

Strategic Outline Programme 21st Century Schools

Submission by

October 2010

Version

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This document provides a template for Strategic Outline Programme (SOP) submissions for the 21st Century Schools Programme, and should be completed in full by 29th October 2010.

Notes to help with completion of this template are provided in Italics.

Where appropriate, cross-references are given to the CRITERIA which will be used to evaluate responses, as set out in Section 4 of the Information document.

Please make your answers clear, concise and relevant. A full page box allows up to approximately 500 words. If you are copying and pasting text from another document please ensure the font is Arial point size 11.

Throughout this document the term "school" is used to mean all educational facilities serving the age group 3-19.

Please contact the 21st Century Schools programme team if clarification or advice is required in completing this document.

The completed SOP document should be submitted electronically. A dedicated email address for this purpose will be provided in advance of the submission deadline.

1. Executive Summary

Please provide a concise and comprehensive overview of the SOP's content, key conclusions and principal recommendations.

2. Purpose

This Strategic Outline Programme sets out proposals for investment under the Welsh Assembly Government's 21st Century Schools Programme.

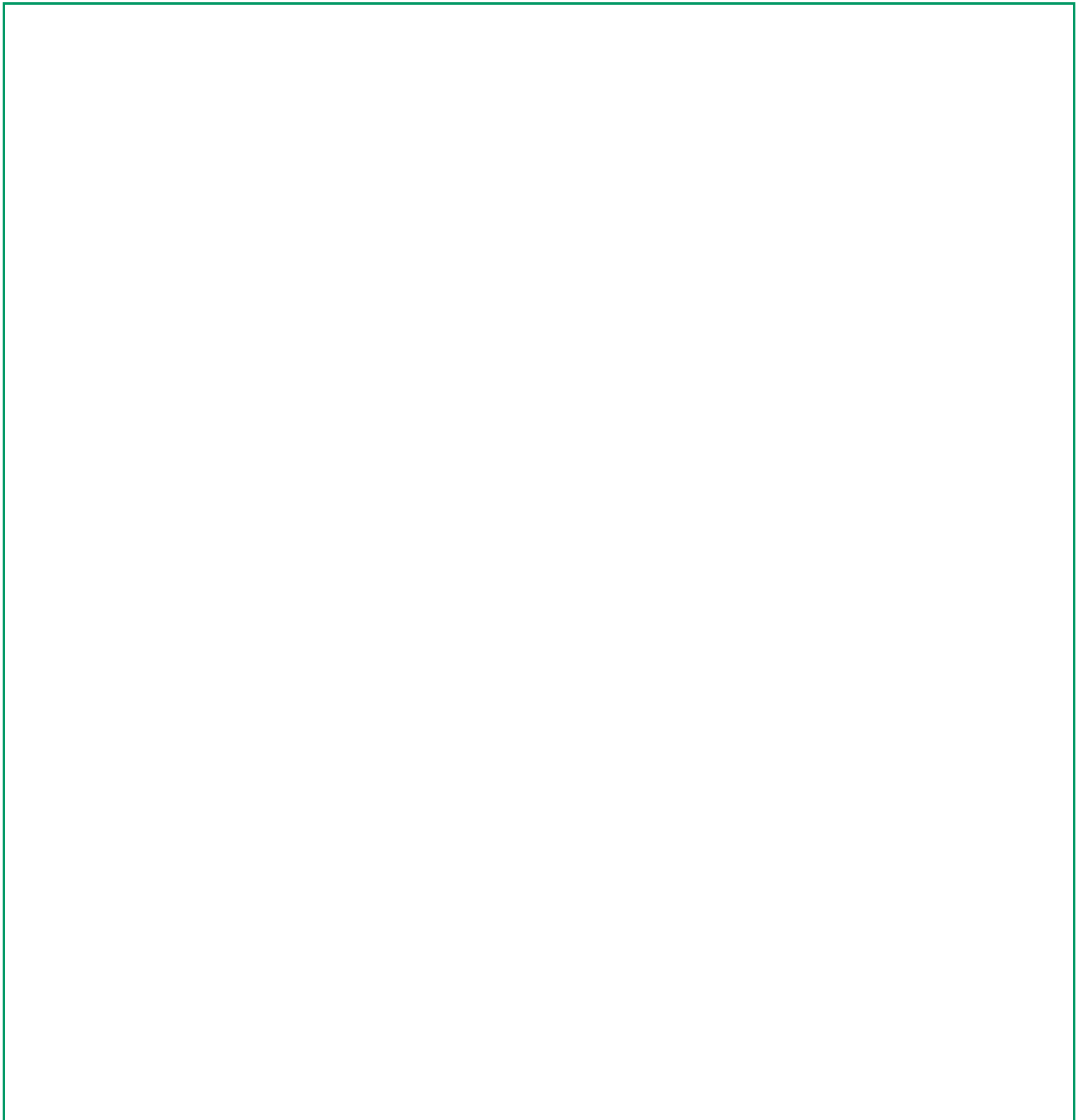
The purpose of the document is to seek approval of the strategic context and approach to delivery of 21st Century education within the Local Authority and to the projects identified for investment. This will then facilitate strategic and collaborative planning and the setting of associated budgets, and allow the Council to move forward to identify in more detail and cost key components of the programme and any enabling projects that may be necessary. It will also facilitate the speedy production of subsequent business cases for the elements of investment.

3. Strategic Case

This section provides the overview of the authority's strategic approach to the 21st Century Schools Programme. A successful assessment of this strategy is a necessary precursor to consideration of investment proposals set out in subsequent sections of this document.

3.1 Organisation overview

Please provide a snapshot of the authority, its geographical area and the population served, to which the proposed programme applies.





3.2 Existing situation

Please set out the existing situation in broad outline, but with sufficient background information to support your proposals, referring to:

- *educational outcomes (ESTYN and other measures);*
- *numbers and types of schools;*
- *school places (surplus or deficit);*
- *any location issues (the right schools in the right places);*
- *condition and suitability (reference should be made to the findings of the recent school estate survey and your asset management plan data);*
[CRITERIA: 2.1 and 2.2]
- *other factors considered relevant.*





3.3 Strategy and programme investment aims

The aims of the programme are, in line with the national programme objectives, to deliver:

- Learning environments for children and young people aged from 3 to 19 that will enable the successful implementation of strategies for school improvement and better educational outcomes;
- Greater economy through better use of resources to improve the efficiency and cost-effectiveness of the education estate and public service provision; and
- A sustainable education system with all schools meeting a 21st Century Schools Standard, and reducing the recurrent costs and carbon footprint.

The achievement of these aims will be delivered through the following:

Please provide an overview of the strategy and groups of projects as a series of bullet points, and say how these contribute to the three main aims. Reference should also be made to other related investment or change programmes in which the Authority is engaged, or intends to be.

