li> <li>No new potential for additional revenue income streams;</li> </ul>

	<ul style="list-style-type: none"> <li>• Does not address safeguarding and access issues;</li> <li>• Current layouts are inappropriate;</li> <li>• Would not optimise the learning skills measure;</li> <li>• Would result in significant investment required in medium term;</li> <li>• Would not in result in a 21st Century standard school.</li> <li>• Does not release surplus sites for the generation of capital receipts;</li> <li>• Does not address surplus places in some schools and shortages of spaces in others</li> </ul>
<b>Option 2 Remodel all primary schools in current locations</b>	
<b>Advantages</b>	<b>Disadvantages</b>
<ul style="list-style-type: none"> <li>• Improved building condition at all schools</li> <li>• Extends the life of all schools</li> <li>• Moderate capital investment required means less immediate drain on Council's capital resources</li> <li>• Addresses current backlog maintenance issues of circa £1.6m;</li> <li>• Likely to enable some energy efficiencies reducing the buildings carbon footprint and ongoing running costs;</li> <li>• Retains provision in all current locations</li> </ul>	<ul style="list-style-type: none"> <li>• Inadequate school buildings that are in poor condition will continue in use;</li> <li>• No new potential for additional revenue income streams;</li> <li>• Does not address safeguarding and access issues;</li> <li>• Current layouts are inappropriate;</li> <li>• Would not optimise the learning skills measure;</li> <li>• Would result in significant investment required in medium term;</li> <li>• Would not in result in a 21st Century standard school.</li> <li>• Does not release surplus sites for the generation of capital receipts;</li> <li>• Does not address surplus places in some schools and shortages of spaces in others</li> </ul>
<b>Option 3A Remodel Sennybridge, remodel and merge Mount St Infants, Mount St Juniors and close Cradoc</b>	
<b>Advantages</b>	<b>Disadvantages</b>
<ul style="list-style-type: none"> <li>• Improved building condition at three schools</li> <li>• Extends the life of three schools</li> <li>• Moderate capital investment required means less immediate drain on Council's capital resources;</li> <li>• Addresses current shortage of school places at Sennybridge Primary School;</li> <li>• Removes backlog maintenance of circa £1.65m;</li> <li>• Likely to enable some energy efficiencies reducing the buildings carbon footprint and ongoing running costs;</li> <li>• Potential for a capital receipt</li> </ul>	<ul style="list-style-type: none"> <li>• Substantial disruption to the three schools during building work;</li> <li>• Additional costs of decanting children during building, especially at Mount St schools due to their constrained location.;</li> <li>• Unlikely to generate significant property revenue efficiencies;</li> <li>• Remodelling existing building introduces substantial complexities within design – would be simpler to demolish and rebuild as new;</li> <li>• Loss of primary school in the Cradoc community</li> <li>• Additional travel for some Cradoc pupils, depending on their home location</li> </ul>



	<ul style="list-style-type: none"> <li>• Additional transport costs for the Council</li> <li>• Impact on early years provision at Cradoc</li> </ul>
Option 3B Remodel Cradoc, remodel and merge Mount St Infants, Mount St Juniors and close Sennybridge	
<b>Advantages</b>	<b>Disadvantages</b>
<ul style="list-style-type: none"> <li>• Improved building condition at three schools</li> <li>• Extends the life of three schools</li> <li>• Moderate capital investment required means less immediate drain on Council's capital resources;</li> <li>• Addresses current shortage of school places at Sennybridge Primary School;</li> <li>• Removes backlog maintenance of circa £1.65m;</li> <li>• Likely to enable some energy efficiencies reducing the buildings carbon footprint and ongoing running costs;</li> <li>• Potential for a capital receipt</li> </ul>	<ul style="list-style-type: none"> <li>• Substantial disruption to the three schools during building work;</li> <li>• Additional costs of decanting children during building, especially at Mount St schools due to their constrained location;</li> <li>• Unlikely to generate significant property revenue efficiencies;</li> <li>• Remodelling existing building introduces substantial complexities within design – would be simpler to demolish and rebuild as new;</li> <li>• Loss of primary provision in the Sennybridge community not acceptable to local community</li> <li>• Significant additional travel for Sennybridge pupils,</li> <li>• Additional transport costs for the Council</li> <li>• Reduces access to early years provision in the locality of Sennybridge</li> <li>• Reduces access to Welsh-medium education – pupils would need to travel further to access Welsh-medium education</li> <li>• Impact on Welsh-medium early years provision in Sennybridge – parents may not choose to place their children in Welsh-medium education if it is not available locally</li> <li>• Does not meet the Council's Strategy to improve access to Welsh-medium provision</li> </ul>
Option 4A New build Sennybridge, new build Brecon primary school, close Cradoc	
<b>Advantages</b>	<b>Disadvantages</b>
<ul style="list-style-type: none"> <li>• Improves learner entitlement and experience by pupils being in brand new facilities in two schools</li> <li>• Establishing a new primary school in Brecon would create a larger school which enables economies of scale</li> <li>• Removes backlog maintenance of circa £1.65m</li> <li>• Would enable energy efficiencies reducing the buildings carbon footprint and ongoing running costs;</li> </ul>	<ul style="list-style-type: none"> <li>• Disruption to Sennybridge Primary School during construction</li> <li>• Possible additional cost of decanting children during construction</li> <li>• Loss of primary provision in the Cradoc community not acceptable to local community</li> <li>• Additional travel for some Cradoc pupils, depending on their home location</li> </ul>

<ul style="list-style-type: none"> <li>• New primary school in Brecon would create efficiencies in school staffing structure;</li> <li>• A significant capital receipt by releasing three school sites</li> <li>• Possibilities for additional community facilities that have the potential to offer additional income streams for the new school.</li> </ul>	<ul style="list-style-type: none"> <li>• Additional transport costs for the Council</li> <li>• Impact on early years provision at Cradoc</li> <li>• Location of new Brecon primary school on the old Brecon High School site moves provision further away from the centre of town which may not be attractive to some parents</li> <li>• Impact on staff as management of change process would need to take place to allocate posts in the new Brecon primary school</li> </ul>
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**Option 4B New build Cradoc, new build Brecon primary school, close Sennybridge**

<b>Advantages</b>	<b>Disadvantages</b>
<ul style="list-style-type: none"> <li>• Improves learner entitlement and experience by pupils being in brand new facilities in two schools</li> <li>• Establishing a new primary school in Brecon would create a larger school which enables economies of scale</li> <li>• Removes backlog maintenance of circa £1.65m</li> <li>• Would enable energy efficiencies reducing the buildings carbon footprint and ongoing running costs;</li> <li>• New primary school in Brecon would create efficiencies in school staffing structure;</li> <li>• A significant capital receipt by releasing three school sites</li> <li>• Possibilities for additional community facilities that have the potential to offer additional income streams for the new school.</li> </ul>	<ul style="list-style-type: none"> <li>• Substantial disruption to Cradoc Primary School during construction</li> <li>• Possible additional costs of decanting children during construction</li> <li>• Loss of primary provision in the Sennybridge community not acceptable to local community</li> <li>• Significant additional travel for Sennybridge pupils,</li> <li>• Additional transport costs for the Council</li> <li>• Reduces access to early years provision in the locality of Sennybridge</li> <li>• Reduces access to Welsh-medium education – pupils would need to travel further to access Welsh-medium education</li> <li>• Impact on Welsh-medium early years provision in Sennybridge – parents may not choose to place their children in Welsh-medium education if it is not available locally</li> <li>• Does not meet the Council's Strategy to improve access to Welsh-medium provision</li> <li>• Location of new Brecon primary school on the old Brecon High School site moves provision further away from the centre of town which may not be attractive to some parents</li> <li>• Impact on staff as management of change process would need to take place to allocate posts in the new Brecon primary school</li> </ul>

