Department for Education

16 to 19 funding uplift survey

Research report

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This research report was written before the new UK government took office on 5 July 2024. As a result, the content may not reflect current government policy.

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Executive Summary

Background

In July 2023, DfE announced £470m investment across financial years 2023-24 and 2024-25 to support colleges and other providers to address key priorities as they saw fit, including tackling recruitment and retention challenges.

This investment built upon subject specific funding announced in January 2023 including to uplift programme cost weightings in 16 to 19 funding for engineering and manufacturing, construction, and digital subject areas.

This funding is non-ringfenced; therefore, providers retain flexibility to target the funding as appropriate to their local context. The DfE commissioned this survey to understand how providers are allocating this funding along with any emerging impacts.

Survey approach

Further education providers were invited to complete an online survey open between 26th February and 26th April 2024. Email reminders were issued, and follow-up telephone chaser calls took place to encourage providers to respond. The survey was sent to 366 providers out of 516 overall sample and 128 providers completed the survey, resulting in a response rate of 35%. The 128 providers comprised, 79 colleges, 22 16 to 19 providers, 16 other provider types, nine local authorities, and two universities. Please note that all findings are from self-reported responses and should be taken in that context.

Funding allocation status and priorities

- The majority (88%) of providers reported that they had allocated the additional funding and started spending. This figure was higher for colleges (97%).
- Spending priorities included: teaching staff recruitment and retention (93% for all; 97% for colleges), and non-teaching staff recruitment and retention (70% for all and 83% for colleges).
- Within the open responses, some providers noted that it was difficult to allocate general funding increases to specific actions as the budget is looked at across the provider as a whole.

How the funding was used

- Overall, 78% of providers (95% of colleges) reported that they had used the funding to provide a uniform percentage pay rise for all existing **teaching staff**.

- Overall, 81% of all providers (91% of colleges) reported that they had provided a uniform percentage pay rise to all existing **non-teaching staff**.
- Just over half (53%) of all providers reported that they had awarded a uniform percentage pay rise to **both teaching and non-teaching staff**. For colleges, the figure was 73%.
- Analysis of the open responses from providers show that a common reason for offering a pay rise was a perceived need to attract staff to vacant roles. Encouraging existing staff retention was also a key theme noted by providers. Providers also noted the need to respond to the cost-of-living crisis via pay awards.

Pay awards

- Three-quarters of providers (76%) and over nine in ten (95%) of colleges agreed that the increase in funding had enabled them to offer a higher base pay award in the 2023/24 academic year than would otherwise have been possible.
- In total, 60% of all providers completing the survey reported making a pay award of 6.5% or above for **teaching staff** in the 2023/24 academic year. In terms of colleges specifically, 80% made a pay award of 6.5% or above. Figures are comparable for awards for non-teaching staff.
- Average pay awards for the 2023/24 academic year were significantly greater than they were for the previous two academic years, when the average award across **all** surveyed providers was below 4%.
- As might be anticipated, providers with a lower total amount of 16 to 19 funding reported being less able to make improved pay awards in the 2023/24 academic year. This is to be expected given the way in which the additional funding was distributed.
- Had it not been for the funding uplift, providers felt they would have made a pay award of less than 3% on average for the 2023/24 academic year.
- Differences in awards over the years are more pronounced for particular provider types. General Further Education Colleges had provided lower than average pay awards for the 2021/22 and 2022/23 academic years (1.55% and 3.35% respectively). For the 2023/24 academic year however, four-fifths (80%) of GFEC's were able to provide a pay award of 6.5% or more for their teaching staff (with an average pay award of 6.43%).
- Without the funding uplift, on average General Further Education Colleges felt they would have been able to make a pay award for teaching staff of 2.58% for the 2023/24 academic year, a lower figure than, for example, a 4% average across Sixth Form Colleges.

- Findings also suggest funding has positively enabled some providers to maintain existing wider benefits for staff that were at risk of being cut.
- Providers felt that pay remains a significant issue in the FE sector and felt that it requires further and continued redress to ensure that any positive short-term impacts on recruitment and retention can be sustained.

How the Additional Programme Cost Weighting Investment was used

- Just over half of all providers (56%), and 71% of colleges in receipt of the increased weighting for engineering and manufacturing, construction and digital subject areas reported that they had increased spending on these subjects.
- Providers were most likely to have spent this additional funding on teaching resources and equipment (45% for all providers; 46% for colleges) and current teaching staff costs, including pay rises (42% for all providers; 46% for colleges).
- In the open comments, providers noted, alongside the need to increase spend on teaching resource, that funding had also been used to cover increased materials costs due to inflation.

Emerging perceptions of impact

- Areas where the funding was perceived to be having the **most impact** were in relation to the ability to offer a greater uplift in salary than in 22/23 (77%), and the ability to increase or maintain teaching quality through recruitment and retention (74%).
- Overall, 67% disagreed with the statement ‘pay is now competitive enough to attract all the teaching staff we need’ which suggests that although the salary uplift has improved competitiveness in the short term, providers did not feel this would be enough over the longer term.
- This was reflected in the open comments from providers who noted that, although the funding uplift was very welcome, and they had observed some early positive impact on recruitment and retention, they felt further uplifts would be required to ensure they can attract and retain all the teaching staff they will need in the future.

Introduction

Policy background

In July 2023, DfE announced £470m of investment over financial years 2023-24 and 2024-25 to support 16 to 19 providers to address key priorities as they saw fit, including tackling recruitment and retention issues in high-value technical, vocational, and academic provision which are of critical importance to economic growth and prosperity. This was delivered via 16 to 19 core funding.

This investment built upon subject specific funding announced in January 2023, including to uplift programme cost weightings in 16 to 19 funding for engineering and manufacturing, construction, and digital subject areas. Programme cost weightings (PCWs) are one element of the 16 to 19 funding formula used to calculate 16 to 19 funding allocations. PCWs recognise that some subjects cost more to deliver.

The funding increases as part of these investments are non-ringfenced and therefore providers retain flexibility to target the funding as appropriate to their local context.

DfE commissioned this baseline survey to identify monitoring information and fidelity of the policy, along with any emerging impacts.

Survey approach

DfE supplied a list of FE providers including most FE providers' general contact emails and telephone numbers from the GIAS[1] database. Due to the universality of the policy and the small population, all FE providers who received this specific funding (516 providers) were included in the survey sample. The amount of additional funding ranged from a few hundred pounds to just over four million. Just over half (54%) had received additional funding of £100,000 or less.

At the end of January 2024, DfE sent an introductory email to all 516 providers who were in receipt of additional funding with information on the purpose and scope of the survey along with a link to an online form (hosted by Qa Research). Providers were asked to complete the online form with the contact details of the person in their organisation who would be most appropriate/able to complete the survey. This was an important step as the survey respondents were required to understand the finances and spend of the provider, comment on spending priorities, access historical data on pay awards, and have an overview of emerging impact.

[1] https://get-information-schools.service.gov.uk/

Following a reminder email from DfE sent at the end of March, and chaser telephone calls to providers, a total of 366 providers completed the contact form or identified an appropriate contact during a chaser call. A link to the online survey was sent to these 366 contacts. Three email reminders were sent and telephone chaser calls (including the option of completing the survey over the phone) took place to encourage providers to respond. A total of 128 providers completed the survey, resulting in a response rate of 35%. The 128 providers comprised, 79 colleges, 22 16 to 19 providers, 16 other provider types, nine local authorities, and two universities.

Survey themes

The survey sought to answer the following research questions:

- How have FE providers spent their funding so far?
- How do FE providers plan to spend the remaining funding?
- How have providers spent/plan to spend the PCW funding on engineering and manufacturing construction and digital subject areas?
- Have FE providers used/plan to use the funding to support FE teacher recruitment and retention?
- How does spend vary across FE providers? E.g., region, subject (including high value), provider type, amount allocated
- What pay awards were given to staff for 23/24? Including pay uplifts and non-salary financial incentives
- What headline pay awards were given over the past 5 years?
- What benefits, perceptions of impact, and challenges can be observed so far and what could they expect in the future?

Detailed questionnaire content can be found in Appendix A.

This report

This report presents the findings from the survey. Percentages are rounded to zero decimal points. As a result, figures may not sum to 100%.

All reported base sizes exclude those who did not provide an answer or selected the option ‘don’t know.’ Comparisons discussed in the report are statistically significant at the 95% level unless stated otherwise.

When a ~ symbol is used within the report this means that the base size is equivalent to five providers or less, the symbol is used to preserve anonymity.

Research limitations

Please note that all findings are from self-reported responses and should be taken in that context. Based on the response rate of 35%, this results in a standard error of +/-8% (at the 95% confidence level). This means, for example, that if the observed statistic for any question is 50%, then if the research was repeated, this percentage will be no less than 42% and no more than 58%. The standard error is calculated on the basis of the total number of possible respondents and the number that have responded to the survey.

Respondent profile

In total 128 providers completed the survey. The majority of surveys were completed by representatives in Senior Management Teams (30%), Principals/CEOs (29%) and Chief Finance Officers (27%).

Tables 1, 2, and 3 show the differences in response rates by provider type, region, and total amount of 16 to 19 funding.

Table 1: Response rate by type of provider

Provider type	**Total no.**	**No. completing survey**	**% of respondents from provider type**
16-19 provider	114	22	19%
Other types	121	16	13%
Local authority	47	9	19%
Universities	16	2	13%
Colleges - all	218	79	36%
College sub-type			
General Further Education College	158	64	41%
Land-based college	11	7	64%
Sixth Form College (General)	29	6	21%
Sixth Form College (Voluntary Aided)	14	2	14%
Total	**516**	**128**	

College representatives were more likely to complete a survey compared to other provider types. In total, 36% of colleges completed a survey.

When considering whether a proportionate breakdown of responses was achieved by type of provider, colleges were slightly over-represented in the survey responses and all other provider types were slightly under-represented.

Table 2: Response rate by region

Region	Total no.	No. completing survey	% of respondents from provider type
East Midlands	41	11	27%
East of England	35	7	20%
London	68	9	13%
North East	38	10	26%
North West	92	24	26%
South	7	3	43%
South East	72	24	33%
South West	60	12	20%
Wales	2	0	0%
West Midlands	50	18	36%
Yorkshire and the Humber	51	10	20%
Total	**516**	**128**	

In terms of region, the largest number of completed surveys came from providers in the North West (n=24) and the South East (n=24). Proportionately, the highest response rates (based on the total number of providers in that region) came from providers in the South (43%) and the West Midlands (36%).

When considering whether a proportionate breakdown of responses was achieved by region, providers in London were slightly under-represented in the achieved sample and providers in the West Midlands and the South East slightly over-represented.

Table 3: Response rate by total amount of 16 to 19 funding

Level of core funding	Total no.	No. completing survey	% of respondents from provider type
Under £250,000	125	16	13%
£250,000-£499,999	73	17	23%
£500,000 - £999,999	55	7	13%
£1,000,000 - £4,999,999	51	10	20%
£5,000,000 - £9,999,999	42	14	33%
£10,000,000 - £19,999,999	104	36	35%

Level of core funding	Total no.	No. completing survey	% of respondents from provider type
Over £20,000,000	66	28	42%
Total	**516**	**128**	

Providers with total 16 to 19 funding of less than one million were somewhat under-represented in the achieved sample. Providers with total 16 to 19 funding of over a million were over-represented in the achieved sample.