[CRITERIA: 1.1 to 1.5]



3.4 Business needs and proposed solutions

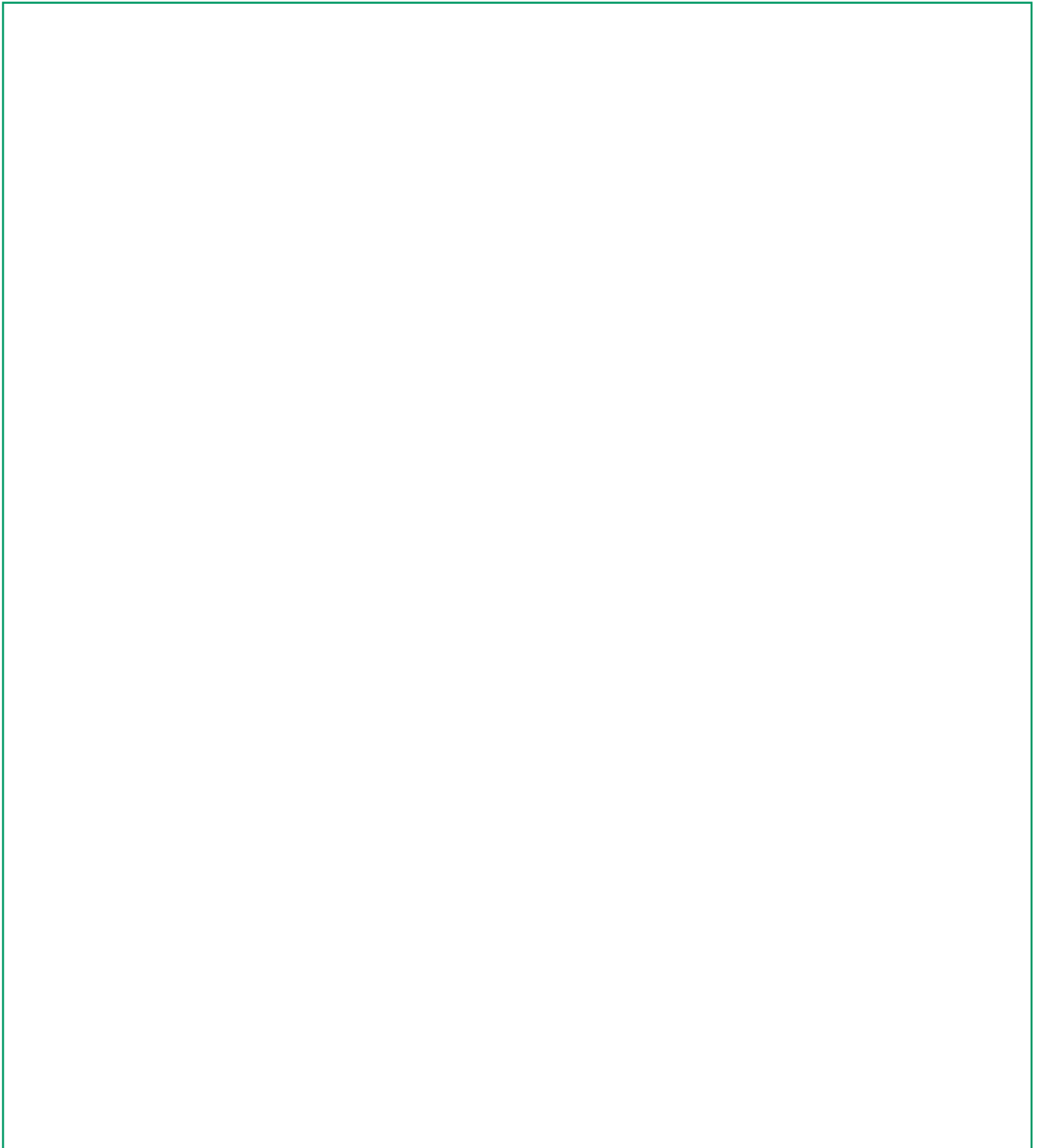
Please set out the current and future need for change in relation to the situation outlined in 3.2 for each of the following:

- School improvement including proposals related to the School Effectiveness Framework and opportunities where appropriate for joint working at WAG/authority/school level.

[CRITERIA: 1.1]

- 21st Century Schools is more than just a building programme, please demonstrate how you propose to transform approaches to teaching and learning, including the use of ICT across ages 3 - 19.

[CRITERIA: 1.2]



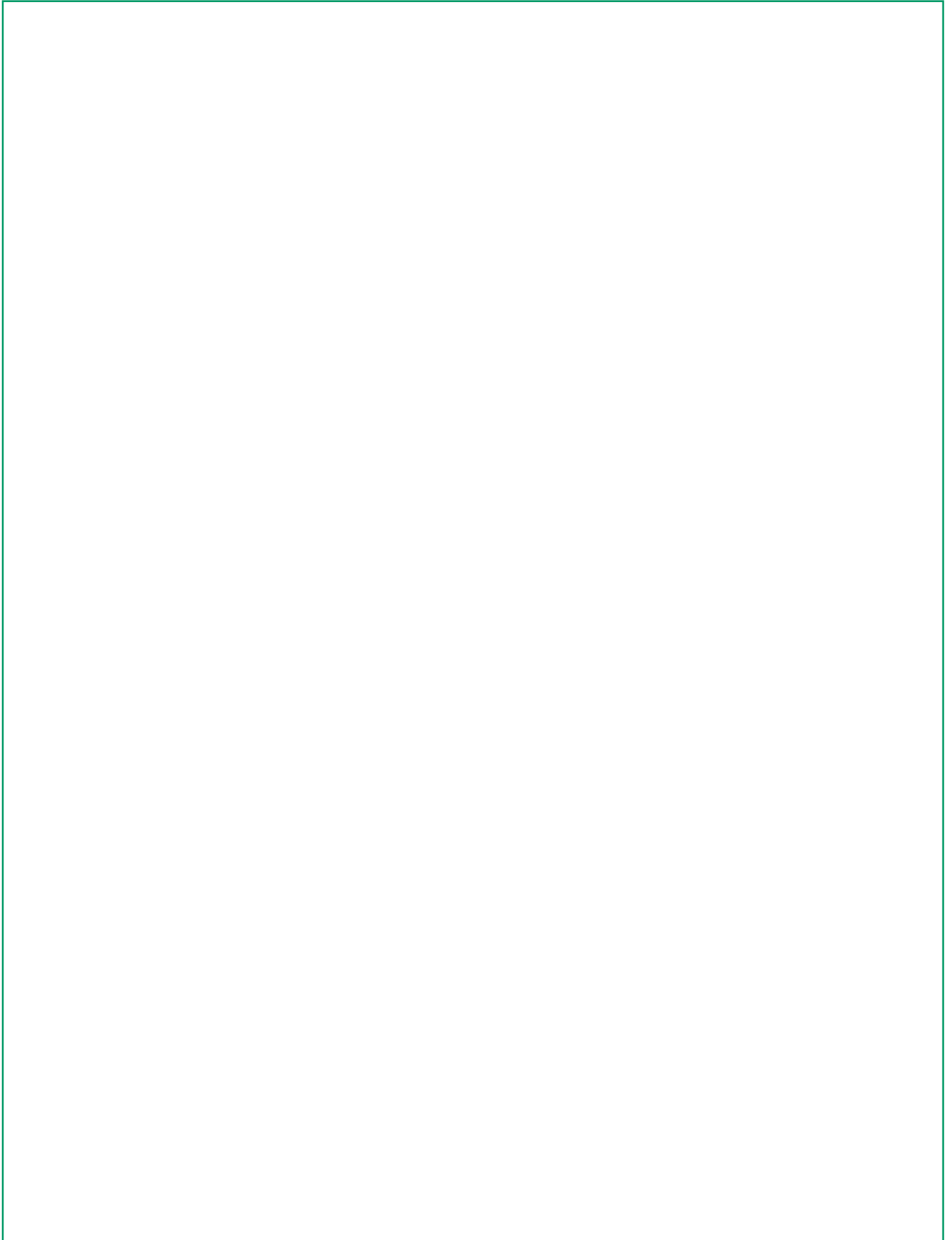
- School organisation - location, size and types of school; addressing surplus places if appropriate; consideration of inter-authority issues; organisational change across the 3-19 spectrum; or otherwise improving the efficiency of the school estate. Reference should also be made here to demand and any proposals for Welsh Medium education, and to Statutory approvals that may be needed for organisational change.

