

Evaluation of Learner Support Funds: Statistical Data 2003

Prepared by The Institute for Employment Studies

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Executive Summary

Methodology

The results presented in this report are based on an amalgamation of data from the LSC's Individualised Student Records (ISR 20 /22) and the manual returns for 2000/2001. The ISR is a collection of data on all students enrolled at colleges in the Further Education sector, including specialist-designated colleges and students in external institutions on provisions that are funded by the LSC.

Key Findings

Some of the key findings of this report are as follows:

- **Overall**, 7.9 per cent of Further Education students studying on council funded provisions were in receipt of some form of Learner Support Funding.
- 6.9 per cent of students received **Access Funds**, 0.9 per cent of students received **Childcare Support** and 0.1 per cent of students received **Residential Bursaries**.
- Broken down by **age**, 15.4 per cent of students between 16 to 18 years old, 9.5 per cent of 19 to 24 year olds, and 4.1 per cent of those 25 years old or over are estimated to be in receipt of Access Funds.
- On the subject of **gender**, 60 per cent of Further Education students were female, compared with 64 per cent of Access Fund recipients. The higher proportion of female students receiving Access Funds may partly reflect Access Fund allocation relating to childcare.
- Members of **ethnic minorities** were proportionally more likely to be in receipt of Learner Support Funding than their white counterparts, forming at least 13 per cent of the overall student population, but 23 per cent of the Access Fund recipients.
- Recipients of Access Funds or Residential Bursaries were more likely to report a **disability or learning difficulty** than their student counterparts who did not receive such funding. 6.2 per cent of Access Fund recipients report a learning difficulty and 5.2 per cent of Access Fund recipients report a disability, compared to 2.6 per cent and 2.9 per cent respectively among non-recipients.
- The data demonstrate that Access Funds and Childcare Support are targeted towards students living in areas of greatest **deprivation**. Residents in areas with the highest deprivation were twice as likely to receive Access Funds than residents in areas of low deprivation.
- **Retention rates** are higher among Access Fund students than among students overall. In the population as a whole, the Retention rate was just over 81 per cent, compared with Access Fund recipients (87 per cent), Childcare recipients (88 per cent), and Residential Bursaries (90 per cent).
- **Achievement rates** among those in receipt of Learner Support, however, are slightly lower than among those who are not in receipt of support. This is possibly because the recipients of Learner Support are among the most disadvantaged students.

1. Methodology

1.1 Summary

This report reviews the allocation and impact of Learner Support Funding among students studying within institutes of Further Education.

The main body of the report is in three parts:

- Chapter 2 provides headlines on the distribution of Access Funds, and other government funds or initiatives, by student characteristics, college and course types.
- Chapter 3 examines in greater detail the association between Learner Support Funding and retention.
- Chapter 4 focuses on the relationship between Learner Support Funding and achievement.

The Appendix provides additional headline (numbers) estimates for people in receipt of Learner Support Funding by individual and course characteristics, broken down by age groups (ie '16 to 18', '19 to 24' and '25 or over').

1.2 Methodology

1.2.1 Data sets

The results presented in this paper are based on an amalgamation of data from the LSC's Individualised Student Records (ISR 20/22) and the manual returns for 2000/2001. The Individualised Student Records (ISR) is a collection of data on all students enrolled at colleges in the Further Education sector, including specialist-designated colleges and students in external institutions on provisions that are funded by the LSC. Each student has a single record in the student data set providing details of the student's individual characteristics, including their date of birth, sex and ethnicity. They also have one or more associated records in the qualification aims data set, recording details of each qualification they are taking, the type of course and Learner Support arrangement.

1.2.2 Reporting of Learner Support

The ISR represents the most comprehensive record of students in Further Education that is currently available. However, evidence from the LSC's manual returns data, covering the Learner Support expenditure of every Further Education institution, suggests that the ISR may be under-reporting the receipt of Learner Support Funding (if the manual returns data is to be considered the more reliable source). The under-reporting varies with the fund in question. Comparing Access Funds reported in the ISR with the manual returns data suggests that approximately two-thirds of those in receipt of Access Funds are not recorded as such in the ISR. Similarly, over half of those in receipt of Childcare Support or Residential Bursaries may not be reported as such within the ISR.

To overcome the potential problems associated with the under-reporting of Learner Support within the ISR, the ISR estimates have been 'grossed up' using estimates from the manual returns data. Given the degree of under-reporting, and consequently the size of the corresponding grossing factors, cases in which the reported cell sizes are small (under 1,000) should be treated with caution. All numbers presented in this paper have been rounded to the nearest 100.

Finally, it must be stressed that these estimates are an attempt to improve upon the undercounting of Learner Support recipients within ISR 20/22. They should not, however, be used to comment upon the student population in general, ie on issues not specifically related to Learner Support, as in such instances the unweighted ISR data may be a more appropriate reference.

1.2.3 Future analysis

A question that will arise regarding the current approach is one of longitudinal comparability and reproducibility. To avoid double collection, in future years the manual returns data will not report on the number of students in receipt of awards. This will not be an issue if successful measures are undertaken to improve the reporting of student level data within the ISR. However, in the event of undercounting within future data sets, there will be a need to develop new approaches to this research. It is beyond the scope of this paper to consider how future analysis will be conducted but there are a number of options that may be worth reviewing.

At present, the ISR records the type of government initiative from which a student is benefiting and allows a value of '0' to be recorded if no information is provided/the student is not in receipt of support. If future years were to distinguish between 'no information provided/available' and 'not in receipt of support', it *may* be possible to assess the degree of 'item non-response' associated with the Learner Support variables and to track the level of non-response more easily at the college level. The additional information *may* be used to control for the effects of such non-response. This is similar to the approach currently used in coding ethnicity fields and those relating to learning difficulties and/or disabilities.

A second possibility would be for researchers to consider the relationship between the average number, amount and types of awards made available and the average number of students in receipt of those awards. The assumption underlying any analysis, however, is that it would be possible to find an association that remains constant. Even if this is true of previous years, it may not be true of future ones, particularly if there are changes to the policy environment (eg through the introduction of EMAs).

It is clear, however, that future research would require early consideration of these issues and *potential* alternatives.

1.2.4 Sample

In Chapter 2, the results are based on students in institutions of Further Education who are on council funded courses, ie are eligible for Learner Support Funding. Higher Education Institutions (HEIs) and students who are predominantly on non-council funded courses are excluded from the analysis. In Chapter 3, the focus is on the qualification. Non-council funded courses, courses that were still in continuation, or courses in which an assessment was yet to be made are not included in the analysis.

2. Headline Results for Learner Support 2000/2001

2.1 Overall

There were approximately 3.5m students studying council funded courses within Further Education institutions between 2000/2001. Almost eight per cent (7.9) of these students are in receipt of some form of Learner Support Funding.

Broken down by types of funds, approximately seven (6.9) per cent of students received Access Funds, 0.9 per cent of students received Childcare Support and 0.1 per cent of students received Residential Bursaries.

2.2 Learner Support Funding and age

The majority of students in Further Education (over 80 per cent) were 19 years old and over. This is reflected in the distribution of Access Fund recipients, where nearly 60 per cent were over the age of 18. In the case of Childcare Support, over 90 per cent were over the age of 18. Residential Bursaries were the main exception and 65 per cent of students receiving Residential Bursaries were under 19 years old, while 90 per cent were under the age of 25.

Figure 2.1: Distribution of Learner Support Funding by age group (per cent)

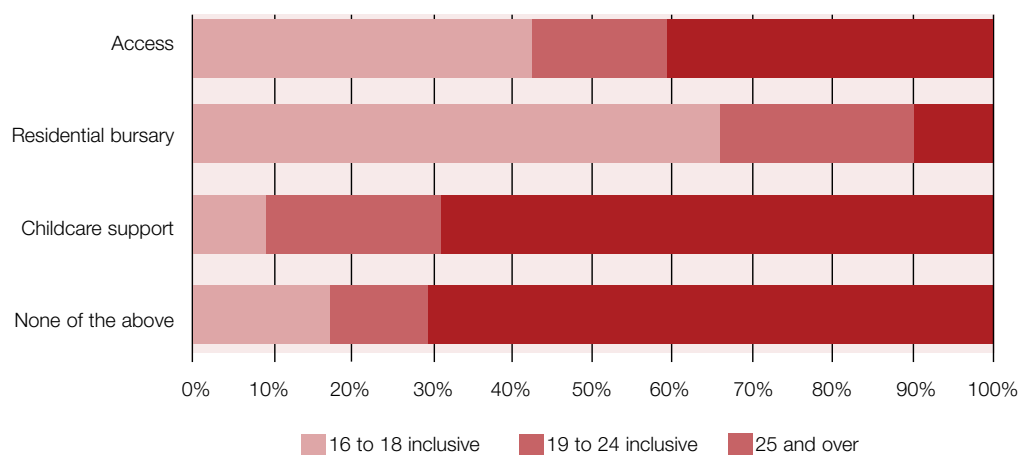


Table 2.1: Learner Support Funding by age group

	Access	Residential	Childcare	None	Total
16 to 18 inclusive	102,500	1,800	2,900	557,100	664,400
19 to 24 inclusive	41,000	700	6,700	381,300	429,800
25 and over	100,900	300	21,800	2,318,000	2,441,000
Total	244,500	2,800	31,400	3,256,500	3,535,200

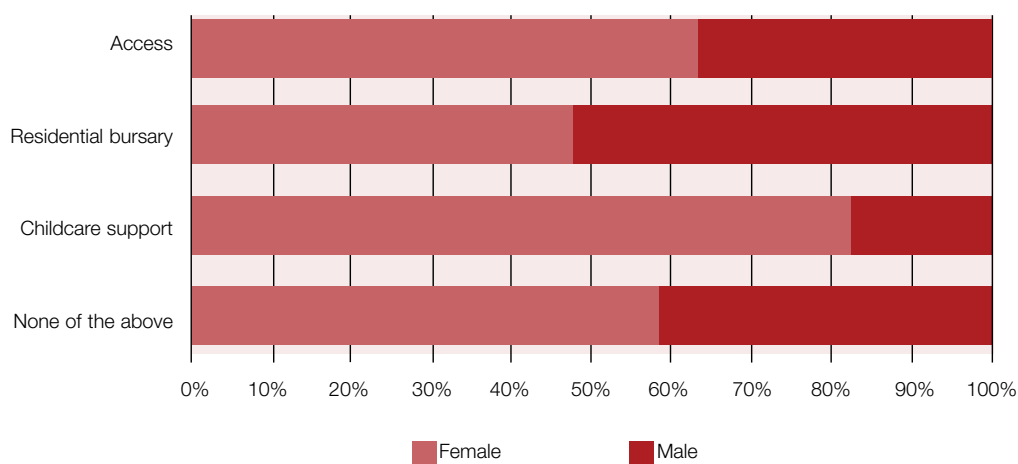
Source: IES Analysis

Table 2.1 reports the actual numbers of Access Fund recipients by age group. Approximately 102,000 (15.4 per cent) of students between the ages of 16 and 18 are estimated to be in receipt of Access Funds, out of a population of 664,000. Among 19 to 24 year olds, 41,000 out of an estimated 430,000 students (or 9.5 per cent) were in receipt of Access Funds, while among students over 24 years old the percentage fell to 4.1 per cent (ie 101,000 students out of 2.4 million).

