



Education  
Funding  
Agency

# **16 to 19 funding for 2016 to 2017**

**A field guide to the 16 to 19 sixth-form  
and academy student number and  
funding factors allocation calculation  
toolkit**

**February 2016**

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## Introduction

Peter Mucklow, National Director of Young People at Education Funding Agency has written to the sector explaining [funding for the academic year 2016 to 2017](#) for students aged 16 to 19 and students aged 19 to 25 with an education, health and care plan/learning difficulty assessment.

For the 2016 to 2017 academic year (2016/17) your 16 to 19 funding will be calculated in a similar way to 2015/16. We will still use the data that you record to calculate your future funding, the formula remains the same but there have been changes to apply the policies for condition of funding and large programmes.

You can find full details on [16 to 19 funding](#) on our website page.

This field guide aims to explain the practical detail of how we have used your data within the 16 to 19 student number and funding factors allocation calculation toolkit.

If you have any queries about this, please contact the EFA through using the email address below:

[enquiries.efa@education.gsi.gov.uk](mailto:enquiries.efa@education.gsi.gov.uk)

or by completing our [EFA enquiry form](#).

Business cases including those that relate to the data within the student number statement should only be made once institutions have received and reviewed their final allocation. We will confirm the deadline for submitting cases when we send out those allocations, but we currently expect that the deadline in most or all cases will be 8 April 2016.

## Your 16 to 19 student number and funding factors allocation calculation toolkit

To show you how we have used your data to calculate your student number statement we have prepared a 16 to 19 student number and funding factors allocation calculation toolkit for you. The toolkit includes 6 separate tabs:

**Funding factors - census** – this summarises the key elements of your 2015 autumn census data which we are using to calculate your 2016/17 funding (this replicates the information shared on your 16 to 19 student number statement).

**Aims - census** – this shows all the individual learning aims from your 2014/15 census data and identifies whether they are eligible for EFA funding and which is the student's core aim.

**Programme - census** – This is student level data which shows the core aims in 2014/15 and works out how the characteristics of what you deliver affects each part of the funding formula.

**Lagged students** – This is student level data which shows the students from the 2015/16 data that count towards the lagged student volume for 2016/17.

**Glossary - census** – a technical description of each column in the aims, programme and lagged students tabs of the workbook, including data sources used.

**Student names** – a tool to enable you to add student names to the data on the aims, programme and lagged student tabs.

If we do not have a full set of 2014/15 data for your organisation, then we have not produced a 16 to 19 student number and funding factors allocation calculation toolkit for you. In this case you can still see how the calculations are made by reviewing our anonymised example toolkit which is available on our website alongside this guidance.

### Differences between your student number statement and your 16 to 19 allocation calculation toolkit are due to:

- small differences because of rounding
- the toolkit only includes the elements that are calculated using data from your census data

In these cases your student number statement will give you the definitive position.

# Features of the 16 to 19 funding methodology

## What data have we used?

2014/15 and 2015/16 academic year data from the school census return made in autumn 2015.

## Why do we use 2014/15 data?

Your 2014/15 data is the last full-year set of data that you returned. We use this to understand the unique characteristics of your institution and its delivery.

## Why do we use 2015/16 data?

Your 2015/16 data is the latest set of enrolment data. We use this to calculate the lagged student number for your institution.

You can find a detailed description of data sources in the glossary of your allocation calculation toolkit.

## Who counts?

The criteria for students' aims to be included in the calculations of funding factors and bands for your 2016/17 funding allocation are as follows:

- students count as valid starts in the 2014/15 dataset, when they cross the appropriate qualifying period (based on the duration of the study programme). This includes 16 to 19 students, 19 to 24 high needs students and 19+ continuing students
- the qualifying period for a student to be counted is:

Planned length of programme in-year	Minimum actual time on course
24 weeks and longer	6 weeks
2 to 23 weeks	2 weeks

**Table 1: Student qualifying period**

- programmes with a duration of less than 2 weeks are not counted

## Core aim and study programme type

Within the 2014/15 census, institutions flag the core aim for each student. This is used in three ways:

- to determine whether the programme is academic or vocational
- to calculate the programme cost weighting factor
- to calculate the retention factor

In some instances, multiple core or programme aims for a student are identified across the academic year; where this has occurred we take the most recent instance as the core aim for calculation purposes.

Core aims should only be recorded for students who are undertaking a vocational study programme, however if the core aim qualification recorded is in the following categories, the study programme is classed as academic.

- A-Level (excluding General Studies or Critical Thinking)
- GCSE
- International Baccalaureate
- Pre-U Diploma
- Free Standing Maths Qualification
- Access to HE

If the student's core aim in the census is not one of the listed types the student's programme is categorised as vocational.

