

SUPPLEMENTARY PLANNING DOCUMENT

Education Contributions from Residential Developments



May 2026

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1.0 Foreword

- 1.1 Education is fundamental to the life chances of our young people, however, many of our schools lack the capacity to accommodate more pupils. New housing development can place increased pressure on school places, to the detriment of existing and new residents. I am therefore pleased to endorse this revised Supplementary Planning Document which provides guidance on the requirement for financial contributions from housing developments, where appropriate, to support new and/or expanded educational facilities, in accordance with the Land and Planning Policies (Local Plan Part 2). It will help to ensure that where new housing development gives rise to the need for extra educational facilities or school places, these can be provided.
- 1.2 This revision updates the per pupil costs for calculating contributions, aligns costs with the latest evidence of the cost of expanding schools, and ensures that contributions remain justifiable, fair, and transparent.



Councillor Jay Hayes, Portfolio Holder for Housing and Planning

2.0 Purpose and Status of the Document

- 2.1 Nottingham City Council has prepared this Education Contributions Supplementary Planning Document in order to provide additional guidance on the City Council's approach to seeking contributions towards education infrastructure provision from new housing development within the city. [Policy 19](#) of the Aligned Core Strategy 2014 (ACS) and [Policies IN4 \(Developer Contributions\)](#) and [Policy LS5 \(Community Facilities\)](#) of the Land and Planning Policies Local Plan Part 2 (LAPP) provide the policy basis for requiring such contributions.¹
- 2.2 This SPD outlines the City Council's approach to seeking and spending developer financial contributions via planning obligations under Section 106 (s106) of the [Town and Country Planning Act 1990](#) (as amended).
- 2.3 It also provides more detail on the local approach to seeking developer contributions for education, while taking account of updated DfE guidance, [Securing Developer Contributions for Education](#) (2023).
- 2.4 The contributions raised will be directed to funding works associated with addressing the increased pressure on existing school provision that a development will generate. This approach will ensure that new housing development makes a proportionate contribution to meeting the additional requirement for education provision that it will generate.

¹Accessible from the [The Local Plan and Planning Policy webpage](#)

3.0 Introduction

- 3.1 Under the Education Act 1996, Nottingham City Council as Education Authority retains the statutory duty to ensure that there are sufficient school places available within the City to meet the educational needs of the population. This is the case regardless of whether schools are LA maintained, have academy status, or are free schools.
- 3.2 There is a sound policy basis for requesting Education Contributions from relevant housing developments and the Planning authority's approach has been devised to take account of educational need whilst ensuring that the contributions to be required may be spent flexibly on those schools which serve the relevant development.
- 3.3 The Education Authority receives a central government capital grant to meet the demand for school places arising from the existing population, as a direct result of either rising birth rate or net inward migration. This is referred to as Basic Need Grant. However, Basic Need capital allocations are adjusted to take account of expected or received developer contributions, to avoid double funding the same school places. Central government Basic Need Grant, the DfE free schools programme and other capital funding do not negate the housing developers' responsibility to mitigate the impact of their development on education infrastructure. They also do not factor in the costs of land acquisition, so it's important that when development generates the need for a new school, the land is secured at no cost to the local authority.
- 3.4 The City Council as Planning Authority will therefore seek Education Contributions from housing developers to meet the cost of new school places or enhanced provision to support pupil growth, arising as a consequence of new development, including affordable housing, in order to ensure that education provision remains sustainable. Such contributions may be added to Basic Need funding, where there is a need to increase capacity or enhance existing educational facilities due to demand for places also arising from other factors.

4.0 Section 106 Agreements

- 4.1 Planning obligations under Section 106 of the [Town and Country Planning Act 1990](#) (as amended), (commonly known as s106 agreements) are legal agreements between Local Planning Authorities and developers which are linked to planning permissions.
- 4.2 Section 106 agreements are used when it is considered that a development will have significant impacts on the local area that cannot be moderated by means of conditions attached to a planning decision. Such agreements may make provision for the payment of a financial contribution to mitigate the effects of those impacts and thus make an otherwise unacceptable development proposal acceptable.
- 4.3 The Community Infrastructure Levy (CIL) is a planning charge, introduced by the Planning Act 2008 as a tool for local authorities to help deliver infrastructure to support the development of their area. At the time of writing Nottingham City Council does not have a CIL in place, although it remains a possible option for consideration in the future. Should the Council decide to introduce CIL, consultation on the level of CIL to be charged for particular uses will take place with interested parties in accordance with the statutory process. If education contributions were then included in the CIL they would replace the requirement for s106 contributions.