Funding allocation status and priorities

Key Findings

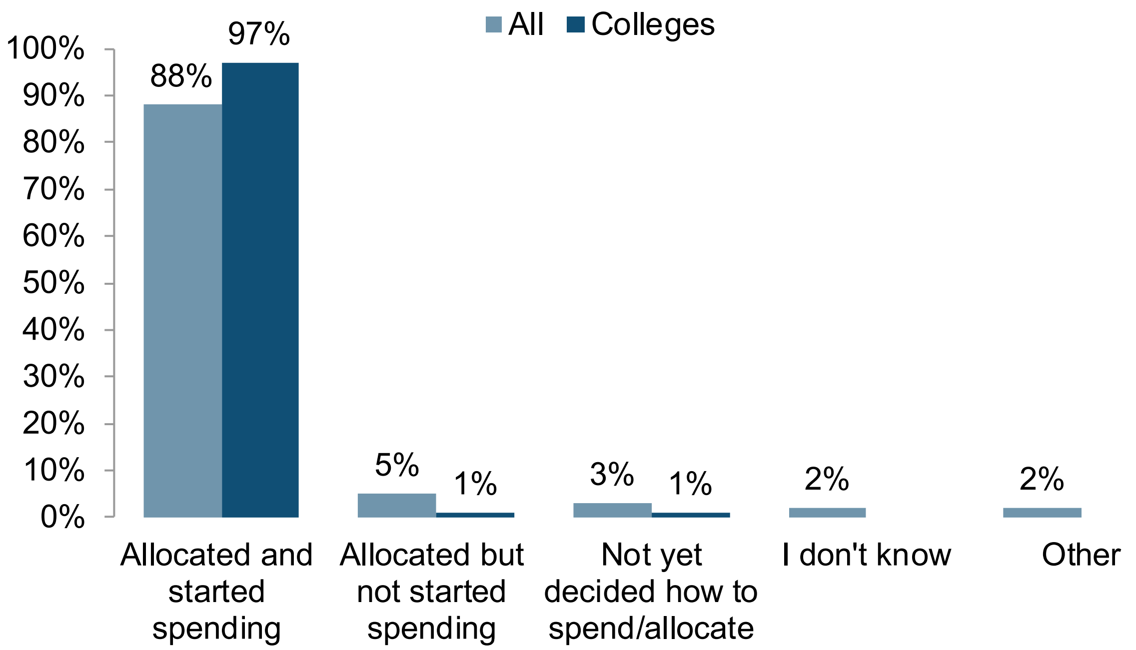
The majority, (88%), of providers reported that they had allocated the funding and started spending. This figure was higher for colleges (97%).

Key priorities included: teaching staff recruitment and retention (93%; 97% for colleges), and non-teaching staff recruitment and retention (70% for all and 83% for colleges).

Funding allocation status

Respondents were asked to select, from a list, the statement that best described the current position of their organisation regarding the additional funding.

Figure 1: Reported funding allocation status



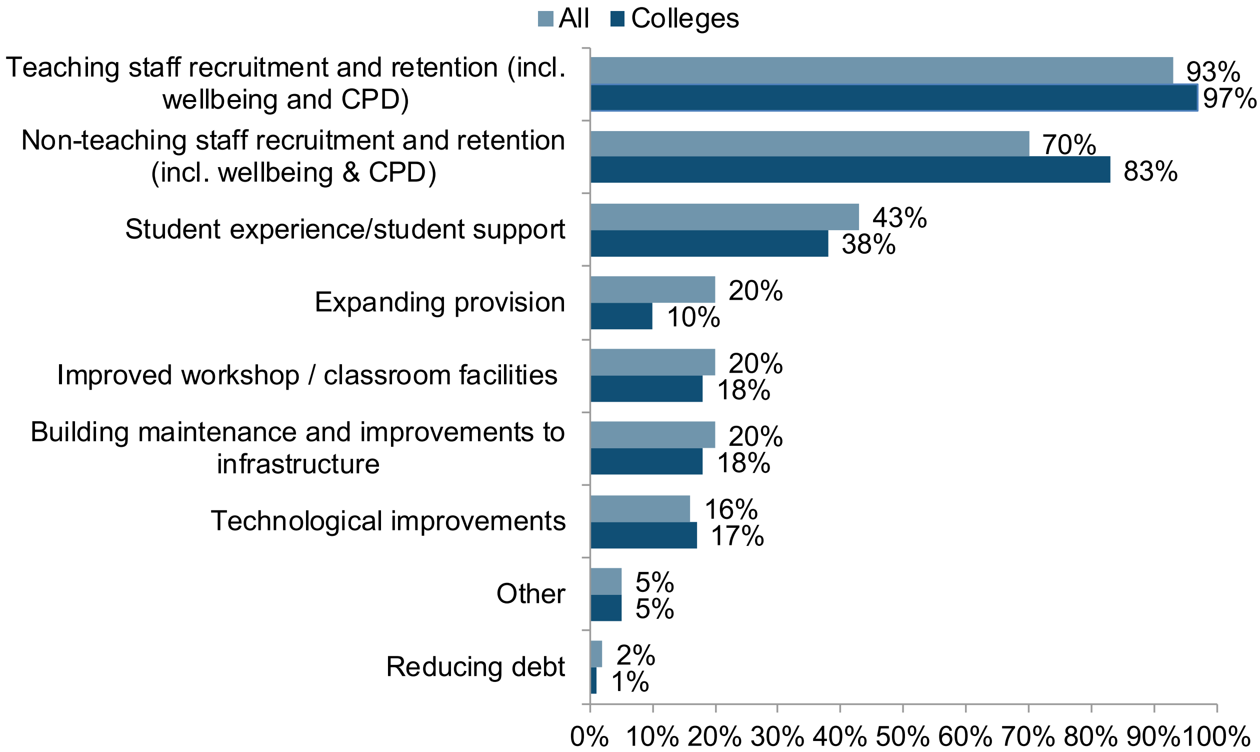
Base: All: 128; Colleges: 79

The majority, (88%), of providers reported that they had allocated the funding and started spending. This figure was higher for colleges (97%). Four providers (two 16 to 19 providers; one college; and one other provider type) gave an ‘other’ response to this question. One noted that the funding did not meet the operational costs of their business, another was unsure about the nature of the funding in question, and two noted that the decision was in progress.

Funding priorities

Respondents were asked to identify, from a list of options, the key priorities that the additional funding will address for their organisation.

Figure 2: Funding priorities



Base: All: 122; Colleges: 78

For the majority of providers (93%; 97% for colleges), the priorities reported included teaching staff recruitment and retention, and non-teaching staff recruitment and retention (70% for all and 83% for colleges). Six providers noted ‘other’ priorities, including offsetting inflation-driven operational costs, team building and confidence/self-esteem building activities, and reducing an income and expenditure budget deficit.

How the funding was used

Key Findings

Overall, 78% of providers (95% of colleges) reported that they had used the funding to provide a uniform percentage pay rise for all existing **teaching staff**.

Overall, 81% of all providers (91% of colleges) reported that they had provided a uniform percentage pay rise to all existing **non-teaching staff**.

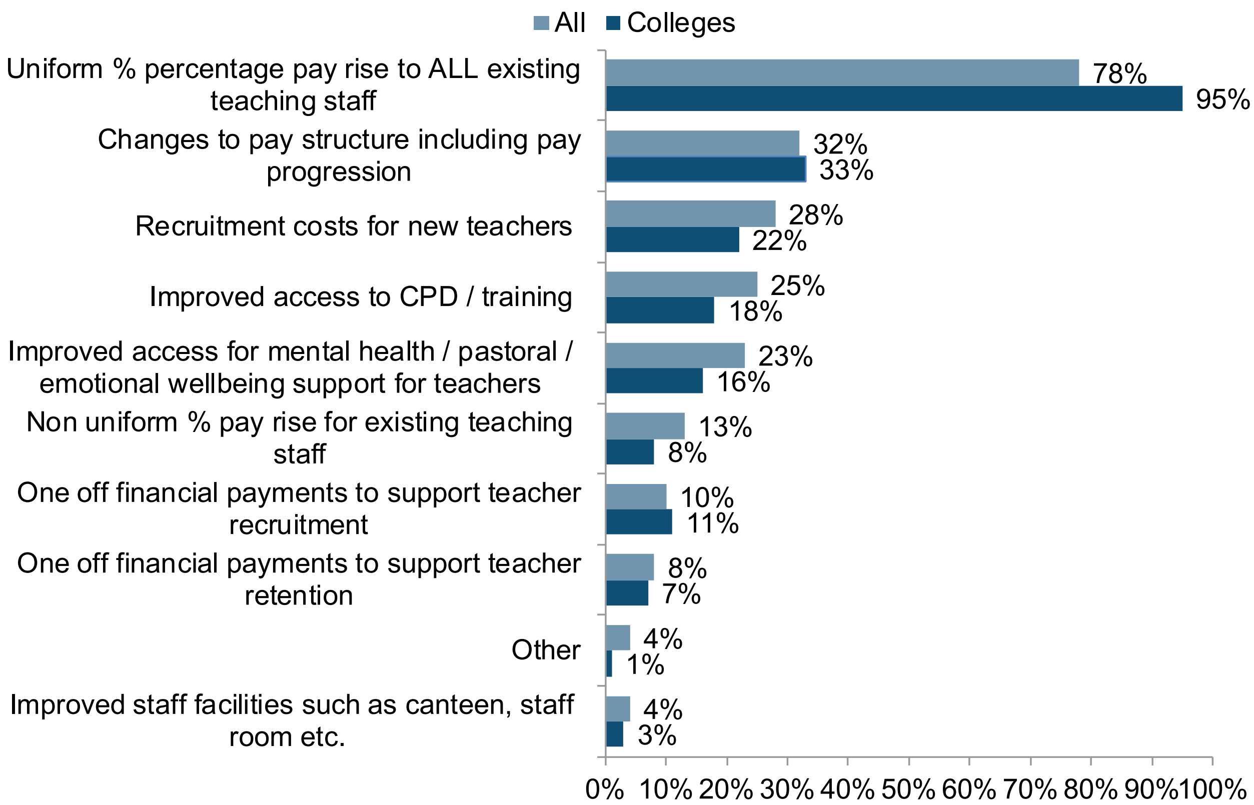
Just over half (53%) of all providers reported that they had awarded a uniform percentage pay rise to **both teaching and non-teaching staff**. For colleges, the figure was 73%.

Analysis of the open responses from providers show that a common reason for offering a pay rise appears to have been a need to attract staff to vacant roles. Encouraging existing staff retention was also a key theme alongside the need to respond to the cost-of-living crisis.

Teaching staff

Respondents were asked to identify, from a list of options, how they had spent the funding in relation to teaching staff.

Figure 3: How the funding was used – teaching staff (multiple response)



Base: All: 114; Colleges: 76

Overall, 78% of providers (95% of colleges) reported that they had used the funding to provide a uniform percentage pay rise for all existing teaching staff. Around a third (32% of all providers, and 33% of colleges) had also used the funding to make changes to pay structure, including pay progression.