An issue has been identified where some institutions have failed to identify a core aim for a number of students who are undertaking a vocational study programme. Owing to the lack of a core aim these students would ordinarily be treated as academic which could affect the calculation of the retention and programme cost weighting factors resulting in a reduced allocation. The EFA have therefore identified a core aim for these students prior to the calculation of the factors using the reference data from the Learning Aims Reference Service (LARS) using the following hierarchy:

- highest guided learning hours
- highest retention status
- highest programme cost weighting factor
- minimum aim sequence number (the EFA assigns a unique ID for each learning aim within a student's programme called the aim sequence number)

The aims sheet within your allocation calculation spreadsheet shows the core aims as returned in the census (column K) and the core aim to be used in the allocation calculations including any adjustments can be seen in column L.

The funding factors sheet shows the retention and programme cost weighting factors before (cells F27 and F28) and after this correction (cells G27 and G28). This correction only applies for one year, institutions are advised to ensure that core aims are identified appropriately in future census returns.



## The 16 to 19 funding formula

All institutions are funded in the same way to teach 16 to 19 year olds (and students up to the age of 24, when they have a Learning Disability Assessment (LDA) or Education, Health and Care plan (EHCP)). Funding allocations for 2016/17 are calculated using a funding formula:

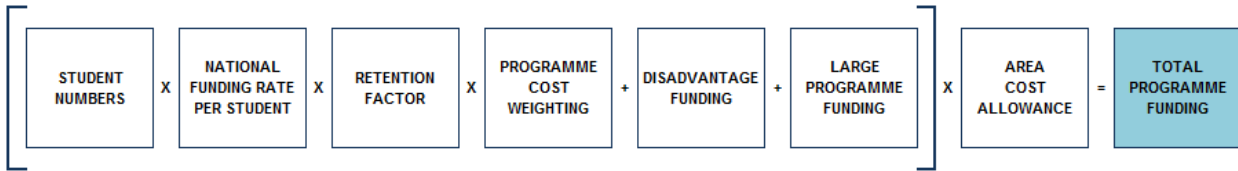


Figure 2: 16 to 19 Funding formula

There are also several additional funding elements that may or may not be relevant to your organisation:

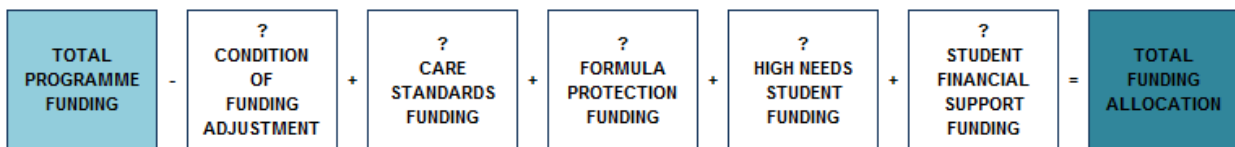


Figure 3: 16 to 19 Additional funding elements

You can find full details of the [16 to 19 funding formula](#) on GOV.UK.

## Student numbers

We measure the learning delivered by your institution by counting the number of students and looking at their programme sizes rather than the total number of qualifications studied per student.

We start by calculating your lagged student numbers to decide how many students should be included in your funding for 2016/17. The data sources we use in calculating 2016/17 funding allocations are detailed in the table below:

Institution type	Method of determining number of students attracting funding
Schools, academies, free schools, studio schools, university technical colleges	Lagged numbers based on 2015 to 2016 student numbers in autumn 2015 census. Some academies are funded on estimated numbers where their funding agreement states this.

**Table 4: Data sources for student numbers**

The criteria for students' to be included in the calculation of the lagged student volume are as follows:

- enrolment status of main or current
- national curriculum years 12, 13 and 14 (if blank the students age is used to select those aged 16 or over at the 31 August 2015)
- the student crosses the qualifying period:

Planned hours	Planned length of programme in-year	Qualifying period
450 hours or more	All durations	6 weeks
Fewer than 450 hours	>= 24 weeks	6 weeks
	2 to 23 weeks	2 weeks

**Table 5: Student qualifying period**

Programmes with a duration of less than 2 weeks are not counted.