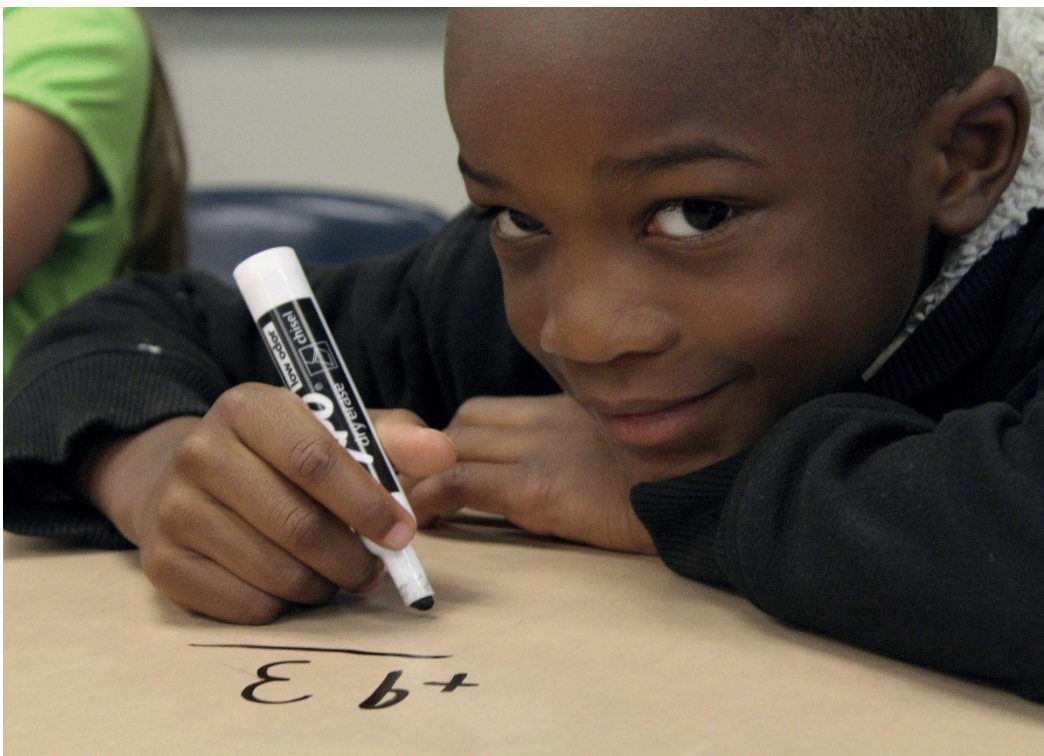
5.0 Policy Context

5.1 National and Local policies and other material planning considerations are used to determine what is needed to make a development acceptable.

5.2 The [National Planning Policy Framework](#) December 2024 (NPPF) states (paragraph 100):

It is important that a sufficient choice of early years, school and post-16 places are available to meet the needs of existing and new communities. Local planning authorities should take a proactive, positive and collaborative approach to meeting this requirement, and to development that will widen choice in education. They should:

- a) give great weight to the need to create, expand or alter early years, schools and post-16 facilities through the preparation of plans and decisions on applications; and*
- b) work with early years, school and post-16 promoters, delivery partners and statutory bodies to identify and resolve key planning issues before applications are submitted.*



- 5.3 [Planning Policy Guidance on Viability](#) provides guidance for the consideration of viability, in the context of securing developer contributions for education.
- 5.4 [The Planning Policy Guidance on Planning Obligations](#) provides further information on what funding is available, and what contributions are required towards education.
- 5.5 [Planning Policy Guidance on Health & Wellbeing](#) explains how plan-makers assess the need and demand for school places, as well as setting out how Plans can allocate land for education.
- 5.6 [The Community Infrastructure Levy Regulations 2010](#) sets out the limitation on use of planning obligations (Regulation 122).
- 5.7 The Department for Education [now offers loans to housing developers](#) to boost new house and school building momentum.
- 5.8 [ACS Policy 19: Developer Contributions](#), outlines that developments are expected to meet the reasonable cost for infrastructure required as a consequence of the proposal. The extent of the contributions will be fairly and reasonably related to the scale and type of scheme. Considerations will also be given to economic conditions and viability.
- 5.9 [LAPP Policy IN4: Developer Contributions](#), echoes Policy 19 of the ACS, indicating that development will be expected to meet the reasonable costs of new infrastructure or services required as a consequence of the proposal. This policy also specifies community facilities, including education, as an example of infrastructure or services that an obligation may (subject to viability and viability issues) be negotiated for.
- 5.10 [LAPP Policy LS5: Community Facilities](#) allows for developer contributions to support new and expanded community facilities, subject to scale and nature of development proposals and the need arising from the development. Housing developments are specified in the justification as possibly giving rise to the need for new or expanded facilities to support new communities, depending on the nature of the proposal and the capacity of existing facilities in the area.
- 5.11 These planning policies support the Council's position of securing contributions from developers through section 106 agreements and using the funds to provide appropriate school facilities for the local community. In addition the Department for Education (DfE) publication '[Securing Developer Contributions](#)