2.3 Learner Support Funding and gender

Females are more likely to benefit from Learner Support Funding than their male counterparts. Sixty per cent of Further Education students were female, compared with 64 per cent of Access Fund recipients. The higher proportion of female students receiving Access Funds may partly reflect Access Fund allocation relating to childcare.

Figure 2.2: Distribution of Learner Support Funding by sex (per cent)



Source: IES Analysis

In Table 2.2, we can see that females have greater representation among Access Fund recipients irrespective of age group. The fact that more than 70 per cent of recipients who are over 25 years old were female, may reflect the use of Access Funds to support childcare-related needs.

Table 2.2: Learner Support Funding by gender and age group (per cent)

	Access	Residential	Childcare	None	Total
16 to 18 inclusive					
Female	57.5	49.4	66.3	50.6	51.7
Male	42.5	50.6	33.7	49.4	48.3
Total	100.0	100.0	100.0	100.0	100.0
19 to 24 inclusive					
Female	61.7	46.6	86.9	56.1	57.1
Male	38.3	53.4	13.1	43.9	42.9
Total	100.0	100.0	100.0	100.0	100.0
25 and over					
Female	70.6	47.2	83.6	62.0	62.5
Male	29.4	52.8	16.4	38.0	37.5
Total	100.0	100.0	100.0	100.0	100.0

Source: IES Analysis

2.4 Learner Support Funding and ethnicity

Table 2.3: Distribution of Learner Support Funding by ethnicity (per cent)

	Access	Residential	Childcare	None	Total
Bangladeshi	1.0	0.1	1.1	0.6	0.6
Black African	4.7	0.3	4.1	1.7	2.0
Black Caribbean	3.5	1.0	2.9	1.5	1.7
Black Other	2.1	0.5	1.5	0.7	0.8
Chinese	0.5	0.1	0.6	0.5	0.5
Indian	2.5	0.5	2.3	2.0	2.0
Pakistani	4.0	0.4	4.2	1.8	2.0
White	67.1	91.9	70.6	75.3	74.7
Other — Asian	1.6	0.6	1.7	1.2	1.2
Any other	3.5	0.9	4.1	2.2	2.3
Not known	9.5	3.9	6.9	12.5	12.2
Total	100.0	100.0	100.0	100.0	100.0

Source: IES Analysis

Table 2.3 illustrates the distribution of ethnic groups among Learner Support Fund recipients. Although white students make up at least 74.7 per cent of the student population, they account for only 67.1 per cent of Access Fund recipients. On the whole, members of ethnic minorities were more likely to be in receipt of Learner Support Funding than their white counterparts, forming at least 13 per cent of the overall student population, but 23 per cent of the Access Fund recipients. It should be noted, however, that there is a wide degree of non-response and these figures must be treated with caution.

Table 2.4: Learner Support Funding by ethnicity and age group (per cent)

	Access			Residential			Childcare			None			Total		
	16 to 18	19 to 24	25 plus	16 to 18	19 to 24	25 plus	16 to 18	19 to 24	25 plus	16 to 18	19 to 24	25 plus	16 to 18	19 to 24	25 plus
Bangladeshi	1.7	1.1	0.3	-	0.3	-	0.5	1.4	1.1	1.1	1.1	0.4	1.2	1.1	0.4
Black African	2.9	6.4	5.8	-	0.9	0.6	1.5	2.7	4.9	1.7	2.6	1.6	1.9	2.9	1.8
Black Caribbean	3.0	4.0	3.8	0.9	0.9	1.9	1.6	2.5	3.1	1.7	1.5	1.5	1.9	1.8	1.6
Black Other	2.3	2.7	1.6	0.4	-	1.3	1.1	2.0	1.4	1.2	1.0	0.5	1.3	1.2	0.6
Chinese	0.5	0.6	0.5	0.1	-	-	0.2	0.2	0.7	0.5	0.5	0.5	0.5	0.5	0.5
Indian	3.5	1.8	1.8	0.2	0.6	1.3	2.0	1.8	2.5	3.0	2.4	1.7	3.1	2.3	1.7
Pakistani	6.7	3.9	1.4	0.2	0.9	-	1.0	4.4	4.6	3.1	3.4	1.3	3.7	3.5	1.3
White	66.6	64.9	68.5	92.8	91.2	89.0	85.9	74.5	67.4	75.5	71.3	75.9	74.2	70.8	75.5
Other — Asian	1.1	1.6	2.0	0.4	0.6	1.3	0.7	1.1	2.0	0.9	1.7	1.1	1.0	1.7	1.1
Any other	2.9	4.2	3.8	0.4	1.7	1.9	2.3	3.4	4.6	2.1	3.2	2.1	2.2	3.3	2.2
Not known	8.9	8.9	10.4	4.5	2.9	2.6	3.2	6.1	7.6	9.0	11.3	13.5	9.0	10.9	13.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Source: IES Analysis

We can see from Table 2.4 that there are some differences between membership of ethnic minority groups, receipt of Learner Support Funding and age. Members of ethnic minority groups appear to have disproportionate representation among Access Fund recipients, irrespective of their age, but the level of disproportion is greatest among those aged 25 years and over. Among 16 to 18 year olds, ethnic minority groups account for at least 16.8 per cent of the student population and 24.6 per cent of the Access Fund population, while among those 25 years old or over they represent 11.2 per cent of the student population and 21 per cent of Access Fund recipients.

2.5 Learner Support Funding and college type/mode of attendance/residential status

There is some correlation between the types of funding that students may receive and the type of college they attend (Table 2.5). Unsurprisingly, most Residential Bursaries went to students in Specialist Colleges and to students living in accommodation owned or managed by the college (Table 2.6). Students within Specialist Colleges were also around six times more likely to receive Childcare Support. (The breakdown of Tables 2.5 and 2.6 by age, is reported in the Appendix).

Table 2.5: Distribution of Learner Support Funding by institution type (per cent)

	Access	Residential	Childcare	None	Total
FE college	85.6	15.9	56.4	79.2	79.4
Sixth form college	6.5	–	1.5	5.5	5.6
Specialist college	2.5	82.4	10.4	1.5	1.7
External institution	5.3	–	22.3	9.8	9.6
Specialist designated	0.1	–	9.4	3.9	3.7
Dance/Drama	–	–	–	–	–
Total	100.0	100.0	100.0	100.0	100.0

Source: IES Analysis

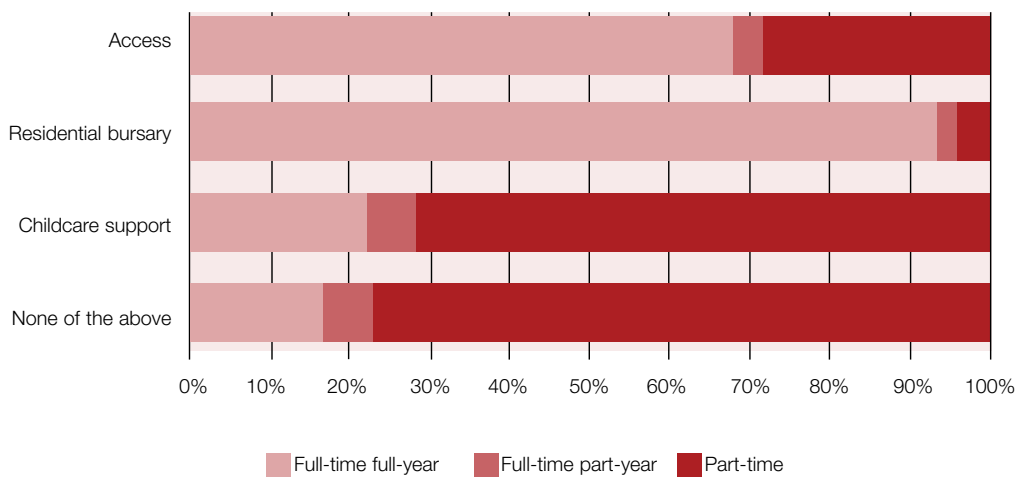
Table 2.6: Distribution of Learner Support Funding by residential status (per cent)

	Access	Residential	Childcare	None	Total
Student living in college accommodation on campus	0.4	44.6	1.6	0.1	0.2
Student living in college managed accommodation	4.4	6.3	0.7	2.4	2.5
Student not living in college accommodation	95.2	49.1	97.7	97.5	97.3
Total	100.0	100.0	100.0	100.0	100.0

Source: IES Analysis

The breakdown by mode of attendance (Figure 2.3) reveals that Learner Support Funding was proportionally more likely to be provided to students on full-time courses than part-time ones.

Figure 2.3: Distribution of Learner Support Funding by mode of attendance (per cent)



Source: IES Analysis

Over three-quarters of council funded students were on part-time courses, while less than 30 per cent of Access Fund recipients studied part-time. Among Childcare Support recipients the distribution is closer to the population as a whole, and just over 70 per cent of students in receipt of Childcare Support were on part-time courses.

Separating out mode of attendance, age and receipt of Access Funds, suggests that although full-time students were more likely to receive funding than their part-time counterparts, the effect of mode of attendance on the likelihood of receiving support is reduced as age increases (Table 2.7).

2.6 Qualification aims

Tables 2.8 and 2.9 illustrate the distribution of Learner Support by level of qualification aim and qualification type. Recipients of Access Funds or Residential Bursaries were generally more likely to be participating in higher level (NVQ level 3 or equivalent) study (Access Fund recipients were twice as likely than the student population as a whole to be studying at NVQ level 3 or equivalent, while those on Residential Bursaries were nearly three times as likely).

Table 2.7: Learner Support Funding by mode of attendance and age group (per cent)

	Access	Residential	Childcare	None	Total
16 to 18 inclusive					
Full-time full-year	93.0	97.4	53.4	74.0	76.9
Full-time part-year	0.8	0.7	5.2	2.6	2.3
Part-time	6.2	1.8	41.4	23.4	20.8
Total	100.0	100.0	100.0	100.0	100.0
19 to 24 inclusive					
Full-time full-year	67.8	91.7	29.2	15.7	21.1
Full-time part-year	3.9	3.8	9.5	8.3	7.9
Part-time	28.3	4.5	61.3	76.0	71.1
Total	100.0	100.0	100.0	100.0	100.0
25 and over					
Full-time full-year	41.8	70.0	16.8	3.7	5.4
Full-time part-year	5.1	1.9	5.5	6.4	6.3
Part-time	53.1	28.1	77.7	90.0	88.3
Total	100.0	100.0	100.0	100.0	100.0

Source: IES Analysis

Table 2.8: Distribution of Learner Support Funding by NVQ level of qualification aim (per cent)

	Access	Residential	Childcare	None	Total
1 & Entry	15.2	2.1	24.2	28.5	27.6
2	29.2	27.0	29.6	25.8	26.0
3	49.1	67.9	24.0	23.2	25.0
4, 5 & HE	1.1	1.4	1.3	1.7	1.7
Other	5.4	1.5	20.9	20.8	19.7
Total	100.0	100.0	100.0	100.0	100.0

Source: IES Analysis

Table 2.9: Distribution of Learner Support Funding by type of qualification aim (per cent)

	Access	Residential	Childcare	None	Total
A/AS GCE A2 level	10.2	0.9	1.6	5.9	6.1
GCSE	2.3	0.2	2.2	2.0	2.1
GNVQ precursor	12.5	52.9	4.6	3.7	4.4
GNVQ/AVCE	13.5	6.7	2.1	3.7	4.3
NVQ	13.6	5.9	10.8	8.6	8.9
Access to HE	6.0	1.8	4.1	0.8	1.2
HNC/HND	0.1	0.1	0.0	0.0	0.0
OCN	1.3	–	1.6	1.3	1.3
Additional NVQ/GNVQ	0.0	–	0.0	0.0	0.0
Other	40.5	31.4	73.0	73.9	71.6
Total	100.0	100.0	100.0	100.0	100.0

Source: IES Analysis

2.7 Learner Support Funding and reported disability/ learning difficulty

Table 2.10 presents the distribution of Learner Support Funding by whether the student reports a disability or learning difficulty. The data reveals that recipients of Access Fund or Residential Bursary support were more likely to report a disability or learning difficulty than their non-recipient counterparts (6.2 per cent of Access Fund recipients report a learning difficulty and 5.2 per cent of Access Fund recipients report a disability, compared to 2.6 per cent and 2.9 per cent respectively among non-recipients).