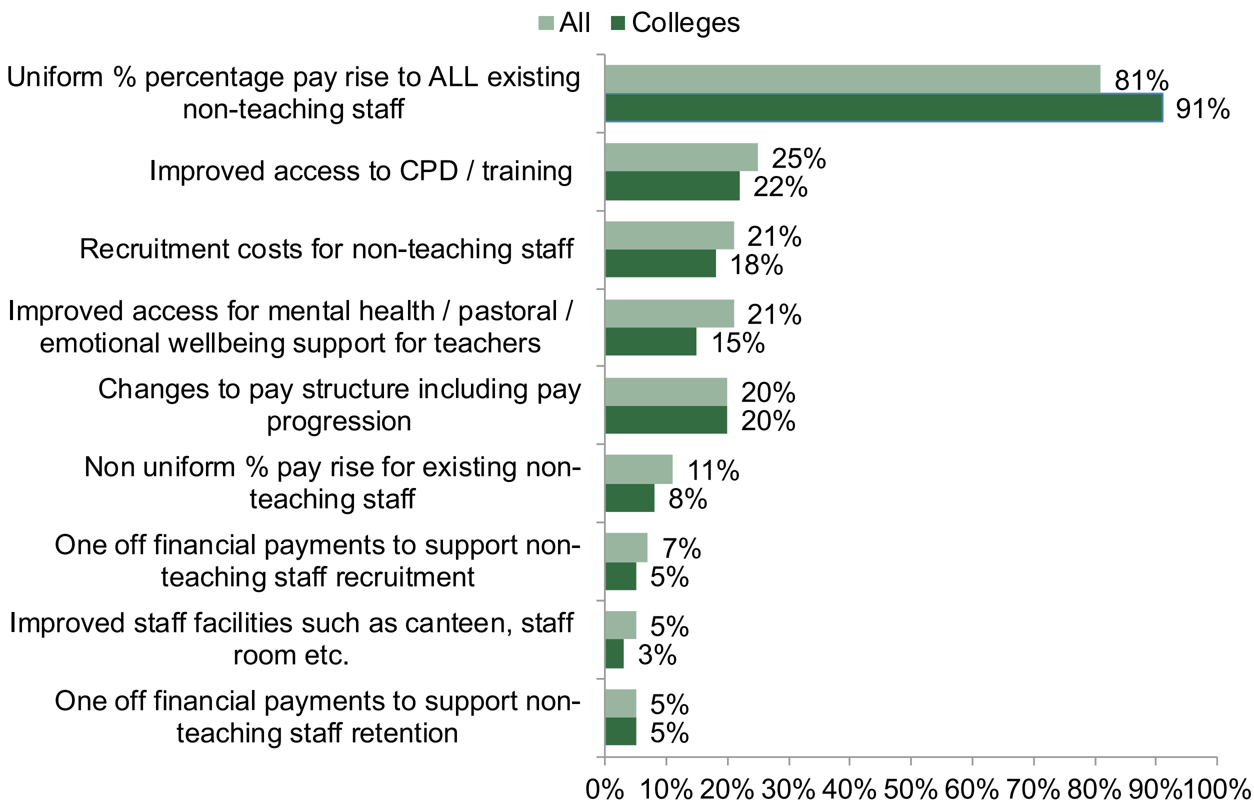
Non-uniform pay rise approaches

Providers that had chosen to take a non-uniform approach to pay rises had mainly provided greater increases for specific hard to recruit/retain subject teachers or provided increases for individuals on lower salaries (e.g., new career teachers).

Non-teaching staff

Respondents were asked to identify, from a list of options, how they had spent the funding in relation to non-teaching staff.

Figure 4: How the funding was used for non-teaching staff



Base: All: 85; Colleges: 65

Overall, 81% of all providers (91% of colleges) reported that they had provided a uniform percentage pay rise to all existing non-teaching staff. Around a quarter (25% for all providers; 22% for colleges) had improved access to CPD/training for non-teaching staff through the funding.

Non-uniform pay rise approaches

Providers that chose to take a non-uniform approach to pay rises, had mostly provided greater increases for individuals on lower salaries (e.g., admin staff).

Reasons for choosing to offer a pay rise

Respondents were asked (as an open question) to outline their organisation's reasons for choosing to use the funding to offer a pay rise to teaching/non-teaching staff. The most common themes included the need to attract staff to vacant roles and to encourage existing staff retention in the context of a historical disparity in FE teacher pay compared with school staff and industry.

> "We have faced a series of hard to fill vacancies which is partially attributed to uncompetitive salary levels." [College, South East]

> "Desperate need to close the gap between school and college pay (didn't achieve that as schools got 6.5% and we could only award 5%) but better than nothing." [College, East of England]

> "We are a small ITP from the charitable sector and our pay structures are not fully aligned to the main college sector. To attract and retain we felt we needed to bridge this gap." [16 to 19 provider, East Midlands]

> "Pay was becoming a crisis. Our staff turnover had reached 27% with staff being attracted by higher salaries offered by schools, universities and others." [College, East of England]

> "Only 3 pay awards made in the last 10 years, 1 unconsolidated. Pressure created by consistent/significant NLW pay awards at the lower end means there is now only £3.33 diff between the NLW & teachers." [College, North East]

A need to mitigate cost of living pressures also featured frequently in responses from all provider types.

> "In response to the general cost of living increases, and to raise pay where possible in line with increases to the minimum wage raises to ensure skilled posts are remunerated at a higher level." *[16 to 19 provider, Yorkshire & The Humber]*

> "Cost of living pressures and inflation leading to a duty to support our staff." *[College, East of England]*

Other themes, although less frequent, included a need to avert strike action, and the perception that the funding was intended to be used for a pay rise.

> "Concern about the reducing real wage of our staff. Threat of UCU strike." *[College, Yorkshire & The Humber]*

> "Staff recruitment and retention was an increasing challenge for the college. The DfE intention was that the funding was to address these issues." *[College, West Midlands]*

These factors in combination drove the decision to offer a pay rise for teaching and non-teaching staff for all provider types.

Sub-group analysis

Attracting staff to vacant roles appeared to be of particular concern for those providers who self-defined as having benefited from the additional Programme Cost Weightings investment for specific subjects (e.g., engineering, digital etc.) – please see Appendix B for a full list of subjects. These providers were more likely to cite attracting staff to vacant roles as a reason for choosing to offer a pay rise, compared to those who did not receive PCW uplift.

Reasons for choosing not to offer a pay rise or use funding for staff recruitment and retention

In total, 11 providers reported that they chose to not offer a pay rise or use the funding for staff recruitment and retention; no colleges gave this response. The provider types in this category included 16 to 19 providers, local authorities, other types of provision, and universities. The main reasons for this included the view that the funding received was not sufficient to allow for a pay rise, or that this would be a wider organisational decision, not necessarily within the remit of the respondent.

A total of 7 providers noted that they did not intend to use the funding for staff recruitment and retention; two colleges gave this response. The main reasons given for this included the fact that funding was being used in other areas, or that there was not an immediate need to use the funding to address staff recruitment or retention.

Pay awards

The survey asked providers to specify the average pay award granted to staff for each of the past three academic years[2]. Whilst the average pay awards granted are discussed below, it is important to note that this data is self-reported by providers and not verified. As such, caution should be exercised when considering these results.

Key Findings

Pay awards for the 2023/24 academic year were significantly greater than they were for the previous two academic years.

A majority of providers (60% of all providers and 80% of all surveyed colleges) had made a pay award of 6.5% or above for the 2023/24 academic year.

Providers reported that the funding uplift has been key in being able to offer a higher pay award. Had it not been for the uplift, 82% of providers felt they would have made a pay award of less than 5% for the 2023/24 academic year, for 52% this would have been less than 3%.

Data suggests the funding uplift has been key to higher pay awards across all providers, but differences in awards over the years are more pronounced for particular provider types. General Further Education Colleges had provided lower than average pay awards for the 2021/22 and 2022/23 academic years (1.55% and 3.35% respectively. For the 2023/24 academic year however, four-fifths (80%) of GFEC's were able to provide a pay award of 6.5% or more for their teaching staff (with an average pay award of 6.43%).

When asked whether a pay rise would've been offered in the absence of the funding uplift, all GFECs who responded to the survey said they would not have offered a pay rise of 6.5% or above. On average General Further Education Colleges felt they would have been able to make a pay award for teaching staff of 2.58% for the 2023/24 academic year, a lower figure than, for example, the 4% average across Sixth Form Colleges.

Findings also suggest funding has enabled some providers to maintain existing wider benefits for staff that were at risk of being cut.

Providers felt that pay remains a significant issue in the FE sector and felt that it requires further and continued redress to ensure that any positive short-term impacts on recruitment and retention can be sustained.

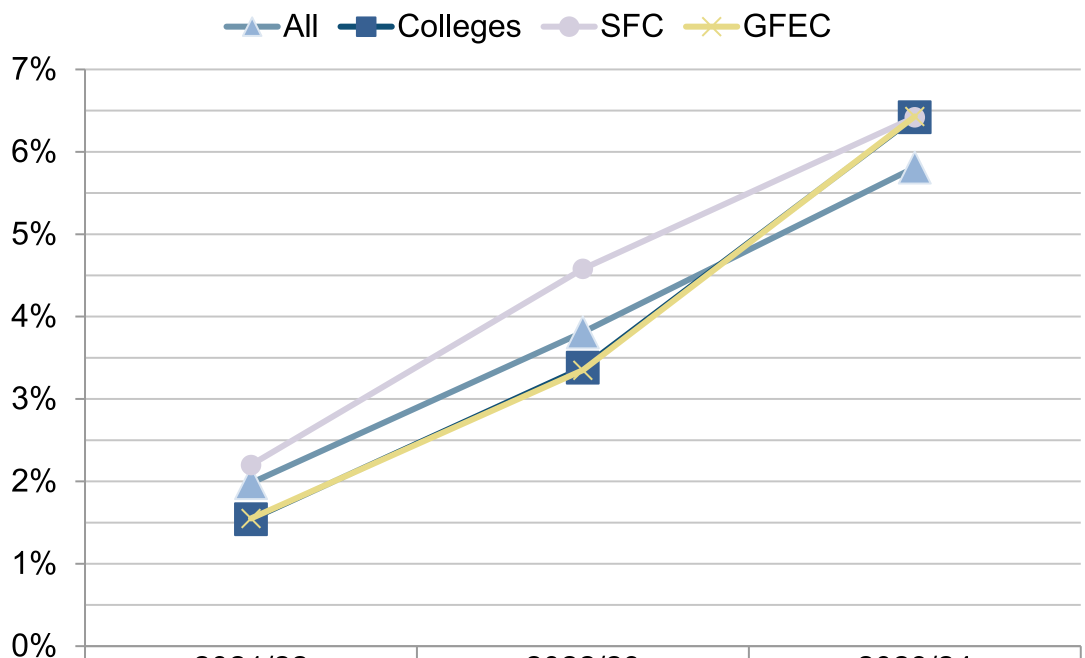
[2] The base figures vary, as a 'don't know' response option was available to those unable to provide an answer.

Teaching staff

Providers who completed the survey reported an average pay award of 5.81% for teaching staff in the 2023/24 academic year. Figures ranged from 0.1% up to a high of 13.7%.

Across all colleges completing a survey, the average pay award for the 2023/24 academic year was higher at 6.42%. Figures ranged from 2.5% up to a high of 11.3%.

Figure 5: Average pay award for teaching staff over the past three academic years



	2021/22		2022/23		2023/24	
All	1.98	Base:93	3.81	Base:110	5.81	Base:115
Colleges	1.54	Base:63	3.38	Base:72	6.42	Base:75
SFC	2.20	Base:~	4.58	Base: 6	6.42	Base:6
GFEC	1.55	Base:51	3.35	Base:60	6.43	Base:60

The data for Colleges and GFEC are represented by one line due to the results being very similar.

