

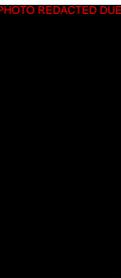
School Sixth Forms

Funding Guidance for 2004/05

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Learning+Skills Council



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School Sixth Forms: Funding Guidance for 2004/05

Summary

This guide explains how the Learning and Skills Council (LSC) is funding school sixth forms in 2004/05 and 2005/06. It replaces *School Sixth Forms: Funding Guidance for 2003/04*, published in September 2003. It gives the LSC's consolidated funding guidance for schools in 2004/05.

The guide is in two parts. Part A is a strategic overview of the LSC's policy towards schools, explaining our school sixth form funding principles and the future direction of our policies. Part B explains the LSC's funding system for 2004/05: both the current allocation of funding for 2004/05, and the arrangements for the following year in 2005/06.

Intended recipients

Headteachers and colleagues responsible for sixth forms in schools.

Directors of Education in Local Education Authorities.

Regional Directors of Learning and Skills Councils.

Executive Directors of local Learning and Skills Councils.

Further information

Learning and Skills Council
Cheylesmore House
Quinton Road
Cheylesmore
Coventry
CV1 2WT

www.lsc.gov.uk

September 2004

Executive Summary

September 2004

Subject

This guide explains how the Learning and Skills Council is funding school sixth forms in 2004/05. It is written for all those responsible for managing school sixth forms. It replaces *School Sixth Forms: Funding Guidance for 2003/04*, published in September 2003. It gives the LSC's consolidated funding guidance for schools in 2004/05.

The guide is in two parts. Part A is a strategic overview of the LSC's policy towards schools, explaining our funding principles and the future direction of our policies. Part B explains the LSC's funding system for 2004/05: both the current allocation of funding for 2004/05, and the arrangements for the following year in 2005/06. The main points set out in the guide are summarised below.

Part A: The LSC and schools

This part of the guide outlines:

- the LSC's relationship with schools
- the LSC's funding principles for school sixth forms
- the future direction of our policy.

Part B: The LSC funding system

This part of the guide explains the LSC's funding system for 2004/05 and 2005/06. It explains that the September 2004 Pupil Count is the basis for LSC action on **two** funding years for schools with sixth forms:

- adjusting the 2004/05 allocation for actual pupil recruitment in September 2004 – the 2004/05 Pupil Adjustment; and
- the calculation of the 2005/06 allocation.

The following paragraphs explain the main points and principles behind each of these adjustments and allocations.

Calculating the 2004/05 Pupil Adjustment

The LSC will:

- make only one adjustment – the Pupil Adjustment – to the 2004/05 allocation to reflect actual pupil numbers in September 2004
- ensure that schools which increase their sixth form numbers receive at least a 3.4 per cent per pupil increase in their Real Terms Guarantee funding, in line with the Secretary of State's minimum level guarantee, by adding a supplement if necessary
- give an additional uplift for the period April 2005 to July 2005 in line with the Secretary of State's guarantee of 4 per cent for the financial year 2005-06.

The LSC will, as it did in 2003/04:

- inform schools and LEAs of the Pupil Adjustment, in November 2004
- if the adjustment is **upwards**, pay the additional funding to LEAs in the 2004-05 financial year
- if the adjustment is **downwards**, delay the reduction in payments to the Local Education Authorities (LEA) until the 2005-06 financial year.

The LSC will not:

- include a school's individual retention rate in the Pupil Adjustment, as this was included in the school's original allocation for 2004/05
- make any adjustment for achievement
- make any adjustment for qualification mix.

Section 6 explains the details of the Pupil Adjustment.



sixth forms.

Calculating the 2005/06 allocation

The LSC is planning to:

- increase its pupil entitlement and qualification rates by 4 per cent, the same amount as the Secretary of State's minimum funding guarantee for 2005-06 for secondary schools
- increase each school's real term guarantee (RTG) by 4 per cent, the same amount as the Secretary of State's minimum funding guarantee for 2005-06 for secondary schools
- ensure that schools which increase their sixth form numbers in September 2005 receive at least a 3.9 per cent per pupil increase in their Real Terms Guarantee funding, in line with the Secretary of State's minimum funding guarantee for schools with increased pupil numbers, by adding a supplement if necessary
- include the school's individual retention rate for 2003/04 in the 2005/06 allocation
- notify schools and LEAs of their allocations in December 2004
- require schools to raise any issues with their 2005/06 allocation by 28 February 2005 – a school's allocation cannot be adjusted for issues raised after this date

Part B also outlines the LSC's arrangements for:

- pupils with special educational needs
- the payments profile to LEAs
- pupils requiring assistance with childcare
- medically ill pupils
- opening, merging and closing school

In setting out the approach for 2004/05, the Learning and Skills Council seeks to establish strategic, long-term and mature relationships with schools and LEAs, with an emphasis on mutual trust and openness.

Part A: The LSC and Schools

Section 1: The LSC and Schools

1 Among the high level objectives that the Secretary of State has set the Learning and Skills Council are to:

- encourage young people to remain in learning and increase their attainment; and
- play a full part in the delivery of a more coherent phase of learning for 14–19-year-olds.

2 The Secretary of State has, to reflect these priorities, set the following key targets.

- By 2010, 90 per cent of young people by age 22 will have participated in a full-time programme fitting them for entry into higher education or skilled employment; and
- By 2006, the number of 19-year-olds achieving a qualification equivalent to NVQ Level 2 will have increased by 6 per cent compared to 2002.

3 From the LSC's point of view, a productive partnership with schools and LEAs is essential in tackling the strategic priorities identified in these high-level objectives and targets, and to ensure learner needs are met.

4 Evidence that the LSC, schools and LEAs are working productively together is shown by the following:

- There has been a 5.8 per cent increase in sixth form pupil numbers between September 2001 and September 2003 from 328,000 to 347,000.
- Over half of all secondary schools in England, involving 90,000 pupils, are now involved in the Increased

Flexibility Key Stage 4 project, which is managed by the LSC.

- The Enterprise Adviser Service, funded and managed by the LSC, is bringing Enterprise Advisers to 1,000 schools.
- The LSC is working with schools, LEAs and the Department for Education and Skills (DfES) on the New Relationship with Schools trials and Foundation Partnerships.

5 The LSC has a strategic role in planning and improving 14–19 provision. The LSC is working with the DfES over the implementation of the 5 Year Strategy for Children and Learners, particularly over the local planning implications, including the new 16-19 capital fund for schools and FE.

6 Joint Ofsted and ALI Area Inspections, and their subsequent action plans, and the LSC's Strategic Area Reviews are reforming and widening the curriculum for young people. As a result, improved local collaborative arrangements, encouraged by this climate, are putting the learner first and widening the curriculum based on a learner entitlement.

7 LSCs are developing learner entitlements with partners, which identify a range of courses at Levels 1, 2 and 3, both academic and vocational, covering the major curriculum areas. This should help ensure that learners locally have a range of opportunities to match their interests within their area of study.

8 The LSC is reviewing the strategies, structures and processes that support primary and secondary schools and FE colleges to deliver work related and enterprise activities to their pupils.



Section 2: The LSC's Funding Principles for School Sixth Forms

9 The principles below are in line with these high level objectives and have guided the development of the LSC's funding system in 2004/05.

Funding follows the learner

10 The funding is for the learner's benefit. That means distributing the money so that each individual learner gets the right level of support for his or her programme, wherever that programme is delivered.

Funding stability

11 The LSC aims for funding stability. Our concern is to achieve the right balance between stability and ensuring that available funding goes to where the learners actually are. As part of this, the LSC aligns its system with the Secretary of State's minimum funding guarantee and is working with the DfES on the introduction of 3-year budgets from the school year 2006/07.

Minimising bureaucracy

12 It is a priority for the LSC to work with partners to avoid undue bureaucracy through the Bureaucracy Task Force and Bureaucracy Review Group. Work on data collection and audit in particular is being developed with this principle in mind.

Improvements in the system

13 The LSC carried out a major national consultation in the autumn of 2003 at 13 regional conferences involving over 1,500 delegates. The consultation covered a number of improvements, which were introduced by the LSC into the funding system for 2003/04 and beyond. These proposals were overwhelmingly supported in the consultation.

14 For simplification, the following changes were made:

- Retention became integrated into the original allocation for 2004/05 with no need for further adjustment
- Only one further adjustment – the Pupil Adjustment – in November was necessary to reflect actual pupil numbers in September
- Communications from the LSC to a school concerning funding was reduced to two in each funding cycle – the original allocation and the Pupil Adjustment – unless there were particular queries from the school. This directly reduced bureaucracy.

15 To help planning and budgeting, the following changes were made:

- Pupil Adjustment funding – upwards from January and downwards from April – was phased to help the cash flow in schools.
- Schools receive notification of their allocation for the following academic year in December to allow the school to plan its curriculum and staffing for September.

Secretary of State's minimum funding guarantee

16 In July 2003 and July 2004, the Secretary of State made statements to the House of Commons on school funding stability, including the LSC's role. The LSC's modifications in 2003/04 already went with the grain of the policy of greater funding stability.

17 The Secretary of State's guarantee is for a specified increase at school level in the per pupil funding level for each of the financial years 2004-05 and 2005-06.

The minimum funding guarantee in 2004/05

18 To align with that guarantee, the LSC increased the per pupil entitlement and all national qualification rates by 4 per cent in 2004/05, the same percentage as the Secretary of State's guarantee.

19 The LSC also increased each school's Real Terms Guarantee (RTG) baseline figure by 4 per cent in 2004/05.

20 Where the RTG per Pupil Adjustment figure results in a school on RTG with increasing numbers in September 2004/05 receiving less than a 3.4 per cent per pupil increase, the LSC is introducing an additional supplement. This percentage – 3.4 per cent per pupil increase – matches the percentage increase under the Secretary of State's minimum level guarantee for schools with additional pupils.

21 The LSC also increased the 2003/04 Pupil Adjusted allocations by 4 per cent from April to July 2004. This is because the Secretary of State's guarantee was implemented at the start of the financial year in April 2004, whereas the LSC's funding year for 2004/05 begins in August 2004.

The minimum funding guarantee in 2005/06

22 Subject to affordability, the LSC will be increasing its per pupil entitlement and qualification rates by 4 per cent in 2005/06 in line with the Secretary of State's minimum per pupil funding increase for secondary schools for 2005-06.

23 The LSC will also increase the RTG base rate and RTG per pupil adjustment figure in 2005/06 by 4 per cent - the Secretary of State's guaranteed minimum increase for secondary schools for 2005-06.

24 An additional supplement will be given to those schools on RTG which increase their numbers in September 2005. The percentage increase will reflect the Secretary of State's percentage increase for schools with increased pupils in 2005-06 – 3.9 per cent per pupil.

Real Terms Guarantee

25 Ministers have stated that the Real Terms Guarantee (RTG) will extend for at least the lifetime of the present Parliament.

26 The LSC is undertaking discussions with the DfES on the future arrangements for the RTG.

Longer Term Developments

27 The emphasis on funding stability has led the LSC to reflect further on issues discussed at the school sixth form funding conferences. The LSC will be consulting further on these issues in due course. They include:

Data collection

28 The LSC is involved in the trials with the New Relationship with Schools (NRwS), which includes a School Profile with a common data set for each school, including performance at 18.

29 The LSC is committed to minimising the bureaucratic burden on schools at the same time as accessing robust data for its strategic planning, target setting and funding policies. The decision to determine retention rates, by comparing the January Pupil Level Annual School Census (PLASC) with the September Pupil Count (SPC), is underpinned by the desire for robust data with no additional bureaucratic demands being made on schools.