**Option 4C Close both Sennybridge and Cradoc, build new school on alternative site, new build Brecon primary school**

Advantages	Disadvantages
<ul style="list-style-type: none"> <li>• Improves learner entitlement and experience by pupils being in brand new facilities in two schools</li> <li>• Establishing two new primary schools would create a larger school which enables economies of scale</li> <li>• Removes backlog maintenance of circa £1.65m</li> <li>• Would enable energy efficiencies reducing the buildings carbon footprint and ongoing running costs;</li> <li>• New primary schools would create efficiencies in school staffing structure;</li> <li>• A significant capital receipt by releasing four school sites</li> <li>• Possibilities for additional community facilities that have the potential to offer additional income streams for the new school.</li> <li>• Merging an infant and junior school enables the educational advantages afforded through improved transition between key stages;</li> </ul>	<ul style="list-style-type: none"> <li>• Larger capital investment required;</li> <li>• Potential alternative site for one site has not yet been identified and there may be a cost of land purchase</li> <li>• Depending on the location of the site delivery may have substantial implications on the cost of school transport.</li> <li>• Loss of primary provision in both Sennybridge and Cradoc communities not acceptable to either communities</li> <li>• Additional travel for some pupils, depending on their home location</li> <li>• Additional transport costs for the Council</li> <li>• Reduces access to early years provision in the locality of Sennybridge and Cradoc</li> <li>• Location of new Brecon primary school on the old Brecon High School site moves provision further away from the centre of town which may not be attractive to some parents</li> <li>• Impact on staff as management of change process would need to take place to allocate posts in the two new schools</li> </ul>

**Option 5A New build Sennybridge, establish new all-through school in Brecon with new build primary, close Cradoc**

Advantages	Disadvantages
<ul style="list-style-type: none"> <li>• Improves learner entitlement and experience by pupils being in brand new facilities in two schools</li> <li>• Establishing a new primary school in Brecon would create a larger school which enables economies of scale</li> <li>• Removes backlog maintenance of circa £1.65m</li> <li>• Would enable energy efficiencies reducing the buildings carbon footprint and ongoing running costs;</li> <li>• New primary school in Brecon would create efficiencies in school staffing structure;</li> <li>• A significant capital receipt by releasing three school sites</li> <li>• Possibilities for additional community facilities that have the potential to offer additional income streams for the new school.</li> </ul> <p><b>Advantages of all-through provision</b></p>	<ul style="list-style-type: none"> <li>• Disruption to Sennybridge</li> <li>• Possible additional costs of decanting children during construction</li> <li>• Loss of primary provision in the Cradoc community not acceptable to local community</li> <li>• Additional travel for some Cradoc pupils, depending on their home location</li> <li>• Additional transport costs for the Council</li> <li>• Impact on early years provision at Cradoc</li> <li>• Location of new Brecon primary school on the old Brecon High School site moves provision further away from the centre of town which may not be attractive to some parents</li> </ul> <p><b>Disadvantages of all-through provision</b></p>

<ul style="list-style-type: none"> <li>• Would enable staff expertise and good practice to be shared across all key stages</li> <li>• Would improve transition between each key stage</li> <li>• Minimal disruption for pupils and parents</li> <li>• Would improve the ability to provide an appropriate curriculum to all pupils</li> <li>• Would enable the school to run more efficiently through shared staffing, shared resources etc.</li> <li>• One governing body which would have strategic overview over the provision for pupils/learners in all key stages</li> <li>• One leadership team which would have strategic overview over the provision for pupils/learners in all key stages</li> </ul>	<ul style="list-style-type: none"> <li>• Brecon High School is in Estyn category – establishing an all-through school at this point in time may disrupt the school's ability to make improvements to teaching and learning</li> <li>• Parents may be unfamiliar with the concept of an 'all-age' school and may have concerns about the model</li> <li>• Other primary feeder schools in the catchment would not benefit from the opportunities of an all-through provision</li> <li>• Impact on staff as management of change process would need to take place to allocate posts in the new school</li> </ul>
<p>Option 5B New build Cradoc, establish new all-through school in Brecon with new build primary, close Sennybridge</p>	
<p><b>Advantages</b></p>	<p><b>Disadvantages</b></p>
<ul style="list-style-type: none"> <li>• Improves learner entitlement and experience by pupils being in brand new facilities in two schools</li> <li>• Establishing a new primary school in Brecon would create a larger school which enables economies of scale</li> <li>• Removes backlog maintenance of circa £1.65m</li> <li>• Would enable energy efficiencies reducing the buildings carbon footprint and ongoing running costs;</li> <li>• New primary school in Brecon would create efficiencies in school staffing structure;</li> <li>• A significant capital receipt by releasing three school sites</li> <li>• Possibilities for additional community facilities that have the potential to offer additional income streams for the new school.</li> </ul>	<ul style="list-style-type: none"> <li>• Disruption to Cradoc Primary School during construction</li> <li>• Possible additional costs of decanting children during construction</li> <li>• Loss of primary provision in the Sennybridge community not acceptable to local community</li> <li>• Significant additional travel for Sennybridge pupils,</li> <li>• Additional transport costs for the Council</li> <li>• Reduces access to early years provision in the locality of Sennybridge</li> <li>• Reduces access to Welsh-medium education – pupils would need to travel further to access Welsh-medium education</li> <li>• Impact on Welsh-medium early years provision in Sennybridge – parents may not choose to place their children in Welsh-medium education if it is not available locally</li> <li>• Does not meet the Council's Strategy to improve access to Welsh-medium provision</li> <li>• Location of new Brecon primary school on the old Brecon High School site moves provision further away from the centre of town which may not be attractive to some parents</li> </ul>
<p><b>Advantages of all-through provision</b></p>	<p><b>Disadvantages of all-through provision</b></p>
<ul style="list-style-type: none"> <li>• Would enable staff expertise and good practice to be shared across all key stages</li> <li>• Would improve transition between each key stage</li> <li>• Minimal disruption for pupils and parents</li> <li>• Would improve the ability to provide an appropriate curriculum to all pupils</li> <li>• Would enable the school to run more efficiently through shared staffing, shared resources etc.</li> <li>• One governing body which would have strategic overview over the provision for pupils/learners in all key stages</li> <li>• One leadership team which would have strategic overview over the provision for pupils/learners in all key stages</li> </ul>	<ul style="list-style-type: none"> <li>• Brecon High School is in Estyn category – establishing an all-through school at this point in time may disrupt the school's ability</li> </ul>

	<p>to make improvements to teaching and learning</p> <ul style="list-style-type: none"> <li>• Parents may be unfamiliar with the concept of an 'all-age' school and may have concerns about the model</li> <li>• Other primary feeder schools in the catchment would not benefit from the opportunities of an all-through provision</li> <li>• Impact on staff as management of change process would need to take place to allocate posts in the new all-through school</li> </ul>
<p>Option 5C New build Sennybridge, establish new all-through school in Brecon with new build primary, new build Cradoc</p>	
<p><b>Advantages</b></p>	<p><b>Disadvantages</b></p>
<ul style="list-style-type: none"> <li>• Improves learner entitlement and experience by pupils being in brand new facilities in three new schools</li> <li>• Establishing a new primary school in Brecon would create a larger school which enables economies of scale</li> <li>• Removes backlog maintenance of circa £1.65m</li> <li>• Would enable energy efficiencies reducing the buildings carbon footprint and ongoing running costs;</li> <li>• New primary school in Brecon would create efficiencies in school staffing structure;</li> <li>• A capital receipt by releasing two school sites</li> <li>• Possibilities for additional community facilities that have the potential to offer additional income streams for the new school.</li> <li>• More acceptable to all communities</li> <li>• Access to early years provision in all three schools</li> </ul> <p><b>Advantages of all-through provision</b></p> <ul style="list-style-type: none"> <li>• Would enable staff expertise and good practice to be shared across all key stages</li> <li>• Would improve transition between each key stage</li> <li>• Minimal disruption for pupils and parents</li> <li>• Would improve the ability to provide an appropriate curriculum to all pupils</li> <li>• Would enable the school to run more efficiently through shared staffing, shared resources etc.</li> <li>• One governing body which would have strategic overview over the provision for pupils/learners in all key stages</li> <li>• One leadership team which would have strategic overview over the provision for pupils/learners in all key stages</li> </ul>	<ul style="list-style-type: none"> <li>• Largest capital requirement of all options</li> <li>• Does not reduce revenue costs</li> <li>• Location of new Brecon primary school on the old Brecon High School site moves provision further away from the centre of town which may not be attractive to some parents</li> </ul> <p><b>Disadvantages of all-through provision</b></p> <ul style="list-style-type: none"> <li>• Brecon High School is in Estyn category – establishing an all-through school at this point in time may disrupt the school's ability to make improvements to teaching and learning</li> <li>• Parents may be unfamiliar with the concept of an 'all-age' school and may have concerns about the model</li> <li>• Other primary feeder schools in the catchment would not benefit from the opportunities of an all-through provision</li> <li>• Impact on staff as management of change process would need to take place to allocate posts in the new all-through school</li> </ul>