Base: variable (shown on chart)

As shown in Figure 5 there is a more discernible difference in pay award for the 2023/24 academic year for General Further Education Colleges compared to pay awards in the two previous academic years. General Further Education Colleges had lower than average pay awards for teaching staff for the academic years 2021/22 and 2022/23 (1.55% and 3.35% respectively), increasing to an average of 6.43% for the 2023/24 academic year.

Table 4 shows a majority of providers (60% of all providers and 80% of colleges) had made a pay award of 6.5% or above for the 2023/24 academic year.

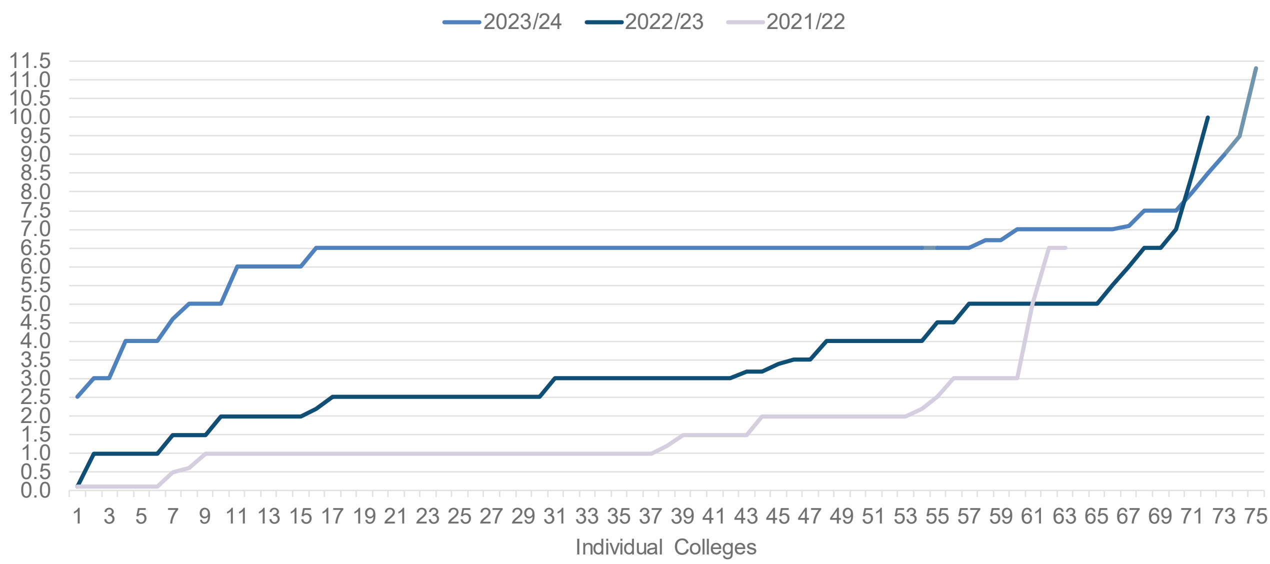
Table 4: 2023/24 Pay Awards for Teaching Staff

2023/2024 Pay award for teaching staff	No. providers	%	Colleges only	%
Average award - all providers		5.81%		6.42%
Number awarding less than 3%	7	6%	~	<5%
Number awarding less than 5%	30	26%	7	9%
Number awarding less than 6.5%	46	40%	15	20%
Number awarding 6.5% or more	69	60%	60	80%

Base: All: 115; Colleges: 75

The full range of pay awards amongst all colleges surveyed can be seen in Figure 6.

Figure 6: College pay awards for teaching staff over the past three academic years



Base: 2023/24: 75; 2023/23: 72; 2021/23: 63

Findings suggest the average pay award for the 2023/24 academic year is linked to the providers' total level of 16 to 19 funding as shown in Table 5. Whilst providers with 16 to 19 funding of less than £250k gave an average pay award of 3.90% for teaching staff in the 2023/24 academic year, this increases to an average of 6% or more amongst providers with 16 to 19 funding of £5,000,000 or more. This is to be expected given the way in which the additional funding was distributed. However this should be taken with some caution in the absence of the data illustrating total college income and the proportion of the 16-19 funding.

Table 5: 2023/24 Pay Awards for Teaching Staff by total amount of 16 to 19 Funding

Level of Core Funding	Teaching Staff - average award
Under £250,000	3.90%
£250,000-£499,999	4.97%
£500,000 - £999,999	4.40%
£1,000,000 - £4,999,999	4.92%
£5,000,000 - £9,999,999	6.38%
£10,000,000 - £19,999,999	6.53%
Over £20,000,000	6.49%

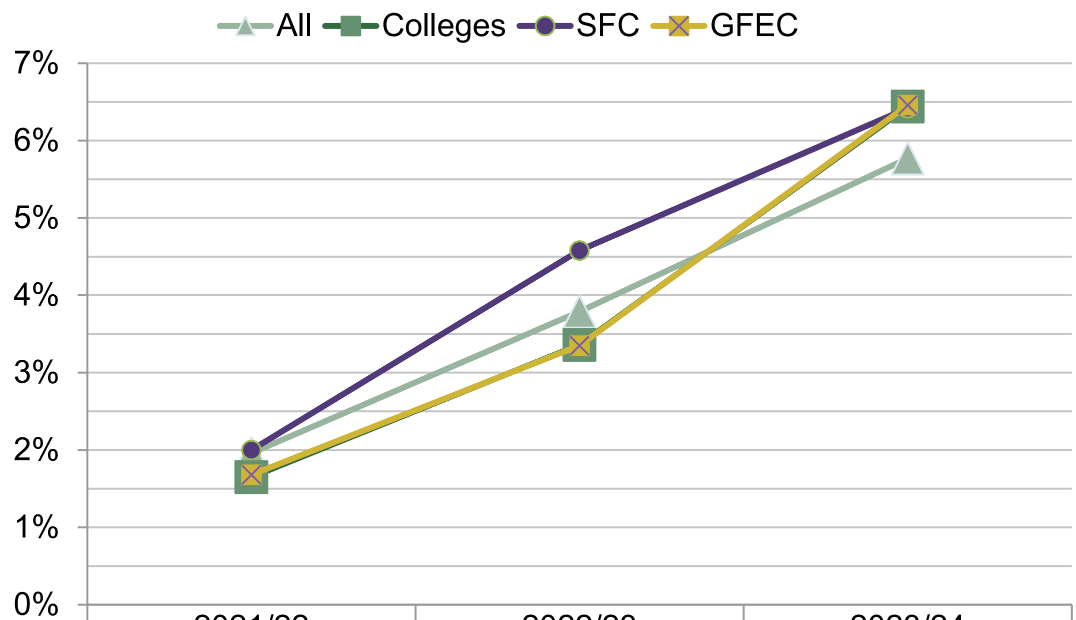
Base: <£250,000: 10; £250,000-£499,999: 17; £500,000-£999,999: 5; £1,000,000-£4,999,999: 10; £5,000,000 - £9,999,999:13; £10,000,000 - £19,999,999: 35; Over £20,000,000: 25

Non-teaching staff

Findings are similar for pay awards for non-teaching staff. On average, providers reported an average pay award of 5.77% for non-teaching staff in the 2023/24 academic year. Figures ranged from 0.1% up to a high of 12.5%.

Across colleges, the average pay award for non-teaching staff for the 2023/24 academic year was 6.44%. Figures ranged from 2.5% up to a high of 11.3%. Again, the difference in pay award for the 2023/24 academic year compared to previous years is particularly pronounced for General Further Education Colleges.

Figure 7: Average pay award for non-teaching staff over the past three academic years



	2021/22	2022/23	2023/24
All	1.96 Base:95	3.79 Base:109	5.77 Base:113
Colleges	1.65 Base:65	3.36 Base:71	6.44 Base:74
SFC	2.00 Base:~	4.58 Base:6	6.42 Base:6
GFEC	1.68 Base:51	3.35 Base:60	6.46 Base:60

The data for Colleges and GFEC are represented by one line due to the results being very similar.

Base: variable (shown on chart)

Table 6 shows a majority of providers (59% of all providers and 80% of colleges) had made a pay award of 6.5% or above for non-teaching staff in the 2023/24 academic year.

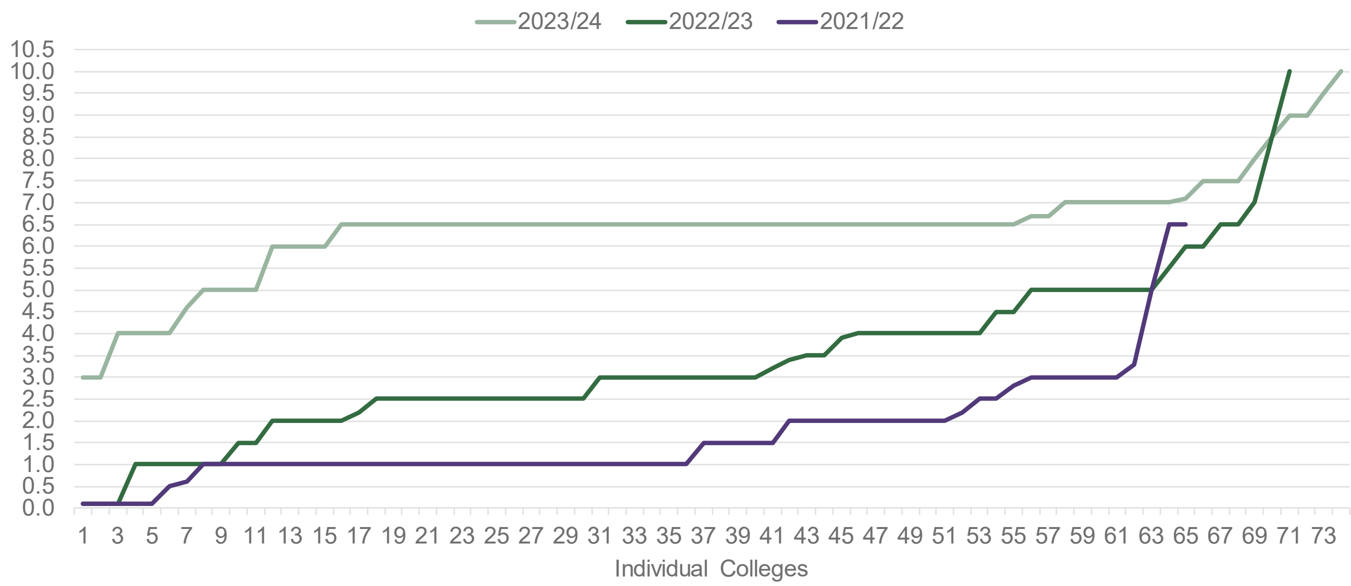
Table 6: 2023/24 Pay Awards for Non-teaching Staff

2023/2024 Pay award for non-teaching staff	No. providers	%	Colleges only	%
Average award - all providers		5.77%		6.44%
Number awarding less than 3%	6	5%	~	<5%
Number awarding less than 5%	31	27%	7	9%
Number awarding less than 6.5%	46	41%	15	20%
Number awarding 6.5% or more	67	59%	59	80%
Base	113		74	

Base: All: 113; Colleges: 74

The full range of pay awards amongst all colleges surveyed can be seen in Figure 8.

Figure 8: College pay awards for non-teaching staff over three academic years



Base: 2023/24: 74; 2023/23: 71; 2021/23: 65

Data again suggests a link between pay awards and the total amount of 16 to 19 funding. As shown in Table 7, all providers with 16 to 19 funding of less than £500,000 had made a pay award of around or less than 4% for non-teaching staff. Providers with 16 to 19 funding of £5,000,000 or above had given an average pay award of over 6% for the 2023/24 academic year. However, this should be taken with some caution in the absence of the data illustrating total college income and the proportion of the 16-19 funding.