## Student funding bands

We fund at different rates depending on the size of the programme your students are studying and in some cases their age and high needs status. The categories are:

Band	Annual timetabled hours	Category
5	540+ hours	16 and 17 year olds and students aged 18 and over with high needs*
4a	450+ hours	Students aged 18 and over who are not high needs
4b	450 to 539 hours	16 and 17 year olds
3	360 to 449 hours	All ages
2	280 to 359 hours	All ages
1	Up to 279 hours	All ages

**Table 6: Student funding bands**

Your student number statement and allocation calculation toolkit contain a table showing the distribution of students by funding bands based on your 2014/15 data. The volumes are shown in Table 1b on the funding factors sheet; this is derived from the data on the programme sheet (the funding band is taken from column X).

\* For these purposes, the definition for an 18+ high needs student is where the census indicates that a local authority has paid element 3 top-up funding or where a student has an Education Health Care Plan or a statement of SEN.

The proportions calculated from these volumes will be applied to your lagged student numbers for the 2016/17 academic year.

## Retention factor

The retention rate is calculated at student level. For students on a vocational programme, we calculate the retention rate based on the student's core aim. For students on an academic programme we calculate the retention rate based on the student continuing to study at least one of their academic aims.

Student's completion status	Percentage of funding
Student leaves before qualifying period	0%
Student leaves before planned end date and not recorded as completed	50%
Student retained to planned end date and recorded as completed	100%
Student leaves before planned end date and recorded as completed	100%

**Table 7: Retention criteria**

We convert your retention rate to a retention factor. This is because we recognise that there is a cost to your organisation, and an inherent value to educating young people, even if they don't complete their course. Therefore we fix your retention factor at a higher point than your retention rate. To calculate your retention factor:

$$\text{Retention factor} = (\text{retention rate} \div 2) + 0.5$$

## Calculation

Your 2014/15 retention factor is used to calculate your 2016/17 funding. You can see which of your students were retained on their study programme in column F of the programme sheet.

We've calculated your overall retention rate by taking the sum of student retained (column F) and dividing it by sum of student starts (column E).

We then convert your retention rate to a retention factor (as above).

You can see the result of this calculation on the funding factors sheet (G27).

## Programme cost weighting

This part of the funding formula reflects the fact that some courses are more expensive to teach than others.

Programme cost weighting is calculated using your student's core programme aim, but it is applied to their whole study programme. All academic and some vocational programmes will be funded at the base rate, but in addition there will be three higher weightings which provide an extra 20%, 30% or 75% above the base rate.

### For example:

- the base rate includes academic courses, ICT, business admin and travel and tourism
- the medium weighting (20%) includes construction, performing arts and catering
- the high weighting (30%) includes agriculture, engineering and animal care

There is also a specialist weighting (75%) where there is a requirement to run specialist facilities such as a farm or equine stables. This weighting has increased for 2016 to 2017 as set out in the [Funding guidance for young people, academic year 2015 to 2016 - funding rates and formula](#) document.

Annex A of this document shows a full list of weightings.

You can see the programme cost weighting for each of your students on the programme sheet (columns R to T).

## Calculation

You can see your overall programme cost weighting on the funding factors sheet (G28).

The calculation of the programme cost weighting uses data on the programme sheet:

- we determine the funding band (column X) using the total planned hours in the funding year (column Y)
- for students in funding bands 5 to 2, we derive a base weighting value using set hours for each band, and this is recorded as the weighting multiplier in column Z

Funding band	Annual planned hours	Weighting value used for calculation
5	540+ hours	600
4a	450+ hours	495
4b	450 to 539 hours	Mid-point 495
3	360 to 449 hours	Mid-point 405
2	280 to 359 hours	Mid-point 320
1	Up to 279 hours	Total hours

**Table 8: Base weighting values**

The weighting multiplier (column Z) is multiplied by the student's programme cost weighting factor value (column S), and the result is entered in column AB, weighted cost weighting factor.

To calculate an overall programme cost weighting for your organisation we divide the sum of weighted cost weighting factor (column AB) by the sum of weighting multiplier (column Z) for all students who meet the funding eligibility criteria (column E=1) .

You can see the result of this calculation on the funding factors sheet (G28).

## Disadvantage funding

The disadvantage funding has two elements: one based on the home postcode of your students, the other based on prior attainment of your students in English and maths GCSE.

Your disadvantage factors can be found in table 2 of the student number statement and it is divided into two blocks.

- block 1: Economic deprivation
- block 2: Prior attainment in GCSE English and maths

### Block 1: Economic deprivation

We look at where your students live in order to determine whether disadvantage funding should be allocated. To do this we look up their home postcode in the Index of Multiple Deprivation (IMD) 2015. Please note that this is a change from the previous year where we used IMD 2010 - IMD 2015 is the latest version of this index, released in September 2015. IMD is an official government index that tells us how deprived areas are based on official education, crime, health, employment, and income statistics. We then assign an uplift to those students that live in the most deprived areas of the country.