30 The LSC is working with the DfES and head teachers to create a management system linking individual learners' aims in September with PLASC and the National Pupil Database (which includes details of exam achievement). The required data is held by many schools on their internal management systems. By accessing this information, the LSC would have accurate data for planning and funding purposes, without imposing additional bureaucratic demands on schools.

Achievement

31 For 2004/05 and 2005/06, the LSC does not intend to reconcile on individual schools' performance on achievement.

32 The LSC will consider the achievement element for future funding years, when it has consistent and accurate relevant school-level data.

Disadvantage

33 The Learning and Skills Council is considering how in the future to determine the disadvantage factor.

34 In other funding streams, it uses the home address of the learners. This option, together with Educational Maintenance Allowances as a proxy indicator for disadvantage, are being considered and the LSC will consult before implementing any change.

35 The LSC's aim is to introduce a disadvantage factor that focuses resources on those with the greatest need – until the criteria are clear, the LSC will continue to base disadvantage on free school meals.

36 Any modification will not be introduced until 2006/07 at the earliest.

Area Costs

37 The LSC will be considering area costs including any recommendations from the National Rates Advisory Group (NRAG). There will be no change before 2006/07.

Special educational needs

38 The LSC is reviewing the provision of Learners with Learning Difficulties and/or Disabilities (LLDD). This exercise covers the range of post 16 learners across FE, work based learning and school sectors. The SEN consultation will be within this review.

39 The LSC's approach to SEN, which has been broadly welcomed by our partners, is based on the following funding and planning principles:

- as much consistency as possible for all learners between 16 and 19 with additional learning support needs, as defined by the LSC, whatever learning route they are following
- a consistency of funding for special educational provision, whether or not that provision is determined in a statement of SEN
- consistency with the prevailing LEA funding arrangements, as far as they reflect pre-and post-16 funding for additional and special educational needs, contribute to a continuum of appropriate special educational provision for each young person from the age of 14

- involving partners beyond education to look at the holistic needs of the pupil
- contributing to increased participation of learners with additional learning support needs in education and training
- contributing to the appropriate arrangement of special educational provision for pupils with a statement of SEN; and
- adding value to existing SEN provision.

40 Two groups of external partners have been working with us.

The **Additional Learning Support Task Group** has produced a common funding approach across all sectors as outlined in the LSC's *Additional Learning Support (ALS) funding arrangements for 2004/05*.

The ALS task group is working with panels involving professionals in each post-16 sector, including schools.

The **Special Educational Needs Advisory Group (SENAG)** has looked at the issues that are specifically related to mainstream and special schools and LEAs.

Part B – Funding Guidance for 2004/05

Section 3: How the Sixth Form Allocation is calculated

41 For each original allocation and Pupil Adjustment, the LSC calculates two figures for each school, using the following methods:

- the LSC formula; and
- the Real Terms Guarantee.

42 These methods are described in Sections 4 and 5. For each funding year, the LSC allocates to the school **whichever is the higher of these two calculations**. For 2004/05, three quarters of schools have their sixth form funding based on the LSC formula, and one-quarter are on the RTG.

43 Section 7 explains how the LSC will adjust each school's allocation in the autumn for actual pupil recruitment in September 2004. The LSC will adjust both the school's formula funding figure and its RTG figure. The school will receive the higher of the two figures after the adjustment.

44 In this way, a small number of schools may change between being funded through the RTG and the LSC formula.

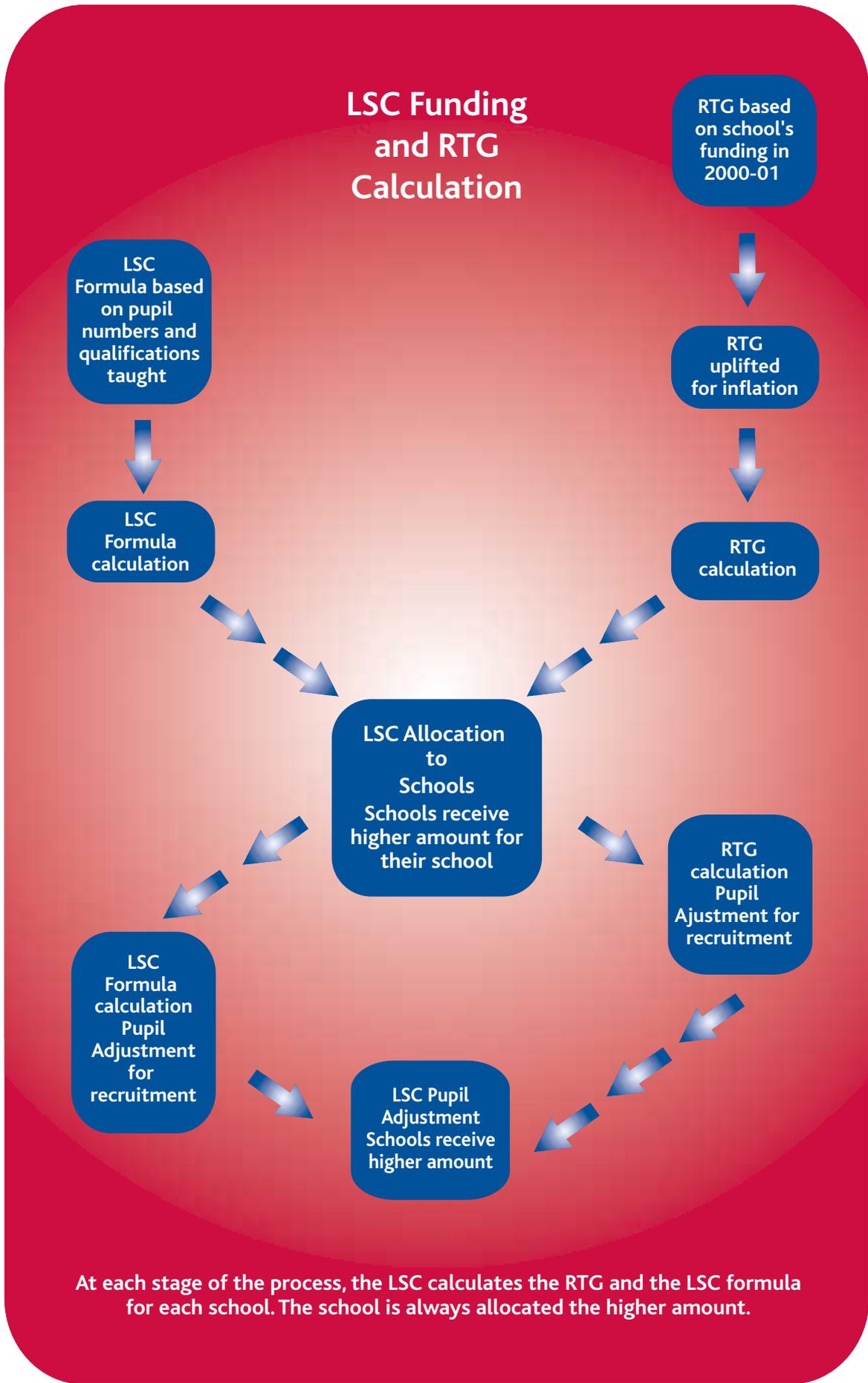
LEA deductions from LSC allocations

45 The Financing of Maintained Schools Regulations 2003 allowed LEAs in 2003-04 to deduct up to one-third of the difference between a school's RTG and LSC formula calculation, where the latter is higher. From April 2004, no such deduction is allowed.

46 The 2004 Regulations allow LEAs to reduce a school's budget share for 2004-05 to take account of items assumed to be funded

both within the LSC allocation and within the school's non-Age Weighted Pupil Unit (non - AWPU) funding.

47 The Regulations also allow LEAs to add to the LSC allocation for sixth forms.



Section 4: The LSC Funding Formula

48 The main principle behind the LSC funding formula is that the funding should follow the individual learner, wherever the learning takes place. The LSC formula differentiates between the different programmes that individual learners follow.

49 It gives a per pupil entitlement **plus** funding for the particular qualifications which those pupils are undertaking.

'Per pupil entitlement'

50 The 'per pupil entitlement' is the amount schools receive for each learner in the sixth form for key skills, tutorial support and enrichment activities. The rate for 2004/05 is £750 for each school sixth form pupil.

51 The LSC's expectation is that a school would provide between four and five hours per pupil per week on relevant activities.

LSC formula

52 The LSC formula for funding in school sixth forms has six elements, as follows.

National base rate for each qualification

53 This reflects the contact time teachers have with pupils and the basic cost of delivering each qualification.

Programme weighting for each qualification

54 This recognises that some subject areas are more costly to deliver than others.

Retention

55 The LSC calculates a school's individual retention rate by comparing the actual number of sixth form pupils in September with those entered as Years 12,13 and 14 on the January PLASC. The retention element adjusts the allocation – it is not additional funding.

Achievement

56 This is 10 per cent of the weighted national rate. An assumption of 87 per cent of qualifications being achieved is applied to all

school sixth forms' qualifications' funding. This will NOT be reconciled against actual achievement by each school in 2004/05 or 2005/06.

Disadvantage

57 This is an uplift to reflect the costs of widening participation and recognising that some learners come from disadvantaged backgrounds.

Area costs

58 This is a weighting factor, which reflects the significantly higher costs of delivering education in London and neighbouring areas in the South East.

National base rate

59 This is basic funding that reflects the length of the learning aim and the basic cost of delivering it. For example, the base rate for an AS Level is higher than for a GCSE.

60 The 2004/05 national base rates for core programmes are as follows (see next page).

61 These rates (except for the International Baccalaureate) are for the whole qualification no matter over how many years that it is delivered. Thus if a 12 unit AVCE/GNVQ is delivered over two academic years, the school will receive 50 per cent of the funding each year.

Programme weighting

62 For the more costly subjects the LSC pays an extra percentage (or weighting) to the national base rate. There are three weightings that apply to school sixth form programmes:

- no additional weighting to the national base rate
- 12 per cent addition to the base rate; and
- 30 per cent addition to the base rate.

63 An up-to-date list of subjects, with their programme weightings, is included with the September 2004 Pupil Count.

Achievement

70 The achievement element is 10 per cent of the total rate for a qualification aim, including programme weighting. This is not an additional amount – it is included within the programme rate.

71 In calculating a school's allocation, the LSC assumes a standard level of achievement of 87 per cent. This is based on actual national achievement levels in sixth form colleges – the closest proxy figures available. There is no individual school rate for achievement in 2004/05.

Disadvantage

72 The disadvantage uplift for school sixth forms supports the policy of reaching and helping disadvantaged learners, and recognises the extra costs of doing so. Schools with significant disadvantage funding should consider offering relevant support to such students – literacy support, Information and Communication Technology (ICT) skills, mentoring, and so on.

73 The LSC currently uses known eligibility for free school meals (FSM) as the measure for this part of the formula. The FSM is the whole school's eligibility taken from the January 2003 PLASC return. The disadvantage uplift is a percentage figure. It is calculated by multiplying the FSM factor by 20 per cent (See example below).

Area costs

74 The final element of the formula reflects the significant additional costs of teaching

post-16 education in London and areas in the South East. The LSC uplifts the funding for school sixth forms according to their geographical position.

75 On advice from the independent National Rates Advisory Group, the LSC revised its area cost uplifts. The LSC completed the increases in 2004/05 and these levels will be continued in 2005/06.

76 Annex A gives full details of the area cost uplifts and of the individual LEA areas in London and the South East to which they apply.

Employers' pensions contributions

77 In 2003-04, the DfES devolved £40.4 million to the LSC to meet additional employer contributions to teachers' pensions, as they also did for LEAs for pre-16 funding. In 2004/05, the LSC increased the funding per pupil by 4 per cent. In 2005/06, there will be a further 4 per cent increase in line with the Secretary of State's guarantee.

78 The LSC has allocated this money separately to schools; the allocations for 2003/04 and 2004/05 are based on pupil numbers and area costs, and we propose the same for 2005/06.