[for Education](#)' (August 2023) provides additional advice and guidance in relation to such contributions.

- 5.12 As part of the preparation for the LAPP a Sustainability Appraisal was carried out. Details can be found at Appendix 2.

6.0 Assessment of contribution need

- 6.1 The Council's consideration of whether Education Contributions are required will be informed by the projected capacity figures for the relevant educational needs. Low levels of surplus places at a school do not necessarily equate to there being sufficient capacity at that school as it is generally accepted that schools should not operate at 100% of their capacity. The Education Authority ideally needs to operate at 5% surplus capacity to allow for fluctuations in demand, parental choice and in-year migration. This level of surplus should not count as available when calculating Education Contributions.
- 6.2 Where a new development is proposed in an area with sufficient projected capacity, no Education Contribution will be required; however, where the proposed development would result in insufficient projected capacity, a contribution will be required. This capacity assessment will distinguish between primary and secondary learners.
- 6.3 As a development may be implemented within 3 years of the granting of planning permission and may not be completed until some years later (especially for major or phased developments,) the Education Contribution may not actually be available to the Council at an appropriate time to deliver the necessary related projects. For example, payment of an Education Contribution may not be made until the first house on a development is occupied but many more houses may become occupied at or around the same time and accommodate children who need school places. Basic Need Grant may therefore be required as forward funding to make provision for the children occupying the development, which will then be retrospectively recouped from the Education Contribution when paid.
- 6.4 Education Contributions will be sought in relation to outline or full applications for planning permission for residential developments of 10 or more houses or flats with 2 or more bedrooms and which are likely to result in the need for additional education provision, based on analysis of pupil forecasting data and estimated pupil yield from the new development.
- 6.5 Applications for less than 10 dwellings will be exempt unless their co-location with other sites requires examination of their cumulative impact. Education Contributions will not be sought for one bedroom dwellings or student accommodation.
- 6.6 While many early years places are provided by the private, voluntary and independent (PVI) sectors, Education Authorities have a duty to ensure early years provision within the terms set out in the Childcare Acts 2006 and 2016. All of the City's primary schools now have a nursery. Education Contributions

have a role to play in helping to fund additional nursery places required as a result of housing growth, in particular where these are proposed as part of school expansions at existing or new schools.

- 6.7 The Council may therefore require a contribution for Early Years provision (0-4 years) and post-16 provision (16-19) if a proposed development will result in insufficient capacity. The quantum of places generated by a new development for Early Years provision will be assessed on a case-by-case basis, where deemed necessary by the Council. The per pupil cost of early years provision is assumed to be the same as for a primary school. Similarly, further education places provided within a secondary school sixth form will cost broadly the same as a secondary school place.
- 6.8 The need for an Education Contribution will be established by comparing the number of pupils generated by the development with the following:
- The pupil projections for the catchment and / or neighbouring schools, and / or,
 - The schools in the local pupil place planning area (as determined by the Education Service).
- 6.9 Where it can be demonstrated that the number of pupils generated by a development is greater than the available capacity in the catchment, neighbouring and/or planning area of schools, the Education Authority may require a contribution to fund the provision of the additional school places or improved educational facilities required, for:
- a. 0-4 years (early years places)
 - b. 4-11 years (primary places)
 - c. 11-16 years (secondary places)
 - d. 16-19 years (post-16 provision)
 - e. For b, c and d above, a 'cost per pupil place' uplift to account for the significant percentage of Special Educational Need or Disability (SEND) children in mainstream Nottingham City schools will be applied. At the time of writing this is 15%.