You can find out which of your students receive an uplift in the programme sheet, column D (disadvantage uplift factor).

### Calculation

You can see your overall economic deprivation factor on the funding factors sheet (G29).

The calculation of the disadvantage uplift uses data on the programme sheet:

- we determine the funding band (column X) using the total planned hours in the funding year (column Y)
- for students in funding bands 5 to 2, we derive a base weighting value (table 7) using set hours for each band, and this is recorded as the weighting multiplier in column Z
- the weighting multiplier (column Z) is multiplied by the student's disadvantage uplift factor (column D), and the result is entered in column AA, weighted disadvantage uplift

The overall disadvantage factor for your institution is the difference between the sum of weighted disadvantage uplift and the sum of weighting multiplier (column AA - Z) displayed as a percentage of the sum of the weighting multiplier (column Z) for all students who meet the funding eligibility criteria (column E=1).

## Care leavers

The number of care leavers for your institution is recorded on the student number statement (pdf version only), table 2, box 2.5. This number is taken from 16 to 19 Bursary Fund claims for the 2014/15 academic year; for vulnerable students who were 'in care' or 'care leavers'.



## Block 2: Prior attainment

We look at what grades your students attained at GCSE English and maths. We check their grades at the end of Year 11, the source for this information in the Young Peoples Matched Administrative Dataset (YPMAD) 2013/14.

The funding for students that did not get a grade C in English and/or maths will be shown on your funding allocation statement and will be calculated as follows:

Example	GCSE English below A*-C	GCSE Maths below A*-C	Funding attracted per student
Student 1	Yes		Rate x 1
Student 2		Yes	Rate x 1
Student 3	Yes	Yes	Rate x 2

Table 9: Block 2 rate example

## Calculation

Each instance of English or maths below grade C is given a value of one (thus, if a student has grades below C for maths and English, they have a value of 2). This value is then added up at organisation level and divided by the total number of students from the YPMAD, producing an organisation-level factor. You can find this in the cell named instances attracting funding per student on your student number statement (table 2, 2.6) (pdf version only).

This factor will be multiplied by the total funded students for 2016/17 to obtain a total amount of funded instances for your organisation. This is also shown in your student number statement along with additional information regarding how your disadvantage block 2 will be split between the funding bands.

## Large programmes

Funding for large programmes will be introduced for the 2016 to 2017 academic year to acknowledge that the assumption of 600 guided learning hours for full-time study programmes did not support those institutions delivering much larger study programmes in order to prepare students for work and some university courses. The uplift will provide increased funding above the national rate for students that successfully study either 4 or 5 A levels, the TechBacc or the Full International Baccalaureate. This additional funding will reflect the size of the programmes, giving institutions the ability to further help their most able students by offering them the broadest possible range of qualifications in order to fulfil their potential.

We shared large programme reports to all institutions with eligible students via document exchange in September 2015, as such your student number statement does not include this information but it will be shown on your funding allocation statement.

Full details on the criteria and funding arrangements can be found on [GOV.UK](http://GOV.UK)

## Condition of funding

Any student that does not have a maths and/or English GCSE at grades A\*-C and is not enrolled on either maths and/or English GCSE or a stepping stone qualification in academic year 2014 to 2015, and is not recorded as exempt will have an impact on your 2016/17 allocation. The [details](#) of how this will be applied (including mitigation arrangements) can be found on GOV.UK.

Table 3 on the funding factors sheet (students not meeting CoF) shows how many students you have that do not meet the condition of funding in 2014/15 compared to the totals, the table is split by funding band.

You can see which students do not meet the condition of funding on the programme sheet where column I = 0. This has been derived from the census; English and maths GCSE highest prior attainment, funding exemption and the details of the learning aims the student is studying. The student's English status is shown in column G and their maths status is shown in column H. Where either of these columns = 0 (does not have English/maths, not studying English/maths) the student will be counted as not meeting the condition of funding.

## Area cost allowance

Some areas of the country are more expensive to teach in; the area cost allowance reflects this, and is normally based on your institution's address, except for a small number of institutions which deliver provision in different locations where it is based on the delivery postcodes for that provision.

Area	Uplift 2016/17	Factor
London A (Inner London)	20%	1.2
London B (Outer London)	12%	1.12
Berkshire (fringe and non-fringe)	12%	1.12
Crawley	12%	1.12
Surrey	12%	1.12
Buckinghamshire fringe	10%	1.1
Hertfordshire fringe	10%	1.1
Buckinghamshire non-fringe	7%	1.07
Oxfordshire	7%	1.07
Essex fringe	6%	1.06
Kent fringe	6%	1.06
Bedfordshire	3%	1.03
Hertfordshire non-fringe	3%	1.03
Cambridgeshire	2%	1.02
Hampshire and Isle of Wight	2%	1.02
West Sussex non-fringe	1%	1.01
Rest of England	0%	1

**Table 10: Area cost factors**

The area cost allowance can be found on your student number statement (table 2, 2.3) (pdf version only).