**Table 14 – Service Solution appraisal summary**

Reference to:	1	2	3A	3B	4A	4B	4C	4D	5A	5B	5C
Provide a stimulating teaching and learning environment in state of the art, 21st Century facilities that will impact positively on the self-esteem and well-being of all pupils and deliver the new curriculum for Wales.	x	x	?	?	✓	✓	✓	✓	✓	✓	✓
Remove non DDA compliant poor condition buildings, reduce backlog maintenance and provide full accessibility to all pupils, staff and visitors.	x	?	?	?	✓	✓	✓	✓	✓	✓	✓
Develop Community-focused schools that are the central point for multi-agency services to support children, young people, families and the community.	x	X	?	?	✓	✓	✓	✓	✓	✓	✓
Provide Early Years facilities that meet the needs of all children and enable the effective delivery of the Curriculum for Wales	x	?	?	?	?	?	✓	?	?	?	✓
Optimise the economic, financial and environmental sustainability of the schools, by having the right schools in the right place.	x	x	✓	x	✓	x	x	?	✓	x	x
To provide an optimal safeguarding environment.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Ensure that all pupils with SEN/ALN are placed in a provision that meets their needs, with the appropriate specialist teaching, support and facilities that enables every learner to meet their potential.	x	x	x	x	✓	✓	✓	✓	✓	✓	✓
<b>Critical Success Factors</b>											
Business Need	x	x	?	?	✓	x	x	?	✓	x	x
Strategic Fit	x	x	x	x	✓	x	x	?	✓	x	x

Potential VFM	x	x	x	x	✓	✓	x	?	✓	✓	x
Benefits optimisation	x	x	x	x	✓	x	✓	✓	?	x	x
Potential achievability	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Supply side capability	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Affordability	x	x	x	x	✓	✓	x	?	✓	✓	x
Summary	Carry Forward	Discounted	Discounted	Discounted	Preferred	Discounted	Discounted	Discounted	Possible	Discounted	Discounted

### 3.4.2 Conclusion

The options carried forward to the short-list of options are:

- Option 1 – Do Minimum – Backlog maintenance only
- Option 4A – New build Sennybridge, New build Brecon primary school, close Cradoc.
- Option 5A – New build Sennybridge, establish new all-through school in Brecon with new build primary, close Cradoc.

Option 1 is carried forward for comparison purposes. Option 4A met all but one of the investment objectives and critical success factors, followed by Option 5A. All other options are discounted at this stage.

The preferred scope option of including a new PRU and new community will now be included with these options for an economic evaluation.

## 3.5 Service Delivery Appraisal

### 3.5.1 Options

- Minimum – Council delivery;
- Intermediate – Council and Private Sector partner arrangements;
- Maximum – Private Sector partnership (PPP);

### 3.5.2 Advantages and Disadvantages

**Table 15 – Service delivery advantages and disadvantages**

Minimum: Council	
Advantages	Disadvantages
<ul style="list-style-type: none"> <li>• All requisite delivery structures are already in place;</li> <li>• Council has extensive experience in delivering this service delivery model;</li> <li>• Cost effective model;</li> <li>• Strategic link to Council's School Transformation Programme;</li> <li>• Most expedient model for delivery;</li> <li>• Politically acceptable;</li> <li>• Limited risk due to specialist support within LA</li> </ul>	<ul style="list-style-type: none"> <li>• May stifle innovation.</li> </ul>
Intermediate: Council and Private Sector Partner arrangements	
Advantages	Disadvantages
<ul style="list-style-type: none"> <li>• All requisite delivery structures in place;</li> <li>• Council has extensive experience in delivering this service delivery model;</li> <li>• Cost effective model;</li> <li>• Strategic link to Council's School Transformation Programme</li> <li>• Most expedient model for delivery;</li> <li>• Politically acceptable;</li> <li>• Limited risk due to specialist support within LA</li> </ul>	<ul style="list-style-type: none"> <li>• Will prove more expensive for the Council</li> <li>• Contractor may not be au fait with the workings and culture of Council</li> </ul>
Maximum: Private Sector partnership (PPP)	
Advantages	Disadvantages
<ul style="list-style-type: none"> <li>• Private sector suppliers will provide specialisms and capacity that the Council alone cannot provide</li> <li>• Services can be delivered relatively quickly</li> </ul>	<ul style="list-style-type: none"> <li>• Private contractor is an unknown quantity</li> <li>• Contractor may not be au fait with the workings and culture of Council</li> <li>• Any private sector partnership will be unlikely to include local contractors;</li> <li>• Profit element of partnership may impact on funds available for development</li> </ul>



### 3.5.3 Conclusion

**Table 16 – Service Delivery appraisal summary**

Reference to:	LA	LA & PSP	PPP
1. To deliver a fit for purpose building solution that delivers an improved learning environment for pupils with significant additional learning needs – minimum condition B and meeting BREEAM requirements	✓	✓	✓
2. To improve the building's efficiency / running costs	✓	✓	✓
3. To provide facilities that will accommodate a greater proportion of pupils with significant additional learning needs that are currently accessing provision out of Powys	✓	✓	✓
4. To provide improved opportunities for pupils with significant additional learning needs	✓	✓	✓
5. To provide holistic support for Powys children with significant additional needs, incorporating reliable specialised equipment and facilities	✓	✓	✓
6. Increase the capacity of teaching staff to deliver a 21st century curriculum that meets the needs of learners with significant additional learning needs.	✓	✓	✓
<b>Critical Success Factors</b>			
Strategic Fit	✗	✓	✗
Potential VFM	?	✓	✗
Potential achievability	✗	✓	✓
Supply side capability	✗	✓	✓
Affordability	✗	✓	✗
Summary	Discounted	Preferred	Discounted

## 3.6 Implementation Appraisal

### 3.6.1 Options

- Minimum – New Schools open September 2024;
- Intermediate – New Schools opens Spring Term 2024;
- Maximum – New Schools opens September 2023;

### 3.6.2 Advantages and Disadvantages

**Table 17 – Implementation advantages and disadvantages**

Minimum: New School opens September 2024	
Advantages	Disadvantages
<ul style="list-style-type: none"> <li>• Lack of disruption to education in the short term</li> </ul>	<ul style="list-style-type: none"> <li>• Local community disruption due to extended period of works;</li> <li>• Delayed to accrual of scheme benefits</li> <li>• Immediate cohorts of learners miss out unnecessarily on 21st Century school facilities</li> </ul>
Intermediate: New School opens Spring Term 2024	
Advantages	Disadvantages
<ul style="list-style-type: none"> <li>• Immediate cohorts of learners enjoy 21st Century school facilities within a reasonable period of time</li> <li>• Minimises disruption to learners once school becomes operational;</li> <li>• Ensures Council funding allocation is spent within Welsh Government timescales</li> <li>• Allows time for innovation in design but ensures completion within a reasonable timescale;</li> <li>• Minimises local community disruption.</li> </ul>	<ul style="list-style-type: none"> <li>• Partial delay to accrual of scheme benefits</li> </ul>
Maximum: New School opens September 2023	
Advantages	Disadvantages
<ul style="list-style-type: none"> <li>• Immediate cohorts of learners enjoy 21st Century school facilities within a reasonable period of time</li> <li>• Minimises disruption to learners once school becomes operational;</li> <li>• Ensures Council funding allocation is spent within Welsh Government timescales</li> <li>• Ensures completion in a timely manner;</li> <li>• Minimises local community disruption.</li> </ul>	<ul style="list-style-type: none"> <li>• Potential for rushed design (lack of innovation);</li> <li>• Timescales may be unrealistic due to lead in time for sourcing materials</li> <li>• Requires additional bespoke resource for project in order to deliver upon demanding timescale.</li> </ul>