Deferred or Revisited Capacity Assessments

- 6.10 Where a capacity assessment cannot reasonably be completed at the point of determining an application the City Council may defer or revisit the assessment to ensure it reflects the most up to date pupil forecasts and school capacity position.

6.11 A revised assessment may be undertaken at key stages including:

- prior to signing the S106 agreement (if negotiations are prolonged),
- prior to commencement of development,
- at the start of each phase (for multi-phase schemes),
- or where updated local evidence indicates material changes in forecast demand or available capacity.

6.12 Reassessments will use the latest Council pupil forecasts, school capacity data, and the most recent cost per place benchmarks. Contributions will be adjusted accordingly, ensuring obligations remain necessary, directly related to the development, and fairly and reasonably related in scale and kind.

7.0 How Education Section 106 planning contributions will be applied

7.1 Education Section 106 will provide funding for construction and, where required land, to provide additional capacity or to enhance existing facilities at academies or maintained schools. This will relate to creating the additional educational provision and facilities needed to accommodate the new development or ensuring a setting is in an appropriate condition to enable the related growth in pupil numbers. This may include, but is not limited to:

- a) Providing additional school places
- b) Providing new schools or school buildings
- c) Adapting, extending or enhancing existing school buildings
- d) Improving school grounds, sports and physical education facilities
- e) Developing, improving or extending SEND facilities (or other non-mainstream projects) in a special school, within a mainstream school or as a separate unit.

7.2 Planning obligations will need to allow the flexibility to direct funds appropriately within a 10-year period or such other period as may be specified within the agreement.



- 7.3 It may not always be practical or desirable to use S106 contributions to provide additional capacity at the catchment school, because, for example, the site may be constrained, detailed feasibility work may lead to a change of project, or the school may not have the infrastructure space necessary to support the increased capacity. In these circumstances, the contributions would be used to provide or enhance capacity through extension, refurbishment or re-modelling of existing schools where the needs could be best met, or towards the provision of a new school.
- 7.4 A number of faith schools and academies have their own admissions criteria and are making changes to their age range, admission arrangements and catchment areas. This, combined with pupil migration across catchments, planning areas, and the relatively small geographical area of the City as a whole requires that the Education Authority have the flexibility to use the funding at the most appropriate school(s).
- 7.5 The Council may therefore identify more than one school project in a planning obligation, whilst still meeting the general tests for a S106 Agreement of being necessary, directly related to the development and fairly and reasonably related to it². This may involve naming a primary and / or secondary school 'planning area.' Planning areas are determined locally by the Council. They include a number of schools and are primarily determined by geographical location. This will enable the Council to respond to such changing circumstances as those outlined above and in view of the long timescales which are often involved in building a new development. The wording of the relevant planning obligations should be flexible enough to enable this. The general approach will therefore be to allow the contribution to be used for the provision or enhancement of education facilities at one or more of the schools in the relevant 'planning area'. In some circumstances, it may be possible to specify 'City of Nottingham' to allow flexibility of spend, particularly in the case of providing specialist provision, for which pupils travel across the city to access.

² [Regulation 122 Community Infrastructure Levy Regulations 2010 \(as amended\)](#)

8.0 How are Education S106 contributions calculated?

- 8.1 The need for additional school places from new developments will be determined on a case-by-case basis, by assessing the estimated pupil yield against forecast demand and capacity. If there is sufficient projected capacity in the local schools, then a claim for S106 funding will not be made. In most cases the Council will apply a formula-based approach to calculate the financial contribution towards education provision that will be sought from new housing development:

$$\text{Number of dwellings} \times \text{Pupil yield factor} \times \text{Cost per pupil place} = \text{Financial contribution}$$

- 8.2 The SPD aligns with current Department for Education (DfE) guidance, 2023: 'Securing developer contributions for education', which advises that Councils should base the assumed cost of mainstream places on the relevant average regional costs published in the [latest DfE school places scorecard](#). This is published yearly by the DfE usually in June. The costs outlined in this updated SPD were published on the 26 June 2025.
- 8.3 The document states that: *“That LAs should base the assumed cost of mainstream school places on the relevant average regional costs published in the DfE school places scorecard. This allows LAs to differentiate between the average per pupil costs of a new school, permanent expansion or temporary expansion, ensuring developer contributions are fairly and reasonably related in scale and kind to the development. You should adjust the regional average to account for inflation since the latest scorecard base date.”*
- 8.4 In addition, DfE guidance suggests adjusting costs to take account of inflation and applying an additional 10% uplift, consistent with the approach used for the Basic Need Grant, to reflect the costs associated with achieving the sustainability and design standards set out in the updated School Output Specification 2021. As such, the revised suggested costs are based on the latest regional scorecard costs plus a 10% uplift. The DfE recognises that scorecard costs are derived from a sample of historic projects, which may have been delivered to earlier building standards; this approach aligns with nationally adopted practice and ensures future updates can be applied consistently and transparently. The DfE goes on to state that the scorecard costs are based on a sample of historic projects that may have been built to former building standards as follows:

“34. We recognise that scorecard costs are based on historic projects that may have been built to former standards. This uplift approach should help deliver school capital projects to higher sustainability standards, including considerations relating to buildings that are net zero carbon in operation and with additional climate resilience measures.”

- 8.5 The required Education Contribution will normally be based on the average cost per place for extension projects, as opposed to the higher cost of new build, as the Education Authority’s projects will mainly fall under this category. The exception to this will be instances where the demand created requires the development of a new school.
- 8.6 Build costs will be based on an indicative figure normally informed by national benchmarking (e.g., the DfE Scorecard, or similar report). The Council may adjust these figures using local evidence — such as costs from previous projects — or to reflect higher sustainability and design standards. This calculation will set the expected contribution at the time of the completion of the S106 Agreement. Each agreed contribution would be updated to account for inflation, using the relevant index at the time of payment. The per pupil costs will also be updated annually in accordance with updates to the DfE score cards and analysis of the most recent locally delivered expansion projects.
- 8.7 If national benchmarking figures diverge from expected build costs, recent project evidence and local and national benchmarking may be used to provide alternative cost information.
- 8.8 The per pupil costs* used for claiming S106 contributions (i.e. those used in the Council’s [S106 estimator](#)) will be published on the Council’s [S106 webpage](#). Please see Table 1 below which sets out costs per education phase and the number of places generated per 100 dwellings at the time of adopting this SPD:

Table 1: Level of contribution required 2026

Education phase	Places generated per 100 dwellings	Cost per place – 2026 SPD update ³
Primary	21	£ 23,169
Secondary	15	£ 31,867
Post-16	3	

**The per place costs will be adjusted annually for inflation and regional variation, and now in accordance with the published DfE score cards (or other appropriate local or national evidence). It is essential to check the online [S106 Estimator](#) to establish the most up to date per pupil cost.*

For uplift of costs relating to SEND pupils, see paragraphs 8.16-8.19).

Pupil yield per development type

- 8.9 All education contributions are based on an assessment of probability and averages, recognising that the precise mix of age groups and school choices cannot be known before a development is built. Site specific factors will always need to be taken into account, but the Education Authority's pupil yield methodology is based on evidence of recent developments, national guidance and local analysis of the cost of providing school places, benchmarking other LAs pupil yield rates and local pupil projections.
- 8.10 The projected demand for places generated by a proposed development is calculated using the pupil yield formula that for every 100 houses (2/3/4 bed) and 3+ bed flats built, there will be 21 pupils of primary school age, 15 pupils of (statutory) secondary school age, and 3 pupils of post-16 age generated.
- 8.11 Local Authorities are now advised by the DfE to include the additional demand for Post-16 places (16-18) within their pupil yield data and to seek contributions accordingly. Using the formula set out, it is assumed that for every 100 dwellings, there will be approximately 3 pupils generated per school year group. Although there are technically two additional year groups in the sixth form, the



average post-16 staying-on rate in Nottingham is around 50%. As a result, the number of extra places required is effectively equivalent to just one additional year group.

- 8.12 Five bed houses are uncommon for developments within the City but where a development does include 5 bed houses, they may be counted as 2 houses for the purposes of the calculation.
- 8.13 For 2 bed flats 1 primary pupil *per year group* for every 100 x 2 bed flats. Which equates to 7 primary pupils for every 100 x 2 bed flats.
- 8.14 It is assumed that smaller, younger families will be likely to be accommodated in such flats with some moving to houses before their children reach primary age and most before their children reach secondary age. The Council will not therefore claim an Education Contribution for secondary places or Post-16 for 2 bed flats, nor will it claim any contribution for 1-bed flats or houses as it is not anticipated that these will be occupied by people with children.
- 8.15 Pupil generation figures (see paragraphs 8.10-8.13) may be updated using either Council, Department for Education data, or any other valid data source.