79 The reason for a separate allocation is that integrating the pensions contribution into the RTG would be a complex and distorting process and be less transparent.

Example – Disadvantage Calculation

The disadvantage uplift is 20% of the FSM factor.

If there are 1,000 pupils in a school, of which 250 are eligible for Free School Meals, the FSM factor is 25 per cent.

The disadvantage uplift is 20% of that factor. In this example, 20% of 25% gives 5% uplift to the weighted national rate. The school would have a disadvantage factor of 1.05.



Section 5: The Real Terms Guarantee

80 To make sure that schools did not lose any funding during the transition from LEA to LSC funding in 2002, the Government gave schools a guarantee that their sixth form funding would not reduce in real terms provided they maintained their sixth form pupil numbers. This is the Real Terms Guarantee.

The calculation of the RTG baseline

81 Based on each LEA's section 52 data for 2000-01, the DfES calculated a baseline RTG funding level for each school sixth form according to the amount of funding the school was allocated for its sixth form pupils in 2000-01.

82 Each year, the baseline RTG funding level for each school sixth form is uplifted for inflation – for instance, by 4 per cent for 2004/05 over the 2003/04 level. The LSC then adjusts this annually calculated baseline figure by a fixed amount – up or down – to reflect changes in actual pupil numbers. In 2004/05, this per pupil amount is £2,808.

83 The school's RTG calculation, using this methodology, is its **guaranteed minimum level of funding** for the relevant year.

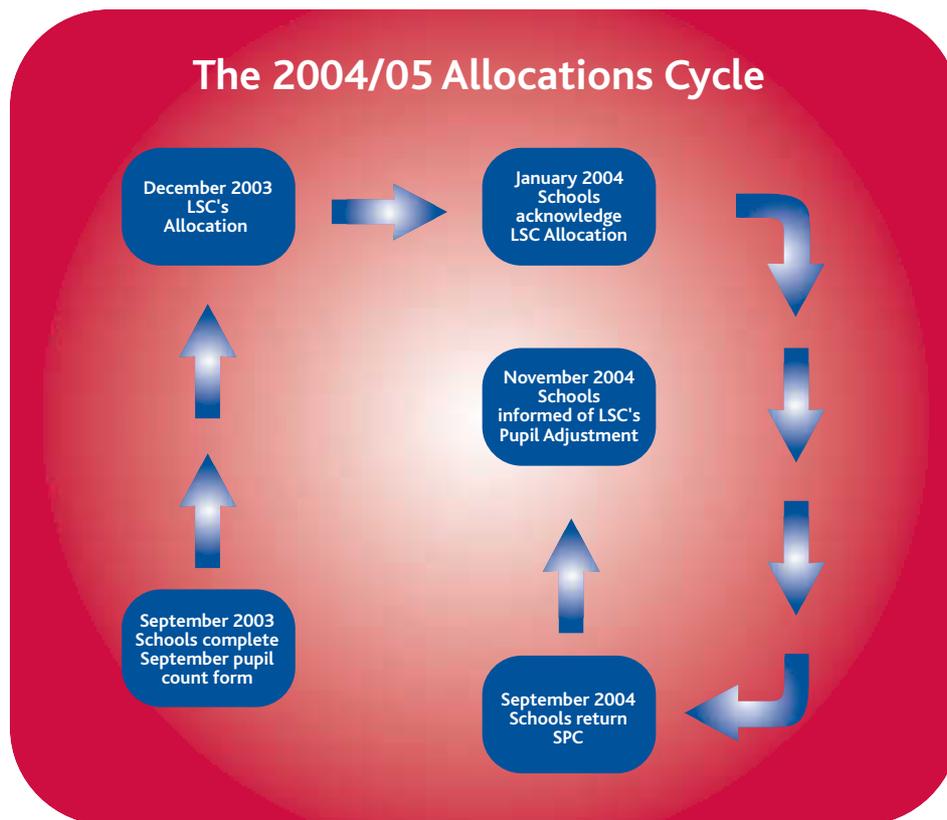
Section 6: The School Sixth Form Allocation Cycle

The annual funding cycle

84 At any point in time, a school is involved in two separate funding cycles with the LSC. For example, in September 2004 a school is at the start of both:

- **the 2004/05 funding cycle** (having received the first 2004/05 payments in August); and
- **the 2005/06 allocations cycle** with the data entered in the September 2004 Pupil Count.

85 The LSC's funding year runs from 1 August to 31 July. Each allocation cycle includes the following parts:



September 2003 – September Pupil Count form

86 Schools completed the 2003 SPC, recording the number of pupils in the sixth form and the qualifications that they are studying.

December 2003 – LSC Allocation for 2004/05

87 Using the 2003 SPC data, the LSC sent each school, and its maintaining LEA, an allocation for 2004/05.

January 2004 – Schools acknowledge LSC allocation for 2004/05

88 The LSC asked schools to check their original allocation, and pay particular attention to the qualification data on which it is based from the 2003 SPC.

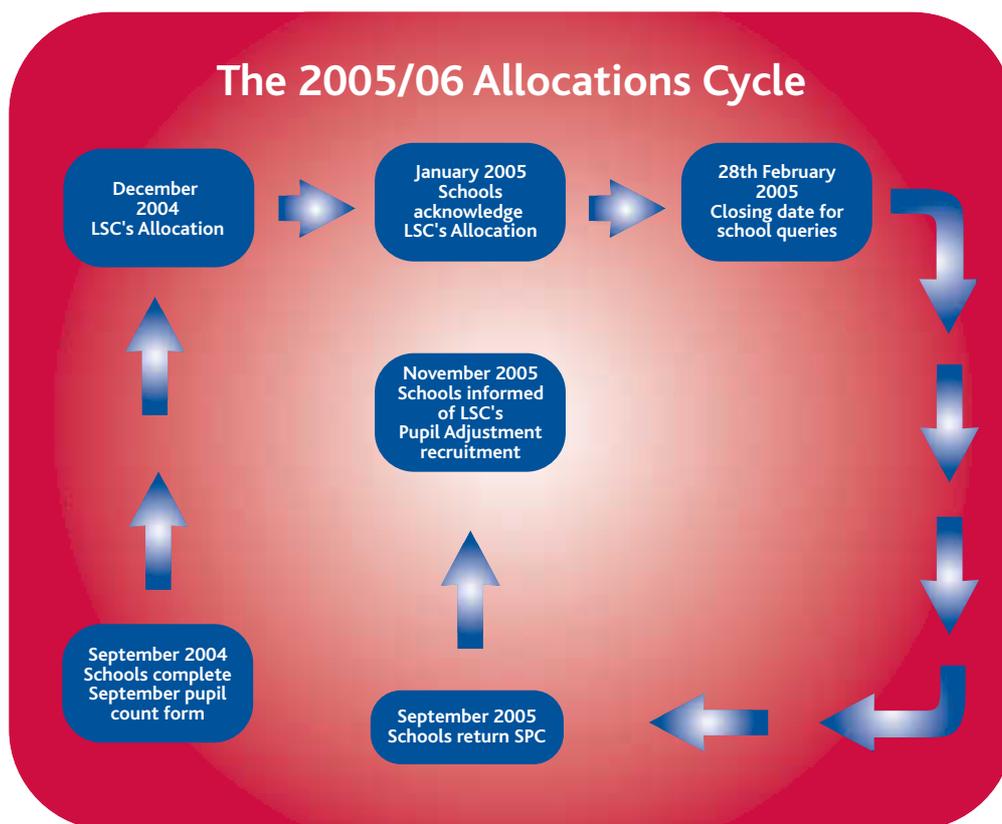
89 Schools with concerns over their allocation have raised these with their local LSC who examined each case on its merits.

September 2004 – Schools complete the SPC

90 Schools complete the 2004 SPC including sixth form pupil numbers and qualifications. It is important schools enter this data accurately as it will form the basis of the 2004/05 Pupil Adjustment.

November 2004 – LSC Pupil Adjustment to schools for 2004/05

91 Using the 2004 SPC, the LSC will issue the autumn Pupil Adjustment based on actual pupil numbers.



September 2004 – September Pupil Count form

92 Schools complete the 2004 SPC, recording the number of pupils in the sixth form and the qualifications that they are studying. It is important that schools enter this data accurately as it will form the basis of the school's 2005/06 LSC allocation.

December 2004 – LSC allocation for 2005/06

93 Using the 2004 SPC data, the LSC will send each school, and its maintaining LEA, an allocation for 2005/06. This allocation will include a retention rate for 2003/04 calculated by comparing the actual pupil numbers on the January 2004 PLASC as a percentage of the numbers on the September Pupil Count 2003.

January 2005 – Schools acknowledge LSC allocation for 2005/06

94 The LSC will ask schools to check their original allocation, and pay particular attention to the qualification data in the 2004 SPC on which it is based.

February 28th 2005 – Closing date for queries from schools to be logged with LSC

95 Schools must lodge any concerns regarding their 2005/06 allocation with their local LSC by 28 February 2005. No adjustment to a school's funding for 2005/06 can be made if a concern is lodged after this date.

96 The local LSC will examine each case on its merits.

September 2005 – Schools complete the SPC

97 Schools complete the 2005 SPC, including sixth form pupil numbers and qualifications.

November 2005 – LSC Pupil Allocation to schools for 2005/06

98 Using the 2005 SPC, the LSC will issue the autumn Pupil Adjustment based on actual pupil numbers in September 2005.

Section 7: Adjusting the School's 2004/05 Allocation – the Autumn Pupil Adjustment

99 The LSC has now fully integrated the simplification of its funding system, at the same time as ensuring that funding follows the learner.

100 The Pupil Adjustment will therefore only include recruitment based on actual pupil numbers in September 2004, as recorded in the September 2004 Pupil Count (SPC).

101 Retention based on the school's individual retention rate for 2002/03 has already been integrated into the school's original allocation for 2004/05, sent to schools in December 2003. This was not the case in 2003/04 when the Pupil Adjustment included both recruitment and retention.

102 In 2004/05, the LSC will:

- make only one adjustment – the Pupil Adjustment for changes in actual pupil numbers between September 2003 and September 2004
- notify schools and LEAs in November 2004 of the Pupil Adjustment
- pay any upward adjustments between January and July 2005, and delay implementing downward adjustments until the start of the 2005-06 financial year (April to July 2005).

Calculating the Pupil Adjustment

September Pupil Count 2004

103 In September 2004, schools complete the SPC, recording how many pupils are in the sixth form. The LSC uses this data for any adjustment to the Pupil Adjustment for the school, based on actual pupil numbers, so it is important that schools record the number of pupils accurately.

The Pupil Adjustment calculation

104 The calculation for the Pupil Adjustment is slightly different for the LSC formula and RTG, although both are based on actual pupil numbers in September 2004.

105 Both the LSC formula and the RTG calculation are carried out for all schools. A school will continue to receive whichever is the higher – its LSC formula or RTG calculation following the Pupil Adjustment.

Pupil Adjustment – LSC formula

106 The September 2004 pupil numbers, recorded in the SPC, are compared with the September 2003 figure. The difference – upwards or downwards – is multiplied by the per pupil average.

107 The per pupil average for the LSC formula is calculated by dividing the 2004/05 LSC formula allocation (ignoring any deductions or additions made by the LEA) by the number of pupils on which the allocation was based (the September 2003 Pupil Count).

Pupil Adjustment – RTG

108 The per pupil amount for each additional or lost pupil in the RTG calculation is a fixed rate of £2,808 per pupil in 2004/05.

109 Therefore the difference in numbers – both upwards and downwards – between September 2004 and September 2003 is multiplied by £2,808.

110 For those schools with increased numbers, an additional supplement for the RTG calculation is added to ensure their per pupil average is at least 3.4 per cent – in line with the Secretary of State's minimum funding for schools with increased pupils.