## Annex A: Programme cost weightings by sector subject area tier 2

SSA tier 2 code	SSA tier 2 description	Programme cost weight banding	Programme cost weighting factor
1	Health, Public Services and Care	Base	1
1.1	Medicine and Dentistry	Base	1
1.2	Nursing and Subjects and Vocations Allied to Medicine	Base	1
1.3	Health and Social Care	Base	1
1.4	Public Services	Base	1
1.5	Child Development and Well Being	Base	1
2	Science and Mathematics	Base	1
2.1	Science	Base	1
2.2	Mathematics and Statistics	Base	1
3	Agriculture, Horticulture and Animal Care	High/Specialist <sup>1</sup>	1.3/1.75
3.1	Agriculture	High/Specialist	1.3/1.75
3.2	Horticulture and Forestry	High/Specialist	1.3/1.75
3.3	Animal Care and Veterinary Science	High/Specialist	1.3/1.75
3.4	Environmental Conservation	High/Specialist	1.3/1.75
4	Engineering and Manufacturing Technologies	Medium	1.2
4.1	Engineering	Medium	1.3
4.2	Manufacturing Technologies	Medium	1.3
4.3	Transportation Operations and Maintenance	Medium	1.2

<sup>1</sup> The high weighting (30%) includes non-specialist agriculture and animal care. The specialist weighting (75%) applies where there is a requirement to run specialist facilities such as a farm or equine stables.

<b>SSA tier 2 code</b>	<b>SSA tier 2 description</b>	<b>Programme cost weight banding</b>	<b>Programme cost weighting factor</b>
5	Construction, Planning and the Built Environment	Medium	1.2
5.1	Architecture	Medium	1.2
5.2	Building and Construction	Medium	1.2
6	Information and Communication Technology	Base	1
6.1	ICT Practitioners	Medium	1.2
6.2	ICT for Users	Base	1
7	Retail and Commercial Enterprise	Medium	1.2
7.1	Retailing and Wholesaling	Medium	1.2
7.2	Warehousing and Distribution	Base	1
7.3	Service Enterprises	Medium	1.2
7.4	Hospitality and Catering	Medium	1.2
8	Leisure, Travel and Tourism	Base	1
8.1	Sport, Leisure and Recreation	Base	1
8.2	Travel and Tourism	Base	1
9	Arts, Media and Publishing	Base	1
9.1	Performing Arts	Medium	1.2
9.2	Crafts, Creative Arts and Design	Medium	1.2
9.3	Media and Communication	Base	1
9.4	Publishing and Information Services	Base	1
10	History, Philosophy and Theology	Base	1
10.1	History	Base	1
10.2	Archaeology and Archaeological Sciences	Base	1

<b>SSA tier 2 code</b>	<b>SSA tier 2 description</b>	<b>Programme cost weight banding</b>	<b>Programme cost weighting factor</b>
10.3	Philosophy	Base	1
10.4	Theology and Religious Studies	Base	1
11	Social Sciences	Base	1
11.1	Geography	Base	1
11.2	Sociology and Social Policy	Base	1
11.3	Politics	Base	1
11.4	Economics	Base	1
11.5	Anthropology	Base	1
12	Languages, Literature and Culture	Base	1
12.1	Languages, Literature and Culture of the British Isles	Base	1
12.2	Other Languages, Literature and Culture	Base	1
12.3	Linguistics	Base	1
13	Education and Training	Medium	1.2
13.1	Teaching and Lecturing	Medium	1.2
13.2	Direct Learning Support	Medium	1.2
14	Preparation for Life and Work	Base	1
14.1	Foundations for Learning and Life	Base	1
14.2	Preparation for Work	Base	1
15	Business, Administration and Law	Base	1
15.1	Accounting and Finance	Base	1
15.2	Administration	Base	1

<b>SSA tier 2 code</b>	<b>SSA tier 2 description</b>	<b>Programme cost weight banding</b>	<b>Programme cost weighting factor</b>
15.3	Business Management	Base	1
15.4	Marketing and Sales	Base	1
15.5	Law and Legal Services	Base	1
NA	Not Applicable/ Not Known	Default	1
U	Unknown	Default	1
X	Not Applicable	Default	1

**Table 11: Programme cost weightings**





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