Table 7: 2023/24 Pay Awards for Non-teaching Staff by total amount of 16 to 19 Funding

Total amount of 16 to 19 Funding	Non-teaching Staff – average award
Under £250,000	4.05%
£250,000 - £499,999	3.94%
£500,000 - £999,999	5.00%
£1,000,000 - £4,999,999	5.42%
£5,000,000 - £9,999,999	6.54%
£10,000,000 - £19,999,999	6.56%
Over £20,000,000	6.43%

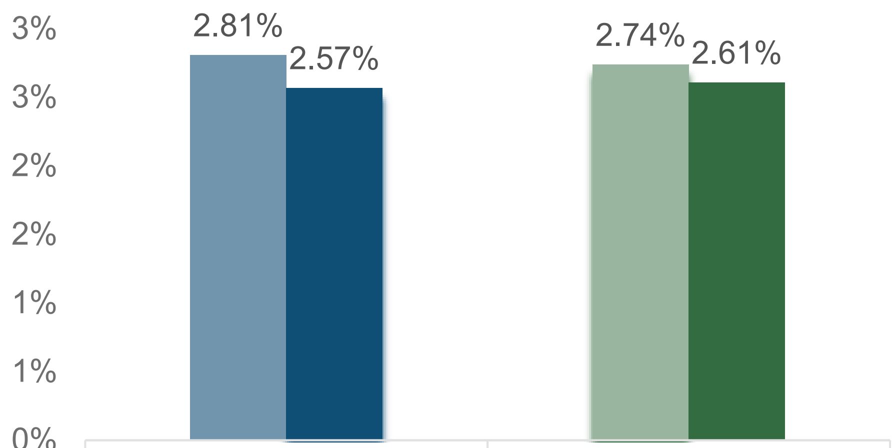
Base: <£250,000: 10; £250,000-£499,999: 16; £500,000-£999,999: 5; £1,000,000-£4,999,999: 10; £5,000,000 - £9,999,999:13; £10,000,000 - £19,999,999: 34; Over £20,000,000: 25

Pay award without funding uplift

Providers were asked to estimate what the average pay awards for the academic year 2023/24 would have been without the funding uplift from DfE.

The pay awards for the academic year 2023/24 would have been significantly lower for both teaching and non-teaching staff without this funding uplift.

Figure 9: Average pay award without the funding uplift



	Teaching staff	Non-teaching staff
All	2.81%	2.74%
Colleges	2.57%	2.61%

Base: All: 85; Colleges: 64

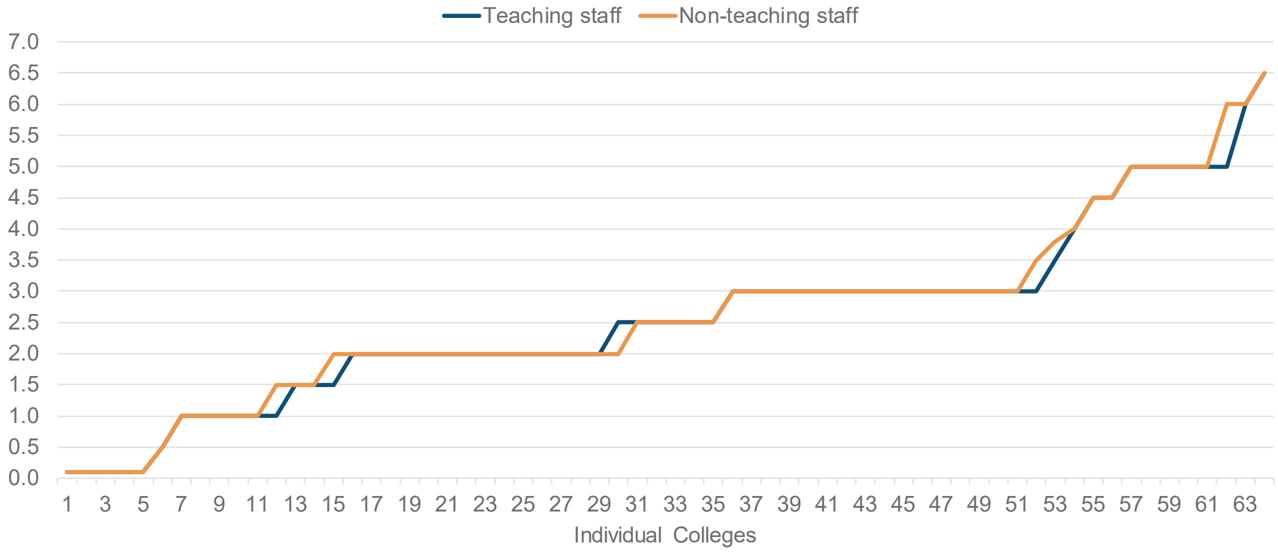
On average, providers reported that they would have made a pay award of 2.81% for teaching staff, and 2.74% for non-teaching staff, for the 2023/24 academic year if they had not received the additional funding.

Data specific to colleges suggests pay awards may have lower than the provider average. On average, colleges reported that they would have made a pay award of 2.57% for teaching staff and 2.61% for non-teaching staff for the 2023/24 academic year without this funding.

There are some further differences in these results by type of college. Whilst Sixth Form Colleges on average reported that they would have made a pay award of 4% for their teaching staff had they not received the funding; this falls to an average of 2.58% for General Further Education Colleges and 1.37% for Land Based Colleges.

Figure 10 shows the full range of responses amongst all colleges surveyed for what the pay award for the 2023/24 academic year may have been without the funding uplift.

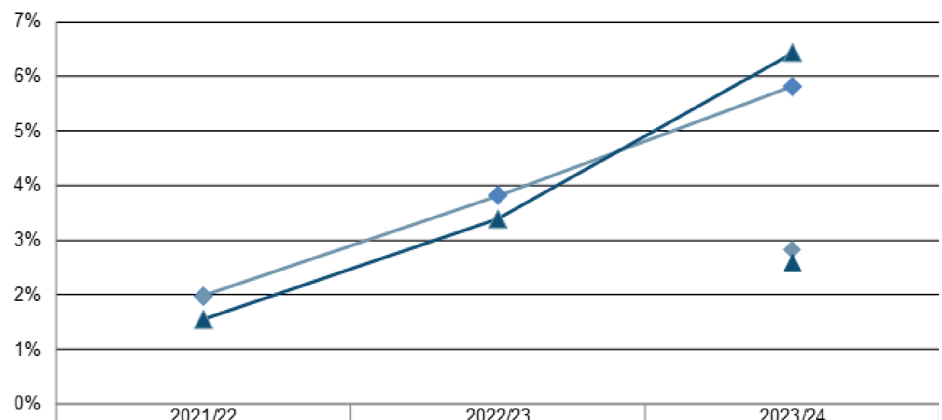
Figure 10: Reported pay awards for the 2023/24 academic year without the funding uplift – colleges only



Base: Teaching staff: 64; Non-teaching staff: 64

Figures 11 and 12 present the pay award percentage increases for the last three academic years, highlighting how the trends may have differed without the funding uplift for the 2023/24 academic year.

Figure 11: Reported average pay awards for teaching staff with/without the uplift



	2021/22	2022/23	2023/24
All	1.98	3.81	5.81
All - 2023/24 WITHOUT FUNDING			2.81
Colleges	1.54	3.38	6.42
Colleges 2023/24 WITHOUT FUNDING			2.57

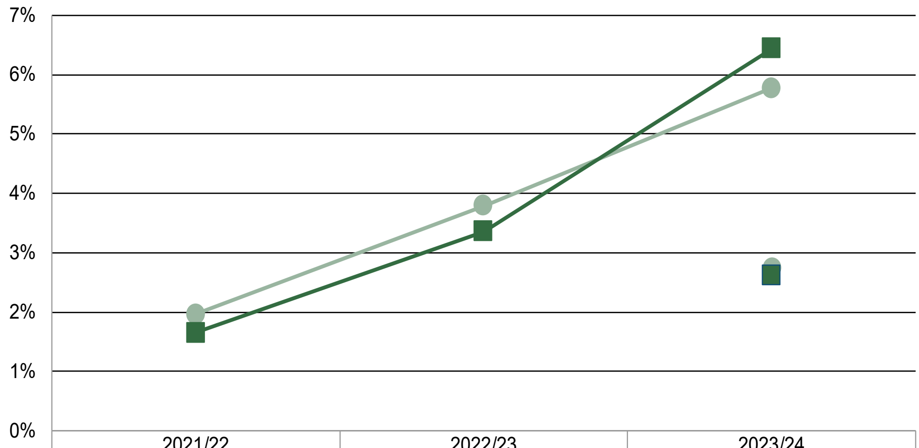
Bases: All: 2021/22 (93); 2022/23 (110); 2023/24 (115); Colleges: 2021/22 (63); 2022/23 (72); 2023/24 (75)

Provider reported data suggests pay awards for teaching staff in the 2023/24 academic year could have been lower than awards provided in the 2022/2023 academic year had it not been for the funding uplift. Therefore, the funding uplift appears to have prevented a dip in pay awards for FE teaching staff.

Provider reported data suggests colleges have been able to make a pay award of up to 4% higher than may have been the case for the 2023/24 academic year, were it not for the funding uplift. This difference was particularly pronounced for General Further Education Colleges and Land Based Colleges.

Similar patterns are evident in relation to pay awards for non-teaching staff, as shown in Figure 12.

Figure 12: Reported average pay awards for non-teaching staff with/without the funding uplift



	2021/22	2022/23	2023/24
All	1.96	3.79	5.77
All - 2023/24 WITHOUT FUNDING			2.74
Colleges	1.65	3.36	6.44
Colleges 2023/24 WITHOUT FUNDING			2.61

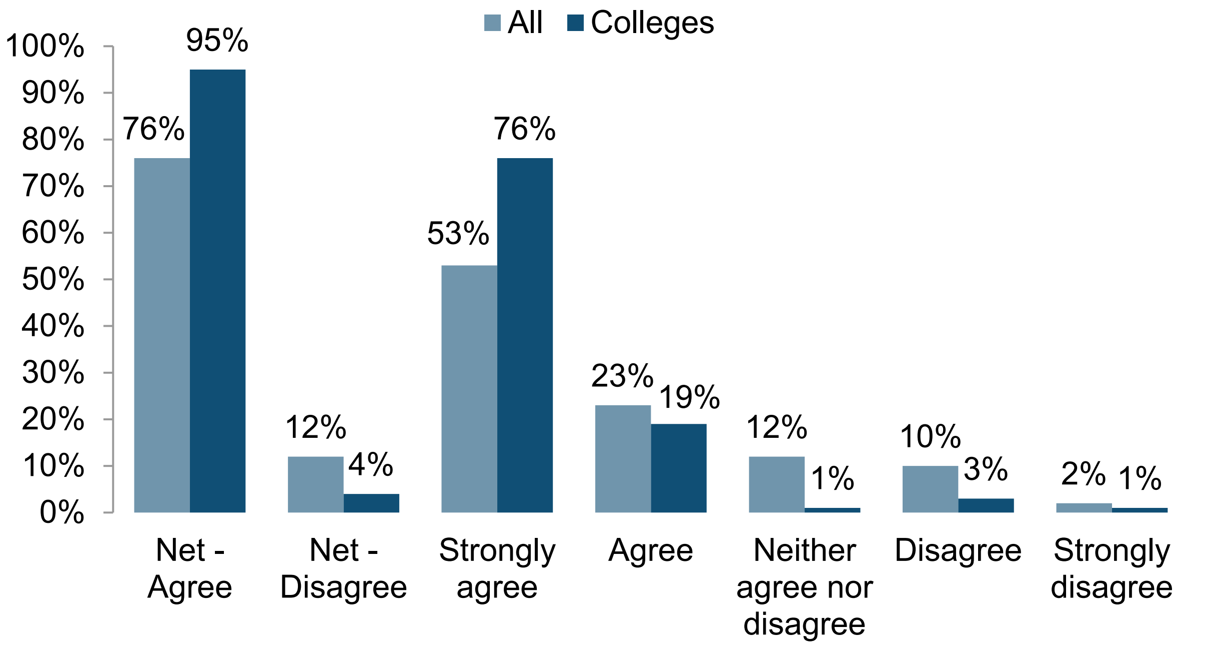
Bases: All: 2021/22 (95); 2022/23 (109); 2023/24 (113); Colleges: 2021/22 (65); 2022/23 (71); 2023/24 (74)

Colleges on average reported that they may have provided a pay award of up to 4% less for non-teaching staff for the 2023/24 academic year had it not been for the funding uplift.