[CRITERIA: 1.3]



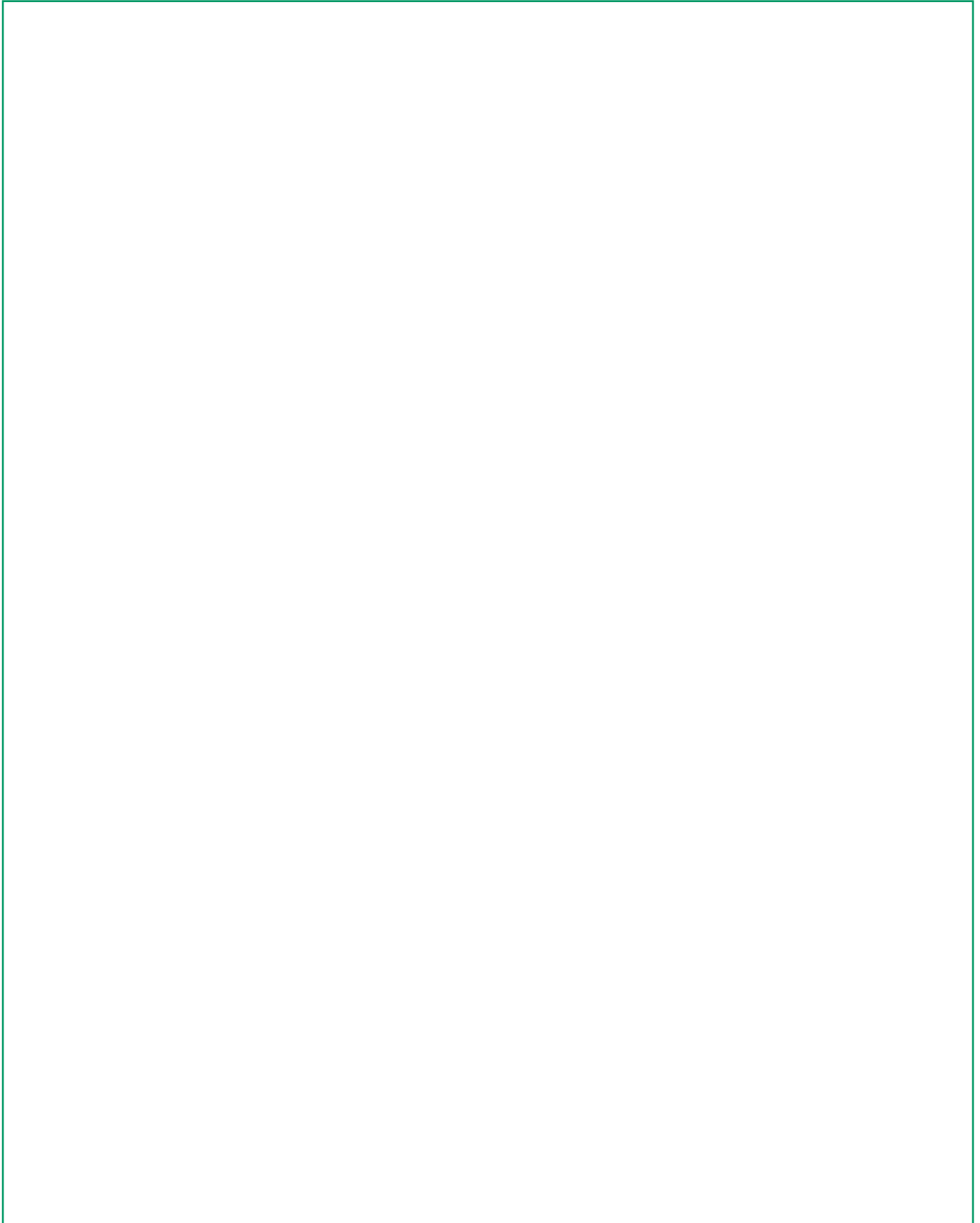
- Sustainability and carbon reduction strategies.

[CRITERIA: 1.4]



- Strategies for co-location and integration through community-focused schools and/or local or regional regeneration; reference should be made where appropriate to the role of Local Service Boards in enabling such initiatives.

[CRITERIA: 1.5]



3.5 Benefits, risks, dependencies and constraints

Please provide a résumé of the main benefits and risks associated with the delivery of the proposed programme, together with any dependencies (between this programme and other local or regional strategies) and constraints.

4. Economic case

4.1 Critical success factors

Please list the criteria (critical success factors) against which you will assess the successful delivery of the projects and the evaluation of options [CRITERIA: 2.5]. Examples might include:

- *Projects deliver elements of educational transformation;*
- *Completed projects have high levels of user satisfaction;*
- *Young people are involved in design of projects;*
- *Local contractors and/or suppliers are able to bid;*
- *Projects could have exemplar/demonstration status;*
- *Projects introduce significant efficiencies into the system, e.g. reduction of running costs.*

4.2 Option appraisal

Please list and evaluate the main choices (or options) that have been considered for the successful delivery of the programme. Evidence should be provided of thorough consideration of options informing proposed solutions which meet national investment objectives. A 'do nothing' or 'do minimum' approach should be identified as a baseline option for comparison purposes.