### 3.6.3 Conclusion

**Table 18 – Implementation appraisal summary**

Reference to:	Sept 24	Spring 24	Sept 23
1. To deliver a fit for purpose building solution that delivers an improved learning environment for pupils with significant additional learning needs – minimum condition B and meeting BREEAM requirements	✓	✓	✓
2. To improve the building's efficiency / running costs	✓	✓	✓
3. To provide facilities that will accommodate a greater proportion of pupils with significant additional learning needs that are currently accessing provision out of Powys	✓	✓	✓
4. To provide improved opportunities for pupils with significant additional learning needs	✓	✓	✓
5. To provide holistic support for Powys children with significant additional needs, incorporating reliable specialised equipment and facilities	✓	✓	✓
6. Increase the capacity of teaching staff to deliver a 21st century curriculum that meets the needs of learners with significant additional learning needs.	✓	✓	✓
<b>Critical Success Factors</b>			
Strategic Fit	✓	✓	?
Potential VFM	x	✓	✓
Potential achievability	✓	✓	?
Supply side capability	✓	✓	✓
Affordability	✓	✓	✓
Summary	Discounted	Preferred	Discounted

## 3.7 Funding Appraisal

### 3.7.1 Options

- Minimum – Wholly Council funded from capital programme;
- Intermediate – Mix of Council borrowing and Welsh Government funding;
- Maximum – Wholly Welsh Government grant funded.
- Alternative – Mutual Investment Fund (MIM).

### 3.7.2 Advantages and Disadvantages

**Table 19 – Funding advantages and disadvantages**

Minimum: Wholly Council funded from capital programme.	
<b>Advantages</b>	<b>Disadvantages</b>
<ul style="list-style-type: none"> <li>• Wouldn't require any additional Council borrowing;</li> <li>• Maximum control over scale and timescale of scheme.</li> </ul>	<ul style="list-style-type: none"> <li>• Diverts capital from other community priorities such as Social Care and highways;</li> <li>• Cost prohibitive.</li> <li>• Affordability</li> </ul>
Intermediate: Mix of Council borrowing and Welsh Government funding.	
<b>Advantages</b>	<b>Disadvantages</b>
<ul style="list-style-type: none"> <li>• Ensures affordability of scheme;</li> <li>• Provides certainty to Welsh Government i.e. the scheme fits strategically;</li> <li>• Allows for the direction of capital monies to other community priorities.</li> </ul>	<ul style="list-style-type: none"> <li>• Repayment costs for Council may impact on revenue budgets;</li> <li>• Welsh Government grant funding requirements may be onerous;</li> <li>• Application process may delay delivery.</li> </ul>
Maximum: Wholly Welsh Government grant funded.	
<b>Advantages</b>	<b>Disadvantages</b>
<ul style="list-style-type: none"> <li>• Enables major capital investment in other community priorities.</li> </ul>	<ul style="list-style-type: none"> <li>• Welsh Government grant funding requirements may be prohibitive;</li> <li>• Application process may delay delivery.</li> <li>• May stifle innovation.</li> </ul>
Alternative: Mutual Investment Model	
<b>Advantages</b>	<b>Disadvantages</b>
<ul style="list-style-type: none"> <li>• No capital funding required up front;</li> <li>• Sponsorship from Welsh Government;</li> <li>• Cost certainty (capital and revenue);</li> <li>• Welsh Governments preferred model.</li> </ul>	<ul style="list-style-type: none"> <li>• Development partners may not be interested;</li> <li>• Complex ownership and governance model;</li> <li>• Multifaceted governance may stifle innovation.</li> </ul>

### 3.7.3 Conclusion

**Table 20 – Funding appraisal summary**

Reference to:	WG 100%	Mix	LA 100%	MIM
1. To deliver a fit for purpose building solution that delivers an improved learning environment for pupils with significant additional learning needs – minimum condition B and meeting BREEAM requirements	✓	✓	✓	✓
2. To improve the building's efficiency / running costs	✓	✓	✓	✓
3. To provide facilities that will accommodate a greater proportion of pupils with significant additional learning needs that are currently accessing provision out of Powys	✓	✓	✓	✓
4. To provide improved opportunities for pupils with significant additional learning needs	✓	✓	✓	✓
5. To provide holistic support for Powys children with significant additional needs, incorporating reliable specialised equipment and facilities	✓	✓	✓	✓
6. Increase the capacity of teaching staff to deliver a 21st century curriculum that meets the needs of learners with significant additional learning needs.	✓	✓	✓	✓
<b>Critical Success Factors</b>				
Strategic Fit	✗	✓	✓	?
Potential VFM	✓	✓	✓	✓
Potential achievability	✓	✓	?	?
Supply side capability	?	✓	?	?
Affordability	✗	✓	✓	✓
Summary	Discounted	Preferred	Discounted	Possible

### 3.8 Summary of appraisals

**Table 21 – Long List Summary**

Scope appraisal	Do Minimum – Primary provision in Brecon town			Intermediate 1 – Primary provision in Brecon catchment			Intermediate 2 – Primary and secondary provision in Brecon catchment			Maximum 1 – Primary, secondary, PRU in Brecon catchment			Maximum 2 – Primary, secondary, PRU and leisure in Brecon catchment		
Service solution (Project A)	Option 1: Do minimum – backlog maintenance only	Option 2 Remodel all primary schools	Option 3A Remodel Sennybridge, remodel and merge MSI and MSJ, close Cradoc	Option 3B Remodel Cradoc, remodel and merge MSI and MSJ, close Sennybridge	Option 4A New build Sennybridge, new build Brecon primary, close Cradoc	Option 4B New build Cradoc, new build Brecon primary, close Sennybridge	Option 4C New build Sennybridge, New build Brecon primary, new build Cradoc	Option 4D Close Sennybridge and Cradoc, new school on alternative site, new build Brecon primary school	Option 5A New build Sennybridge, establish new all-through school with new primary in Brecon, close Cradoc	Option 5B New build Cradoc, establish new all-through school with new primary in Brecon, close Sennybridge	Option 5C New build Sennybridge, establish new all-through school with new primary in Brecon, new build Cradoc				
Service Delivery	Minimum: LA Delivery				Intermediate: LA and Private Sector Delivery				Maximum: Private Sector partnership (PPP)						
Implementation	Minimum: New School opens September 2023				Intermediate: New School opens Spring Term 2022				Maximum: New School opens September 2022						



Funding	Minimum: Wholly LA Funded	Intermediate: Mixed LA & WG Funded	Maximum: Wholly WG Funded	Alternative: Mutual Investment Fund
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### 3.9 Economic Appraisal

The following tables summarise key results of the economic appraisals for each option. Values used for the economic analysis are expressed in base year terms. Options have been risk-adjusted to account for the 'risk retained' (in £s) by the organisation under each option.