Reported impact of increased funding on pay awards and non-pay benefits

Over three-quarters of providers (76%), agreed that the increase in funding had enabled them to offer a higher base pay award in the 2023/24 academic year than would otherwise have been possible. Over nine in ten colleges agreed with this (95%).

Figure 13: Levels of agreement that funding had enabled them to offer a higher base pay award



Base: All: 121; Colleges: 79

Some providers commented on how the funding uplift enabled them to offer higher pay rises than they would have otherwise been able to offer. Some comments also suggest that the funding uplift and subsequent higher pay awards may have helped improve industrial relations. Example comments follow:

> "The college had initially planned to make a pay offer of 2.5% which would have led to potential strike actions, but having received the additional funding the staff were provided with 6.7% increase." *[College, London]*

> "Without the increase the 5% pay award across the board, would have been 1% this year (at best)." *[College, East of England]*

> "Without these additional funds the College would not have offered anywhere near the 7%. It has been a real game-changer and it is hoped will result in lower agency costs and better learner outcomes." *[College, West Midlands]*

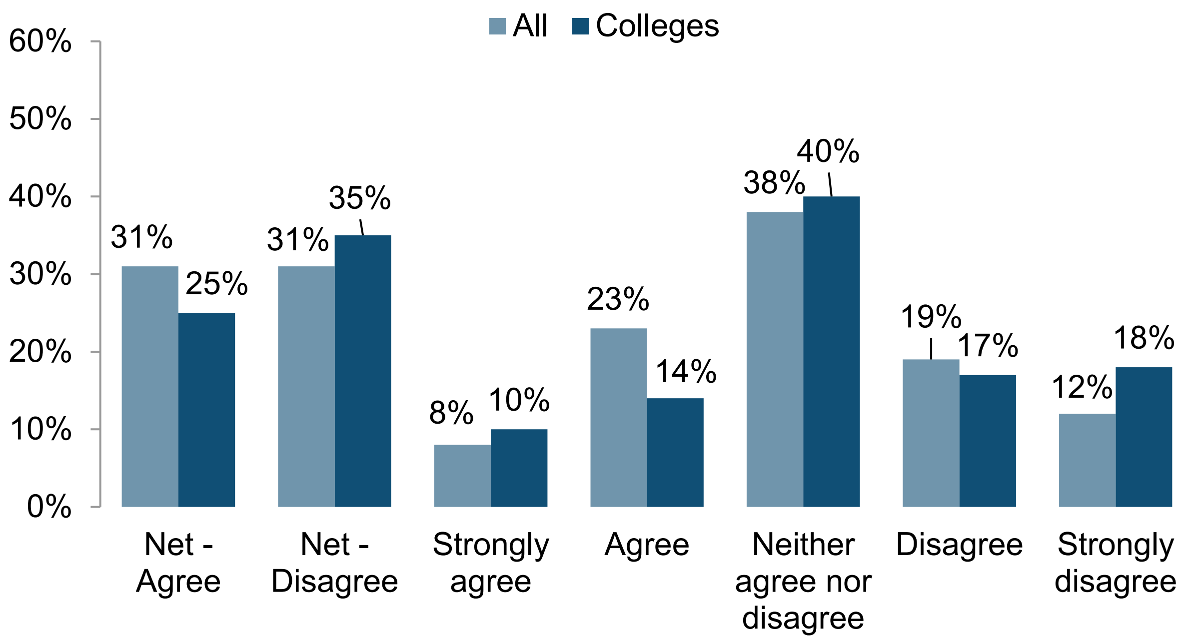
Providers report that FE funding remains challenging, with many providers commenting that in the context of wider increasing costs (beyond staff salaries) they felt additional funding is still needed. Some providers felt this has limited their ability to offer pay awards on the scale they would ideally like to.

> "We are only trying to maintain pay awards that have not been on offer historically. The gap in pay awards is still too large in comparison to inflation." *[Other types, South East]*

> "It allowed us to give teachers a pay award higher than any in the previous 10 years, but this is still nowhere near inflation or the NLW pay increases. Pay for teachers remains a significant issue." *[College, North East]*

Around three in ten providers (31%) agreed that the increase in funding had enabled them to offer wider non-pay benefits to their staff. A quarter (25%) of colleges agreed with this.

Figure 14: Levels of agreement that funding had enabled them to offer wider non-pay benefits to staff



Base: All: 122; Colleges: 77

Many of the providers offering their employees broader benefits noted health and wellbeing related initiatives but they also mentioned training and access to resources and technology. In a small number of cases, providers mentioned the funding had enabled them to maintain existing benefits that were at risk of being cut.

“We have invested in more CPD this year than in the last 10 years - much needed management development in particular. Good line management has a positive impact on staff wellbeing at all levels.” *[College, East of England]*

“We are offering mental health and welfare advice to staff.” *[16 to 19 provider, London]*

“Additional investment into mental health first aiders.” *[Other types, West Midlands]*

“The additional funding enabled the college to avoid having to make cuts to its welfare platform and other welfare facilities.” *[College, South East]*

Additional Programme Cost Weightings investment

Over and above a general increase in all 16 to 19 Programme Cost Weightings (PCWs) for Academic Year 23/24, DfE has additionally increased the PCW factors for programmes with their primary activity in the following subjects:

- building and construction
- manufacturing technologies
- engineering
- transportation, operations, and maintenance
- ICT/digital for practitioners

PCWs are one element of the 16 to 19 funding formula used to calculate 16 to 19 funding allocations; they recognise that some subjects cost more to deliver.

A DfE survey report into high cost provision (2022) identified that alongside the typical increased costs incurred for delivering practical subjects that are supported by PCWs, institutions are also needing to pay more to recruit and retain teachers in certain sector subject areas, in particular those related to engineering and manufacturing, construction and digital.

DfE increased the PCW factors for programmes with their primary activity in these subjects to support institutions with the additional costs of recruiting and retaining teachers in these subject areas

The following section explores how this funding was used by the 117 providers in the sample that self-identified as having received this funding.

Key Findings

Just over half of all providers (56%), and 71% of colleges had reported increasing spending on these subject areas.

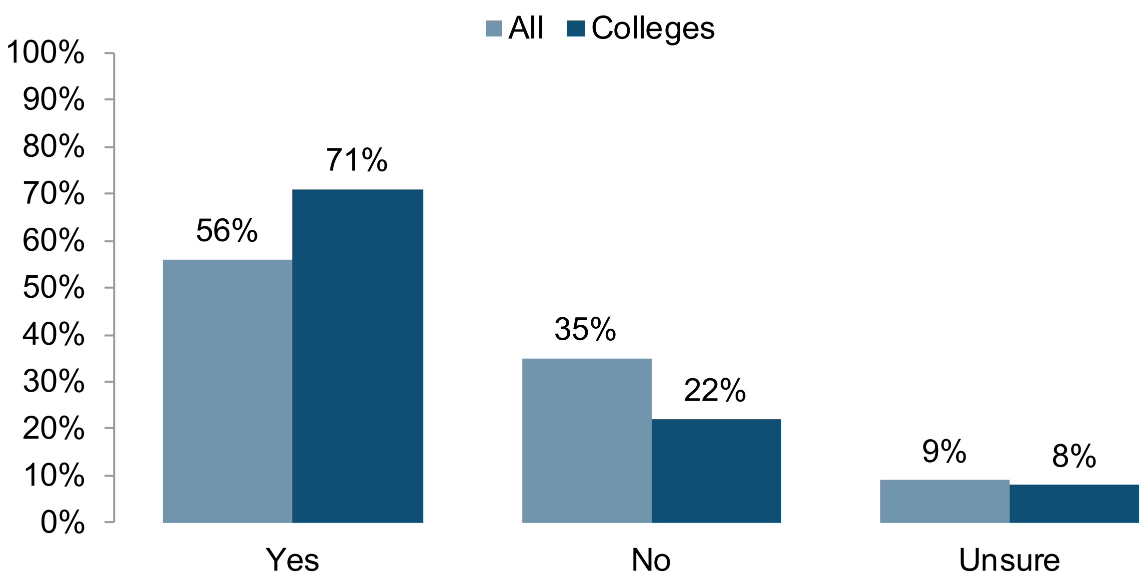
Providers were most likely to have spent this additional funding on teaching resources and equipment (45% for all providers; 46% for colleges) and current teaching staff costs, including pay rises (42% for all providers; 46% for colleges).

Providers in receipt of this additional funding were more likely to cite attracting staff to vacant roles as a reason for choosing to offer a pay rise, suggesting that levels of pay had presented a barrier to recruitment in these specific subject areas.

How the funding was used

Respondents were asked if they had increased expenditure on these specific subject areas as a result of the additional investment allocated in 2023/24.

Figure 15: Whether or not funding had been spent on the PCW subject areas listed



Base: All: 117; Colleges: 79

Just over half of all providers (56%), and 71% of colleges reported that they had increased spending on these subject areas.

Respondents were asked (as an open question) to provide more information on how their organisation spent this funding.

Most providers commented that they had spent this additional funding on teaching resources and equipment and current teaching staff costs, including pay rises. Some also noted that they had prioritised spending on teaching resources and equipment to cover (or contribute towards) rising costs due to inflation, and to invest in updating facilities/equipment for learners especially given the introduction of T Levels. Other spending areas included investment in teacher pay in specific subject areas, and additional teaching time from specialists. The following selection of quotes illustrates the comments made by providers:

> "We have invested in higher salaries for specialist teachers and support technicians." *[College, South East]*

> "Targeted pay awards and additional staffing for areas of growth." *[College, South West]*

"Agency fees/salaries for specialists, improvement in teaching resources." *[College, South West]*

"We are finalising a substantial spend on Satellite internet, as phone lines are so poor in our area, a VOIP phone system and all the hardware to put internet around our college on three sites." *[Other provider type, South East]*

"Additional resources especially for new T-level qualification and knock on associated costs." *[College, South East]*

"The College has invested heavily in capital equipment in these areas. Consumables in the construction areas have doubled with inflation causing pressure on the budget. Additional funding was welcome." *[College, North East]*

Emerging perceptions of impact

Respondents were asked to state to what extent they agreed, or disagreed, with a list of statements on the potential impact of the additional funding. It is important to note that these questions were asked around three to four months after the funding award was confirmed, and, as such, these emerging perceptions of impact should be treated with caution. The statements with the highest and lowest levels of agreement overall are explored in the following section.