The relationship between Learner Support Funding and student age is reported in Tables 2.11 and 2.12. Both Access Fund and Residential Bursary recipients were also more likely to report a disability or learning difficulty than their non-funded counterparts, irrespective of their age group. Among Access Fund recipients, the higher the age group, the more likely (relative to those in their age cohort) the students are to report a disability or learning difficulty.

Table 2.10: Distribution of Learner Support Funding by disability and/or learning difficulty (per cent)

	Access	Residential	Childcare	None	Total
Disabilities					
Disability	5.2	3.6	1.6	2.8	2.9
No disability	71.9	85.7	81.8	68.9	69.2
Not known/no information	22.9	10.7	16.6	28.3	27.8
Total	100.0	100.0	100.0	100.0	100.0
Learning difficulties					
Learning difficulty	6.2	7.1	1.9	2.4	2.6
No Learning difficulty	70.8	82.1	81.5	69.1	69.3
Not known/no information	22.9	10.7	16.6	28.5	28.0
Total	100.0	100.0	100.0	100.0	100.0

Source: IES Analysis, 2003

2.8 Learner Support Funding and widening participation uplift

The LSC's method of allocating widening participation funding is partly based on a modified version of the DTLR's Index of Deprivation. According to the scale, wards are given funding uplifts ranging from zero to 12 per cent depending on their level of relative deprivation.

Table 2.11: Distribution of Learner Support Funding by disability and age (per cent)

	Access	Residential	Childcare	None	Total
16 to 18 inclusive					
Disability	4.2	5.4	1.5	2.9	3.1
No disability	74.8	86.1	89.6	73.4	73.7
Not known/no information	21.0	8.5	8.9	23.7	23.2
Total	100.0	100.0	100.0	100.0	100.0
19 to 24 inclusive					
Disability	5.0	5.7	1.6	2.5	2.7
No disability	73.3	82.5	82.1	69.2	69.9
Not known/no information	21.7	11.8	16.3	28.3	27.4
Total	100.0	100.0	100.0	100.0	100.0
25 and over					
Disability	6.3	7.1	1.7	2.7	2.9
No disability	68.4	76.7	80.7	67.8	67.9
Not known/no information	25.3	16.2	17.6	29.5	29.2
Total	100.0	100.0	100.0	100.0	100.0

Source: IES Analysis, 2003

Table 2.12: Distribution of Learner Support Funding by learning difficulty and age (per cent)

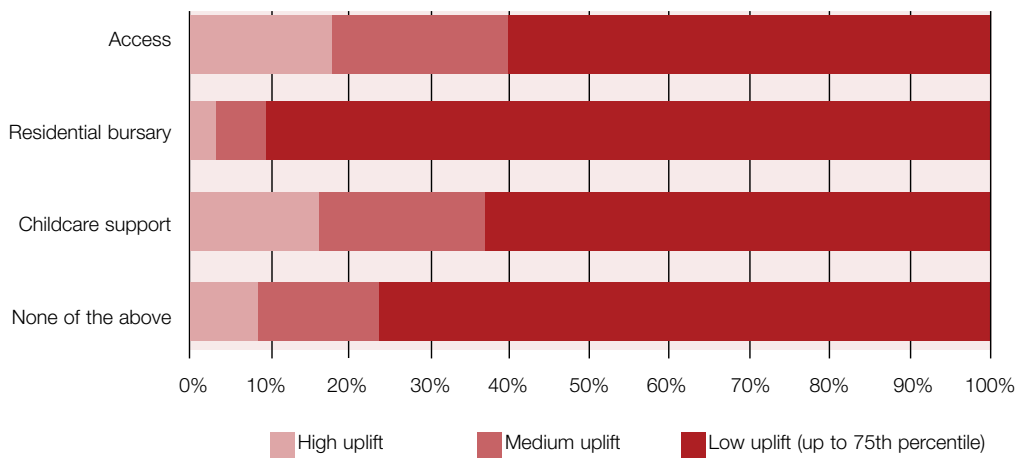
	Access	Residential	Childcare	None	Total
16 to 18 inclusive					
Learning difficulty	6.2	10.8	2.9	3.8	4.2
No learning difficulties	73.0	81.2	88.4	72.4	72.6
No information provided	20.8	8.0	8.7	23.8	23.2
Total	100.0	100.0	100.0	100.0	100.0
19 to 24 inclusive					
Learning difficulty	7.3	7.9	2.4	2.9	3.3
No learning difficulties	71.2	80.6	81.5	68.8	69.3
No information provided	21.5	11.5	16.1	28.3	27.4
Total	100.0	100.0	100.0	100.0	100.0
25 and over					
Learning difficulty	5.8	6.8	1.9	1.9	2.1
No learning difficulties	68.5	76.1	80.6	68.4	68.5
No information provided	25.7	17.1	17.5	29.7	29.4
Total	100.0	100.0	100.0	100.0	100.0

Source: IES Analysis, 2003

Learner Support Funding by uplift factor is illustrated in Figure 2.4. The graph suggests that Access Funds and Childcare Support are targeted towards areas of greatest deprivation. Students in receipt of Access Fund support were twice as likely to be living in a high uplift area than students overall, while students in receipt of Childcare Support were over 60 per cent more likely to be living in such areas.

For the purposes of this analysis, the uplift factor has been grouped into categories labelled 'low uplift', 'medium uplift' and 'high uplift', based on the full population of students taking Further Education courses. The low uplift covers students living in areas that are up to the 75th percentile of the uplift range, medium uplift covers the 75th to the 90th percentile, while high uplift covers those living in areas with uplifts beyond the 90th percentile.

Figure 2.4: Distribution of Learner Support Funding by widening participation factor (per cent)



Source: IES Analysis

Finally, the relationship between Learner Support Funding, widening participation factor and age is reported in Table 2.13. Across each age group, Access Fund recipients were disproportionately more likely to come from areas of high deprivation. However, the propensity of high uplift students to receive funding appears to increase with age. Students between the ages of 16 to 18 represent ten per cent of the high uplift student population, but nearly 16 per cent of Access Fund recipients in high uplift areas. This compares with students who are 25 years old or over, who represent nine per cent of the high uplift area students, but 21.1 per cent of Access Fund recipients in high uplift areas.

2.9 Learner Support Funding, retention/withdrawal and achievement rates

Retention/withdrawal rates

Retention status is calculated using the methodology developed in FEFC Performance Indicators 1999/2000. In summary:

- If the student is continuing on any qualification of greater than one week in length, the student is treated as retained.
- If the student has completed at least one qualification, of greater than one week in length, and has not withdrawn from any qualification, the student is treated as retained.
- If the student has both withdrawn and completed a qualification, they are treated as retained if they either, completed a qualification after their last withdrawal date, or if their last withdrawal was no more than two months (62 days) after their last completion date.

Table 2.13: Learner Support Funding by widening participation factor and age group (per cent)

	Access	Residential	Childcare	None	Total
16 to 18 inclusive					
Low uplift	61.6	91.4	80.7	75.8	73.7
Medium	22.8	6.8	12.5	14.9	16.1
High	15.6	1.7	6.8	9.3	10.2
Total	100.0	100.0	100.0	100.0	100.0
19 to 24 inclusive					
Low uplift	57.2	90.8	60.4	69.7	68.4
Medium	21.7	5.4	22.4	17.6	18.0
High	21.2	3.8	17.1	12.7	13.6
Total	100.0	100.0	100.0	100.0	100.0
25 and over					
Low uplift	58.8	84.2	62.7	77.4	76.5
Medium	20.0	10.3	20.5	14.1	14.4
High	21.1	5.5	16.8	8.5	9.1
Total	100.0	100.0	100.0	100.0	100.0

Source: IES Analysis

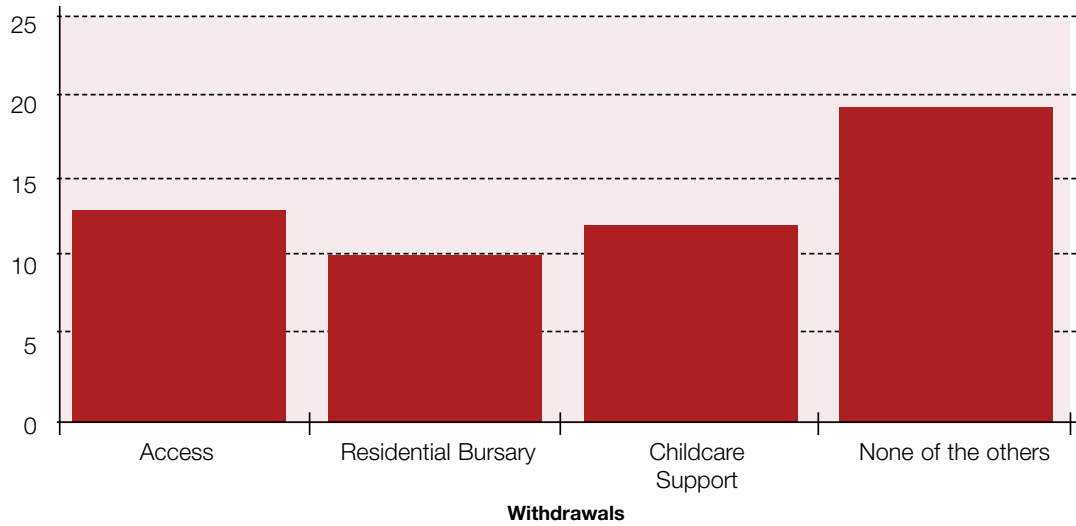
In all other cases the student is considered to have withdrawn from Further Education.

The relationship between student withdrawal and Learner Support Funding is presented in Figure 2.5. The figure suggests that withdrawal rates are lower among recipients of Learner Support Funding when compared to those not in receipt of support. Among the population as a whole, the withdrawal rate was just under 19 per cent, compared with Access Fund recipients (13 per cent), Childcare recipients (12 per cent) and Residential Bursaries (ten per cent).