#### 3.9.1 Net Present Cost

**Table 22 – Economic Appraisal:**

Discounted Cash Flow (DCF) Summary Sheet		Inc. Optimism Bias		Excl. Optimism Bias	
		NPC (£m)	EAC (£m)	NPC (£m)	EAC (£m)
Option 1	Do minimum – backlog maintenance only	42.6	2.11	41.3	2.04
Option 4A	New build Sennybridge, new build Brecon Primary School, close Cradoc & new PRU	160.8	6.13	152.6	5.81
Option 5A	New build Sennybridge, establish new all-through school in Brecon with primary build, a new PRU and community swimming pool.	152.1	5.8	143.8	5.48

**DCF = Discounted Cash flow**

**NPC = Net Present Cost**

**EAC = Equivalent Annual Cost**



### 3.9.2 Summary

Option 1 was appraised over 20 years, while options 4A and 5A were appraised over 60 years. This is because Option 1 is essentially 'Do Minimum' option, which does not have the levels of capital or revenue activity to require a 60 years appraisal.

On that basis, the key comparator from the Economic Appraisal table is the Equivalent Annual Cost (EAC), which calculates the average annual (economic) cost to the Council. On that basis, Option 1 appears to be the best option economically, but was only put forward as point of comparison and did not meet a critical mass of the Council's Investment Objectives and Critical Success Factors.

Under this form of evaluation, Option 5A is the best option economically, followed closely by Option 4A. However, whilst Option 4A is less ambitious than 5A, affecting a more limited number of pupils, the preferred model at this stage is for the council to develop a fully integrated learning campus with both school, PRU and community pool. This is in line with the findings of qualitative benefits assessment.

In differentiating between the primary and all-age developments, the development of an all-age governance mode of some kind in the Brecon cluster is not precluded at a later stage by the capital construction, which would be the same under either governance models. Consideration of the adoption of an all-age model will therefore be considered at a later date. **Option 4A is therefore the preferred option at this stage.**

## 3.10 Qualitative Benefits Appraisal

All of the benefits from the SOC were grouped into four categories, and the benefit groups were then weighted by the project team in order to provide an assessment against the five options.

**Table 23 – Benefit Group examples**

Benefit Groups	Example of Benefits (info in brackets = how achieved)	Weight
Standards and Breadth of Education	<ul style="list-style-type: none"> <li>• More pupils with higher qualifications that can provide greater opportunities for future employment, training and education (maximise opportunities for teaching the curriculum through a mixture of indoor and outdoor space).</li> <li>• More opportunities for teachers' professional and personal development (e.g. through access to a wider range of teaching materials [state of the art ICT and emerging technologies] and accessing and sharing sector leading practice via Professional Learning Communities).</li> <li>• Employers will have young people with a greater range of employability skills (access to better technologies and modern classroom design).</li> </ul>	10%

Benefit Groups	Example of Benefits (info in brackets = how achieved)	Weight
Standards of Facilities and Estate	<ul style="list-style-type: none"> <li>• Securing positive learning experiences (modern facilities and technologies).</li> <li>• Increased efficiency through school reorganisation and rationalisation (management structure and property costs).</li> <li>• Facilities which maximise the potential of both teachers and pupils (through design).</li> </ul>	40%
Welfare of Children	<ul style="list-style-type: none"> <li>• Improved safeguarding of children (through design).</li> <li>• Less opportunities for children to be injured/hurt during their school lives (improved safeguarding and health and safety).</li> </ul>	30%
Equality of opportunity	<ul style="list-style-type: none"> <li>• Improved access to specialist ALN/SEN provision with the schools (through facilities).</li> <li>• Improved opportunities for excluded pupils (through facilities)</li> <li>• Improved access and sustainable access to modern fit for purpose sports and leisure facilities</li> </ul>	20%

Each of the benefit groups were scored on a range of 0-10 for each option. These scores were agreed by the workshop participants to confirm that the scores were fair and reasonable.

**Table 24 – Benefits Appraisal**

Benefits Group	Weight	Maximum score	Do Minimum – Backlog maintenance only	Option 4A – New build Sennybridge, new build Brecon primary school, close Cradoc	Option 5A – New build Sennybridge, establish new all-age school with new build primary, Brecon primary school, close Cradoc. Co-located PRU and swimming pool.

Standard of education	10	10	7	9	8
Facilities and Estate	40	10	3	10	10
Welfare of Children	30	10	3	9	9
Equality of opportunity	20	10	3	9	9
<b>Total</b>	<b>100</b>	<b>10</b>	<b>16</b>	<b>38</b>	<b>37</b>
Rank	10	10	3	1	2

### 3.11 Summary of Appraisals

**Table 25 – Summary of Appraisals**

Evaluation Results	Option 1	Option 4A	Option 5A
Economic appraisals (Equivalent Annual Cost)	3	2	1
Qualitative Benefits appraisal	3	1	2
Risk appraisal	N/A	N/A	N/A
Total	6	3	3
<b>Overall Ranking</b>	<b>3</b>	<b>=1</b>	<b>=1</b>

Taking into account the combined appraisals, Options 4A and 5A rank equally. Further assessment of both will be undertaken at OBC stage – however, as there is no difference in the capital required between both options, the preferred way forward at this stage is **Option 4A**.

Risk has not been appraised for the project at this stage, but a full appraisal will be completed at OBC.

## 4 Commercial Case

### 4.1 Procurement Method

#### 4.1.1 Procurement Strategy

Three procurement strategy routes were considered in Powys County Council's 21<sup>st</sup> Century Schools Strategic Outline Programme Commercial Case. Considerations included the following:

- Public/Private partnerships (including via the Mutual Investment Model);
- Joint venture with the private sector;
- Conventional procurement routes utilising framework contractors.

Consideration of these procurement routes concluded that a Joint Venture with the private sector and the Public/Private Partnerships route were unfeasible in this instance of the following reasons:

- i. There was no commitment to further commercial opportunities of significant scale that could be offered to a separate private entity. This would reduce the commercial appeal of entering into a formal partnership or joint venture with Powys County Council.
- ii. Both Private/Public Partnerships and Joint Ventures are more complex and time consuming to set up and manage. Powys only has limited major construction projects to offer, therefore it is less likely that the fixed costs involved in setting up the partnerships would be recovered through down the line savings or savings achieved through quantities of scale.
- iii. Given the scale of development required within the Council's Band A and B 21<sup>st</sup> Century Schools Programme, it is felt that the additional costs incurred by the complexities of Public/Private partnerships or a Joint Venture with the private sector will not be justified by the potential benefits from entering into these arrangements.

The Council has good experience of working with contractor frameworks and has achieved positive outcomes using such frameworks. The Council has therefore concluded that the optimum procurement route will be to use the revised SEWSCAP framework that was re-launched in June 2019 (SEWSCAP 3). The benefits of utilising contractors from this existing Contractor Frameworks list are as follows:

1. Consultation and design development can be carried out by the Heart of Wales Property Services Ltd (HoWPS) , which is a 50:50 joint venture partnership between PCC and Kier. The design team will then remain actively involved throughout the duration of the project, fulfilling the intelligent client role once the project is passed over to the successful contractor, thus ensuring continuity of professional staff representing PCC during all stages of the project programme.
2. Compliant with EU procurement directives and the Public Contract Regulations (2014), offering a swift route to market and opportunities for early contractor involvement;