[CRITERIA: 2.5]

Please provide responses in relation to:

- *describing the range of possible options for the programme in relation to the key investment aims (see section 3.3) and critical success factors as stated in 4.1;*
- *assessing the main advantages and weaknesses of each option;*
- *outlining the potential projects (or investments) that would correspond with each option;*
- *assessing in broad terms the cost and affordability of each option;*
- *applying a weighting and scoring method to determine the preferred option.*

The options might include, for example:

Choices regarding the scope of the programme at different stages (e.g. 3-19 scope across the whole estate, or an area by area approach, or by age group – including cross-phase solutions such as all-through schools);

Amalgamation, co-location, new-build, refurbishment, repair or closure;

Implementation (short, medium, long-term phasing, grouping of schools in different combinations, joint planning with neighbouring authorities);

Need for, or availability of, suitable sites to meet the programme

[CRITERIA: 2.4];

Whether any statutory approvals required will be obtained in the timescale.

Whether some options permit innovation and might be put forward as exemplars/demonstration projects - see Section 3 of the Information Document.

[CRITERIA: 2.6]







4.3 Preferred option

Please describe the preferred option for the successful implementation of the programme. The choice made must meet the key programme objectives and critical success factors. Evidence should be provided that all key stakeholders (e.g. Diocesan authorities or colleges) have been consulted on the preferred option and that where possible consensus has been reached. **[CRITERIA: 2.5]**

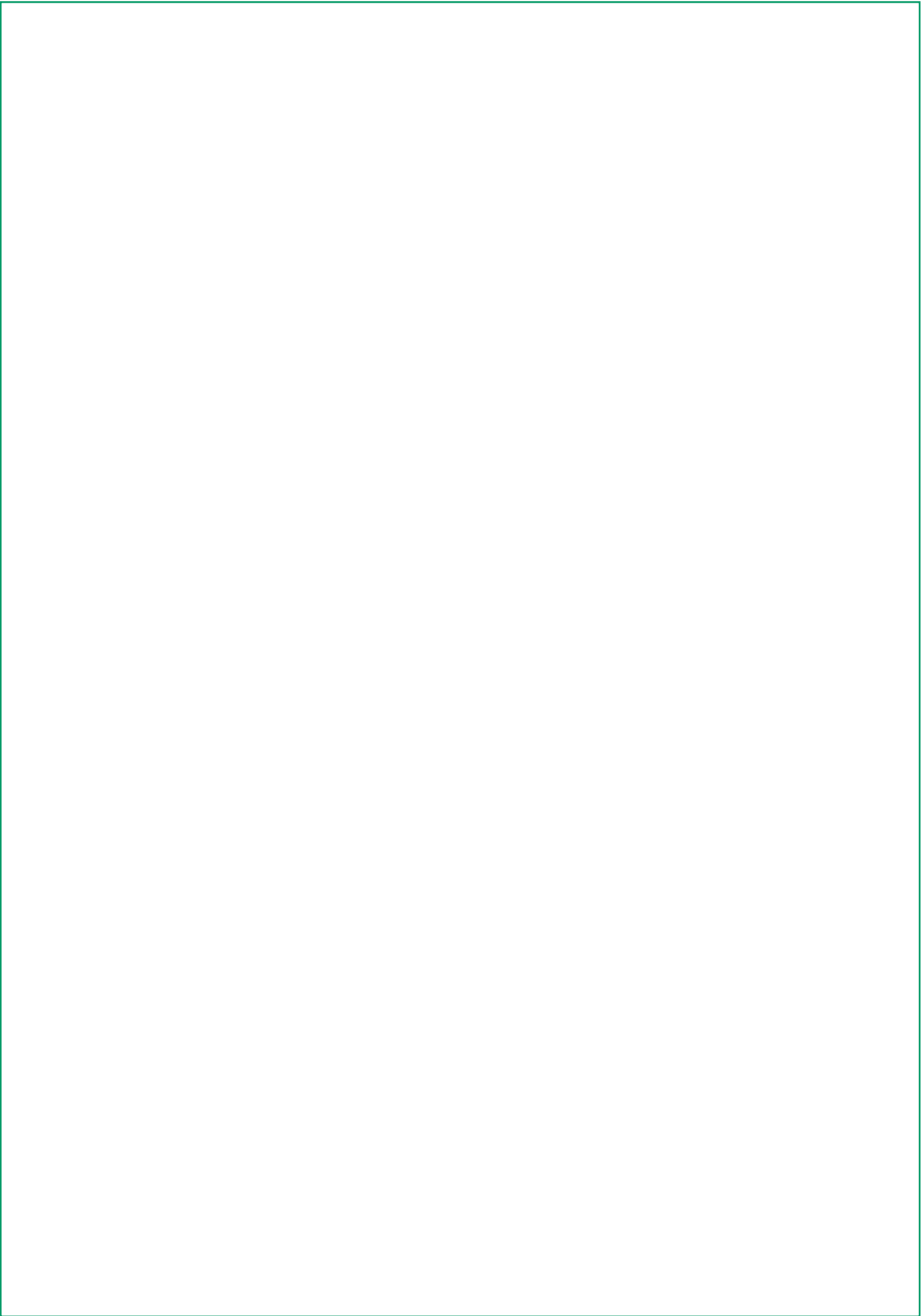
The response should outline:

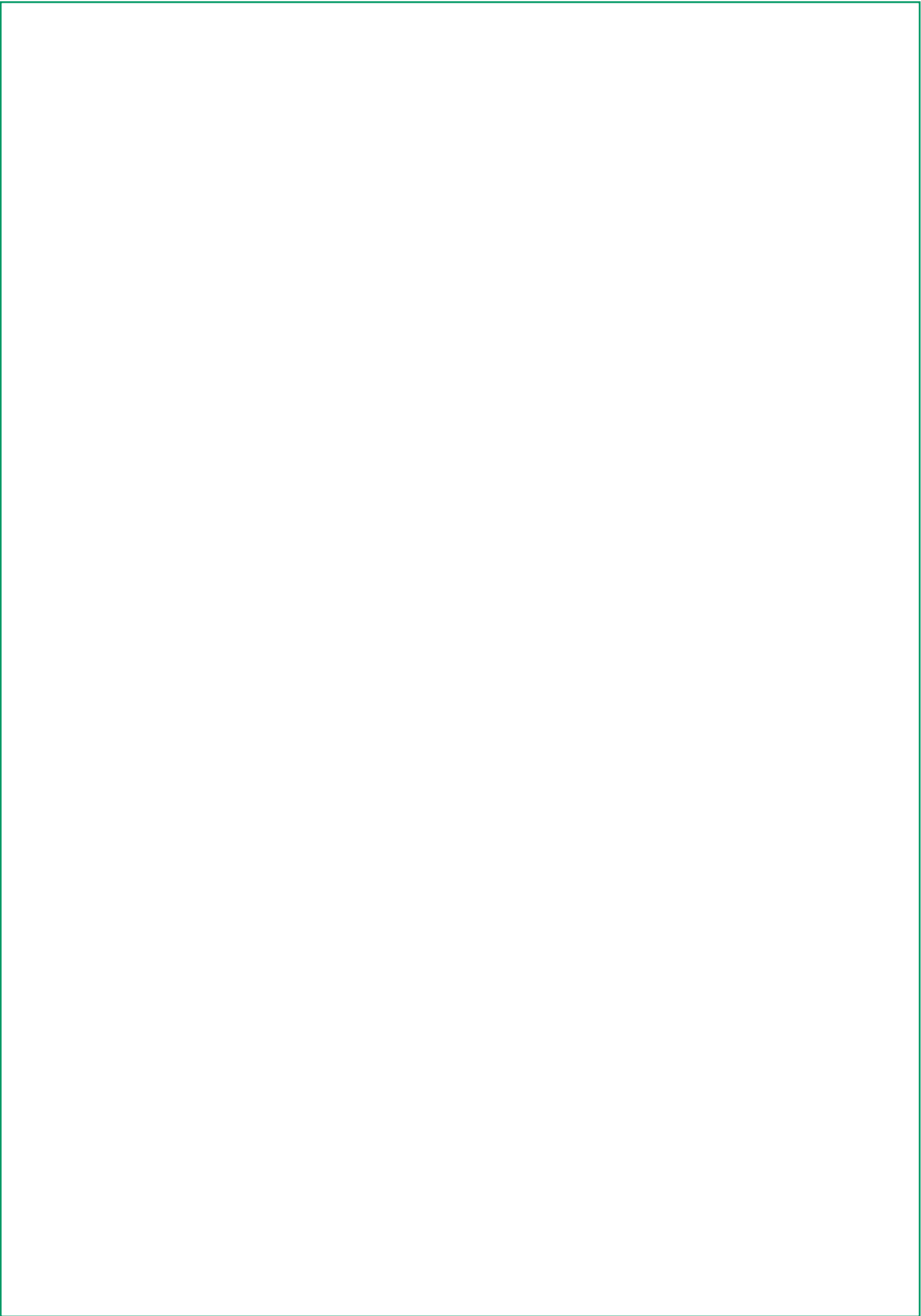
- the key investments within the programme- short-term, medium-term and long-term, identifying in particular those that are seen as priorities for funding within band A of the programme;
- complete your investment profile in the box below;
- whether intended to be separate procurements in their own right, or which could be collaboratively procured with other authorities;
- key milestones for the projects in the proposed programme over a 10 year period;

Band	Brief description of the project	Estimated value £(m)
Band A 2012 - 2014		
Band B 2015 - 2017		
Band C 2018 - 2020		
Band D 2021 - 2023		

Please note that the figures entered in the table above should be the costs identified in Section 6.1





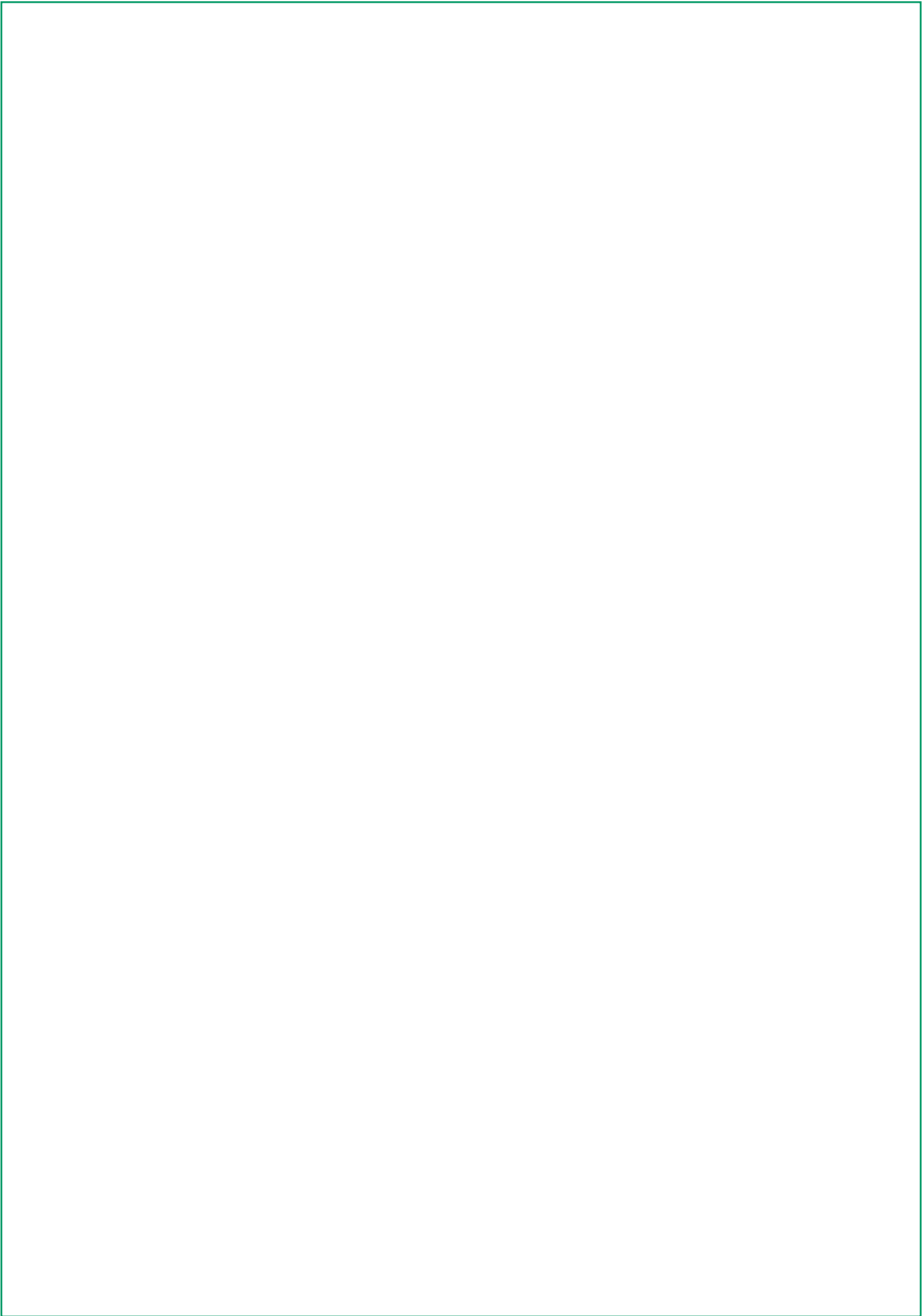


5. Commercial Case

5.1 Commercial strategy

Please outline the commercial strategy for the programme. This may differ for individual investments and should describe how the authority (or collaborating authorities) will endeavour to 'leverage' the best available deal for each investment, or combination of investments, from the supply-side and market place. Reference should be made to:

- *strategy for compliance with competition requirements;*
- *likely extent of use of private sector contractors/ suppliers, in-house or public-sector suppliers of services, partner organisations, etc;*
- *procurement through regional or other frameworks;*
- *prequalified contractors or suppliers;*
- *potential for innovative procurement- e.g. offsite construction;*
- *potential for use of local SMEs, local labour, materials, etc.*



6. Financial case

6.1 Indicative cost

Please indicate the total financial cost (to nearest £m) of the programme, broken down by the constituent investments and/or procurements which you have set out in Section 4.2 particularly in relation to proposed phasing. Reference should be made to any off-setting income likely to be available from capital receipts, etc. Costs should indicate capital investment and procurement costs (fees) separately, and indicate whether VAT is payable.

Quantifiable financial benefits and risks should be included. Particular note should be made of ongoing revenue savings expected from the project. The use of optimism bias should be considered.

The strategy for life-cycle maintenance of school assets should be described.



6.2 Funding arrangements

Please indicate how it is intended that these investments will be funded. Likely sources of non-WAG funding, including prudential borrowing, capital receipts and other potential sources should be stated.

6.3 Affordability [Criteria: 2.3]

Please confirm the affordability of the priority projects put forward for funding under band A, indicating any agreements or understandings in place and/or any affordability gaps. Assumptions regarding the level of WAG funding required should be stated.

7. Management Case [Criteria: 3.1]

7.1 Programme management arrangements

Please outline the programme management arrangements including the resources and governance arrangements that are considered necessary to deliver this programme over time (possibly in collaboration with other local authorities).

7.2 Project management

Outline the procurement plans and proposals for project management of band A projects if successful.

7.3 Roles and responsibilities

Please list the roles and responsibilities of all members of the programme team, any external advisers and their roles. In accordance with best practice, the programme should have a named Senior Responsible Owner (SRO), who takes ownership of the programme and is responsible for its direction.

7.4 Project engagement

Outline the strategy for consulting with, and involvement of, stakeholders, the extent of consultation and involvement of children and young people, which has either been undertaken to date or is planned. Please also provide evidence that school governors generally are in support of programme proposals.

7.5 Risk analysis and management

Please set out the proposed method for identifying risks to the implementation of the programme and the management of these risks over time.

7.6 Programme assurance

Please state what arrangements are being considered or planned for external review of the programme or projects, including any provision for gateway review.

Please name the lead officer for contact on this submission

Lead officer:

Email:

Date of submission:



AssetName	ConditionGrade	LandscapesGrade	SuitabilityGrade	SustainabilityGrade	TotalWeightedScore
Hartridge High School	C	D	C		33
Caerleon (Lodge Hill) Junior School	C	D	C	C	41
Duffryn High School	C	C	C	C	44
Alway Primary	C	C	C	C	44
Somerton Primary School	C	D	C	B	45
St Woolos Primary School	B	D	B	B	49
Crindau Primary School	C	D	B	C	49
St Mary's R.C. Primary School	C	D	B	C	49
Brynglas Primary School	C	D	B	C	49
St Gabriel's R.C. Primary School	C	D	B	C	49
Duffryn Junior School	C	D	B	C	49
Malpas Park Primary School	C	D	B	C	49
Milton Infants School	C	D	B	C	49
Milton Junior School	C	D	B	C	49
Caerleon Endowed Junior School	C	D	B	C	49
Kimberley Nursery School	B	D	C	C	49
Duffryn Infant School	C	C	B	C	52
Bassaleg School	B	C	C	C	52
Caerleon Comprehensive School	B	C	C	C	52
Mount Pleasant Primary	C	C	B	C	52
Caerleon Endowed Infant school	C	C	B	C	52
High Cross Primary	C	C	B	C	52
Caerleon (Lodge Hill) Infants School	C	D	B	B	53
Millbrook Primary School	C	D	B	B	53
Maesglas Primary School	C	B	B	C	54
Langstone Primary School	C	B	B	C	54
Clytha Primary School	B	D	B	C	57
Queen's Hill PRU	B	D	B	C	57
St Patrick's R.C. Primary School	B	D	B	C	57
Don Close Nursery	B	D	B	C	57
Fairoak Nursery School	B	D	B	C	57
St Michael's R.C. Primary School	B	D	B	C	57
Lliswerry High School	B	C	B	C	60
Malpas C.I.W. Infant School	B	C	B	C	60
Malpas C.I.W. Junior School	B	C	B	C	60
Malpas Court Primary School	B	C	B	C	60
Marshfield Primary School	B	C	B	C	60
Maes Ebbw School	B	C	B	C	60
Pillgwenlly Primary School	B	C	B	C	60
Ringland Primary	B	D	B	B	61
St Andrew's Junior School	B	D	B	B	61
St Julians Primary School	B	D	B	B	61
Eveswell Primary School	B	D	B	B	61
Llanmartin Primary School	B	D	B	B	61
Maindee Primary School	B	D	B	B	61
St Andrew's Infant School	B	D	B	B	61
Ysgol Gymraeg Ifor Hael	B	D	B	B	61
Monnow Primary school	B	D	B	B	61
St Julian's School	B	B	B	C	62
Glasllwch Primary School	B	B	B	C	62
Pentrepoeth Primary School	B	B	B	C	62
Gaer Infant School	C	D	A	B	69
St Joseph's R.C. Primary School	B	D	A	C	73
St David's R.C. Junior and Infants School	B	D	A	B	77
Ysgol Gymraeg Casnewydd	B	C	A	B	80
Lliswerry Primary	B	B	A	B	82
St Joseph's R.C. High School	A	C	A	B	84
Rogerstone Primary School	B	C	A	A	88
Gaer Junior School	B	B	A	A	90
Glan Usk Primary School			PFI NEW BUILD		100
Newport High School	A	D	A	A	101