Case study: Pupil Adjustment for school on LSC formula

The school has 275 students in September 2004 compared to 255 in September 2003 – an increase of 20 students.

Per pupil funding – The school has 255 pupils on the 2003 SPC and received £986,000 in its original allocation for 2004/05.

Its per pupil average is £986,000 divided by 255 = £3,867 for each pupil.

The average per pupil cost, £3,867, is multiplied by the 20 additional students.

The Pupil Adjustment is therefore £77,340.

Case study: Pupil Adjustment for school on RTG with decreased numbers

For RTG schools, additional or lost pupils are costed at £2,808 each.

The school has 285 students in September 2004 compared to 300 in September 2003 – a decrease of 15.

The recruitment total is therefore 15 lost students multiplied by 2,808 totalling – a reduction of £42,120.

The Pupil Adjustment is a reduction of £42,120.

Case study: Pupil Adjustment for school on RTG with increased numbers

For RTG schools, additional or lost pupils are costed at £2,808 each.

The school has 310 students in September 2004 compared to 300 in September 2003 – an increase of 10.

The recruitment total is therefore 10 additional students multiplied by £2,808, totalling £28,080.

The Additional Supplement is £12,020.

The Pupil Adjustment total is therefore £40,100.

The additional supplement

111 The additional supplement is not applicable to the LSC formula, as funding in respect of all qualifications has been increased by 4 per cent. Provided there have been no changes in the number and type of qualifications each pupil in the school sixth form takes, there will automatically be a 4 per cent per pupil increase in the LSC formula funding.

112 The additional supplement is necessary for the RTG calculation because the per pupil average RTG funding is above the amount (£2,808) paid for additional pupils.

113 As a result, schools with increased numbers receive an increase in their RTG allocation which is proportionately less per pupil overall. This may not match the Secretary of State's guaranteed increase of at least 3.4 per cent for increased pupils for LEA funding.

114 A supplement has therefore been introduced to ensure schools on RTG with increased numbers in September 2004 receive at least a 3.4 per cent increase for additional pupils.

115 The supplement is the additional amount required after each additional pupil has been funded at £2,808 each to reach the total per pupil RTG average for all pupils in September 2004.

116 The per pupil RTG average is the RTG amount for 2004/05 divided by the number of pupils in September 2003. This per pupil figure is then multiplied by the number of pupils in September 2004.

117 Further details are available in Annex B.



Section 8: Calculating the School's 2005/06 Allocation

September Pupil Count 2004

118 The LSC uses the data entered in Section 3 of the 2004 September Pupil Count (SPC) form to calculate for each school its sixth form allocation from August 2005 to July 2006.

119 To determine each school's allocation correctly, the LSC needs accurate information on the number of pupils and the qualifications being studied by these pupils.

120 To make sure that schools record their data as accurately as possible, good practice suggests that schools should:

- read the following section carefully alongside the SPC accompanying guidance
- consider contacting their local LSC for a worked example of a school's SPC
- involve either the curriculum deputy or director of sixth form to calculate the qualifications section
- double check the totals on the SPC, and the calculations underpinning them, with a person who has not had any previous involvement with the data
- compare the 2003 SPC with the 2004 SPC and be able to clearly identify any significant changes and the reasons for them.

121 The LSC's data assurance pilots (see paragraphs 164 to 170) highlighted that these procedures may prevent errors on the SPC return, which can affect a school's funding for the following year.

122 Each year, the LSC has modified the qualification section of the SPC to enable schools to itemise their qualifications more accurately. This process has now been further extended to cover National/First Diplomas and Awards.

123 Schools need to be aware that insufficient data entered for any qualification means we cannot calculate any funding for that qualification until the school has supplied accurate data.

Pupils

Eligibility

124 To be eligible for LSC funding as a pupil in a school sixth form, a young person must:

- be under 19 years of age at the start of their sixth form programme of study
- be studying full-time (either at the school or, under arrangements made by the school, partly at another institution); and
- have right of abode in England. (Non-EEA nationals will generally not be eligible for LSC funding unless accompanying parents)

125 The decision as to whether a young person is to be admitted to a school sixth form rests with the maintaining LEA, in accordance with the DfES School Admissions Code of Practice, not with the LSC.

Fast track pupils

126 Some pupils in years 10 or 11 may be studying an AS or A2 course as well as their GCSE programmes because they are on a fast track programme. These pupils are funded by the LEA and so are not eligible for LSC funding. To qualify for funding, the majority of a pupil's programme must be in the sixth form.

127 Further to the 14–19 Green Paper *Extending Opportunities, Raising Standards*, it is likely that pre-16 learners will increasingly take advantage of the greater flexibility which allows them to 'fast track' on to AS Level and AVCE courses. The LSC aims for its funding regime to support schools and colleges with such pupils.

128 Schools should not include pupils over 16 who are taking a Year 11 programme in Section 3 of the SPC.

Pupil numbers

129 The number of pupils entered on the SPC relates to those on the school roll as at 18 September 2004 – not predicted pupil numbers. The LSC includes all eligible full-time pupils in the sixth form in September in its retention calculations; these cover pupils in Years 12, 13 and 14.

Entitlement

130 All pupils receive funding for 'Entitlement', which covers key skills, tutorials and other enrichment activities. The latter include personal, social and health education (PSHE); sport; music; dance; drama (non-examinable); Young Enterprise; Duke of Edinburgh's Award; and religious education.

131 The LSC does not provide extra funding beyond entitlement for these activities and key skills 'look-alike' qualifications. To help schools in identifying key skills and their equivalents which will not attract additional funding.

132 Entitlement should make up about four to five hours per week for each pupil.

133 Schools receiving significant disadvantage funding should consider supporting their students by extending their entitlement with additional support such as literacy, English as an additional language (EAL), ICT and other relevant activities.

Qualifications

Consortium arrangements

134 The LSC strongly encourages collaboration between schools, colleges and work based learning providers. It also encourages such collaboration with independent schools, particularly for minority A level subjects.

135 The school at which pupils are on the roll should record the qualifications studied by their pupils in any other institutions through collaborative arrangements.

136 It is up to the institutions involved to negotiate how schools share their funds in relation to these arrangements. Good practice

suggests using the LSC's school sixth form qualification rates.

Qualifications cap

137 Schools should record the total number of qualifications according to the following condition: for each sixth former, schools can record up to five qualifications (including General Studies and 'Other' learning aims), but should not include those covered by entitlement funding.

138 If a pupil is studying more than five qualifications, the school should ignore any more than five, but the school can include the five qualifications with the highest funding values.

Programme weightings

139 Schools can find details of programme weightings in the SPC guidance.

AVCE and GNVQ qualifications

140 Schools should enter AVCE/GNVQ courses for either one or two years and break them down into three, six or twelve unit qualifications as appropriate. Schools also need to split them into the appropriate cost weightings.

NVQ

141 The LSC will be funding NVQs at three different levels of funding to mirror the different ways they can be delivered. These are linked to the teacher contact time per pupil per year, and this varies depending on the particular NVQ. Teacher contact time covers classroom contact, support and assessment carried out by the school only. This guidance amplifies the guidance on NVQs in the SPC.

Delivery model 1 – over 450 hours each year

142 The school delivers all skills training (on the job), the background knowledge and understanding (off the job) and the support and assessment.

Delivery model 2 – between 300 and 449 hours each year



143 The school and work based provider jointly deliver the NVQ. The school delivers knowledge and understanding (off the job) and the support and assessment.

Delivery model 3 – between 0 and 299 hours each year

144 The work-based provider delivers the whole NVQ and the school delivers only support and assessment.

145 The relative rates attributed to these delivery models cover all costs relating to the qualification and reflect the different levels of funding required to deliver an NVQ in different ways.

146 Where NVQs are delivered through a collaborative process, individual providers need to allocate the LSC funding provided between them as appropriate.

147 It is important that schools enter in the NVQ section only recognised full NVQs that are validated by the appropriate awarding bodies. Schools should not enter NVQ equivalents or units of NVQs. These should be entered under Other Qualifications.

Other qualifications

148 The Other Qualifications section covers any programmes that are not covered by specific qualifications or funded through the entitlement.

149 To help the LSC assess these programmes appropriately, it is essential that schools include the following information:

- the accreditation number for the qualification
- the full title of the qualification, including the level and the awarding body where appropriate
- the number of hours of teacher contact time each year
- the number of pupils studying the qualification.

150 Other qualifications must be listed under Section 96 of the *Learning and Skills Act* (which can be found at www.dfes.gov.uk/section96) to

be eligible for funding. However, not all qualifications in Section 96 attract additional funding from the LSC, as they may be already covered by the entitlement funding.

151 Annex C shows details of the funding for these types of qualification based on teacher contact time for 2004/05. However, such qualifications must clearly add 'additionality' to entitlement to result in funding. Schools should contact their local LSC for clarification if necessary.

Level 1 and Level 2 qualifications – grouped qualifications

152 If qualifications are combined to create a full-time programme for a number of pupils, the school should list the individual qualifications in the Other Qualifications section and indicate that they are part of a grouped full-time programme.

153 The LSC is keen to support these Level 1 or Level 2 'package' programmes as they widen participation.

154 Local LSCs will discuss with the school during the course of the year whether a more appropriate national qualification can replace the package of qualifications in future years.

155 Similarly, local LSCs involved in Local Initiative Development (LID) projects with their schools should ensure that there is a smooth transition on to recognised and funded qualifications when these local initiatives are phased out.

156 If a school is unsure whether a qualification is eligible for funding, they should enter all relevant details in the Other Qualifications section and LSC National Office will make an assessment of eligibility and funding levels.

157 Schools, including those with an SEN unit, offering specific programmes for SEN pupils should list all components of these programmes in the manner described above to access the relevant funding.

Vendor-certificated courses

158 In 2003, the Qualifications and Curriculum Authority (QCA) recognised some vendor-certificated courses such as OCR/CISCO. This made them eligible for specific funding by the LSC in 2004/05. To qualify for funding, schools need to enter these qualifications in the Other Qualifications section in the SPC with the number of pupils and number of teacher hours each year.

159 The LSC does not fund other vendor-certificated programmes which have not been approved or which are part of the generic learning required to achieve an approved qualification. Schools on the LSC formula can use the entitlement funding for such vendor-specific programmes.

Religious education

160 Religious education programmes must meet the 'additionality' requirements if they are to attract specific funding.

161 This means that the programmes are additional to those that the school is already funded for, either through entitlement or any other specific qualifications such as A level or GCSE.

162 The only religious education programmes that will attract additional funding on top of entitlement are:

- religious education qualifications that have been accredited by QCA and approved by the Secretary of State under Section 96; or
- religious education programmes that are internally (school) certificated and delivered within a framework that has been approved by the national Roman Catholic body, the National Accrediting Board of Studies.

163 The LSC will not provide additional funding for any other general religious education programmes or activity and these should be supported through entitlement funding.

Data assurance

164 The Chief Executive as the LSC's accounting officer is responsible to the

Department for Education and Skills for ensuring that Departmental funds are applied to the purposes of funding learning. The National Audit Office (NAO), as the LSC's auditors, examines and reports upon how the LSC discharges its responsibilities in funding providers, including school sixth forms. For the 2003/04 funding year, the LSC, working with the DfES, was able to agree that it can demonstrate its responsibilities by performing assurance work on a sample of SPC pupil data returns from 135 schools.

165 Assurance arrangements for 2004/05 are likely to be similar in scope and intensity to the arrangements for the last two years. The LSC is likely to include any schools that show significant variations from one year to the next in their qualification mix in the LSC's assurance arrangements.

166 To support the LSC's assurance work, schools are reminded that they must retain evidence to support the entries made on the return for qualifications and pupil numbers in the SPC. A full list explaining what needs to be retained is included in the table opposite.