3. The framework is free to use, offering a variety of contracts, pricing models and the potential for further savings achieved via mini-competition;
4. The new SEWSCAP Property Construction Framework is divided into the following lots:
  - Lot 1: Provision of Construction services to include new build, extensions and refurbishment under traditional or design and build with all associated works – (£250,000 to £1,500,000) - Powys County Council and other Potential Employers based or operating in Powys or operating nearby;
  - Lot 2: Provision of Construction services to include new build, extensions and refurbishment under traditional or design and build with all associated works – (£250,000 to £1,500,000) - Torfaen County Borough Council, Blaenau Gwent County Borough Council, Monmouthshire County Council, Caerphilly County Borough Council or other Potential Employers based or operating near those areas;
  - Lot 3: Provision of Construction services to include new build, extensions and refurbishment under traditional or design and build with all associated works – (£250,000 to £1,500,000) - Rhondda Cynon Taf County Borough Council, Merthyr Tydfil County Borough Council and Bridgend County Borough Council and any Participating Authorities based or operating near those areas
  - Lot 4: Provision of Construction services to include new build, extensions and refurbishment under traditional or design and build with all associated works – (£250,000 to £1,500,000) - Vale of Glamorgan Council, The County Council of the City of Cardiff Council, Newport City Council or other Potential Employers based or operating near those areas;
  - Lot 5: Provision of Construction services, extensions and refurbishment under traditional or design and build with all associated works – (£1,500,001 to £3,000,000) - Powys County Council and other Potential Employers based or operating in Powys or operating nearby to include new build
  - Lot 6: Provision of Construction services to include new build, extensions and refurbishment under traditional or design and build with all associated works – (£1,500,001 to £3,000,000) - All Potential Employers
  - Lot 7: Provision of Construction services to include new build, extensions and refurbishment under traditional or design and build with all associated works – (£3,000,001 to £5,000,000) - All Potential Employers
  - Lot 8: Provision of Construction services to include new build, extensions and refurbishment under traditional or design and build with all associated works – (£5,000,001 to £10,000,000) - All Potential Employers
  - Lot 9: Provision of Construction services to include new build, extensions and refurbishment under traditional or design and build with all associated works – (£10,000,001 to £25,000,000) - All Potential Employers
  - Lot 10: Provision of Construction services to include new build, extensions and refurbishment under traditional or design and build with all associated works – (£25,000,001 to £100,000,000) – All Potential Employers

In this instance the Council propose to use either Lot 8 (£5M - £10M) or Lot 9 (£10M - £25M), in the event that the individual projects will be procured jointly. This will be dependent upon the merging programmes of the individual projects, and will be decided by OBC stage.

The Core principles of the framework are the over-riding objectives guiding the Authority and the Contractor in the operation of this Framework Agreement, and in entering into and performing Call-Off Contracts. The Authority and the Contractor hereby agree:

- To work together and with the Potential Employers, Employers and their advisers in good faith and in a spirit of mutual trust and co-operation;
- To act in a co-operative and collaborative manner so as to achieve and advance the relevant Construction Project;
- To share information honestly and openly; and
- To highlight any difficulties at the earliest possible opportunity.

The Authority and the Contractor agree to work together in accordance with the terms of this Framework Agreement and in co-operation and collaboration with the Potential Employers, Employers and their advisers, to achieve the successful delivery of a series of Construction Projects and in particular, the Core Principles.

#### 4.1.2 Award methodology

Within this framework two methods may be used by Participating Authorities to award contracts under the framework, as summarised below (Direct award applies to Lots 1-7 and 11 only):

1. Mini-tender – Contractors in the relevant Lots will be invited to tender against a range of quality and pricing criteria. This method will apply to all Lots;
2. Early Contractor Involvement mini-tender - Early Contractor Involvement allows the Employer to engage with a Contractor via a contract to carry out services such as initial design, feasibility and assisting in planning and business cases etc. This process known as a 2 stage design and build requires bidders to submit an overall price for the whole of the works including the design. This will form the basis for the ECI appointment and will be discussed and refined during ECI with the aim of agreeing prices or a contract sum within the price envelope prior to the start of the construction stage.

Under this mini tendering process, the framework contractors will be asked to price scheme specific Preliminaries and Design Costs including an approximate Target Cost as a guide. All other costs would be in accordance with their (already tendered) framework submission. Under NEC3 Option C, the interim valuations will be paid on actual invoiced costs for labour, plant, materials and sub-contractors plus overheads and profit with a gain/pain percentage share on completion.

## 4.2 Required Services

### 4.2.1 The required service streams:

The required service streams for this programme business case include:

- A new 4-11 dual stream Primary school (180 capacity) in Sennybridge.
- A new 4-11 English medium Primary school (360 capacity) in Brecon, a Pupil Referral Unit and Community Leisure Pool, all to be co-located with the existing Brecon High school.

### 4.2.2 The specification of required outputs:

- CO2 or energy arising from site activities as deemed required by the contractor to achieve BREEAM Excellent;
- CO2 or energy arising from transport to and from site as deemed required by the contractor to achieve BREEAM Excellent;
- Water consumption arising from site activities as deemed required by the contractor to achieve BREEAM Excellent;
- Air (dust) pollution arising from the site as deemed required by the contractor to achieve BREEAM Excellent;
- Water (ground and surface) pollution occurring on the site as deemed required by the contractor to achieve BREEAM Excellent;
- 80% of site timber is responsibly sourced and 100% is legally sourced.

## 4.3 Potential for Risk Transfer.

**Table 26 – Risk category**

Risk Category	Potential allocation		
	Public	Private	Shared
Design risk			✓
Construction and development risk		✓	
Transition and implementation risk			✓
Availability and performance risk		✓	
Operating risk	✓		
Variability of revenue risks	✓		
Termination risks		✓	
Technology and obsolescence risks	✓		
Control risks	✓		
Residual value risks	✓		

Risk Category	Potential allocation		
	Public	Private	Shared
Financing risks	✓		
Legislative risks			✓
Other project risks			✓

## 4.4 Project Bank Accounts (PBAs)

Details around the approach to PBAs will be developed as this proposal moves through the various approval gates. This will include details of:

- Who will approve the PBA documentation and how? For example, who will approve and sign the Deeds of Trust, Deeds of Adherence / Joining Deed, Bank Mandate.
- Who will agree payments due to the lead contractor and each of their named suppliers and how?
- Who will be responsible for paying money into the PBA and authorising payments out?
- Who will agree why certain supply chain members may not be paid directly from the PBA and the criteria this will be based upon?

It is important that the benefits of PBAs are understood and prospective tenderers understand that they should communicate these benefits down the supply chain, to maximise sub-contractor sign up to the PBA. To support this, a briefing pack and information sheet will be provided to tenderers outlining these benefits and requirements.

## 4.5 Community Benefits

### 4.5.1 Agreed schedule

The inclusion of community benefits/social requirements within contracts will ensure that wider social and economic issues are taken into account when tendering construction and development work. The Council particularly considers that the works afford an ideal opportunity to the contractor to enhance employment prospects and skills through the recruitment, training and retention of economically inactive people at a disadvantage in the labour market.

### 4.5.2 Delivery of agreed targets

Based on previous experience, for a project of this value, we anticipate that the successful contractor would:

- Deliver a Meet the Buyer Event to raise awareness of project to local supply chain;
- Use Sell2Wales to advertise opportunities;
- Complete 100% payments to sub-contractors within 23 days of receipt of invoice;
- Utilise and complete the Value Wales Measurement Tool;



- Provide weeks of employment (to be decided); training and/or work experience opportunities for unemployed people, those leaving and educational establishment or training provider; trainee's or apprentices;
- Employee apprentices on the project (numbers to be decided as the scheme develops);
- Conduct a number of pupil interactions;
- Spend a % of contract spend in Wales;
- Divert a % of waste from landfill; and
- Conduct a number of community initiatives throughout the duration of the project.