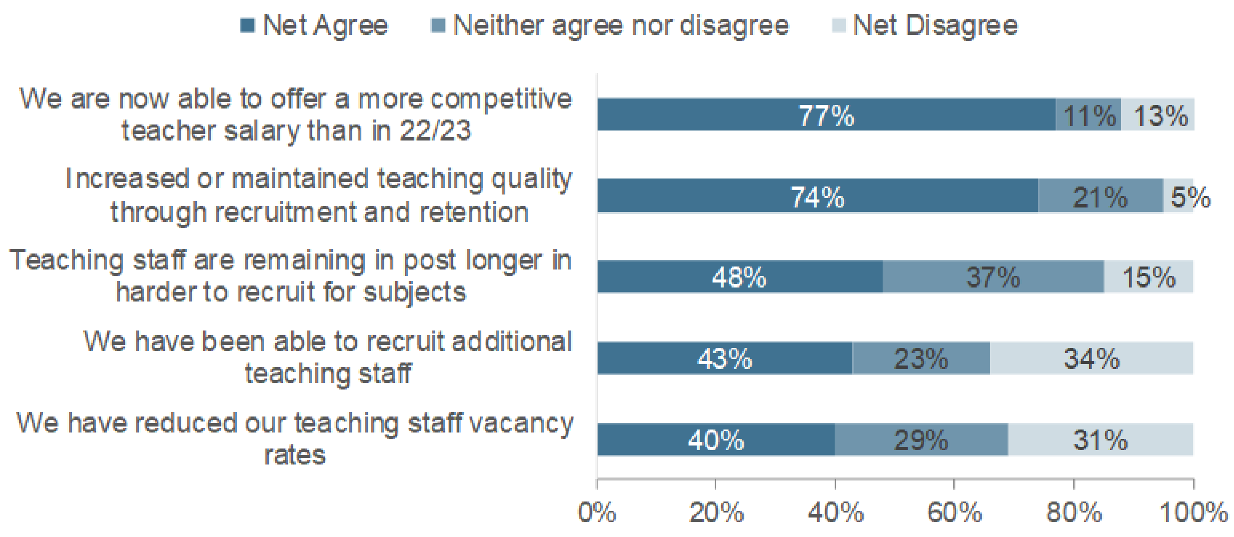
Key Findings

Areas where the funding was perceived to be having the **most impact** was in relation to the ability to offer a more competitive teacher salary than in 22/23 (77%) and the ability to increase or maintain teaching quality through recruitment and retention (74%).

Overall, 67% disagreed with the statement 'pay is now competitive enough to attract all the teaching staff we need' which suggests that there are ongoing concerns about pay competitiveness over the longer term.

Areas of highest impact

Figure 16: Areas of highest impact – all providers



Base: All: 94-112; Colleges: 68-77

Areas where the funding was perceived to be having the most impact were in relation to the ability to offer a more competitive teacher salary than in 22/23 (77%) and the ability to increase or maintain teaching quality through recruitment and retention (74%). Just under half (48%), agreed that teaching staff were remaining in post longer in harder to recruit for subjects, however it is important to note that these are very early perceptions.

Some respondents provided examples illustrating the impact of the funding. As outlined in Figure 16, providers were most likely to have observed early positive impacts relating to increased teacher pay, and consequently, increased/maintained teaching quality through recruitment and retention.

> "We have been able to recruit to two functional skills posts that we were really struggling to fill. These staff feel supported to develop and are thriving within their new roles." [16 to 19 provider, East Midlands]

> "The increased salary rates are definitely making our jobs more attractive - the number of applications for vacancies evidences that. There is still some way to go to gain parity with schools etc." [College, South East]

> "We have seen a 5% improvement (reduction) in leaver rates this year. It is still very difficult to recruit into certain areas such as teaching and assessing staff in construction trades and computing." [College, South East]

> "Significantly reduced vacancy rates, particularly for teaching staff. Reduced turnover rate. First time recruitment success. Improved relations with Unions." [College, North West]

Some of the smaller, specialist, providers commented on how the funding had enabled them to enhance their provision and the support they can provide to groups of learners with specific needs.

> "More places to offer for the hardest to reach NEET learners that feel forgotten and unworthy of a chance of a better tomorrow." [16 to 19 provider, East Midlands]

> "The cohort are being retained on programme for longer and have less anxiety, allowing for additional tailored support for this group." [16 to 19 provider, North West]

> "Enabling the college to maintain additional tuition beyond the core teaching hours for English and Maths for the most vulnerable students." [Other provider type, South East]

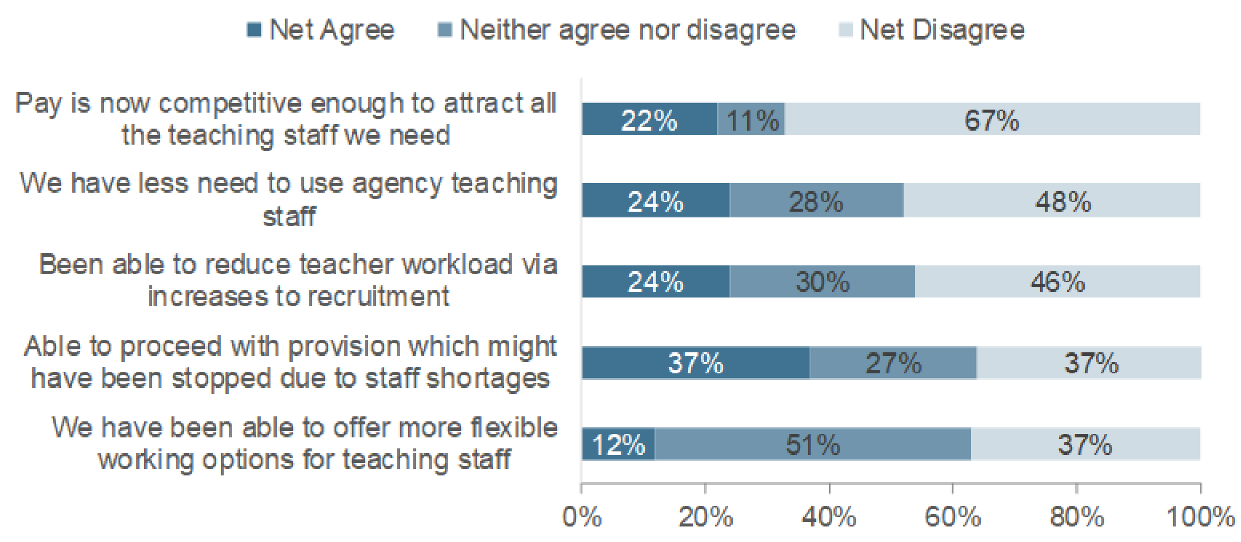
Sub-group analysis

Further analysis reveals that providers that had changed the pay structure (including pay progression) for teaching staff were more likely to agree that teaching staff were remaining in post longer in harder to recruit for subjects; 66% compared with 40% that had not changed the pay structure.

Providers who had reported increased spend on construction, engineering and manufacturing, and digital subject areas following uplifts to programme cost weights were more likely to have observed a positive impact on recruiting additional staff; 51% compared with 29% that had not increased expenditure.

Areas of least impact

Figure 17: Areas of least impact – all providers



Base: All: 94-112; Colleges: 68-77

As illustrated in Figure 17, areas where the funding was currently perceived to be having the least impact included competitive pay, 67% disagreed with the statement 'pay is now competitive enough to attract all the teaching staff we need'. This may suggest that although providers felt being able to offer a more competitive teacher salary was having a positive impact on recruitment and retention in the short term, there were concerns about their ability to remain competitive in the longer term. Minimal impact was also noted in relation to the statement 'we have less need to use agency teaching staff;' with just under half (48%) in disagreement.

Further analysis of comments made by providers shows that, although the additional funding was very much welcome and it has helped with recruitment and retention, challenges still remained. Reductions in teacher workload were also less likely to be observed by providers.

> "Unfortunately, we are still relying on staff loyalty to retain staff. We cannot argue that rates of pay are good or even at the sector average." *[College, North East]*

> "(FE) Teachers starting salary is now closer to schools but still less, across the college retention may have improved but specific areas are still not competitive e.g., engineering, digital." *[College, East Midlands]*

> "The pay rates are still low in comparison to schools for teaching staff. For non-teaching staff the pay rates are much worse than industry pay rates. We need more increased funding to address this." *[College, South East]*

"The extra amounts we received were not large enough to make a real difference." *[16 to 19 provider, South West]*

Sub-group analysis

Further analysis of the data reveals providers that reported they stood to benefit from the additional PCW funding for specific subjects (e.g., engineering, digital etc.) were more likely to disagree that pay was now competitive enough; 77% compared with 53% of providers not in receipt of this weighting. This suggests that pay competitiveness was felt to remain as an issue for these specific subject areas.

Final comments

The survey invited respondents to add any final (open) comments about the funding uplifts. The comment made most frequently by providers noted that although additional funding was welcome, they did not think the uplift was not sufficient to sustain any positive short-term impacts on recruitment and retention in the long term. Providers noted that the pay gap between schools and FE colleges remained. In terms of the administration of additional funding, providers noted that being advised as early as possible of any funding uplifts was important for planning purposes. The following selection of quotes illustrates the comments made by providers:

"Thank you again, it has made a tremendous difference to us, we would have been making redundancies otherwise." *[College, North West]*

"Continued further funding uplifts to reduce the gap between school and college staff. This will in turn ensure teachers remain rather than go to industry." *[College, South West]*

"Any increase is always welcomed, with as much notice a possible to improve the experience for current learners." *[Local Authority, West Midlands]*

"It would have been good to know about them [uplifts] sooner if possible… cuts were already being made which might've not been needed if the college had been aware." *[College, North East]*

Linked to this, some providers felt that annual uplifts would be required to sustain the positive early impacts they had observed and provide certainty in the long term. For some, the funding increase had served to cover increases in costs but had not necessarily resulted in a surplus.

"Prices across the board have gone up so the increase has balanced those out rather than creating a surplus." *[College, West Midlands]*

There was also a view that funding uplifts should be applied more widely to include other areas.

> "Using all income streams in the calculation of uplift would be fairer: adult, loans, apprenticeships and 16 to 19." *[College, Northeast]*

> "Whilst study programme rates were increased and the earnings boost was introduced for adult skills, there were no such increases for advanced learner loans nor (except piecemeal minor tweaks) for apprenticeships." *[College, West Midlands]*

Other comments related to difficulties in identifying 'additional funding' and in isolating how this had been spent in a large organisation.

> "Due to the high- level of complexity in FE it is extremely difficult to allocate general funding increases to specific actions (as the budget is looked at across the college as a whole)." *[College, North East]*

Conclusion

The findings from this survey have demonstrated that the majority of 16 to 19 providers reported that they have prioritised teaching and non-teaching staff recruitment and retention when allocating the funding uplift. In support of this priority, the majority reported using the funding to provide uniform percentage pay rises to all existing teaching and non-teaching staff. Providers noted that pay rises were also needed to mitigate the impact of the rising cost of living.

Over half of providers surveyed reported providing an average pay award equal to or greater than 6.5% in the 2023/24 academic year. Most providers acknowledged that they would have been unable to offer this level of pay award without the funding uplift. In the absence of the uplift, providers noted that, on average, pay awards for the 2023/24 academic year would have been less than 3%.