167 This means that for the 2003 SPC, schools must keep the underlying data on which the 2003 SPC was based until September 2005.

168 For the 2004 SPC, schools must keep the underlying data on which the 2004 SPC was based until September 2006.

169 All schools must maintain these records over the required timescale as the LSC has made these requirements for data assurance monitoring explicit in both the 2003/04 and 2004/05 *School Sixth Form Funding Guidance*.

170 For 2004/05, the LSC will be in contact with individual schools and LEAs over any adjustments of funding due to errors identified. From 2005/06, the LSC will adjust any funding for a school with data error returns identified in the data assurance monitoring. It will use the corrected data and subsequently adjust the school's funding at the same time as the school's Pupil Adjustment in November 2006.

Records to Retain to Support the September 2004 Pupil Count for assurance purposes

Schools are expected to keep the following records to support the September 2004 return to the Department for Education and Skills, for 2005/06 assurance purposes:

- A copy of the September 2004 return
- A copy of the sixth form prospectus for 2004/05
- A list of pupils by name in years 12, 13 and 14 at the census date of 16 September 2004, together with their dates of birth, which must match the total number of pupils on the September 2004 return
- A list of qualifications each pupil in the sixth form is studying on the census date (16 September 2004)
- The list of qualifications summarised by cost weighting factor, which must match with the total number of qualifications in the September 2004 Pupil Count
- Any other working papers that the school has to support the entries on the September 2004 pupil count
- A list of pupils leaving and joining the sixth form in the period September 2004 to July 2005, together with their dates for joining and leaving the school
- School registers (both form and teaching groups, if kept) or electronic registration systems such as Sims or Bromcom or attendance records for 2004/05 for years 12, 13 and 14
- Where it applies, details of any consortium arrangements involving the sixth form and the qualifications taught through the consortium arrangements.

Schools must retain these records until September 2006.

Schools must retain similar records for the 2003 SPC until September 2005

A sixth form pupil is defined as a full time pupil who is under 19 years of age at the beginning of his or her sixth form programme of study. It includes pupils under the age of 16 who are undertaking a full-time sixth form programme of study, but not those pupils who are 16 or over and taking or retaking their year 11 programme.

Section 9: Post-16 Special Educational Needs in 2004/05

Introduction

171 Unlike other post 16 learning routes, where the LSC has direct responsibilities over the placement and funding decisions for individual learners with additional needs, the statutory responsibilities for post-16 school pupils with special educational needs (SEN) rest with LEAs, schools and other agencies.

172 Our future role will be the subject of our SEN consultation, within the LSC's overall review of learners over 16 with learning difficulties and/or disabilities.

Funding post-16 statements of SEN in 2004/05

173 The LSC's sixth form funding arrangements do not affect LEAs' statutory duties and responsibilities, under the *Education Act 1996*, to young people aged 16 to 19 with special educational needs who are enrolled at school. LEAs continue to receive and distribute all the relevant funding and retain responsibilities for the assessing, statementing and reviewing processes, including arranging special educational provision for pupils with statements.

174 The funding comes to the LEA via the LSC rather than through the local authority's settlement under the local government finance system.

175 Each LEA's SEN allocation has been calculated by the DfES on the basis of the authority's actual 2000-01 post-16 spending, uprated for inflation and adjusted for changes in the number of 16–18-year-olds in the LEA area. It covers expenditure on pupils with statements at maintained schools and maintained special schools, independent and non-maintained special schools.

176 The Real Terms Guarantee, and consequently the LSC formula allocation to a school, includes funding for post-16 statemented pupils in mainstream schools where the LEA delegated the funding to schools in 2000-01.

177 For 2004/05, as for previous years, the DfES has agreed that the LSC's funding responsibility for post-16 statements would be fulfilled by passing to the LEA a block sum of money which the DfES determines related to the authority's actual spend on post-16 statements of SEN in 2000-01.

178 This means that, for 2004/05, a local authority has a similar level of funding for post-16 statements as it would if the funding were provided through the local authority settlement alone.

Individual cases

179 As the Learning and Skills Council is forwarding in full the funding to the LEA as determined by the DfES, the LSC's allocation plus the authority's settlement means that the LEA receives the same level of funding for post-16 SEN, as well as retaining its statutory responsibilities.

180 The LSC has not been given any extra SEN funding to provide additional resources. As in previous years, the LEAs will continue to be responsible for meeting the cost of new in-year statements. LEAs should not therefore expect additional resources from the LSC to cover individual cases.

Funding beyond a pupil's 19th birthday

181 The SEN Code of Practice – paragraph 9.61 – refers to the LSC making it a condition of funding that the LEA continues to maintain the statement, for a pupil who stays on in school after compulsory school age, until the end of the academic year in which the pupil's 19th birthday falls.

182 This is a formal condition of grant in 2004/05.

LEA flexibility over post-16 SEN funding

183 Post-16 SEN funding provided to the LEA by the LSC has not been ring-fenced for 2004/05. Any funding remaining after supporting post-16 statements should be used to support SEN generally – statemented or non-statemented, pre- or post-16. LEAs must, of course, ensure that they fulfil all their duties to post-16 learners with statements.

Schools with SEN Units

184 Schools with SEN units should ensure that they record all qualifications being studied by their students on the September Pupil Count in order to access all the funding to which they are entitled.

Pupils without statements of SEN

185 It is the responsibility of schools to ensure that they make appropriate provision for pupils with special educational needs but without a statement – those whose special needs are 'School Action Plus'.

186 Funding for such pupils is included in the school's allocation from the LSC, whether it is through the RTG or the LSC formula.

187 The Real Terms Guarantee was originally calculated from a school's delegated budget under the LEA's Fair Funding formula, which included funding for pupils with non-statemented special educational needs.

188 The LSC formula includes a disadvantage factor, totaling £27 million of the total amount, which is calculated from the percentage of the school's students on free school meals. A similar calculation is used by many LEAs to distribute additional needs funding to support School Action Plus students.

189 Thus, both schools on RTG funding and LSC formula are funded at a level which cover non-statemented special educational needs.

Special schools

190 A consequence of the LSC not having discretion over the funding for post-16 pupils with statements of SEN or over the placement of such pupils is that the funding of maintained special schools remains the responsibility of the LEA for 2004/05. The LEA's own funding formula – usually on a place-led rather than pupil-led basis – is unaffected by the LSC's role.

191 For the same reasons, it also remains the LEA's responsibility to pay the fees of 16–19 pupils at non-maintained and independent special schools.

192 Local Learning and Skills Councils will wish of course to involve special schools in the maintained, non-maintained and independent sectors over local planning issues where appropriate.

The SEN Code of Practice

193 Under Section 13 of the *Learning and Skills Act 2000*, the LSC has to have regard to the needs of persons with learning difficulties, including when carrying out its funding duties under Section 5 (1), Sub-sections (a) to (d), and to any assessments under Section 140 (*Assessments relating to learning difficulties*).

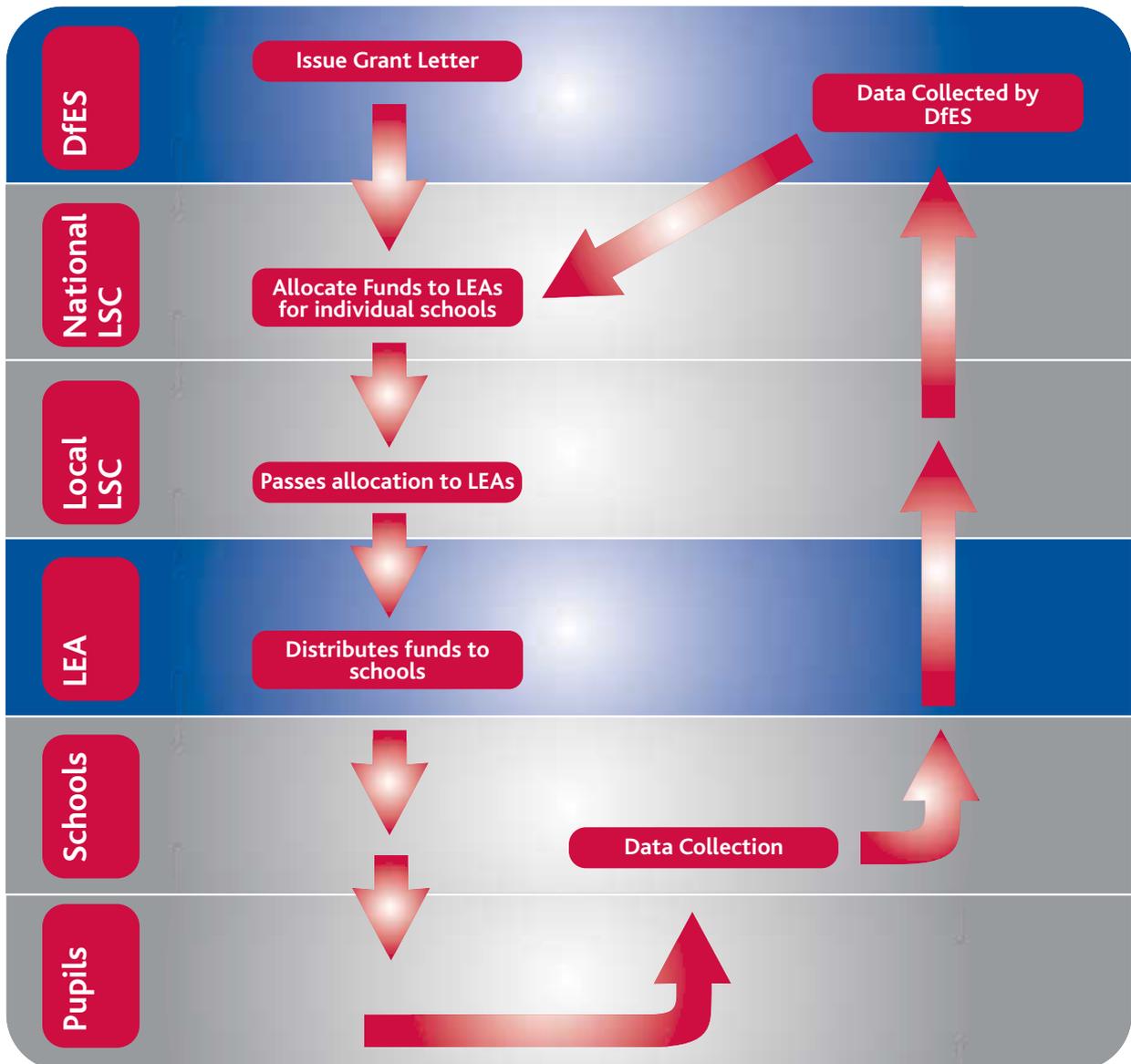
194 In addition, guidance from the DfES advises the LSC to work closely with the Connexions Service with regard to young people with learning difficulties and disabilities. The Connexions Service, under the SEN Code, is responsible for overseeing the implementation of the Transition Plan for young people with statements.

195 Local Learning and Skills Councils would be expected to assist Connexions staff, and LEAs more generally, in supporting the education of young people with special educational needs. These arrangements are not affected by the LSC's funding role.

Section 10: LSC Payments Profile to LEAs

Introduction

196 Whilst the LSC allocates funding to school sixth forms, it pays it as a grant to Local Education Authorities. LEAs then include these sixth form funds within the school budget shares.





Grant payment process

197 In 2004/05, the Learning and Skills Council pays a total grant to each authority using a funding year payment profile of 12 equal monthly payments. However, each LEA has the right to pass on LSC funding to schools in the way it feels appropriate within the Financing of Maintained Schools Regulations.

Conditions of grant

198 The LSC will be setting out some general conditions on the grant in letters to LEAs. These conditions are designed to make sure LEAs use LSC resources appropriately.