Achievement rates

The achievement rates reported in this paper are based on qualifications level data. Courses that were non-council funded, were still in continuation, or for which the result was not yet known, were excluded from the analysis. The achievement rate was thus defined as the proportion of qualifications for which a result was known that had been completed successfully.

Figure 2.5: Distribution of Learner Support Funding by withdrawal rates (per cent)



Source: IES Analysis

Table 2.14 highlights the achievement rates of Learner Support Funding recipients. The results suggest that achievement rates among those in receipt of Learner Support are slightly worse than those who are not in receipt of support. This is possibly because the recipients of Learner Support are among the most disadvantaged students. Interestingly, when the focus is on students living in areas of high deprivation, those with funding perform slightly better than those who did not receive funding.

Table 2.14: Achievement rates by and Learner Support Funding

	%	N
Access	71.1	142,200
Residential Bursary	71.3	3,000
Childcare Support	76.5	27,400
None of the above	76.7	4,161,200
Total	76.5	4,333,800

Source: IES Analysis

3. Retention

This section examines the impact of Learner Support Funding on retention by individual and course-based characteristics. Some of the main conclusions that may be drawn from this analysis are summarised below.

- For both **sexes** the participation rates of those in receipt of funding was greater than that of the non-recipients. However, the improvement in retention appeared to be greater in males than females.
- When comparisons are made between recipients of Learner Support within each **ethnic minority group** and retention rates, we find that those in receipt of funding (Access or Childcare) had higher retention rates irrespective of their ethnic origin. Access Funds appeared to be associated with the greatest increases in retention among those students from Pakistani and Chinese backgrounds.
- Irrespective of **age**, students in receipt of funding were less likely than their non-funded counterparts to withdraw from education. The greatest differential in retention between funded and non-funded students was among those aged over 25. It is likely that this is a reflection of the many underlying and inter-related differences between young and mature students (eg differences in course types, mode of attendance, personal circumstances etc.) rather than simply an age effect per se.
- The impact of Access Funding on retention varies with the students' **mode of attendance**. Access Funds appear to have a positive impact on retention among those students studying full-time part-year and those studying on part-time courses. There is little difference, however, between full-time full-year students who receive Access Fund support, and those who do not. Students in receipt of Childcare Support had higher retention levels, irrespective of mode of attendance.
- Learner Support Funding is more strongly associated with improvements in retention among students taking lower level **qualifications** (eg NVQ levels 2 or below) than higher ones.
- There is a positive association between Learner Support Funding and retention, irrespective of the level of **deprivation** in which the student is domicile.

Table 3.1: Retention rates by sex and Learner Support Funding

	Access		Residential		Childcare		None		Total	
	Retention	Number	Retention	Number	Retention	Number	Retention	Number	Retention	Number
Female	87.5	155,400	90.9	1,400	88.6	26,000	82.5	1,933,300	82.9	2,116,100
Male	86.8	89,000	89.0	1,400	84.3	5,400	78.0	1,323,200	78.6	1,419,100
Total	87.2	244,500	89.9	2,800	87.8	31,400	80.7	3,256,500	81.2	3,535,200

Source: IES Analysis

Table 3.2: Retention rates by age and Learner Support Funding

	Access		Residential		Childcare		None		Total	
	Retention	Number	Retention	Number	Retention	Number	Retention	Number	Retention	Number
16 to 18	87.7	91,600	90.3	2,100	87.3	3,300	85.7	565,400	86.0	662,500
19 to 24	84.6	41,600	90.4	1,000	86.5	7,100	77.8	385,200	78.6	434,900
25 & over	87.7	110,900	86.9	500	88.2	21,500	80.0	2,283,400	80.5	2,416,300
Total	87.2	244,100	89.9	3,700	87.7	32,000	80.8	3,235,300	81.3	3,515,100

Source: IES Analysis

Table 3.3: Retention rates by ethnicity and Learner Support Funding

	Access		Residential		Childcare		None		Total	
	Retention	Number	Retention	Number	Retention	Number	Retention	Number	Retention	Number
Bangladeshi	89.1	2,500	–	–	89.8	400	82.3	19,700	83.2	22,500
Black African	88.2	11,500	–	–	91.9	1,300	84.2	57,000	85.0	69,700
Black Caribbean	86.1	8,600	–	–	89.0	900	81.8	49,900	82.5	59,400
Black Other	85.9	5,100	–	–	86.2	500	80.6	22,000	81.6	27,600
Chinese	91.6	1,300	–	–	84.7	200	83.2	15,400	83.8	16,800
Indian	92.3	6,100	–	–	92.0	700	85.3	65,600	86.0	72,500
Pakistani	92.4	9,900	–	–	88.5	1,300	83.3	60,000	84.7	71,200
White	86.5	164,000	89.6	2,600	87.2	22,200	80.7	2,451,400	81.1	2,640,200
Other — Asian	88.0	3,900	–	–	91.7	500	81.7	37,500	82.4	41,900
Any other	86.5	8,500	–	–	92.2	1,300	81.0	71,500	81.8	81,300
Not known	88.5	23,200	98.1	100	85.8	2,200	78.4	406,500	79.0	432,000
Total	87.2	244,500	89.9	2,800	87.8	31,400	80.7	3,256,500	81.2	3,535,200

Source: IES Analysis

Table 3.4: Retention rates by institution type and Learner Support Funding

	Access		Residential		Childcare		None		Total	
	Retention	Number	Retention	Number	Retention	Number	Retention	Number	Retention	Number
FE college	86.9	209,200	86.4	400	88.4	17,700	80.2	2,579,600	80.7	2,807,000
Sixth form college	92.6	15,900	–	–	88.0	500	85.8	180,500	86.4	196,900
Specialist college	89.6	6,100	90.7	2,300	85.2	3,300	70.0	49,400	73.6	61,100
External institution	84.9	13,000	–	–	88.4	7,000	82.5	319,400	82.7	339,400
Specialist designated	74.7	300	–	–	85.8	3,000	82.8	127,400	82.8	130,600
Dance and Drama	–	–	–	–	–	–	93.3	200	93.3	200
Total	87.2	244,500	89.9	2,800	87.8	31,400	80.7	3,256,500	81.2	3,535,200

Source: IES Analysis

Table 3.5: Retention rates by mode of attendance and Learner Support Funding

	Access		Residential		Childcare		None		Total	
	Retention	Number	Retention	Number	Retention	Number	Retention	Number	Retention	Number
Full-time full-year	87.6	165,300	90.6	2,600	88.0	7,200	87.6	557,200	87.6	732,400
Full-time part-year	93.0	7,500	–	–	83.7	2,000	48.1	193,800	50.1	203,400
Part-time	85.8	71,600	77.3	200	88.1	22,300	81.6	2,505,400	81.8	2,599,500
Total	87.2	244,500	89.9	2,800	87.8	31,400	80.7	3,256,500	81.2	3,535,200

Source: IES Analysis

Table 3.6: Retention rates by level of qualification aim and Learner Support Funding

	Access		Residential		Childcare		None		Total	
	Retention	Number	Retention	Number	Retention	Number	Retention	Number	Retention	Number
1 & Entry	85.9	37,200	86.0	100	87.9	7,600	80.5	929,600	80.7	974,500
2	85.2	71,400	88.1	800	88.9	9,300	81.2	838,800	81.6	920,300
3	89.1	120,000	91.1	1,900	86.1	7,500	87.7	754,400	87.9	883,800
4, 5 & HE	91.5	2,800	–	–	93.9	400	92.0	55,700	92.0	58,900
Other	83.8	13,100	–	–	87.8	6,600	71.5	678,000	71.8	697,700
Total	87.2	244,500	89.9	2,800	87.8	31,400	80.7	3,256,500	81.2	3,535,200

Source: IES Analysis

Table 3.7: Retention rates by type of qualification aim and Learner Support Funding

	Access		Residential		Childcare		None		Total	
	Retention	Number	Retention	Number	Retention	Number	Retention	Number	Retention	Number
A/AS GCE A2 level	91.6	24,900	–	–	88.9	500	88.7	191,300	89.0	216,800
GCSE	84.3	5,700	–	–	82.1	700	76.8	66,700	77.4	73,000
GNVQ precursor	88.1	30,500	90.5	1,500	86.8	1,500	86.6	121,500	87.0	154,900
GNVQ/AVCE	85.7	33,000	83.3	200	86.7	700	85.7	119,800	85.7	153,600
NVQ	83.7	33,200	87.3	200	89.1	3,400	87.9	278,700	87.5	315,500
Access to HE	83.8	14,700	83.3	100	82.6	1,300	79.6	26,900	81.1	42,900
HNC/HND	94.7	200	–	–	–	–	93.1	1,400	93.4	1,700
OCN	84.5	3,100	–	–	90.2	500	86.4	41,500	86.3	45,200
Additional										
NVQ/GNVQ	–	–	–	–	–	–	91.4	800	91.9	800
Other	88.3	99,100	90.9	900	88.1	22,900	78.6	2,407,900	79.1	2,530,800
Total	87.2	244,500	89.9	2,800	87.8	31,400	80.7	3,256,500	81.2	3,535,200

Source: IES Analysis

Table 3.8: Retention rates by widening participation category and Learner Support Funding

	Access		Residential		Childcare		None		Total	
	Retention	Number	Retention	Number	Retention	Number	Retention	Number	Retention	Number
Low uplift	87.3	146,000	90.1	2,500	87.8	20,100	80.7	2,482,400	81.1	2,651,000
Medium	87.0	52,500	90.2	200	87.3	6,300	80.1	476,100	80.8	535,100
High	87.3	46,000	82.9	100	88.4	5,000	81.0	297,900	81.9	349,000
Total	87.2	244,500	89.9	2,800	87.8	31,400	80.7	3,256,500	81.2	3,535,200

Source: IES Analysis

Table 3.9: Retention rates by residential accommodation and Learner Support Funding

	Access		Residential		Childcare		None		Total	
	Retention	Number	Retention	Number	Retention	Number	Retention	Number	Retention	Number
Student living in college accom. on campus	89.3	1,000	91.9	1,300	63.6	500	63.0	4,500	71.6	7,200
Student living in college managed accom.	85.1	10,800	92.9	200	86.5	200	80.9	77,300	81.4	88,400
Student not living in college accom.	87.3	232,700	87.6	1,400	88.2	30,700	80.7	3,174,700	81.2	3,439,500
Total	87.2	244,500	89.9	2,800	87.8	31,400	80.7	3,256,500	81.2	3,535,200