Uplift to account for the high percentage of Nottingham City pupils with a Special Educational Need or Disability (SEND)

- 8.16 Approximately 15% of pupils in Nottingham City have a Special Education Need or Disability (SEND) or an EHCP (Education Health Care Plan). An increase in housing will lead to an increase in the need for SEND provision. The cost of funding a place in a special school is calculated at being four times the cost of mainstream provision. Despite this, the Education Authority will only seek additional funding towards the cost of supporting SEND pupils who are in mainstream provision. Therefore, it is not necessary to disaggregate the SEN pupil yield factor according to different complex needs. An additional 50% uplift for 15% of the pupil places required by a development (equating to an additional 7.5% of the original total) will be factored into the calculation of Education Contributions to account for this need.
- 8.17 Allowing the Education Provision to be used for the provision or enhancement of education facilities, will give the Education Authority the flexibility required to direct funds to appropriate SEND or other non-mainstream projects as appropriate. Such as to enable school building alterations to increase a mainstream school's capacity to cater for children with SEND, for example by creating sensory rooms or a SEND unit within a school.
- 8.18 The wording of the planning obligation will allow scope for developing, improving or extending SEND facilities (or other non-mainstream projects) in a

special school, within a mainstream school or as a separate unit. Education S106 funding could be invested in developing or enhancing SEND provision anywhere in the city, as pupils with a specific SEND may need to travel to other settings which are not necessarily within their immediate local area.

- 8.19** For SEND facilities, where practical and appropriate, the guidelines set out in [Building Bulletin 104](#) or successor documents will be followed.

Appendix 1: Methodology and formula used to calculate Education Contributions

Note: This sets out how the contribution may be calculated. The calculation will set the expected contribution at the time of the completion of the S106 Agreement. Each agreed contribution would be subject to increase by the relevant index at the time of payment.

Table A: 2 Bed Flats, Education Contribution per development
Primary Contribution Methodology
<p><i>Step 1: (Number of 2 bed flats/ pupil yield of 7 per 100 flats) x cost per primary place = A</i></p> <p><i>Step 2: SEND contribution 7.5% of A = B</i></p> <p><i>Step 3: Total primary contribution = A+B</i></p>
Secondary Contribution methodology
No secondary contribution required on 2-bed flats.
Table B: 2/3/4 Bed houses and 3+ Bed flats, Education Contribution per development
Primary Contribution Methodology
<p><i>Step 1: (Number of dwellings / pupil yield of 21 per 100 houses) x cost of primary place = A</i></p> <p><i>Step 2: SEND contribution 7.5% of A = B</i></p> <p><i>Step 3: Total primary contribution = A + B</i></p>
Secondary Contribution Methodology
<p><i>Step 1: (Number of dwellings / pupil yield of 15 per 100 houses) x cost of secondary place = A</i></p> <p><i>Step 2: SEND contribution 7.5% of A = B</i></p> <p><i>Step 3: Total secondary contribution = A + B</i></p>
Post-16 Contribution Methodology
<p><i>Step 1: (Number of dwellings / pupil yield of 3 per 100 houses) x cost of Post-16 place = A</i></p> <p><i>Step 2: SEND contribution 7.5% of A = B</i></p> <p><i>Step 3: Total Post-16 contribution = A +B</i></p>

Appendix 2: Sustainability Appraisal (SA)

Sustainability Appraisal (SA) is a statutory process, which must be undertaken for every new planning document in accordance with the Planning and Compulsory Purchase Act (2004). The purpose of SA is to assess the economic, social and environmental impacts of projects, strategies or plans, so that the preferred option promotes, rather than inhibits sustainable development.

In addition to SA, European Directive 2001/42/EC (commonly referred to as Strategic Environmental Assessment or SEA), requires that Local Authorities undertake an 'environmental assessment' of any plans and programmes they prepare that are likely to have a significant effect upon the environment. The requirements of the SEA have been incorporated into the SA for the LAPP.

An SA was carried out on the adopted Local Plan Part 2 as an integral part of the plan making process and performed a key role in providing a sound evidence base for the plan. The process appraised the social, environmental and economic effects of the LAPP from the outset through its various preparation stages. In doing so it helped to ensure that the decisions made have contributed to achieving sustainable development. Further details can be found at www.nottinghamcity.gov.uk/SA.