199 These conditions of grant operate alongside the Financing of Maintained Schools Regulations. The Regulations take statutory precedence over the LSC's conditions of grant.

200 The LSC provides allocations for schools for the funding year, August to July, as it does for all post-16 provision in all educational sectors.

201 LEAs and schools set budgets for the financial year from April to March.

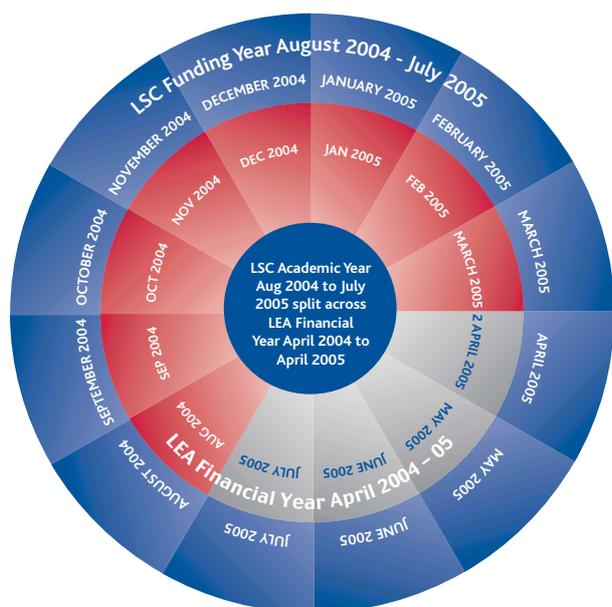
introduction of Local Management of Schools, schools have needed to calculate the cost of potential savings and costs from September to March – 7/12 of the financial year – when setting budgets in March for the following financial year.

203 To help this process, the LSC is planning to let schools and LEAs know the Pupil Adjustment for 2004/05 in November 2004, with the proposed adjusted payments profile to LEAs starting from January 2005:

- LEAs will receive funding for schools which have an increased allocation from January to July 2005; and
- the LSC will reduce payments to LEAs, which have schools with reduced allocations from April to July 2005 in the new financial year 2005-06.

204 The LSC will increase payments appropriately from January to July 2005. In January 2005, LEAs will receive 50 per cent of the Pupil Adjustment (that is, the January payment and the preceding five months of the funding year) and then 1/12 of the Pupil Adjustment for each of the remaining six months (February to July 2005).

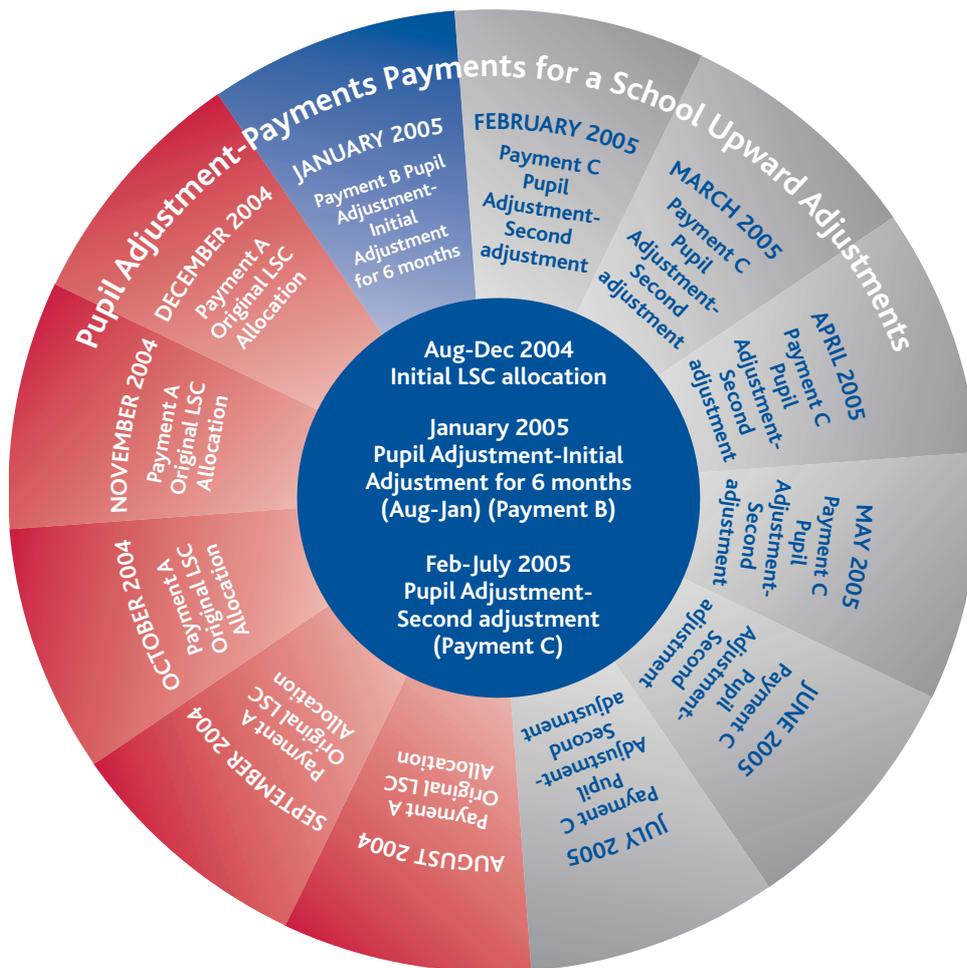
205 The LSC will decrease payments from April to July 2005, at 25 per cent of the Pupil Adjustment in each of these four months.



202 To help align these two funding years, the above diagram highlights the effects of the LSC's allocation profile over two financial years. The LSC is equally aware that, since the

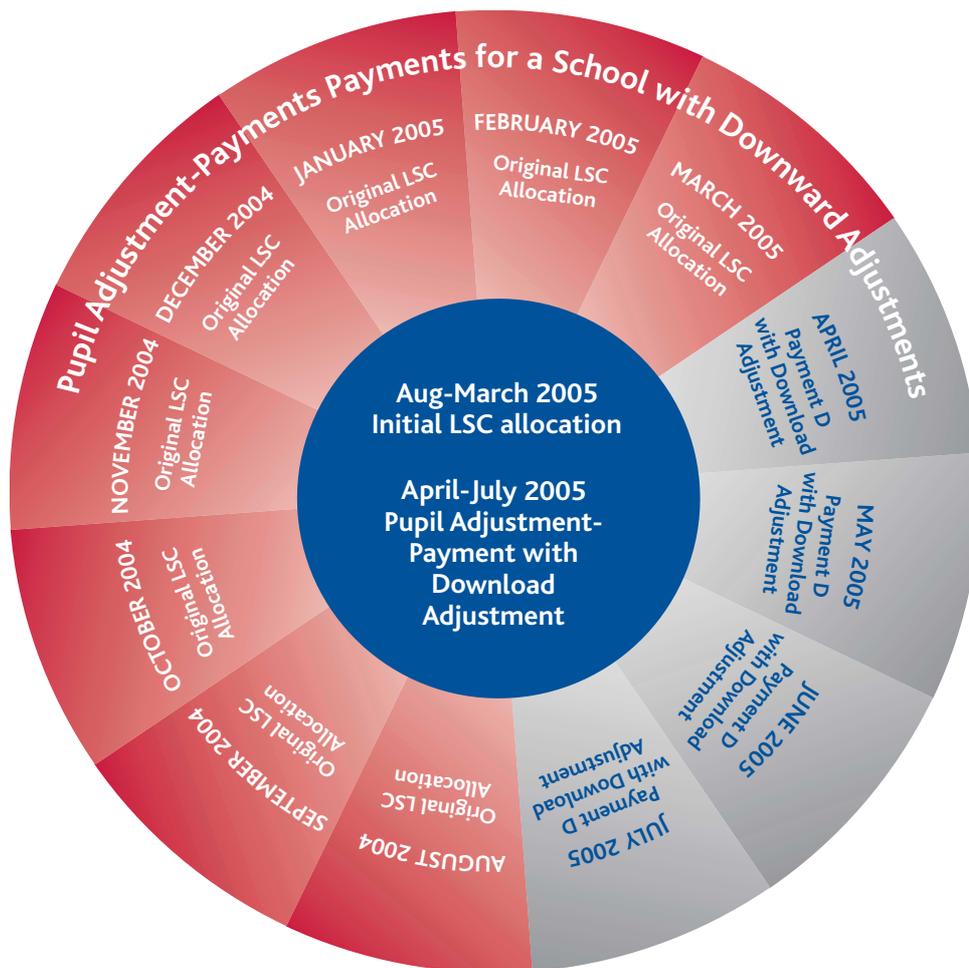
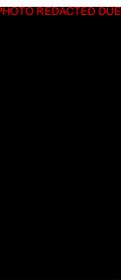
Payments of pupil adjustment

206 To help schools and LEAs understand the LSC's Pupil Adjustment more clearly, and the change to payments which will result, examples are included below. This assumes that the LEA is passing on LSC funding in 12 equal amounts to each school throughout the year from August 2004 to the school.



Key Pupil Adjustments - Payments

Payment A	Original Allocation
Payment B	January 2005 (6 months payment Aug 2004 to Jan 2005)
Payment C	Pupil Adjustment per month (Feb to July 2005)



Key	
Payment	Original LSC Allocation
Payment D	Pupil Adjustment per month April 2005 - July 2005

Financial management

207 The LSC is conscious that it is probably more difficult for schools to make immediate savings at the start of the academic year. As a result the LSC has decided not to reduce grant payments to LEAs in respect of school budgets until April 2005 in the new financial year.

Schools in exceptional financial difficulties

208 The LSC is aware of the need for stability in sixth form funding as the loss of a proportionally large number of sixth formers in September can adversely affect a school's

overall budget, and thus its ability to provide an appropriate education for those sixth formers still in the school.

209 In addition to delaying downward adjustments until the following financial year, the LSC has developed longer-term support measures for those few schools, which find themselves in more extreme financial difficulties.

210 This involves a three-year financial and curriculum recovery plan drawn up and agreed by the school, LEA and LSC. This gives a planned and consistent approach to tackling more significant and longer-term difficulties in the school.

Section 11: School Sixth Form Learner Support

211 Schools may be interested in the support the LSC gives two particular groups of pupils through its Learner Support Fund (LSF). Funds are allocated by the LSC to LEAs provided the LEA wishes to participate in the scheme and has agreed to the Conditions of Funding (Grant).

Childcare

212 The childcare pilot Care to Learn (C2L) has been extended in 2004/05 to all young learners on LSC-funded courses – this includes courses taught in schools. The maximum allowance for childcare has been raised to £5,125 for an individual pupil.

213 Childcare support will only be used to fund childcare which is registered in accordance with the requirements of the *Children Act 1989*. The Act states that a child minder who looks after one or more children must be registered with Ofsted if they are to receive payment for minding the child in excess of two hours per day. Informal childcare, such as that provided by a relative, cannot be funded.

214 Learners can apply for support from C2L if they are aged 19 or under and have a dependent child. Learners must be eligible to take part in publicly funded learning to qualify for C2L. The DfES delivery agent, Manchester LEA, will make payments direct to the childcare provider. They will be based on the actual cost of the childcare up to a maximum of £5,125 per child per year, for the duration of the learner's course, to a maximum of three years. Providers should support and assist young parents seeking C2L.

215 C2L details can be obtained from the Help line, 0845 600 2809, or from the DfES web site, www.dfes.gov.uk/caretolearn.

Medically ill pupils

216 When the LSC was given the responsibility for 16–19 education, the needs of pupils who are ill and out of education were not clearly defined, causing difficulties for

medically ill pupils in accessing education. The DfES statutory guidance *Access to Education for Children and Young People with Medical Needs* stated that these pupils were entitled to a proper education.