Source: IES Analysis

Table 3.10: Retention rates by main disability and Learner Support Funding

	Access		Residential		Childcare		None		Total	
	Retention	Number	Retention	Number	Retention	Number	Retention	Number	Retention	Number
Visual impairment	89.3	900	–	–	–	–	83.2	6,300	84.0	7,200
Hearing impairment	90.3	900	–	–	–	–	84.4	8,500	85.0	9,500
Disability affecting mobility	91.8	1,300	–	–	–	–	86.0	8,900	86.7	10,300
Other physical disabilities	86.5	1,400	–	–	–	–	87.1	6,800	87.0	8,200
Other medical conditions	85.4	2,900	90.5	100	84.0	100	83.9	16,800	84.1	19,900
Emotional or behavioural difficulties	87.6	400	–	–	–	–	87.1	2,200	87.2	2,600
Mental ill health	84.1	600	–	–	–	–	85.7	6,000	85.5	6,600
Temporary disability after illness	88.9	100	–	–	–	–	84.4	700	85.0	800
Profound/complex disability	90.0	100	–	–	–	–	89.3	1,100	89.3	1,200
Multiple disabilities	93.7	700	–	–	–	–	88.1	5,700	88.6	6,400
Other	88.3	3,400	–	–	86.5	200	86.9	26,800	87.1	30,300
No disability	87.4	175,800	90.0	2,400	88.0	25,700	81.1	2,244,000	81.6	2,447,800
Not known/no information	86.3	55,900	88.9	300	87.7	5,200	79.1	922,600	79.5	984,000
Total	87.2	244,500	89.9	2,800	87.8	31,400	80.7	3,256,500	81.2	3,535,200

Source: IES Analysis

Table 3.11: Retention rates by main learning difficulty and Learner Support Funding

	Access		Residential		Childcare		None		Total	
	Retention	Number	Retention	Number	Retention	Number	Retention	Number	Retention	Number
Moderate learning difficulty	90.5	4,400	97.2	100	88.8	100	88.6	22,300	88.9	26,900
Severe learning difficulty	95.3	700	–	–	–	–	93.8	6,900	93.9	7,700
Dyslexia	88.4	3,400	90.9	100	85.1	200	84.3	14,600	85.1	18,300
Dyscalculia	90.9	100	–	–	–	–	81.3	300	83.5	400
Other specific LD	90.0	1,000	–	–	89.5	100	87.4	3,700	88.0	4,800
Multiple learning difficulties	86.6	1,000	–	–	95.1	100	88.9	5,100	88.6	6,100
Other	90.7	4,600	–	–	86.6	200	88.0	23,900	88.4	28,800
No learning difficulties	87.3	173,200	89.8	2,300	87.9	25,600	81.1	2,250,500	81.6	2,451,500
No information provided	86.2	56,100	87.8	300	87.6	5,200	79.1	929,200	79.5	990,700
Total	87.2	244,500	89.9	2,800	87.8	31,400	80.7	3,256,500	81.2	3,535,200

Source: IES Analysis

4. Achievement

In general, recipients of Learner Support Funding had only marginally lower rates of achievement than those who were not in receipt of such support. This should not, however, be considered a causal relationship, as recipients of support are more likely to have other ‘risk factors’ affecting achievement than their non-funded counterparts. Consequently, we are not necessarily comparing like-with-like. Interestingly, there are variations between student groups: students living in high uplift areas who received Learner Support Funding, for example, performed better than those who did not receive funding.

With regards to some of the other findings:

- There is a less negative association between Access Fund recipients and achievement rates among female students than males.
- All ethnic groups in receipt of Access Funds, except Black Africans, report lower achievement rates than their counterparts who do not receive funding. However, there are differences between ethnic groups, with Black Caribbean, Black other, Chinese, Indian and other Asians performing less negatively than Pakistani and White recipients.
- There is a mixed association between Learner Support Funding, achievement and the level of qualification aim. Access Fund and Childcare students appear to perform better than their non-funded counterparts when they are studying for NVQ level 4 and 5 courses.
- Finally, the association between Learner Support Funding and achievement is also very much dependent upon the level of deprivation. Students living in a high uplift area had higher rates of achievement than their counterparts who were not funded.

Table 4.1: Achievement rates by sex and Learner Support Funding

	Access		Residential		Childcare		None		Total	
	%	N	%	N	%	N	%	N	%	N
Female	72.6	91,800	72.4	1,500	76.8	23,900	77.8	2,479,200	77.6	2,596,400
Male	68.2	50,300	70.2	1,500	74.3	3,500	75.0	1,682,000	74.8	1,737,400
Total	71.1	142,200	71.3	3,000	76.5	27,400	76.7	4,161,200	76.5	4,333,800

Source: IES Analysis

Table 4.2: Achievement rates by age and Learner Support Funding

	Access		Residential		Childcare		None		Total	
	Achievement	Number	Achievement	Number	Achievement	Number	Achievement	Number	Achievement	Number
16 to 18 yrs	68.1	74,600	72.7	2,100	72.5	2,900	73.2	1,360,600	73.0	1,440,200
19 to 24 yrs	70.1	20,600	68.6	700	75.6	6,200	74.8	408,900	74.6	436,400
25 yrs or more	76.2	47,000	66.3	200	77.4	18,200	78.9	2,391,800	78.9	2,457,200
Total	71.1	142,200	71.3	3,000	76.5	27,400	78.9	4,161,200	76.5	4,333,800

Source: IES Analysis

Table 4.3: Achievement rates by ethnicity and Learner Support Funding

	Access		Residential		Childcare		None		Total	
	Achievement	Number	Achievement	Number	Achievement	Number	Achievement	Number	Achievement	Number
Bangladeshi	68.1	1,700	–	–	63.0	300	69.9	30,100	69.7	32,200
Black African	66.3	6,400	–	–	66.2	1,100	63.8	83,400	64.0	90,900
Black Caribbean	64.0	4,500	–	–	63.1	800	64.9	59,700	64.8	65,000
Black Other	66.0	3,000	–	–	72.3	500	65.2	30,100	65.4	33,600
Chinese	71.7	800	–	–	74.6	100	72.2	23,700	72.2	24,600
Indian	71.8	4,900	–	–	75.8	600	72.2	102,100	72.2	107,700
Pakistani	67.6	7,000	–	–	75.9	1,200	71.6	90,200	71.3	98,400
White	72.7	90,100	72.0	2,800	78.5	18,700	78.0	3,078,700	77.9	3,190,300
Other — Asian	69.8	2,300	–	–	74.4	500	70.8	53,400	70.8	56,200
Any other	69.5	4,600	–	–	73.5	1,200	70.3	97,000	70.3	102,800
Not reported	69.2	17,000	59.5	100	74.9	2,300	76.8	512,700	76.5	532,100
Total	71.1	142,200	71.3	3,000	76.5	27,400	76.7	4,161,200	76.5	4,333,800

Source: IES Analysis

Table 4.4: Achievement rates by college type and Learner Support Funding

	Access		Residential		Childcare		None		Total	
	Achievement	Number	Achievement	Number	Achievement	Number	Achievement	Number	Achievement	Number
FE college	69.2	116,900	73.1	300	76.7	17,100	76.3	3,103,400	76.1	3,237,800
Sixth form college	82.9	14,800	–	–	86.5	400	84.5	480,900	84.4	496,100
Specialist college	72.0	3,800	71.1	2,600	69.7	1,900	78.1	64,100	77.3	72,400
External institution	77.5	6,500	–	–	81.8	5,700	76.0	322,300	76.1	334,600
Specialist designated	93.9	100			64.7	2,200	62.8	190,500	62.8	192,900
Total	71.1	142,200	71.3	3,000	76.5	27,400	76.7	4,161,200	76.5	4,333,800

Source: IES Analysis

Table 4.5: Achievement rates by mode of attendance and Learner Support Funding

	Access		Residential		Childcare		None		Total	
	Achievement	Number	Achievement	Number	Achievement	Number	Achievement	Number	Achievement	Number
Full-time full-year	69.8	112,100	71.1	2,900	71.7	9,200	73.3	1,469,700	73.1	1,593,900
Full-time part-year	75.8	4,200	–	–	78.6	1,800	83.3	253,500	83.1	259,400
Part-time	75.6	25,900	–	–	78.9	16,400	78.0	2,438,100	78.0	2,480,400
Total	71.1	142,200	71.3	3,000	76.5	27,400	76.7	4,161,200	76.5	4,333,800

Source: IES Analysis

Table 4.6: Achievement rates by level of qualification aim and Learner Support Funding

	Access		Residential		Childcare		None		Total	
	Achievement	Number	Achievement	Number	Achievement	Number	Achievement	Number	Achievement	Number
1 & Entry	66.8	41,000	72.0	800	71.4	9,200	74.1	1,186,600	73.8	1,237,600
2	67.3	45,300	69.5	1,200	76.6	7,300	73.1	987,100	72.9	1,040,900
3	76.3	40,200	76.8	800	77.2	3,400	78.4	952,800	78.3	997,200
4, 5 & HE	72.1	500	–	–	76.6	100	64.6	32,500	64.8	33,100
Other	79.9	15,200	58.0	200	82.4	7,300	81.9	1,002,200	81.9	1,024,900
Total	71.1	142,200	71.3	3,000	76.5	27,400	76.7	4,161,200	76.5	4,333,800

Source: IES Analysis

Table 4.7: Achievement rates by category of qualification aim and Learner Support Funding

	Access		Residential		Childcare		None		Total	
	Achievement	Number	Achievement	Number	Achievement	Number	Achievement	Number	Achievement	Number
A/AS GCE										
A2 level	76.4	19,500	64.8	100	73.5	500	82.4	510,600	82.1	530,700
GCSE	79.2	6,600	–	–	81.1	700	81.2	118,900	81.1	126,300
GNVQ precursor	88.2	4,200	91.1	400	88.4	300	82.5	61,100	82.9	66,000
GNVQ/AVCE	78.5	5,800	85.2	100	74.7	200	77.8	72,800	77.8	78,900
NVQ	80.6	6,800	84.9	100	77.4	1,200	75.7	147,800	76.0	155,900
Access to HE	88.0	2,800	–	–	86.2	500	83.7	17,000	84.4	20,300
HNC/HND	–	–	–	–	–	–	78.5	300	77.9	300
OCN	77.1	1,800	–	–	73.9	400	80.6	46,600	80.4	48,800
Additional NVQ/GNVQ	61.3	2,000	55.0	100	66.5	200	65.2	31,600	65.0	33,800
Other	67.0	92,600	67.7	2,300	76.1	23,500	75.5	3,154,300	75.2	3,272,700
Total	71.1	142,200	71.3	3,000	76.5	27,400	76.7	4,161,200	76.5	4,333,800

Source: IES Analysis

Table 4.8: Achievement rates by widening participation uplift and Learner Support Funding

	Access		Residential		Childcare		None		Total	
	Achievement	Number	Achievement	Number	Achievement	Number	Achievement	Number	Achievement	Number
Low uplift	71.7	86,100	71.2	2,700	77.9	17,200	78.2	3,205,900	78.0	3,312,000
Medium uplift	70.6	30,100	72.8	200	74.5	5,500	73.4	585,100	73.2	621,000
High uplift	69.4	25,900	–	–	73.4	4,600	68.6	370,200	68.7	400,800
Total	71.1	142,200	71.3	3,000	76.5	27,400	76.7	4,161,200	76.5	4,333,800