## 5 Financial Case

### 5.1 Project Summary Costs

**Table 27 – Key metrics**

	Project A Sennybridge	Project B Brecon
Project Title and Location	New build primary school in Sennybridge	New build primary school in Brecon, new PRU and community swimming pool
New Build % (Area)	100%	100%
Description of work & any unusual constraints	N/A	N/A
# Pupil Places	180	360 (Primary) Pupil numbers in the PRU fluctuate according to need
# SEN Places	Included in totals	Included in totals
Total # Places	180	360
Potential site	Current Sennybridge Primary School	Site of old Brecon High School, Penlan, Brecon
# Storeys (including basement)	Not yet known	Not yet known
Delivered through Regional Framework?	Yes	Yes
Contract period in weeks	27 months	27 months
Anticipated Community Benefits	Subject to the outcome of procurement	Subject to the outcome of procurement
# Trainee and apprenticeship opportunities	Subject to the outcome of procurement	Subject to the outcome of procurement
Use of local subcontractors as a % of total cost	Not yet known	Not yet known

### 5.2 Breakdown of Capital Costs

**Table 28 – Breakdown of capital costs**

Project Costs	Project A Sennybridge	Project B Brecon
Capital Cost	<b>£4,284,298</b>	<b>£19,939,412</b>
Optimism Bias	<b>£1,028,232</b>	<b>£4,785,459</b>
Risk	<b>£377,018</b>	<b>£1,754,668</b>
VAT (only to be included where non-recoverable by applicant)	<b>N/A</b>	<b>N/A</b>
<b>Total Project Cost (inclusive of optimism bias and risk)</b>	<b>£5,689,548</b>	<b>£26,479,539</b>
<b>Total (It is assumed that optimism bias and risk will be fully mitigated and that the capital build cost is the actual cost upon which the intervention rate will apply.</b>		
<b>Funding Body Contribution (both projects 65%)</b>	<b>£3,698,206</b>	<b>£12,960,617</b>

### 5.3 Impact on the Organisation's income and expenditure account

**Table 29 – Impact on the organisation's income and expenditure account (Combined Project A and Project B)**

£s	Total Cost	Years (years 8-60 same as year 7, with the exception of Lifecycle costs, which are shown from year 8, at 5-year periods)								
		0	1	2	3	4	5	6	7	8
		2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
<b>Preferred way forward:</b>										
New Build Capital	£24.224	£1.324	£6.971	£9.862	£6.067					
Revenue Cost	£295.061	£4.985	£4.985	£4.985	£4.985	£4.942	£4.912	£4.912	£4.912	£4.912
Lease Cost	£0.110	£0.025	£0.025	£0.025	£0.025	£0.010	£0.000	£0.000	£0.000	£0.000
<b>Total</b>	<b>£319.395</b>	<b>£6.333</b>	<b>£11.980</b>	<b>£14.872</b>	<b>£11.077</b>	<b>£4.953</b>	<b>£4.912</b>	<b>£4.912</b>	<b>£4.912</b>	<b>£4.912</b>
Funded by:	£0.000									
Existing Revenue	£299.182	£5.010	£5.010	£5.010	£5.010	£4.995	£4.985	£4.985	£4.985	£4.985
<b>Additional Funding Req.</b>	<b>£20.212</b>	<b>£1.324</b>	<b>£6.971</b>	<b>£9.862</b>	<b>£6.067</b>	<b>-£0.042</b>	<b>-£0.072</b>	<b>-£0.072</b>	<b>-£0.072</b>	<b>-£0.072</b>
<b>Cumulative Funding</b>		<b>£1.324</b>	<b>£8.295</b>	<b>£18.157</b>	<b>£24.224</b>	<b>£24.182</b>	<b>£24.109</b>	<b>£24.037</b>	<b>£23.965</b>	<b>£23.893</b>

## 5.4 Overall Affordability and Balance Sheet Impact

A balance sheet asset addition of £ £4,284,298 is made for the new build school located at Sennybridge and £19,939,412 for the Community Campus at Brecon. Short term additional funding is required of the full £24,223,710 for years 0 through 3 (inclusive), excluding VAT, retained risks and optimism bias. Across the catchment the ongoing revenue costs of the Primary schools will fall from £2,132,677 to £2,021,038, generating a saving of approximately £111,639 per annum (excluding transport and catering). There will be a further saving of £25,000 per annum in lease costs for the existing PRU facility, however there may be additional property related costs for the unit due to it being larger (and therefore fit for purpose), these potential additional costs are not ascertainable at this (SOC) stage.

The Band B submission has been scrutinised and assessed by the Council's Section 151 Officer for affordability in light of the 65% programme intervention rate.

The Council's funding to support these projects will be considered as part of the overarching financial strategy for the delivery of the entire Council's Strategy for Transforming Education in Powys 2020-30.

## 6 Management Case

### 6.1 Programme Management Arrangements

This scheme is a constituent of Powys County Council's Transforming Education Programme, and has been identified within that Programme as a priority. It will be managed in accordance with best practice in programme and project management principles – MSP and PRINCE2 to provide a systematic and effective delivery framework.

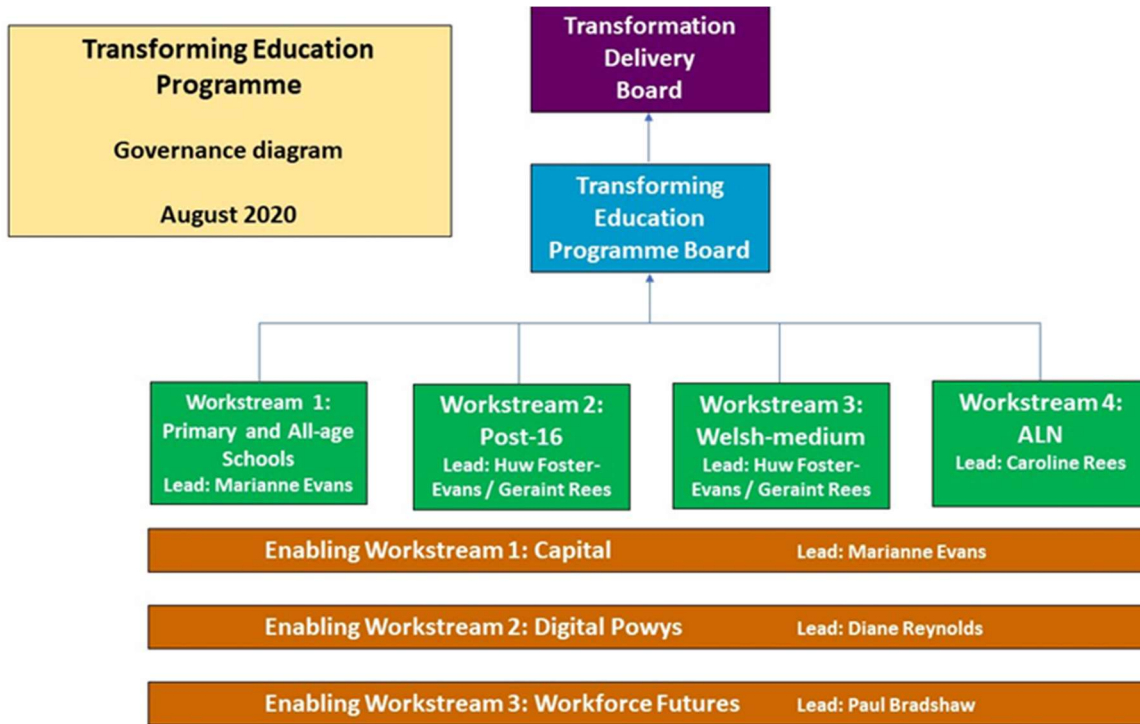
Overall corporate governance for the Transforming Education Programme (formerly known as the 21<sup>st</sup> Century Schools Transformation Programme) is in accordance with the governance arrangements for the Council's Transformation Programmes, as outlined in the following diagram:

**Figure 9: Powys Strategic Programme Alignment**



Governance arrangements for the Transforming Education Programme are set out in the diagram below:

**Figure 10: Programme Governance**



## 6.2 Project Management Arrangements

### 6.2.1 Project Structure

The project will report to Enabling Workstream 1: Capital, as outlined in the diagram above, and will be managed in accordance with the general principles of PRINCE2 methodology.

### 6.2.2 Outline Project Plan

The plan below assumes that all projects within this PBC are carried out together – however, the plan may change if there is a separate business case process for each project. This will be dependent on achievability and funding.

**Table 30 – Outline project plan**

Date	Actions (commencement)
<b>2020-21</b>	Consultation
<b>07/2021</b>	Cabinet decision following consultation
<b>The following stages will only be taken forward if Cabinet approves the proposal following the consultation process.</b>	

Date	Actions (commencement)
<b>09/2021</b>	SOC/OBCs approval
<b>11/2021</b>	Appoint contractor
<b>08/2022</b>	FBCs approval
<b>08/2022</b>	Construction commences
<b>09/2024</b>	New schools, PRU and community pool opens.