217 These pupils are keen to study but have a debilitating and long-term illness such as ME. During such an illness, the pupil is capable of part-time or full-time study but requires additional support to undertake their studies – often they cannot leave home. Many of these pupils expect eventually to make a full recovery and continue in full-time education.

Eligibility

218 Post-16 medically ill pupils are defined as pupils who are at home without access to education for more than 15 working days. Those pupils who have an illness or diagnosis, which indicates prolonged absence from school, whether at home or in hospital, need to have access to education, as far as possible from day one.

219 The DfES statutory guidance implies that LEAs rather than the LSC must support post-16 pupils who have had a disrupted year's education pre-16 and as a result have not completed their compulsory education.

220 All other medically ill pupils aged 16–18 will be supported by the LSC as detailed in the accompanying table.



Accessing funding for medically ill pupils

a. Accessing LSC Basic Qualification rates

A school is entitled to claim the basic qualification rate for the courses that the pupil studies. This includes funding for the courses studied, entitlement funding, and any disadvantage and area costs funding the school is entitled to. To access such funding, the school needs to enter the pupil on its September Pupil Count form as it does for other pupils.

b. Accessing specific support for medically ill pupils

To access specific funding to meet the needs of a medically ill pupil, the following steps must be taken.

- A learner's plan needs to be drawn up by Connexions. This needs to include:
 - medical certification and support for a specific education programme
 - an assessment led by Connexions involving the school, any other relevant professionals and family in identifying the support needed for the individual to complete his or her studies; and
 - an assessment of the costs involved.
- There needs to be an annual review to ensure that provision is effective, relevant and necessary.
- The type of provision provided would depend on individual need, but could include home tuition, distance learning, specialist equipment and transport costs.
- The amount of funding an individual could receive would need to be capped, and the type and nature of illnesses involved be identified.

221 The LEA will then pay for the relevant provision from their Learner Support Fund allocation.

222 The local LSC will look to add additional funding to an LEA where the LEA has exceeded its LSF budget, provided the LSC has unallocated or surplus funds in the LSF fund. This may not necessarily be the case and the LSC may not be able to give additional funding in some years.

Section 12: Schools with Opening, Merging or Closing Sixth Forms

223 The LSC has a strategic role in planning and improving 14–19 provision. Working with LEAs, Area Inspections and their subsequent action plans and increasingly Strategic Area Reviews are reforming and widening the curriculum offer for young people.

224 These developments often result in more flexible and cooperative arrangements between schools and/or colleges. The LSC is keen to support these arrangements as effectively as possible.

225 However, the LSC is committed to funding following the learner and distributing all its allocated funding to schools – the LSC does not currently hold any schools' funding in reserve for future development.

226 As a result, within the LSC's national funding there is no additional funding for opening or expanding school sixth forms even if they are part of a Post Area Inspection Action Plan or Strategic Area Review until the Pupil Adjustment, which is based on actual pupil numbers recruited in September, is calculated in November. The experience of the majority of new sixth forms so far is that they have not reached their predicted numbers so that their funding is reduced after the Pupil Adjustment.

227 However, the LSC does fund all schools including new school sixth forms from August. As teachers salary costs will start from September, this means that 1/12 of the school's allocation from the LSC is for start-up costs.

228 Capital development, which may be part of a new or expanding sixth form, remains the responsibility of the LEA for 2004/05.

229 The government's 5 Year Strategy for Children and Learners, includes provision for a joint 16-19 capital fund for the school and FE sectors in future years.

Sixth forms opening in September 2004

230 School sixth forms opening in September 2004 were not given a 2004/05 LSC allocation in the original allocation process. In order to inform the allocations for those school sixth forms, the LSC has collected estimated pupil number data for the 2004/05 academic year.

231 The LSC asked for evidence for, and validation of, those estimates; for example, details of where the pupils are expected to come from and/or why the current pattern of what their pupils do post-16 is expected to change.

232 The data collected has enabled us to calculate both a formula funding and an RTG figure for the new sixth form. **These calculations have been based on the basis of the average RTG and formula funding per pupil of the schools within the LEA area.** The new school sixth form will receive the higher of the two calculations. This allocation will be subject to subsequent adjustment for pupil numbers following the September 2004 Pupil Count, in the same way as for other sixth forms in the Pupil Adjustment process.

233 The funding for these schools will start to flow from the LSC to LEAs in August 2004. Any adjustments arising from the September 2004 Pupil Count will take effect from January or April 2005, as with other school sixth forms.

Sixth forms that opened in September 2003

234 School sixth forms that opened in September 2003 have 2004/05 allocations based on a pupil count for two years. The LSC conducted a similar exercise to that for new sixth forms in order to produce RTG allocations, and used qualification data provided on the September 2003 Pupil Count form as a basis for the funding per pupil for the formula allocations for the whole school sixth form. LSC funding for the full sixth form starts in August 2004, and will be subject to the same Pupil Adjustment as with other sixth forms.



Merging school sixth forms

235 The 14–19 agenda, area inspections and Strategic Area Reviews are leading several schools to explore more flexible sixth form arrangements with a wider curriculum offer for the benefit of young people.

236 The LSC is keen to support such arrangements in its funding processes. Our present arrangements which expect consortia to record pupils and their qualifications at their home school are intended to be straightforward and enable consortia to allocate funding between themselves in line with their own objectives. The LSC's qualification rates for school/sixth forms form a good basis.

Disadvantage factor

237 Where two or more schools have merged their sixth forms, the disadvantage factor will be calculated by an overall free school meal percentage. This will add all those on FSM in the schools concerned and calculate them as a percentage of the total schools' population.

School sixth forms closed in July 2004

238 School sixth forms that are closing in July 2004 will receive a one-month allocation to cover August 2004 based on 1/12 of their allocation following the Pupil Adjustment for 2003/04.

School sixth forms closing in July 2005

239 School sixth forms that are due to close in July 2005 will be treated as normal, and adjustments for changes in pupil numbers will be made as part of the Pupil Adjustment process.

240 These schools will receive a one-month allocation in August 2005 based on 1/12 of their 2004/05 allocation following the Pupil Adjustment.

Annex A: Area Costs 2002 to 2005

The LSC, after advice from the National Rates Advisory Group, has adjusted its area costs funding in the following manner. The accompanying tables explain the effects on individual areas and LSCs.

Two-year timescale – half the increase in 2003/04; remainder in 2004/05

The agreed increases have been introduced over a two-year period – 2003/04 and 2004/05.

Increased area costs

The increases over two years are:

- London A to 1.20
- London B to 1.12
- South East regions to a range of uplifts from 1.01 to 1.12.

The following tables need to be studied carefully to see the effects on individual areas and, consequently, schools. In some cases, the increases vary within a local LSC area and also within an LEA area.

London A

	Weighting 2002/03	Weighting 2004/05	Increase 2002/03 to 2004/05
Camden	1.18	1.20	0.02
Islington	1.18	1.20	0.02
Kensington and Chelsea	1.18	1.20	0.02
Lambeth	1.12	1.20	0.08
Southwark	1.18	1.20	0.02
Westminster	1.18	1.20	0.02
Wandsworth	1.12	1.20	0.08
Hackney	1.18	1.20	0.02
Tower Hamlets	1.18	1.20	0.02
Lewisham	1.12	1.20	0.08
Newham	1.18	1.20	0.02
Haringey	1.12	1.20	0.08
Hammersmith and Fulham	1.12	1.20	0.08
City of London	1.18	1.20	0.02
Greenwich	1.12	1.20	0.08

London B

	Weighting 2002/03	Weighting 2004/05	Increase 2002/03 to 2004/05
Barking and Dagenham	1.06	1.12	0.06
Bexley	1.06	1.12	0.06
Havering	1.06	1.12	0.06
Redbridge	1.06	1.12	0.06
Barnet	1.06	1.12	0.06
Enfield	1.06	1.12	0.06
Waltham Forest	1.06	1.12	0.06
Bromley	1.06	1.12	0.06
Croydon	1.06	1.12	0.06
Kingston	1.06	1.12	0.06
Merton	1.06	1.12	0.06
Richmond	1.06	1.12	0.06
Sutton	1.06	1.12	0.06
Brent	1.12	1.12	0.00
Ealing	1.06	1.12	0.06
Harrow	1.06	1.12	0.06
Hillingdon	1.06	1.12	0.06
Hounslow	1.06	1.12	0.06

South East

	Weighting 2002/03	Weighting 2004/05	Increase 2002/03 to 2004/05
Bedfordshire and Herts non-fringe	1.00	1.03	0.03
Berks, Surrey and West Sussex fringe	1.06	1.12	0.06
Berks non-fringe	1.00	1.12	0.12
Bucks non-fringe	1.00	1.07	0.07
Hampshire including Isle of Wight	1.00	1.02	0.02
Herts and Bucks fringe	1.03	1.10	0.07
Kent and Essex fringe	1.03	1.06	0.03
Oxfordshire	1.00	1.07	0.07
West Sussex non-fringe	1.00	1.01	0.01

Bedfordshire and Hertfordshire Non-Fringe

Full effect 1.03		
Bedfordshire County Council	Luton	North Hertfordshire
Mid Bedfordshire	Stevenage	South Bedfordshire

Berkshire, Surrey and West Sussex Fringe

Full effect 1.12		
Surrey County Council	Guildford	Spelthorne
Bracknell Forest	Mole Valley	Surrey Heath
Crawley	Reigate and Banstead	Tandridge
Elmbridge	Runnymede	Waverley
Epsom and Ewell	Windsor and Maidenhead	Woking

Berkshire Non-Fringe

Full effect 1.12		
Reading	West Berkshire	Wokingham

Buckinghamshire Non-Fringe

Full effect 1.07		
Aylesbury Vale	Wycombe	Milton Keynes

Hampshire

Full effect 1.??			
Hampshire County Council	Eastleigh	Havant	Southampton
Basingstoke and Deane	Fareham	New Forest	Test Valley
East Hampshire	Gosport	Portsmouth	Winchester
Isle of Wight	Hart	Rushmoor	

Hertfordshire and Buckinghamshire Fringe

Full effect 1.10			
Broxbourne	East Hertfordshire	South Bucks	Three Rivers
Chiltern	Hertsmere	St Albans	Watford
Dacorum			Welwyn Hatfield

Kent and Essex Fringe

Full effect 1.10			
Basildon	Dartford	Harlow	Sevenoaks
Brentwood	Epping Forest		Thurrock

Oxfordshire

Full effect 1.07		
Oxfordshire County Council	South Oxfordshire	Oxford
Cherwell	West Oxfordshire	Vale of White Horse

West Sussex Non-Fringe

Full effect 1.01		
Adur	Chichester	Horsham
Arun	Mid Sussex	Worthing

Annex B: 2004/05 Pupil Adjustment and Additional Supplement

Pupil Adjustment

As set out in Section 7 of this Guidance, the LSC will determine the 2004/05 Pupil Adjustment for each School.

Additional Supplement for schools with increased numbers on RTG

In 2004/05 the LSC increased all its rates by 4 per cent in line with the Secretary of State's guaranteed increase.

As the per pupil average amount for school's on RTG is above the amount (£2,808) paid for additional students in an RTG school, an additional supplement has been introduced to ensure schools on RTG with increased numbers in September 2004 receive at least a 3.4 per cent increase in funding per pupil – the guaranteed increase for additional pupils.

The supplement will apply to the RTG calculations for all schools with rising sixth form rolls in September 2004. However, the large majority of schools receive higher funding anyway through the LSC's formula, so only a relatively few schools' funding will be affected by this supplement - we estimate slightly over one hundred.

For schools that increase their sixth form pupil numbers, we will compare the 2003/04 and 2004/05 per pupil RTG funding following Pupil Adjustment. Where the 2004/05 per pupil RTG funding is not at least 3.4 per cent higher than that in 2003/04, the LSC will add an additional supplement to ensure that the school does receive a 3.4 per cent increase.