Source: IES Analysis

Table 4.9: Achievement rates by residential status and Learner Support Funding

	Access		Residential		Childcare		None		Total	
	Achievement	Number	Achievement	Number	Achievement	Number	Achievement	Number	Achievement	Number
Student living in college accom. on campus	77.0	800	79.2	1,500	71.6	500	83.1	9,300	81.7	12,200
Student living in college managed accom.	79.3	2,700	85.5	100	86.0	100	79.2	75,600	79.2	78,600
Student not living in college accom.	70.9	138,700	60.9	1,300	76.5	26,700	76.6	4,076,300	76.4	4,243,100
Total	71.1	142,200	71.3	3,000	76.5	27,400	76.7	4,161,200	76.5	4,333,800

Source: IES Analysis

Table 4.10: Achievement rates by disability and Learner Support Funding

	Access		Residential		Childcare		None		Total	
	Achievement	Number	Achievement	Number	Achievement	Number	Achievement	Number	Achievement	Number
Visual impairment	71.7	600	–	–	–	–	76.9	10,200	76.6	10,800
Hearing impairment	72.3	600	–	–	–	–	76.7	12,600	76.5	13,300
Disability affecting mobility	68.5	700	–	–	84.6	100	79.2	12,200	78.6	12,900
Other physical disability	71.7	700	–	–	–	–	78.9	9,300	78.4	10,000
Other medical condition	70.6	1,900	59.3	100	69.8	100	76.5	31,100	76.1	33,200
Emotional/behavioural difficulties	82.6	200	–	–	–	–	81.0	3,700	81.1	4,000
Mental ill health	75.1	300	–	–	–	–	78.7	8,300	78.5	8,600
Temporary disability after illness	–	–	–	–	–	–	76.0	1,200	75.8	1,200
Profound/complex disabilities	–	–	–	–	–	–	82.3	1,800	82.3	1,800
Multiple disabilities	78.1	500	–	–	–	–	82.2	8,200	81.9	8,700
Other disabilities	69.8	2,100	–	–	82.8	200	76.3	43,200	76.0	45,600
No disabilities	71.1	104,400	72.0	2,600	76.2	22,300	76.9	2,933,800	76.7	3,063,200
Not known	70.7	30,100	67.3	200	77.2	4,500	75.9	1,085,500	75.8	1,120,300
Total	71.1	142,200	71.3	3,000	76.5	27,400	76.7	4,161,200	76.5	4,333,800

Source: IES Analysis

Table 4.11: Achievement rates by learning difficulties and Learner Support Funding

	Access		Residential		Childcare		None		Total	
	Achievement	Number	Achievement	Number	Achievement	Number	Achievement	Number	Achievement	Number
Moderate learning difficulties	71.2	2,500	80.2	100	69.8	100	76.9	40,600	76.5	43,400
Severe learning difficulties	88.2	500	–	–	–	–	82.5	10,200	82.7	10,700
Dyslexia	67.7	2,400	70.5	200	69.3	200	72.2	29,800	71.9	32,500
Dyscalculia	78.2	100	–	–	–	–	74.5	500	75.1	600
Other specific learning difficulties	64.9	900	–	–	70.7	100	72.0	8,600	71.4	9,500
Multiple learning difficulties	62.6	600	–	–	–	–	77.4	7,700	76.4	8,300
Other	70.5	2,800	80.7	100	69.8	200	74.5	41,000	74.2	44,100
No learning difficulties	71.3	102,500	70.8	2,400	76.5	22,200	77.0	2,929,800	76.8	3,057,000
Not known	70.7	30,000	68.7	200	77.5	4,400	76.0	1,093,000	75.8	1,127,600
Total	71.1	142,200	71.3	3,000	76.5	27,400	76.7	4,161,200	76.5	4,333,800

Source: IES Analysis

Appendix 1: Additional Tables

This section presents additional tables covering:

- Estimated student **numbers** receiving Learner Support Funding, by individual course and college characteristics (Section A1).
- Estimated **proportions** of students receiving Learner Support Funding, by individual course or college characteristics and age bands (16 to 18 years, 19 to 24 years and 25 years or over) (Section A2).
- Estimated **numbers** of students receiving Learner Support Funding, by individual course or college characteristics and age bands (16 to 18 years, 19 to 24 years and 25 years or over) (Section A3).

A1 Learner support (headline numbers)

Table A1: Learner Support Funding by sex

	Access	Residential	Childcare	None	Total
Female	155,500	1,400	26,000	1,933,300	2,116,000
Male	89,000	1,400	5,400	1,323,200	1,419,100
Total	244,500	2,800	31,400	3,256,500	3,535,200

Source: IES Analysis

Table A2: Learner Support Funding by ethnicity

	Access	Residential	Childcare	None	Total
Bangladeshi	2,500	–	400	20,000	22,600
Black African	11,500	–	1,300	57,000	69,800
Black Caribbean	8,600	–	900	50,000	59,400
Black Other	5,100	–	500	22,000	27,600
Chinese	1,300	–	200	15,400	16,800
Indian	6,100	–	700	65,600	72,500
Pakistani	10,000	–	1,300	60,000	71,200
White	164,000	2,600	22,200	2,451,400	2,640,200
Other — Asian	3,900	–	500	37,500	42,000
Any other	8,500	–	1,300	71,500	81,300
Not known	23,200	100	2,200	406,500	432,000
Total	244,500	2,800	31,400	3,256,500	3,535,200\

Source: IES Analysis

Table A3: Learner Support Funding by institution type

	Access	Residential	Childcare	None	Total
FE college	209,200	400	17,700	2,579,600	2,807,000
Sixth form college	15,900	–	500	180,500	196,900
Specialist college	6,100	2,300	3,300	49,400	61,100
External institution	13,000	–	7,000	319,400	339,400
Specialist designated	300	–	3,000	127,400	130,600
Dance/drama	–	–	–	200	200
Total	244,500	2,800	31,400	3,256,500	3,535,200

Source: IES Analysis

Table A4: Learner Support Funding by mode of attendance

	Access	Residential	Childcare	None	Total
Full-time full-year	165,300	2,600	7,200	557,200	732,400
Full-time part-year	7,500	–	2,000	193,800	203,400
Part-time	71,600	200	22,300	2,505,400	2,599,500
Total	244,500	2,800	31,400	3,256,500	3,535,200

Source: IES Analysis

Table A5: Learner Support Funding by NVQ level of qualification aim

	Access	Residential	Childcare	None	Total
1 & Entry	37,200	100	7,600	929,600	974,500
2	71,400	800	9,300	838,800	920,300
3	120,000	1,900	7,500	754,400	883,800
4, 5 & HE	2,800	–	400	56,000	58,900
Other	13,100	–	6,600	678,000	697,700
Total	244,500	2,800	31,400	3,256,500	3,535,200

Source: IES Analysis

Table A6: Learner Support Funding by type of qualification aim

	Access	Residential	Childcare	None	Total
A/AS GCE A2 level	24,900	–	500	191,300	216,800
GCSE	5,700	–	700	66,700	73,000
GNVQ precursor	30,500	1,500	1,500	121,500	154,900
GNVQ/AVCE	33,000	200	700	119,800	153,600
NVQ	33,200	200	3,400	278,700	315,500
Access to HE	14,700	100	1,300	26,900	42,900
HNC/HND	200	–	–	1,400	1,700
OCN	3,200	–	500	41,500	45,200
Additional NVQ/GNVQ	–	–	–	800	800
Other	99,100	900	22,900	2,407,900	2,530,800
Total	244,500	2,800	31,400	3,256,500	3,535,200

Source: IES Analysis

Table A7: Learner Support Funding by widening participation factor

	Access	Residential	Childcare	None	Total
Low uplift	146,000	2,500	20,100	2,482,400	2,651,000
Medium	52,500	200	6,300	476,100	535,100
High	46,000	100	5,000	297,900	349,000
Total	244,500	2,800	31,400	3,256,500	3,535,200

Source: IES Analysis

Table A8: Learner Support Funding by residential status

	Access	Residential	Childcare	None	Total
Student living in college accom. on campus	1,000	1,300	500	4,500	7,200
Student living in college managed accom.	10,800	200	200	77,300	88,500
Student not living in college accom.	232,700	1,400	30,700	3,174,700	3,439,500
Total	244,500	2,800	31,400	3,256,500	3,535,200

Source: IES Analysis

Table A9: Learner Support Funding by type of disability

	Access	Residential	Childcare	None	Total
Visual impairment	900	–	–	6,300	7,200
Hearing impairment	900	–	–	8,500	9,500
Disability affecting mobility	1,300	–	–	8,900	10,300
Other physical disabilities	1,400	–	–	6,800	8,200
Other medical conditions	2,900	100	100	16,800	20,000
Emotional or behavioural difficulties	400	–	–	2,200	2,600
Mental ill health	600	–	–	6,000	6,600
Temporary disability after illness	100	–	–	700	800
Profound/complex disability	100	–	–	1,100	1,200
Multiple disabilities	700	–	–	5,700	6,400
Other	3,400	–	200	26,800	30,300
No disability	175,800	2,400	25,700	2,244,000	2,447,900
Not known/no information	55,900	300	5,200	922,600	984,000
Total	244,500	2,800	31,400	3,256,500	3,535,200

Source: IES Analysis

Table A10: Learner Support Funding by type of learning difficulty

	Access	Residential	Childcare	None	Total
Moderate learning difficulty	4,400	100	100	22,300	26,900
Severe learning difficulty	700	–	–	6,900	7,700
Dyslexia	3,400	100	200	14,600	18,300
Dyscalculia	100	–	–	300	400
Other specific LD	1,000	–	100	3,700	4,800
Multiple learning difficulties	1,000	–	100	5,100	6,100
Other	4,600	–	200	23,900	28,800
No learning difficulties	173,200	2,300	25,600	2,250,500	2,451,500
No information provided	56,100	300	5,200	929,200	990,700
Total	244,500	2,800	31,400	3,256,500	3,535,200

Source: IES Analysis

Table A11: Learner Support Funding by retention status

	Access	Residential	Childcare	None	Total
Withdrawn	31,200	300	3,800	630,000	665,300
Retained	213,200	2,500	27,600	2,626,500	2,869,900
Total	244,500	2,800	31,400	3,256,500	3,535,200

Source: IES Analysis

A2 Learner support by age (per cent)

Table A12: Learner Support Funding by institution type and age group (per cent)

	Access			Residential			Childcare			None			Total		
	16 to 18	19 to 24	25 plus	16 to 18	19 to 24	25 plus	16 to 18	19 to 24	25 plus	16 to 18	19 to 24	25 plus	16 to 18	19 to 24	25 plus
FE college	82.3	92.5	86.1	13.0	18.8	27.1	52.1	65.0	54.3	76.9	87.2	78.5	77.4	87.2	78.6
Sixth form college	13.4	1.8	1.4	0.1	-	4.2	1.7	1.3	1.6	19.1	2.6	2.8	18.1	2.5	2.7
Specialist college	3.7	2.6	1.3	86.9	80.5	59.7	38.3	6.1	8.0	1.9	1.7	1.4	2.6	1.9	1.5
External institution	0.6	3.0	11.0	-	0.8	9.0	5.0	18.6	25.7	1.8	6.8	12.2	1.6	6.6	12.3
Specialist designated	-	0.1	0.2	-	-	-	2.9	9.0	10.4	0.2	1.7	5.2	0.2	1.7	5.0
Dance/drama	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Source: IES Analysis