### 6.2.3 Benefits Realisation

The strategy, framework and plan for dealing with the management and delivery of benefits will be developed at OBC stage, but it is understood that benefits that will be realised may be either financial or qualitative (for example improvement in educational standards). A strategy and supporting plan for benefits will clearly show what will happen, where and when the benefits will occur. A full benefit realisation plan will be developed for the preferred option at Full Business Case.

## 6.3 Risk Management

### 6.3.1 Risk Workshop

All projects have an element of risk and there must be a proactive approach to risk management to balance risks against the potential rewards and plan to minimise or avoid them. It is also acknowledged that taking some amount of risk will be inevitable to the success of the project. The strategy, framework and plan for dealing with the management of risk for the preferred option follows a PRINCE2 methodology.

The register will be a 'living document' and reviewed and amended (where required) during workshops where a risk manager will be appointed to manage the identification, monitoring, updating, control and mitigation of project risks. The framework and plan of the risk register will involve a rated table format. The risk will be described and the date of its identification noted. An initial risk rating will be made and the probability and impact of the risk evaluated, followed by a residual risk rating column. The effects and impact of risk can involve elements such as environment, time, quality, cost, resource, function or safety and regular meetings will be held to review all aspects. Within the format there will also be the facility for proposals to mitigate and manage, identifying the control strategy, risk owner and the current risk status.

The risks and issues identified within this project will be cross referenced with the risks/issues held by the Programme Board so that cross cutting issues can be mitigated safely.



### 6.3.2 Risk Identification

Risk identification can occur at all levels of the project, whether from the project teams or the project manager regarding the sub-elements of the project or from the Programme Board (where external risks are identified). Initial risks will be identified through structured workshops attended by the relevant experts and these risks will be captured in a formal project risk register document.

When a risk is identified, the project manager will be responsible for evaluating each risk in terms of the likelihood and impact. The project manager will also enter this information onto the risk register and assign a risk owner who will update the project manager on the status of the risk including the results of mitigating actions.

Risk management will be fundamental to the management of the project and as such, the project risk register will be reviewed on a weekly basis by the project manager. All risks arising from the project teams will be sent to the project manager for evaluation. The total risk score for each risk will be calculated by multiplying the probability score (between 1-4 with 4 being certain) and impact score (between 1-4 with 4 being project failure) and all risks scoring 8 and above will be referred to the Project Board for decision. The risk tolerance line for the project is illustrated in the following table.

**Figure 11: Risk Tolerance Profile**

Probability	4	4	8	12	16
	3	3	6	9	12
	2	2	4	6	8
	1	1	2	3	4
		1	2	3	4
		Impact			

The risk register will include details of the responsible owner and the required mitigation action for the risk.

## 6.4 Change and Contract Management

The main aim here is to manage proposed changes to the culture, systems, processes and people working to establish the best option for the council. Change management is not about the provision of the best option but instead focuses on those actions that are necessary to make the best option a working success.

Managers responsible for the key areas will adopt appropriate project management disciplines to meet specific responsibilities. The individual activities may be projects in their own right or be work streams within the overall project.

Planning has been developed for all activities within this change management process through the identification of key outcomes and actions required to ensure successful delivery. Timescales for carrying out such actions, the resources required, and where required, the need for additional resources, have also been determined.

## **6.5 Gateway Reviews**

The Council confirm that it is prepared to complete a Gateway review of the programme at Welsh Government convenience. Further Gateway reviews may then be undertaken during the remaining life of the programme.

## **6.6 Post Project Evaluation**

The outline arrangements for Post Implementation Review (PIR) and Project Evaluation Review (PER) have been established in accordance with best practice and are as follows.

### **6.6.1 Post Implementation Review (PIR)**

These reviews ascertain whether the anticipated benefits have been delivered and are timed to take place a year post construction, i.e. September 2025.

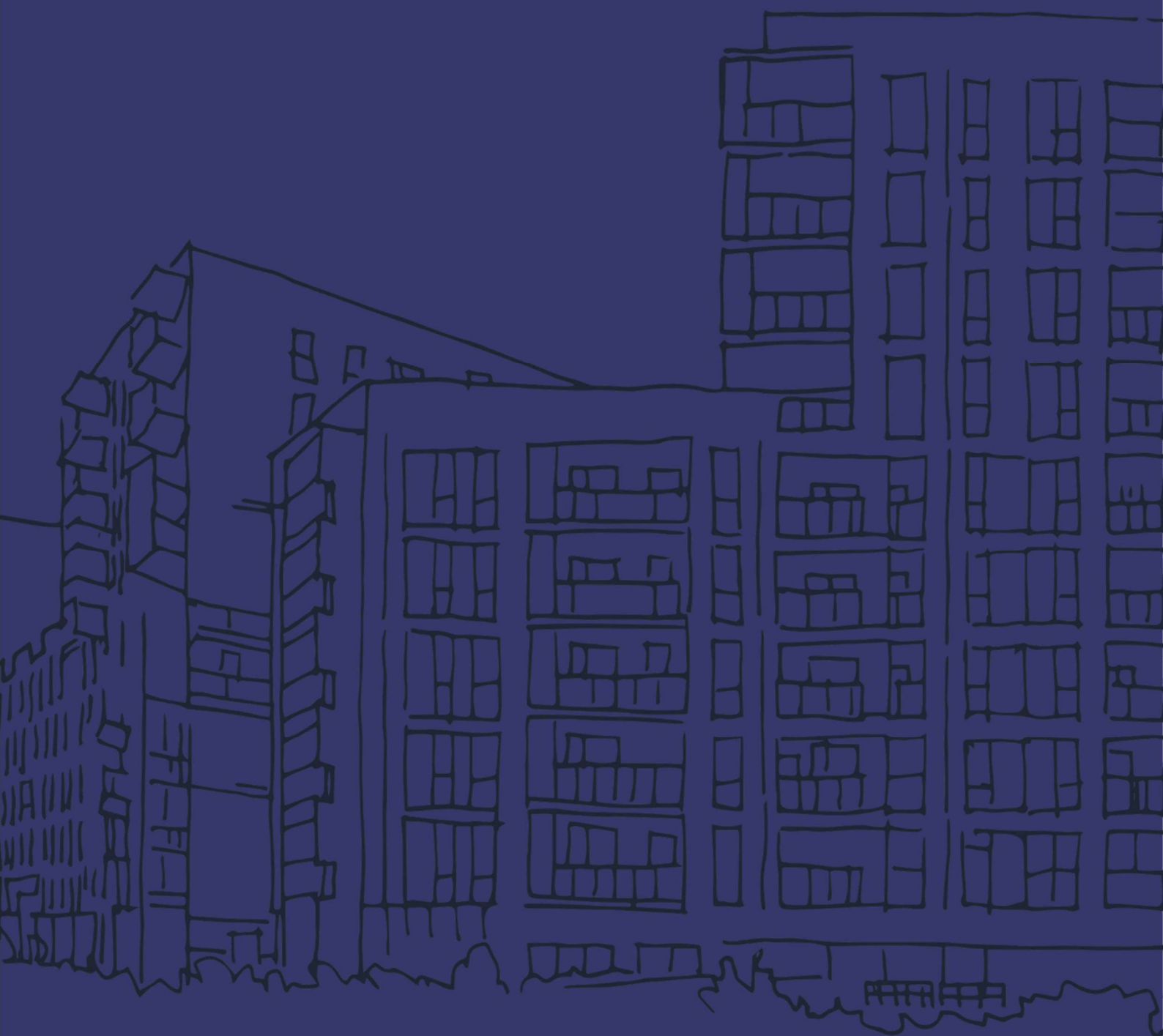
### **6.6.2 Project Evaluation Reviews (PERs)**

PERs appraise how well the project was managed and delivered compared with expectations and are timed to take place one-year post construction, i.e. September 2025.

## **6.7 Contingency Plans**

In the event of project failure, the existing schools will continue to operate until such time that the project can be righted.

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