The additional supplement is not applicable to schools on the LSC formula as all qualification and programme weighting rates have been

increased by 4 per cent. Provided there have been no changes in the number of qualifications taken in the school sixth form, there will automatically be a 4 per cent per pupil increase.

Calculating the 2004/05 Pupil Adjustment and Additional Supplement

The following instructions and tables contained in this funding guidance are to assist you in making an estimate of the pupil adjustment and additional supplement that may be applied to your school depending on your pupil numbers in September.

It should be noted that whilst they have been derived from the notification that will be issued to you in November 2004 they are NOT the full guidance and allocation document that you can expect to receive at that time.

By including your school's actual pupil numbers in Sept 2004 in addition to existing data already provided by the LSC, a school should be able to calculate its Pupil Adjustment and Additional Supplement figures. The boxes marked * are those in which you will need to enter data, the remaining boxes are then derived from calculations, as explained in this annex.



Pupil Adjustment – Example

	RTG	LSC formula	Actual allocation
Allocation for 2004/05 as notified in March Allocations by LSC	£832,000 ^Q	£750,000 ^R	£832,000 ^S
Number of sixth form pupils in 2003 (September 2003 pupil count)	200 ^T	200 ^U	
Number of sixth form pupils in 2004 (September 2004 pupil count)	220 ^V	220 ^W	
Difference in pupil numbers between September 2003 and 2004	20 ^X	20 ^Y	
Amount per pupil (£2,808 for RTG or average per pupil for formula)	£2,808 ^Z	£3,750 ^{AA}	
Adjustment resulting from pupil recruitment	£56,160 ^{AB}	£75,000 ^{AC}	
2004/05 allocation adjusted for pupil recruitment	£888,160^{AD}	£825,000^{AE}	£888,160^{AF}
Actual adjustment resulting from pupil recruitment			£56,160^{AG}

Pupil Adjustment – Your School

Enter your school's data in the boxes with an asterisk

	RTG		LSC formula		Actual allocation
Allocation for 2004/05 as notified in March Allocations by LSC	<input type="text" value="*"/>	Q	<input type="text" value="*"/>	R	<input type="text" value="*"/>
Number of sixth form pupils in 2003 (September 2003 pupil count)	<input type="text" value="*"/>	T	<input type="text" value="*"/>	U	
Number of sixth form pupils in 2004 (September 2004 pupil count)	<input type="text" value="*"/>	V	<input type="text" value="*"/>	W	
Difference in pupil numbers between September 2003 and 2004	<input type="text"/>	X	<input type="text"/>	Y	
Amount per pupil (£2,808 for RTG or average per pupil for formula)	<input type="text" value="£2,808"/>	Z	<input type="text"/>	AA	
Adjustment resulting from pupil recruitment	<input type="text"/>	AB	<input type="text"/>	AC	
2004/05 allocation adjusted for pupil recruitment	<input type="text"/>	AD	<input type="text"/>	AE	<input type="text"/>
Actual adjustment resulting from pupil recruitment					<input type="text"/>

Line-by-Line Guide to Calculating the Pupil Adjustment and Additional Supplement to the RTG

- 1 The following instructions and tables contained in this funding guidance are to assist you in making an estimate of the pupil adjustment and additional supplement that will be applied to your school.

Pupil Adjustment

- 2 **Boxes Q, R and S** show the 2004/05 RTG, LSC formula and actual allocations as notified to schools and LEAs in the original allocation for 2004/05 (Boxes E, O and P of the original allocation document). Note S will be the higher of Q and R.
- 3 **Box T and Box U** both show the number of sixth formers provided by the September 2003 pupil count, which was used in the calculation of the original allocations (Box C of the original allocation document).
- 4 **Box V and Box W** both show the number of sixth formers provided by the September 2004 pupil count.
- 5 The change in pupil numbers between September 2003 and September 2004 is shown at **Box X and Box Y** and is found by subtracting Box T from Box V or Box U from Box W.
- 6 **Box Z** shows the per pupil amount to be used in adjusting the RTG, this is £2,808 for all schools.
- 7 **Box AA** shows the per pupil amount to be used in adjusting the LSC formula, this is the average formula amount per pupil for 2004/05 and will vary from school to school. This can be found by dividing Box R by Box U.
- 8 **Box AB and Box AC** show the amount of adjustment to the RTG and formula respectively and are found by multiplying the difference in pupil numbers by the appropriate per pupil amount for example, $\text{Box AB} = \text{Box X} \times \text{Box Z}$ and $\text{Box AC} = \text{Box Y} \times \text{Box AA}$.
- 9 **Box AD and Box AE** show the RTG and formula adjusted for pupil recruitment and are found by adding the adjustment in funding to the original allocations for example, $\text{Box AD} = \text{Box Q} + \text{Box AB}$ and $\text{Box AE} = \text{Box R} + \text{Box AC}$.
- 10 The Actual allocation adjusted to fully fund pupil recruitment is then shown at **Box AF** and is the higher of Box AD and Box AE.
- 11 The actual pupil adjustment resulting from recruitment is shown at **Box AG** and is found by subtracting the Original Allocation from the Pupil Adjusted Allocation for example, subtracting Box S from Box AF.

Additional Supplement for RTG only

	Example	Your School
RTG following pupil adjustment for 2003/04	£800,000 ^{AH}	*
Pupil numbers in September 2003	200 ^{AI}	*
2003/04 per pupil RTG funding	£4,000 ^{AJ}	
2004/05 protected per pupil RTG funding (AJ uplifted by 3.4%)	£4,136 ^{AK}	
Pupil numbers in September 2004	220 ^{AL}	*
RTG following pupil adjustment for 2004/05	£888,160 ^{AM}	
2004/05 per pupil RTG funding	£4,037 ^{AN}	
Additional Supplement	£21,760 ^{AO}	

Additional supplement to RTG

- 12 **Box AH** shows the RTG following the pupil adjustment for 2003/04.
- 13 **Box AI** shows the number of sixth form pupils in September 2003 provided by the September 2003 pupil count. (Will be the same as Box T and U on page 3 of the Pupil Adjustment Document).
- 14 **Box AJ** shows the per pupil RTG funding for 2003/04; this is calculated by dividing Box AH by Box AI.
- 15 **Box AK** shows the protected per pupil RTG funding, which is found by multiplying the 2003/04 per pupil RTG funding (Box AJ) by 3.4%.
- 16 **Box AL** shows the number of sixth form pupils in September 2004 provided by the September 2004 pupil count.
- 17 **Box AM** shows the RTG following the pupil adjustment for 2004/05. Box AD from the 2004/05 pupil adjustment .
- 18 **Box AN** shows the per pupil RTG funding for 2004/05; this is calculated by dividing Box AM by Box AL.
- 19 **Box AO** shows the amount due to deliver a 3.4% per pupil increase in RTG funding. If Box AN is greater than Box AK then this box will be £0. If Box AN is less than Box AK, the difference between the actual per pupil RTG funding and the protected per pupil RTG funding is determined and multiplied by the September 2004 pupil numbers to find the additional supplement due, for example, $(\text{Box AK} - \text{Box AN}) \times \text{Box AL}$.

Total adjustment due

- 20 The total adjustment that will be due to a school is then the sum of the pupil adjustment and the additional supplement for example, $\text{Box AG} + \text{Box AO}$.

Annex C: Other Qualifications – Teacher Contact Time

These categories indicate teacher contact time – the number of hours a pupil is taught during the year – and the consequent funding attached per pupil. This data is only a general guide to LSC funding rates. Schools should consult their local LSC for more specific information.

Qualifications in this category must be seen to be adding 'additionality' – additional learning to that which a pupil receives which is beyond the pupil's entitlement.

These qualifications must also be on the DfES Section 96 list of approved qualifications, although many of these qualifications are funded through entitlement.

		Programme School	Weightings Sixth	For Forms
Teacher contact time Range		A (1.0)	B (1.12)	C (1.3)
6	8	£61	£68.32	£79.30
9	13	£91	£101.92	£118.30
14	19	£115	£128.80	£149.50
20	29	£138	£154.56	£179.40
30	39	£220	£246.40	£286.00
40	49	£260	£291.20	£338.00
50	59	£300	£336.00	£390.00
60	89	£379	£424.48	£492.70
90	119	£581	£650.72	£755.30
120	149	£699	£782.88	£908.70
150	179	£818	£916.16	£1,063.40
180	209	£937	£1,049.44	£1,218.10
210	239	£1,056	£1,182.72	£1,372.80
240	269	£1,174	£1,314.88	£1,526.20
270	299	£1,293	£1,448.16	£1,680.90
300	329	£1,412	£1,581.44	£1,835.60
330	359	£1,530	£1,713.60	£1,989.00

Continued...

Annex C: Other Qualifications – Teacher Contact Time (continued)

		Programme School	Weightings Sixth	For Forms
Teacher contact time Range		A (1.0)	B (1.12)	C (1.3)
360	389	£1,649	£1,846.88	£2,143.70
390	419	£1,768	£1,980.16	£2,298.40
420	449	£1,887	£2,113.44	£2,453.10
450	479	£2,453	£2,747.36	£3,188.90
480	509	£2,453	£2,747.36	£3,188.90
510	539	£2,453	£2,747.36	£3,188.90
540	569	£2,453	£2,747.36	£3,188.90
570	599	£2,480	£2,777.60	£3,224.00
600	629	£2,565	£2,872.80	£3,334.50
630	659	£2,649	£2,966.88	£3,443.70
660	689	£2,733	£3,060.96	£3,552.90
690	719	£2,817	£3,155.04	£3,662.10
720	749	£2,901	£3,249.12	£3,771.30
750	779	£2,986	£3,344.32	£3,881.80
780	809	£3,070	£3,438.40	£3,991.00
810	839	£3,154	£3,532.48	£4,100.20
840	869	£3,238	£3,626.56	£4,209.40
870	899	£3,323	£3,721.76	£4,319.90
900	929	£3,407	£3,815.84	£4,429.10
930	959	£3,491	£3,909.92	£4,538.30
960	989	£3,576	£4,005.12	£4,648.80
990	1019	£3,659	£4,098.08	£4,756.70
NVQ Bands GLH Range		A (1.0)	B (1.12)	C (1.3)
0	299	£749	£838.88	£973.70
300	449	£1,123	£1,257.76	£1,459.90
450 and above		£2,829	£3,168.48	£3,677.70

Annex D: Glossary

2004/05	denotes LSC funding year from August 2004 to July 2005
2004-05	denotes financial year from April 2004 to March 2005
'additionality'	additional learning which a pupil receives which is beyond the pupil's entitlement
AVCE	Advanced Vocational Certificate of Education
AWPU	Age Weighted Pupil Unit
DfES	Department for Education and Skills
DfES Section 96	This is a list of approved qualifications which are eligible for LSC funding. Not all such qualifications attract LSC funding, as some are regarded as being covered by entitlement funding.
FE	Further Education
GCSE	General Certificate in Secondary Education
ICT	information and communication technology
LEA	Local Education Authority
LSC	The Learning and Skills Council
LSC formula	LSC formula calculation for a school's sixth form, incorporating the six elements
NRAG	National Rates Advisory Group , an independent group, which advises the LSC on rates issues, principally relativities between qualifications
NRWS	New Relationship with Schools
PLASC	Pupil Level Annual School Census
QCA	Qualifications and Curriculum Authority
Real Terms Guarantee (RTG)	The RTG is a guarantee given by the Government that a school's sixth form funding will not reduce in real terms on account of the transition to the new funding regime, provided that it maintains its sixth form pupil numbers.
SEN	special educational needs
SPC	September Pupil Count , completed by schools in September and returned to the DfES
Teacher contact time	the teacher hours taken to deliver a qualification over an academic year

Notes

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