Table A13: Learner Support Funding by NVQ level and age group (per cent)

	Access			Residential			Childcare			None			Total		
	16 to 18	19 to 24	25 plus	16 to 18	19 to 24	25 plus	16 to 18	19 to 24	25 plus	16 to 18	19 to 24	25 plus	16 to 18	19 to 24	25 plus
1 & Entry	9.6	13.3	21.7	1.4	0.6	10.0	15.2	21.0	26.4	12.3	25.4	33.0	11.9	24.1	32.4
2	29.8	25.9	30.0	32.6	13.0	23.2	47.1	31.2	26.9	25.9	28.4	25.3	26.6	28.2	25.5
3	58.9	53.9	37.1	63.8	83.5	59.7	29.8	27.5	22.2	57.4	25.0	14.6	57.5	27.9	15.6
4, 5 & HE	0.3	1.7	1.8	1.8	0.9	-	3.1	0.8	1.1	0.4	2.7	1.9	0.4	2.6	1.9
Other	1.4	5.2	9.5	0.4	2.0	7.1	4.8	19.5	23.4	4.1	18.5	25.2	3.7	17.2	24.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Source: IES Analysis

Table A14: Learner Support Funding by qualification type and age group (per cent)

	Access			Residential			Childcare			None			Total		
	16 to 18	19 to 24	25 plus	16 to 18	19 to 24	25 plus	16 to 18	19 to 24	25 plus	16 to 18	19 to 24	25 plus	16 to 18	19 to 24	25 plus
A/AS GCE A2 level	19.7	7.0	1.8	1.0	0.9	-	3.8	2.6	1.0	26.2	4.4	1.2	25.0	4.6	1.3
GCSE	2.6	2.2	2.0	0.1	0.6	-	1.7	2.9	2.0	2.9	2.8	1.7	2.8	2.8	1.7
GNVQ precursor	18.2	15.1	5.6	58.1	45.2	38.6	21.8	5.1	2.2	13.9	5.5	1.0	14.7	6.5	1.2
GNVQ/AVCE	25.6	11.7	2.0	7.8	5.1	4.2	9.2	3.8	0.7	19.2	2.6	0.1	20.1	3.5	0.2
NVQ	11.6	14.0	15.4	4.5	9.8	6.1	9.6	12.4	10.4	9.7	11.7	7.8	10.0	11.9	8.1
Access to HE	0.1	9.4	10.6	0.2	5.1	4.2	-	5.2	4.3	0.1	1.7	0.9	0.1	2.5	1.3
HNC/HND	0.0	0.2	0.1	0.2	-	-	-	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.0
OCN	0.4	1.4	2.2	-	-	-	0.2	1.3	1.9	0.5	1.7	1.4	0.5	1.6	1.4
Additional NVQ/GNVQ	0.0	0.0	0.0	-	-	-	-	-	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other	21.8	39.0	60.2	28.1	33.1	46.9	53.7	66.7	77.5	27.6	69.4	85.8	26.9	66.4	84.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Source: IES Analysis

Table A15: Learner Support Funding by residential status and age group (per cent)

	Access			Residential			Childcare			None			Total		
	16 to 18	19 to 24	25 plus	16 to 18	19 to 24	25 plus	16 to 18	19 to 24	25 plus	16 to 18	19 to 24	25 plus	16 to 18	19 to 24	25 plus
Student living in college accom. on campus	0.7	0.3	0.2	57.7	23.3	12.3	7.8	1.2	0.8	0.4	0.2	0.1	0.6	0.2	0.1
Student living in college managed accom.	5.2	4.0	3.8	4.3	11.5	6.8	0.7	1.3	0.6	2.4	2.3	2.4	2.9	2.5	2.4
Student not living in college accom.	94.1	95.7	96.1	37.9	65.3	81.0	91.5	97.5	98.6	97.2	97.5	97.6	96.5	97.3	97.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Source: IES Analysis

Table A16: Learner Support Funding by type of disability and age group (per cent)

	Access			Residential			Childcare			None			Total	
	16 to 18	19 to 24	25 plus	16 to 18	19 to 24	25 plus	16 to 18	19 to 24	25 plus	16 to 18	19 to 24	25 plus	16 to 18	19 to 24 plus
Visual impairment	0.3	0.4	0.4	0.8	0.3	0.6	0.1	0.1	0.1	0.3	0.2	0.2	0.3	0.2
Hearing impairment	0.4	0.4	0.4	0.2	0.3	0.6	0.1	0.2	0.1	0.2	0.2	0.3	0.2	0.3
Disability affecting mobility	0.1	0.4	1.0	0.2	0.3	2.3	-	0.1	0.2	0.1	0.1	0.3	0.1	0.2
Other physical disabilities	0.2	0.5	1.0	0.2	-	-	-	0.1	0.1	0.1	0.1	0.2	0.1	0.2
Other medical conditions	1.5	1.1	0.9	3.0	3.5	3.6	0.6	0.4	0.4	1.0	0.5	0.4	1.0	0.6
Emotional or behavioural difficulties	0.2	0.1	0.1	-	-	-	-	0.0	0.0	0.1	0.1	0.0	0.1	0.1
Mental ill health	0.1	0.3	0.5	0.1	-	-	-	0.0	0.1	0.0	0.1	0.2	0.0	0.2
Temporary disability after illness	0.0	0.0	0.0	0.1	0.3	-	-	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Profound/complex disability	0.0	0.2	0.0	-	-	-	-	-	-	0.0	0.1	0.0	0.0	0.1
Multiple disabilities	0.2	0.3	0.4	0.1	-	-	-	0.1	0.1	0.1	0.2	0.2	0.1	0.2
Other	1.3	1.4	1.5	0.6	1.1	-	0.6	0.6	0.5	1.0	0.8	0.8	1.1	0.9
No disability	74.8	73.3	68.4	86.1	82.5	76.7	89.6	82.1	80.7	73.4	69.2	67.8	73.7	69.9
Not known/no information	21.0	21.7	25.3	8.5	11.8	16.2	8.9	16.3	17.6	23.7	28.3	29.5	23.2	27.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Source: IES Analysis

Table A17: Learner Support Funding by learning difficulties and age group (per cent)

	Access			Residential			Childcare			None			Total		
	16 to 18	19 to 24	25 plus	16 to 18	19 to 24	25 plus	16 to 18	19 to 24	25 plus	16 to 18	19 to 24	25 plus	16 to 18	19 to 24	25 plus
Moderate learning difficulty	1.9	2.1	1.6	2.4	2.9	4.2	0.7	0.3	0.4	1.1	0.8	0.6	1.2	0.9	0.6
Severe learning difficulty	0.2	0.7	0.2	0.1	0.3	-	-	-	0.0	0.1	0.3	0.2	0.1	0.4	0.2
Dyslexia	1.7	1.5	1.1	5.9	3.5	1.9	1.2	0.8	0.4	1.1	0.6	0.3	1.2	0.7	0.3
Dyscalculia	0.0	0.0	0.0	-	-	-	-	0.0	-	0.0	0.0	0.0	0.0	0.0	0.0
Other specific LD	0.5	0.3	0.3	0.2	-	-	0.1	0.3	0.2	0.3	0.1	0.1	0.3	0.2	0.1
Multiple learning difficulties	0.4	0.4	0.4	-	0.3	0.6	0.1	0.1	0.3	0.2	0.2	0.1	0.2	0.2	0.2
Other	1.6	2.2	2.1	2.2	0.9	-	0.8	0.7	0.6	1.0	0.8	0.7	1.1	0.9	0.7
No learning difficulties	73.0	71.2	68.5	81.2	80.6	76.1	88.4	81.5	80.6	72.4	68.8	68.4	72.6	69.3	68.5
No information provided	20.8	21.5	25.7	8.0	11.5	17.1	8.7	16.1	17.5	23.8	28.3	29.7	23.2	27.4	29.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Source: IES Analysis

Table A18: Learner Support Funding by retention status and age group (per cent)

	Access			Residential			Childcare			None			Total		
	16 to 18	19 to 24	25 plus	16 to 18	19 to 24	25 plus	16 to 18	19 to 24	25 plus	16 to 18	19 to 24	25 plus	16 to 18	19 to 24	25 plus
Withdrawn	12.3	15.2	12.3	9.7	9.5	13.6	12.3	13.5	11.8	14.3	22.2	20.1	13.9	21.4	19.7
Retained	87.7	84.8	87.7	90.3	90.5	86.4	87.7	86.5	88.2	85.7	77.8	79.9	86.1	78.6	80.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Source: IES Analysis

A3 Learner support by age (numbers)

Table A19: Learner Support Funding by sex and age group

	Access				Residential				Childcare				None				Total			
	16 to 18	19 to 24	25 plus	16 to 18 to 24 plus	16 to 18	19 to 24	25 plus	16 to 18 to 24 plus	16 to 18	19 to 24	25 plus	16 to 18 to 24 plus	16 to 18	19 to 24	25 plus	16 to 18 to 24 plus	16 to 18	19 to 24	25 plus	
Female	58,900	25,300	71,200	900	300	100	1,900	5,800	18,300	282,100	214,100	1,437,100	343,800	245,500	1,526,800					
Male	43,600	15,800	29,700	900	400	200	1,000	900	3,600	275,100	167,300	880,800	320,600	184,300	914,200					
Total	102,500	41,100	100,900	1,800	700	300	2,900	6,700	21,800	557,100	381,300	2,318,000	664,400	429,800	2,441,000					

Source: IES Analysis

Table A20: Learner Support Funding by ethnicity and age group

	Access				Residential				Childcare				None				Total			
	16 to 18	19 to 24	25 plus	16 to 18 to 24 plus	16 to 18	19 to 24	25 plus	16 to 18 to 24 plus	16 to 18	19 to 24	25 plus	16 to 18 to 24 plus	16 to 18	19 to 24	25 plus	16 to 18 to 24 plus	16 to 18	19 to 24	25 plus	
Bangladeshi	1,700	500	400	-	-	-	-	-	100	200	6,200	4,100	9,400	7,900	4,700	10,000				
Black African	3,000	2,600	5,900	-	-	-	-	-	200	1,100	9,700	9,800	37,500	12,800	12,600	44,400				
Black Caribbean	3,000	1,700	3,800	-	-	-	-	-	200	700	9,500	5,900	34,500	12,600	7,700	39,100				
Black Other	2,300	1,100	1,700	-	-	-	-	-	100	300	6,600	3,900	11,600	8,900	5,100	13,500				
Chinese	500	200	500	-	-	-	-	-	-	200	2,900	2,000	10,500	3,400	2,200	11,200				
Indian	3,600	700	1,800	-	-	-	-	-	100	500	16,900	9,000	39,700	20,600	9,900	42,000				
Pakistani	6,800	1,600	1,400	-	-	-	-	-	300	1,000	17,500	13,000	29,400	24,400	14,900	31,900				
White	68,300	26,600	69,100	1,700	600	300	2,500	5,000	14,700	420,500	272,000	1,758,900	493,000	304,200	1,843,000					
Other — Asian	1,200	700	2,000	-	-	-	-	-	100	400	5,200	6,700	25,600	6,400	7,400	28,000				
Any other	3,000	1,700	3,900	-	-	-	-	100	200	1,000	11,600	12,100	47,800	14,700	14,000	52,700				
Not known	9,100	3,600	10,500	100	-	-	-	100	400	1,700	50,400	43,000	313,100	59,700	47,100	325,300				
Total	102,500	41,100	100,900	1,800	700	300	2,900	6,700	21,800	557,100	381,300	2,318,000	664,400	429,800	2,441,000					