Providers have reported observing positive early impacts as a result of the funding uplift, particularly in terms of being able to offer more competitive teacher salaries and increased or maintained teaching quality through recruitment and retention. In particular, providers that had offered a uniform percentage pay rise to all existing teaching staff or had made changes to pay structure (including pay progression) were more inclined to agree that they had observed positive impacts around recruitment and retention. Similarly, providers that reported they had benefited from increased Programme Cost Weightings in key areas and had increased investment in these areas were also more likely to have observed a positive impact on recruitment and retention.

Providers reported being less inclined to agree that pay was now competitive enough to attract all staff, or that they had a reduced need to use agency teaching staff. In particular, those that received the additional Programme Cost Weighting for specific subjects (e.g., engineering, digital etc.) and had increased investment in these areas, were more likely to disagree that pay was now competitive enough, suggesting that pay continues to be an issue when recruiting teaching staff in specific subject areas.

Providers welcomed the additional funding. This had been crucial for some in terms of financial viability of the organisation and avoiding redundancies, but some were concerned it would not be enough to sustain the early positive impacts over the longer term, unless further uplifts were made available. The gap between schoolteacher salaries, industry salaries, and those of teaching staff in FE was considered by some providers to still be a significant issue.

Appendix A: Questionnaire

Department for Education: 16 to 19 Funding Uplift Provider Survey

For the academic year 2023/24, the Department for Education (DfE) announced additional funding to support colleges and other providers to address recruitment and retention challenges, alongside other key priorities.

We (Qa Research) are conducting a survey, on behalf of DfE, to understand how this funding has been, or will be used.

As outlined in the initial email shared with your organisation, the survey will cover the following topics:

1. how you have spent and or plan to spend the funding,
2. your feedback on the funding mechanisms we have used
3. any early / emerging perceptions of its impact

The survey should take a maximum of 15 minutes to complete. We understand that you may not have all the information to hand, so you don't need to complete the survey in one go. As long as you use the same browser/computer/phone, your answers will be saved and you can carry on with answering the questions at any time.

We also recognise that this survey asks questions on funding in-year, and you may therefore still be planning your spend across the year. You may also not yet be certain of the impact(s) this funding has had. We still encourage you to complete this survey as best you can; all responses are appreciated. This survey will help DfE to have a more detailed understanding of how the funding uplift is being or will be used. The findings from this research will be published by DfE to help support the sector.

All responses that you give in this survey will remain anonymous. DfE will only be provided with data which has identifiable information (e.g., provider name, your name) removed. You can view the Privacy Policies of Qa Research and DfE here [Privacy - Qa Research]

Survey Consent: By taking part in the survey you are agreeing that:

- you have read the above information
- you voluntarily agree to participate

Proceed to survey button

If your provider does not wish to participate in this survey please click here – this will ensure you are not sent any reminder emails or receive any telephone chaser calls about the survey.

Our organisation does not wish to participate in this survey.

To begin the survey please click 'Next'

Section 1: About your role

1.1 What is your MAIN role?

Single code

Principal/CEO
Chief Finance Officer
Finance Officer
Senior Management Team
HR Manager
Teacher/tutor
Other
Please specify
Prefer not to say

Section 2: How funding has been or will be spent

For academic year 2023/24 DfE announced additional funding to support colleges and other providers to address key priorities, including recruitment and retention. These investments were included in updated financial allocations made to colleges and other providers by ESFA at the start of the 2023/24 academic year.

Funding of interest for this survey:

- January 2023 DfE announced c£40m of subject specific funding to uplift programme cost weights in 16 to 19 funding for engineering and manufacturing, construction and digital subject areas
- July 2023 DfE announced a further investment of £185m in financial year 2023-24 and £285m in financial year 2024-25 via 16 to 19 funding, which was additional to the original 16 to 19 funding rates announced in January 2023

As the investments made are non-ringfenced DfE is keen to know how providers are using or plan to use this funding. If used for non-recruitment and retention related activity we are keen to know how else funding has been used and whether it is having other impacts elsewhere, positive, or negative.

2.1a Please read the statements below and tick which one best describes the current position of your organisation regarding this additional funding:

Single code

Our organisation has:

a.) Allocated and started spending
b.) Allocated but not started spending
c.) Not yet decided how to spend/allocate
d.) I don't know
If selected c d or e route to Q2.1b

e.) Other (Open text)

Please give additional comments, if you can

Open response

Ask if selected c d or e at 2.1a

2.1b Are you able to comment on where you think your organisations' priorities are likely to be for this additional funding?

Yes
If = yes route to Q2.2a
No
If = no route to Q2.7 or Q3.1

ASK if a or b selected at Q2.1a or Q2.1b=yes

2.2a What are the key priorities that the additional funding will address for your organisation?:

Please select all that apply
Multi response
a. Teaching Staff Recruitment and Retention (incl. wellbeing and CPD)
b. Non-Teaching Staff Recruitment and Retention (incl. wellbeing & CPD)
If answering c to h only route to 2.6
c. Building Maintenance and Improvements to Infrastructure
d. Improved Workshop / Classroom facilities
e. Expanding provision
f. Reducing Debt
g. Technological Improvements
h. Student experience/student support
Other
Please specify
Open response
Don't know

ASK if c only selected at Q2.1a

2.2c Can you tell us any more information about why funding isn't being used / allocated within your organisation yet?

open response

ASK if a selected at 2.2a

2.3a Will/has the funding been used for any of the following for TEACHING STAFF?

Please select all that apply:
a. Uniform % percentage pay rise to ALL existing teaching staff
b. Non uniform % pay rise for existing teaching staff
c. One off financial payments to support teacher retention
d. One off financial payments to support teacher recruitment
e. Changes to pay structure including pay progression
f. Improved staff facilities such as canteen, staff room etc.
g. Improved access to CPD / training
h. Improved access for mental health / pastoral / emotional wellbeing support for teachers (e.g. mentoring)
i. Recruitment costs for new teachers (e.g. advertisement, recruitment consultants)
j. Other
Please specify
Open response

ASK if selected option b at Q2.3a

Q2.3an Please specify which of the below non uniform pay rise approaches you took?

Greater increases for specific hard to recruit / retain subject teachers
Greater increases for individuals on lower salaries (e.g. new career teachers)
Other
Please specify
Open response

ASK if b selected at Q2.2a

2.3b Will/has the funding been used for any of the following for NON-TEACHING STAFF?

Please select all that apply:

a. Uniform % percentage pay rise to ALL existing non-teaching staff
b. Non uniform % pay rise for existing non-teaching staff
c. One off financial payments to support non-teaching staff retention

d. One off financial payments to support non-teaching staff recruitment
e. Changes to pay structure including pay progression
f. Improved staff facilities such as canteen, staff room etc.
g. Improved access to CPD / training
h. Improved access for mental health / pastoral / emotional wellbeing support for teachers (e.g. mentoring)
i. Recruitment costs for non-teaching staff (e.g. advertisement, recruitment consultants)
j. Other
Please specify
Open response

ASK if selected option b at Q2.3b

Q2.3bn Please specify which of the below non uniform pay rise approaches you took?

Greater increases for specific hard to recruit / retain staff
Greater increases for individuals on lower salaries (e.g. admin staff)
Other
Please specify
Open response

ASK if selected a or b at Q2.3a or Q2.3b

2.4 What were your organisation's reasons for choosing to use the funding to offer a pay rise to teaching / non-teaching staff?

Open response

ASK if selected only c to j at Q2.3a and Q2.3b

2.5 Please can you tell us more about why you have not / do not plan to use the additional funding for a pay rise?

Open response

ASK if selected only c to g at Q2.2a

2.6 Please can you tell us more about why you have not / do not plan to use the additional funding for staff recruitment and retention?

Open response

ASK only those providers flagged on database as having received the Programme Cost Weights

2.7 Over and above the general increase in all 16 to 19 cost weightings, DfE has placed additional investment via Programme Cost Weights for Academic Year 23/24 in the following subjects:

a. building and construction,
b. manufacturing technologies
c. engineering
d. transportation, operations and maintenance
e. ICT/digital for practitioners
Have you increased expenditure on these subject areas as a result of the additional investment allocated in 23/24?

Yes
No
Unsure

ASK if Q2.7=Y

2.8 Please give more information on how your organisation spent this funding

Open response

Section 3 Pay, Reward and Impact

ASK ALL

To help us have a better understanding of pay and reward for FE teaching staff please can you complete the following.

3.1 What has been the average headline % pay award increase for teaching staff in each of the last three academic years at your organisation?

Allow responses to 1 decimal place % only. Have a don't know box in case alongside each year/response box.

2023/2024 (if this year's award has yet to be agreed or implemented, please provide an indicative estimate of the average headline % pay award):

2022/2023:
2021/2022:

3.2 What has been the average headline % pay award increase for non-teaching staff in each of the last three academic years at your organisation?

Allow responses to 1 decimal place % only. [Include don't know box in case alongside each year/response box].

2023/2024 (if this year's award has yet to be agreed or implemented, please provide an indicative estimate of the average headline % pay award):

2022/2023:
2021/2022:

3.3a To what extent do you agree or disagree with the following statement:

“The increase in 16 to 19 funding has enabled us to offer a higher base pay award in academic year 2023/24 than would otherwise have been possible”

Strongly agree
Agree
Neither agree nor disagree
Disagree
Strongly disagree
Not Applicable

3.3b If possible, please give more information to support your answer

[open text]

3.4 To what extent do you agree or disagree with the following statement:

"The increase in 16 to 19 funding has enabled us to offer wider non-pay benefits to staff”

Strongly agree
Agree
Neither agree nor disagree
Disagree
Strongly disagree
Not Applicable

ASK if Agree / Strongly Agree to 3.4

3.5 Please could you provide additional information on which wider non-pay benefits to staff the funding has enabled?

Open text

3.6 WITHOUT this increase in funding, what average % pay award (if any) do you think you would have made this year.

Open text in % to one decimal place

Don’t know
Not applicable

ONLY ASK if selected a at 2.1

3.7 At this point in time, what impact do you think this funding is having on your organisation? To what extent do you agree/disagree with the following statements

Rotate statements

Teaching staff are remaining in post longer in harder to recruit for subjects
Pay is now competitive enough to attract all the teaching staff we need
We are now able to offer a more competitive teacher salary than academic year 22/23
We have reduced our teaching staff vacancy rates
We have less need to use agency teaching staff
We have been able to recruit additional teaching staff
We have been able to offer more flexible working options for teaching staff
We have been able to proceed with provision which might otherwise have been stopped/reduced due to teacher staff shortages
We have been able to increase or maintain teaching quality through recruitment and retention
We have been able to reduce teacher workload through increases to teacher/staff recruitment

Strongly agree
Agree
Neither agree nor disagree
Disagree
Strongly disagree
Not Applicable
Don't know

3.8 Please draw out any examples if you can of a specific impact you think this funding is having.

Open response

3.9 If there is anything further you would like to say about the funding uplifts please do so here:

Open response

Please press the submit button. On behalf of Qa Research and DfE thank you for taking the time to participate in this important research.

Appendix B: List of subjects uplifted as part of subject specific funding announced in January 2023

Subjects uplifted as part of subject specific funding announced in January 2023:

- Building and construction
- Engineering
- ICT/digital for practitioners
- Transportation, operations and maintenance
- Manufacturing technologies

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