SCOPE Option Appraisal "The What"	Option 1 Do Nothing Existing Development Programme Assessment Measure	Option 2 Do Minimum Wider Refurbishment Programme Assessment Measure	Option 3 Do Major Major Development Programme Assessment Measure	Option 4 Do Maximum Full Development Programme Assessment Measure
INVESTMENT OBJECTIVES				
1 To support the delivery of the NCC vision for teaching & learning of 3 - 19, through creation of rich learning environments (RLE) to improve educational outcomes	Limited impact on school estate, hinders delivery of vision no ability to develop RLE ×	Inequalities of provision in city focused development of RLE lack of strategic focus / benefit ×	Strategic benefits based on need, planned delivery of rich learning environments ✓	Significant benefits across city rich learning environments for great number of stakeholders ✓
2 To improve efficiency and cost effectiveness into NCC estate, by community focused sites supporting co-location and integration of public services	Inefficient estate, inability to support co-location, integration public services ×	Limited efficiency measures, not cost effective for all learners, limited public service provision ×	Strategic targeted investment introduces efficiencies into system, reshaped sites allow incorporation of public services ✓	Significant strategic investment provides effective and efficient NCC estate on community foc. school sites and regional educ'n ✓
3 To introduce improvements to sustainability and CO2 reductions, ensuring schools enjoy 21st C standards, reducing recurrent costs & carbon footprints	Maintenance backlog of £39m prohibits improvements in the standard of estate. ×	Limited refurbished sites do not introduce 21st C standards or reduce recurrent costs ×	Strategic targeted investment will develop sustainable schools capable of 21st C standards ✓	Significant strategic investment provides wide sustainable system underpinning 21st C standards ✓
CRITICAL SUCCESS FACTORS				
4 To deliver unmet statutory need on a regional basis	Inability to deliver required ASD / WMP provision ×	Inability to deliver required ASD / WMP provision ×	Ability to deliver required ASD / WMP ✓	Ability to deliver required ASD / WMP ✓
5 To deliver projects which have exemplar / demonstration status	Exemplar status of secondary schools development prog ✓	Exemplar status of secondary schools development prog ✓	Exemplar sec. schools & ability to deliver reg ASD/WMP ✓	Exemplar sec. schools & ability to deliver reg ASD/WMP/WMS ✓
6 To deliver significant efficiencies into the education system with the right school in the right place for all learners	Inability to resolve inefficiencies right school not in right place ×	Inequality of access for all, right school not in right place minimal efficiencies delivered ×	Right school in the right place for all learners, improved access strategic efficiencies delivered ✓	Right school in right place for all learners, improved access city/region efficiencies delivered ✓
7 To have projects developed with high levels of user / community satisfaction, by the influencing of design	Pupils / users influenced design of 2 new secondaries / 1 primary ✓	Pupils / users influenced design of 2 new secondaries / 1 primary limited opportunity to influence design / limited change of use of refurbished schools ✓	Reshaping of sites & new builds to be influenced by pupils/users building on previous secondaries and primary new builds ✓	Reshaping of sites & new builds to be influenced by pupils/users building on previous secondaries and primary new builds ✓
8 To be potentially affordable - meeting the resourcing / funding constraints for the authority on match funding	Affordable - as funded by NCC resources / prudential borrowing high out of county ASD costs ✓	Refurb programme / responsive maint & high out of county ASD discounted on Value for Money ×	Affordable - viable match funding reduced revenue costs, cost benefits for the region and NCC ✓	Not affordable - match funding of £45m not available to support bid ×
SUMMARY OF BENEFITS	DISCOUNTED 3	DISCOUNTED 2	PREFERRED 8	POSSIBLE 7

SERVICE SOLUTIONS Option Appraisal "The How"		Option 1 Do Nothing		Option 2 Do Minimum		Option 3 Do Major		Option 4 Do Maximum	
		Existing Development Programme Assessment Measure		Wider Refurbishment Programme Assessment Measure		Major Development Programme Assessment Measure		Full Development Programme Assessment Measure	
INVESTMENT OBJECTIVES									
1	To support the delivery of the NCC vision for teaching & learning of 3 - 19, through creation of rich learning environments (RLE) to improve educational outcomes	Current programme can deliver RLE to a few, limited on the rest of the city, inequitable impact	×	Inequity in development of RLE across schools as environment limits aspiration & outcomes	×	Delivery of RLE on large number of sites with spread of benefits across all sectors and comms	√	Dramatic impact on current estate creates large number rich learning environments	√
2	To improve efficiency and cost effectiveness into NCC estate, by community focused sites supporting co-location and integration of public services	Limited efficiencies emerging as a result of focused investment on a few sites	×	Refurb programme unable to introduce sufficient efficiency or public service provision	×	Strategic targeted investment tailored to deliver efficiencies & cost effective measures	√	Significant investment should improve efficiencies across city supporting CF agenda	√
3	To introduce improvements to sustainability and CO2 reductions, ensuring schools enjoy 21st C standards, reducing recurrent costs & carbon footprints	Focused investment will achieve limited sustainability, reduced energy & carbon FP on few sites	√	Focused investment will achieve limited sustainability, reduced energy & carbon FP on few sites	√	Strategic targeted investment develops a sustainable system reducing recurrent costs etc	√	Significant investment will provide sustainable system reducing recurrent costs etc	√
CRITICAL SUCCESS FACTORS									
4	To deliver unmet statutory need on a regional basis	Inability to meet statutory needs for ASD / WMP within the city	×	Inability to meet statutory needs for ASD / WMP within the city	×	Ability to deliver statutory needs in ASD and WMP within city	√	Ability to deliver statutory needs in ASD and WMP within city	√
5	To deliver projects which have exemplar / demonstration status	Exemplar status & BREEAM / Constructing Excellence etc	√	Exemplar status & BREEAM / Constructing Excellence etc	√	Exemplar status & BREEAM / Constructing Excellence etc	√	Exemplar status & BREEAM / Constructing Excellence etc	√
6	To deliver significant efficiencies into the education system with the right school in the right place for all learners	Focused investment does not generate city wide efficiencies	×	Refurb sites on same location fail to deliver the right school in the right place	×	Targeted investment on specific sites can deliver strategic savings for right school in the right place	√	Significant investment will deliver huge savings, supporting right school in the right place	√
7	To have projects developed with high levels of user / community satisfaction, by the influencing of design	Secondary school programme delivered high levels of user satn on focused sites	√	Secondary school programme delivered high levels of user satn on focused sites, however no capacity to influence design when refurbishing sites	√	Secondary school programme delivered high levels of user satn on focused sites ; ability to ensure users / communities influences design etc	√	Secondary school programme delivered high levels of user satn on focused sites ; ability to ensure users / communities influences design etc	√
8	To be potentially affordable - meeting the resourcing / funding constraints for the authority on match funding	NCC resourcing by prudential borrowing to deliver current programme	√	A refurbishment programme would not provide the land or other assets for disposal to provide match funding	×	Match funding by the asset disposal programme deemed affordable for NCC	√	Inability to provide match funding to a level of £45m not affordable for NCC	×
SUMMARY OF BENEFITS		DISCOUNTED		DISCOUNTED		PREFERRED		POSSIBLE	
		4		3		8		7	