Source: IES Analysis

Table A21: Learner Support Funding by institution type and age group

	Access			Residential			Childcare			None			Total		
	16 to 18	19 to 24	25 plus	16 to 18	19 to 24	25 plus	16 to 18	19 to 24	25 plus	16 to 18	19 to 24	25 plus	16 to 18	19 to 24	25 plus
FE college	84,300	38,000	86,900	200	-	100	1,500	4,400	11,900	428,300	332,400	1,819,000	514,400	374,800	1,917,800
Sixth form college	13,800	800	1,400	-	-	-	-	100	300	107,000	10,000	63,800	120,000	10,800	65,600
Specialist college	3,800	1,100	1,300	1,600	500	200	1,100	400	1,700	10,600	6,400	32,400	17,000	8,400	35,600
External institution	700	1,200	11,100	-	-	-	100	1,300	5,600	10,100	25,900	283,400	11,000	28,400	300,100
Specialist designated	-	-	300	-	-	-	-	600	2,300	1,200	6,700	119,400	1,300	7,300	122,000
Dance/drama	-	-	-	-	-	-	-	-	-	100	-	-	100	-	-
Total	102,500	41,100	100,900	1,800	700	300	2,900	6,700	21,900	557,100	381,300	2,318,000	664,400	429,800	2,441,000

Source: IES Analysis

Table A22: Learner Support Funding by mode of attendance and age group

	Access			Residential			Childcare			None			Total		
	16 to 18	19 to 24	25 plus	16 to 18	19 to 24	25 plus	16 to 18	19 to 24	25 plus	16 to 18	19 to 24	25 plus	16 to 18	19 to 24	25 plus
Full-time full-year	95,300	27,900	42,200	1,800	600	200	1,500	2,000	3,700	412,300	60,000	84,900	510,900	90,500	131,000
Full-time part-year	800	1,600	5,100	-	-	-	200	600	1,200	14,200	31,600	148,000	15,200	33,800	154,300
Part-time	6,400	11,600	53,600	-	-	100	1,200	4,100	17,000	130,600	289,700	2,085,100	138,300	305,500	2,155,700
Total	102,500	41,100	100,900	1,800	700	300	2,900	6,700	21,800	557,100	381,300	2,318,000	664,400	429,800	2,441,000

Source: IES Analysis

Table A23: Learner Support Funding by level of qualification aim and age group

	Access			Residential			Childcare			None			Total		
	16 to 18	19 to 24	25 plus	16 to 18	19 to 24	25 plus	16 to 18	19 to 24	25 plus	16 to 18	19 to 24	25 plus	16 to 18	19 to 24	25 plus
1 & Entry	9,900	5,500	21,900	-	-	-	400	1,400	5,800	68,400	97,000	764,300	78,800	103,700	792,000
2	30,600	10,600	30,300	600	100	100	1,400	2,100	5,900	144,200	108,400	586,200	176,700	121,200	622,400
3	60,400	22,200	37,400	1,200	600	200	900	1,800	4,900	319,600	95,400	339,500	382,000	120,000	381,900
4, 5 & HE	300	700	1,800	-	-	-	100	100	200	2,000	10,200	43,500	2,400	11,000	45,500
Other	1,400	2,100	9,600	-	-	-	100	1,300	5,100	22,900	70,500	584,500	24,400	74,000	599,300
Total	102,500	41,100	100,900	1,800	700	300	2,900	6,700	21,900	557,100	381,300	2,318,000	664,400	429,800	2,441,000

Source: IES Analysis

Table A24: Learner Support Funding by type of qualification aim and age group

	Access			Residential			Childcare			None			Total		
	16 to 18	19 to 24	25 plus	16 to 18	19 to 24	25 plus	16 to 18	19 to 24	25 plus	16 to 18	19 to 24	25 plus	16 to 18	19 to 24	25 plus
A/AS GCE A2 level	20,200	2,900	1,800	-	-	-	100	200	200	145,700	16,900	28,700	166,100	20,000	30,800
GCSE	2,700	900	2,100	-	-	-	100	200	400	16,200	10,800	39,700	18,900	11,900	42,200
GNVQ precursor	18,600	6,200	5,700	1,100	300	100	600	300	500	77,400	21,100	23,000	97,800	27,900	29,300
GNVQ/AVCE	26,200	4,800	2,000	100	-	-	300	300	200	106,700	10,000	3,100	133,300	15,100	5,200
NVQ	11,900	5,800	15,600	100	100	-	300	800	2,300	53,900	44,500	180,400	66,100	51,100	198,300
Access to HE	100	3,900	10,800	-	-	-	-	300	900	300	6,400	20,200	400	10,700	31,900
HNC/HND	-	100	100	-	-	-	-	-	-	100	500	800	100	600	900
OCN	400	600	2,200	-	-	-	-	100	400	2,800	6,300	32,500	3,200	7,000	35,100
Additional NVQ/GNVQ	-	-	-	-	-	-	-	-	-	100	100	500	100	100	500
Other	22,400	16,000	60,700	500	200	100	1,500	4,500	16,900	153,900	264,800	1,989,200	178,400	285,500	2,066,900
Total	102,500	41,100	100,900	1,800	700	300	2,900	6,700	21,800	557,100	381,300	2,318,000	664,400	429,800	2,441,000

Source: IES Analysis

Table A25: Learner Support Funding by widening participation uplift and age group

	Access			Residential			Childcare			None			Total		
	16 to 18	19 to 24	25 plus	16 to 18	19 to 24	25 plus	16 to 18	19 to 24	25 plus	16 to 18	19 to 24	25 plus	16 to 18	19 to 24	25 plus
Low uplift	63,200	23,500	59,400	1,700	600	300	2,300	4,100	13,700	422,300	265,900	1,794,200	489,500	294,000	1,867,500
Medium	23,400	8,900	20,200	100	-	-	400	1,500	4,500	83,100	67,000	326,100	106,900	77,400	350,800
High	16,000	8,700	21,300	-	-	-	200	1,200	3,700	51,800	48,500	197,700	68,000	58,400	222,700
Total	102,500	41,100	100,900	1,800	700	300	2,900	6,700	21,800	557,100	381,300	2,318,000	664,400	429,800	2,441,000

Source: IES Analysis

Table A26: Learner Support Funding by widening participation uplift and age group

	Access			Residential			Childcare			None			Total		
	16 to 18	19 to 24	25 plus	16 to 18	19 to 24	25 plus	16 to 18	19 to 24	25 plus	16 to 18	19 to 24	25 plus	16 to 18	19 to 24	25 plus
Student living in college accom. on campus	700	100	200	1,100	200	-	200	100	200	2,000	600	1,900	4,000	1,000	2,200
Student living in college managed accom.	5,300	1,600	3,800	100	100	-	-	100	100	13,600	8,900	54,800	19,100	10,700	58,700
Student not living in college accom.	96,500	39,300	96,900	700	400	300	2,600	6,500	21,500	541,500	371,900	2,261,300	641,300	418,200	2,380,100
Total	102,500	41,100	100,900	1,800	700	300	2,900	6,700	21,800	557,100	381,300	2,318,000	664,400	429,800	2,441,000

Source: IES Analysis

Table A27: Learner Support Funding by disability type and age group

	Access			Residential			Childcare			None			Total		
	16 to 18	19 to 24	25 plus	16 to 18	19 to 24	25 plus	16 to 18	19 to 24	25 plus	16 to 18	19 to 24	25 plus	16 to 18	19 to 24	25 plus
Visual impairment	300	100	400	-	-	-	-	-	-	1,400	600	4,200	1,800	700	4,700
Hearing impairment	400	200	400	-	-	-	-	-	-	1,000	600	6,800	1,400	800	7,300
Disability affecting mobility	100	200	1,000	-	-	-	-	-	-	400	600	7,900	600	700	9,000
Other physical disabilities	200	200	1,000	-	-	-	-	-	-	600	500	5,700	800	800	6,700
Other medical conditions	1,500	500	1,000	100	-	-	-	-	100	5,400	2,000	9,400	7,000	2,500	10,500
Emotional or behavioural difficulties	200	-	100	-	-	-	-	-	-	700	400	1,100	1,000	400	1,200
Mental ill health	100	100	500	-	-	-	-	-	-	300	600	5,200	300	700	5,700
Temporary disability after illness	-	-	-	-	-	-	-	-	-	100	-	600	100	100	700
Profound/complex disability	-	100	-	-	-	-	-	-	-	100	200	800	200	300	800
Multiple disabilities	200	100	400	-	-	-	-	-	-	600	700	4,400	800	900	4,800
Other	1,300	600	1,500	-	-	-	-	-	100	5,700	3,200	17,800	7,000	3,900	19,400
No disability	76,700	30,100	69,000	1,600	500	200	2,600	5,500	17,600	408,800	264,100	1,571,100	489,600	300,200	1,658,000
Not known/ no information	21,500	8,900	25,500	200	100	100	300	1,100	3,800	131,900	107,800	682,900	153,900	117,800	712,300
Total	102,500	41,100	100,900	1,800	700	300	2,900	6,700	21,800	557,100	381,300	2,318,000	664,400	429,800	2,441,000

Source: IES Analysis

Table A28: Learner Support Funding by learning difficulty and age group

	Access			Residential			Childcare			None			Total		
	16 to 18	19 to 24	25 plus	16 to 18	19 to 24	25 plus	16 to 18	19 to 24	25 plus	16 to 18	19 to 24	25 plus	16 to 18	19 to 24	25 plus
Moderate learning difficulty	1,900	800	1,600	-	-	-	-	-	100	6,300	3,200	12,900	8,300	4,000	14,600
Severe learning difficulty	200	300	200	-	-	-	-	-	-	600	1,200	5,100	800	1,500	5,400
Dyslexia	1,700	600	1,100	100	-	-	-	100	100	6,400	2,300	5,900	8,200	3,000	7,100
Dyscalculia	-	-	-	-	-	-	-	-	-	100	-	100	100	100	200
Other specific LD	500	100	400	-	-	-	-	-	-	1,400	500	1,800	2,000	700	2,200
Multiple learning difficulties	400	200	400	-	-	-	-	-	100	1,000	800	3,200	1,400	1,000	3,700
Other	1,600	900	2,100	-	-	-	-	-	100	5,600	2,900	15,400	7,300	3,800	17,600
No learning difficulties	74,800	29,200	69,100	1,500	500	200	2,500	5,500	17,600	403,400	262,500	1,584,600	482,300	297,700	1,671,500
No information provided	21,300	8,900	25,900	100	100	100	300	1,100	3,800	132,300	107,900	689,000	154,000	117,900	718,800
Total	102,500	41,100	100,900	1,800	700	300	2,900	6,700	21,800	557,100	381,300	2,318,000	664,400	429,800	2,441,000

Source: IES Analysis

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