SERVICE DELIVERY Option Appraisal "The Who"	Option 1 Do Nothing Existing Development Programme		Option 2 Do Minimum Wider Refurbishment Programme		Option 3 Do Major Major Development Programme		Option 4 Do Maximum Full Development Programme	
	Assessment	Measure	Assessment	Measure	Assessment	Measure	Assessment	Measure
INVESTMENT OBJECTIVES								
1 To support the delivery of the NCC vision for teaching & learning of 3 - 19, through creation of rich learning environments (RLE) to improve educational outcomes	Current programme delivered by NCC and external contractors limited financing, inequitable	×	Not all sites would be refurbished inability to provide economies of scale with a limited programme	×	Strategic large scale prog. enabling bench marking & speed of delivery to wider pop'n	√	Strategic large scale prog. enabling bench marking & speed of delivery to wider pop'n	√
2 To improve efficiency and cost effectiveness into NCC estate, by community focused sites supporting co-location and integration of public services	Limited efficiency / effectiveness delivered to estate; inflexible hinders wider CF integration	×	Refurb programme could not introduce sufficient efficiency to support co-location / integration	×	Targeted investment will improve E and CE in estate strategic aim of CF enabled	√	Significant investment will improve E and CE in estate & increase potential for CF etc	√
3 To introduce improvements to sustainability and CO2 reductions, ensuring schools enjoy 21st C standards, reducing recurrent costs & carbon footprints	Maintenance backlog of £39m hinders improvements to sust. inability to input 21st C stand.	×	Limited investment on some refurbished sites, however, will not deliver 21st C standards	×	Targeted investment will provide sustainable system reducing recurrent costs etc & introducing 21st C standards	√	Significant investment will provide sustainable systems reducing recurrent costs but	√
CRITICAL SUCCESS FACTORS								
4 To deliver unmet statutory need on a regional basis	Unable to meet statutory need for WMP or ASD	×	Unable to meet statutory need for WMP or ASD	×	Significant investment delivers school improvement strategy	√	Significant investment delivers school improvement strategy	√
5 To deliver projects which have exemplar / demonstration status	Exemplar status & BREEAM / Constructing Excellence etc	√	Exemplar status & BREEAM / Constructing Excellence etc	√	Exemplar status & BREEAM / Constructing Excellence etc	√	Exemplar status & BREEAM / Constructing Excellence etc	√
6 To deliver significant efficiencies into the education system with the right school in the right place for all learners	Unable to deliver right school in the right place for all learners	×	Unable to deliver right school in the right place for all learners	×	Strategic investment to put right school in the right place	√	Significant investment will put right school in the right place	√
7 To have projects developed with high levels of user / community satisfaction, by the influencing of design	High level of user influence on design of 2 x sec. schools	√	High level of user influence on design of 2 x sec. schools	√	Strategic investment with high stakeholder engagement to ensure users / comm influence both design and services	√	Significant investment with high stakeholder engagement to ensure users / comm influence both design and services	√
8 To be potentially affordable - meeting the resourcing / funding constraints for the authority on match funding	Existing programme based on NCC resourcing & prud borr. deemed affordable	√	A refurbishment programme would not provide the land or other assets for disposal to provide match funding	×	Deemed affordable, however, match funding constraints to level set for Band A achieved through asset disposal	√	Not deemed affordable, by the level of match funding which would be required for Band A	×
SUMMARY OF BENEFITS	DISCOUNTED	3	DISCOUNTED	2	PREFERRED	8	POSSIBLE	7

VALUE FOR MONEY Option Appraisal		Weighting	Option 1 Do Nothing Existing Dev Prog Scoring Total		Option 2 Do Minimum Wider Ref Prog Scoring Total		Option 3 Do Major Major Dev Prog Scoring Total		Option 4 Do Maximum Full Dev Prog Scoring Total	
INVESTMENT OBJECTIVES										
1	To support the delivery of the NCC vision for teaching & learning of 3 - 19, through creation of rich learning environments (RLE) to improve educational outcomes	5	3	10	4	20	5	25	5	25
2	To improve efficiency and cost effectiveness into NCC estate, by community focused sites supporting co-location and integration of public services	4	2	8	2	8	3	12	4	16
3	To introduce improvements to sustainability and CO2 reductions, ensuring schools enjoy 21st C standards, reducing recurrent costs & carbon footprints	3	1	3	2	6	3	9	3	9
CRITICAL SUCCESS FACTORS										
4	To deliver unmet statutory need on a regional basis	3	1	3	1	3	3	9	3	9
5	To deliver projects which have exemplar / demonstration status	3	3	9	3	9	3	9	3	9
6	To deliver significant efficiencies into the education system with the right school in the right place for all learners	4	2	8	2	8	4	16	4	16
7	To have projects developed with high levels of user / community satisfaction, by the influencing of design	2	2	4	2	4	2	4	2	4
8	To be potentially affordable - meeting the resourcing / funding constraints for the authority on match funding	5	5	25	5	25	5	25	1	5
TOTALS (A)			19	70	21	83	28	109	25	93
Initial Costs			NCC resources	£27M		£35M		£40M		£150M
Life-cycle costs (B)				£48M		£56M		£64M		£250M
Vfm result (A/B)				1.45		1.48		1.7		0.37
SUMMARY OF HIGHEST VALUE FOR MONEY			DISCOUNTED		DISCOUNTED		PREFERRED		DISCOUNTED	

Cost and Funding Matrix	BAND A TOTALS £	BAND A			BAND B 2015/18 £	BAND C 2018/2021 £	BAND D 2021/2024 £	PROGRAMME TOTALS £
		2012/13 £	2013/14 £	2014/15 £				
Cost:								
Final Design & Feasibility Studies	500,000	500,000						
Project A City wide Demountable Replacement	15,000,000		15,000,000					
Project B Special School for ASD	10,000,000		10,000,000					
Project C Welsh-medium Primary School	12,500,000		12,500,000					
Project D Nursery Education	2,000,000		2,000,000					
TOTAL 21ST CENTURY BID - December 2010	40,000,000		40,000,000		100,000,000	100,000,000	100,000,000	340,000,000
Match Funding by NCC for Band A	12,000,000		12,000,000					
Funding:								
NCC Capital Receipts from Asset Disposal List	9,200,000		9,200,000					
NCC Invest to Save (rounded down)	2,800,000	1,200,000	1,200,000	400,000				
TOTAL 21ST CENTURY MATCH FUNDING	12,000,000		12,000,000					