16 to 19 Funding for 2017 to 2018

A guide to the 16 to 19 FE allocation calculation toolkit

January 2017

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Introduction

Peter Mucklow, National Director of Young People at Education Funding Agency has written to the sector giving an overview of funding for the academic year 2017 to 2018 for students aged 16 to 19 and students aged 19 to 25 with an education, health and care plan.

[Funding for academic year 2017 to 2018](#)

For the 2017 to 2018 academic year your 16 to 19 funding will be calculated in a similar way to 2016 to 2017. We will still use the data that you record to calculate your future funding and the formula and most of the data sources remain the same. However, there has been a change to the data used to calculate the disadvantage block 2 factor.

We publish the [rules and guidance for using post-16 funding](#) each year, along with further information on [how funding works](#) and [funding allocations](#).

This guide explains the practical detail of how we have used your data within the 16 to 19 further education (FE) allocation calculation toolkit (ACT) which shows the various elements of the funding formula for your organisation.

If you have any queries about this, please contact us using our [EFA enquiry form](#).

Business cases relating to the data within the ACT should only be made once you have received and reviewed your allocation statement. We will confirm the deadline for submitting cases when allocation statements are made available.

Your 16 to 19 FE allocation calculation toolkit

To show you how we have used your data to calculate the factors and funding band proportions to be used in your 2017 to 2018 allocation we have prepared a 16 to 19 FE ACT for you. The ACT includes 5 separate sheets:

Funding Factors – this summarises the key elements of your 2015 to 2016 R14 data which we will be using to calculate your 2017 to 2018 funding.

Aims – this shows all the individual learning aims from your 2015 to 2016 R14 data return, and identifies for each student which learning aim is the core/programme aim.

Programme – this is student level data which shows the core/programme aims in 2015 to 2016 and works out how the characteristics of what you deliver affect each part of the funding formula.

Glossary – a technical description of each column in both the Aims and Programme tabs of the workbook, including data sources used.

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

If we don't have a full set of 2015 to 2016 data for your organisation, then we haven't produced a 16 to 19 FE allocation calculation toolkit for you. In this case you can still see how the calculations are made by reviewing our anonymised example toolkit which is available on our website alongside this guidance.

Features of the 16 to 19 funding methodology

What data have we used in ACT?

ILR return: 2015 to 2016 R14 data

Why do we use 2015 to 2016 data?

Your 2015 to 2016 R14 data is the last full-year set of data that you returned. We use this to understand the unique characteristics of your organisation and its delivery.

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

Who counts?

The criteria for students' aims to be included in the calculations of funding factors for your 2017 to 2018 funding allocation are as follows:

- students count as valid starts in the 2015 to 2016 dataset when they cross the appropriate qualifying period (based on the duration of the study programme). This includes 16 to 19 students, 19 to 25 high needs students and 19+ continuing students in sixth-form colleges

- the qualifying periods for students to count as funded are:

Study programme planned hours and planned length in-year		Qualifying period
450 hours or more		6 weeks (42 days)
Fewer than 450 hours	24 weeks or longer	6 weeks (42 days)
	2 to 24 weeks	2 weeks (14 days)

Table 1: Student qualifying period

- programmes with a planned duration of less than 2 weeks and students who are in summer schools (aged 15 or under with a start date on or after 1 June 2016) are not counted

Core/programme aim and study programme type

Within the 2015 to 2016 ILR, institutions flag the core or programme aim for each student. This is used in 3 ways:

- to determine whether the programme is academic, vocational or a traineeship

- to calculate programme cost weighting

- to calculate retention

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

If the core aim qualification is in the following categories, the study programme is classed as academic.

- A-Level (excluding General Studies or Critical Thinking)

- GCSE

- International Baccalaureate

- Pre-U Diploma

- Free Standing Maths Qualification

- Access to HE

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

The 16 to 19 funding formula

All institutions are funded in the same way to teach 16 to 19 year olds (and high needs students up to the age of 25). Funding allocations for 2017 to 2018 are calculated using a funding formula:
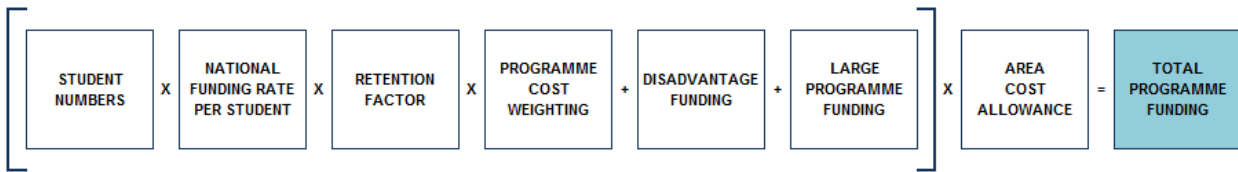

Figure 2: 16 to 19 Funding formula

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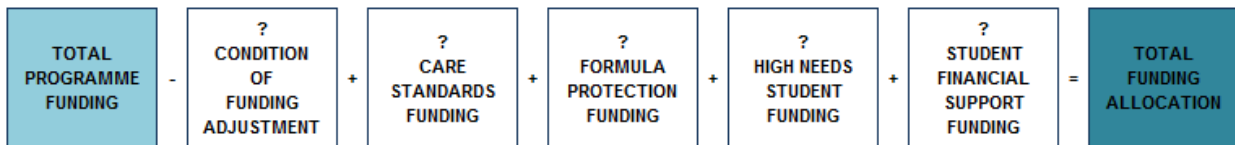

Figure 3: 16 to 19 Additional funding elements

An overview of 16 to 19 funding is available on GOV.UK.

Student numbers

We measure the learning delivered by your organisation by counting the number of students and looking at the size of their programmes.

We start by calculating your lagged student numbers to decide how many students should be included in your funding for 2017 to 2018. The data sources we use in calculating 2017 to 2018 funding allocations are detailed in the table below:

Institution Type	Method of determining number of students attracting funding
FE colleges, some other FE or Higher Education institutions	The starting point is the number of valid students with a census date of 1 November 2016 based on R04 for 2016 to 2017. This is multiplied by the ratio of 1 November to all-year student numbers based on the R04 return for 2015 to 2016 and the final R14 return for that year. We will also compare this figure with the student numbers calculated from R06, both the year-to-date (as at 1 February) figure and the number recruited by 1 November. Where there is a significant increase or decrease in student numbers we may revise the allocation accordingly. This could result in a delay to issuing allocations for institutions involved
Commercial and Charitable Providers	The approach is similar to that for 2016 to 2017 allocations, that is, depending on the profile of recruitment for the individual provider we either use a 12 month rolling figure for February 2016 to January 2017 based on R14 (2015 to 2016) and R06 (2016 to 2017) data; or the same approach as set out above for FE colleges. The use of R06 data means that CCPs receive allocations slightly later than colleges, schools and academies
Higher Education institutions, Local Authorities, some other FE institutions	Where use of in-year data was not appropriate, a full year figure will be used based on R14 (2015 to 2016) or HESA data (2015 to 2016)

Table 4: Data sources for student numbers

Your lagged student number will be confirmed on your allocation statement.

Student funding bands

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

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

Table 5: Student funding bands

*For these purposes, the definition for an 18+ high needs student is where the ILR indicates that a local authority has paid element 3 'top-up' funding for the student (learner FAM Type=HNS and learner FAM code=1).

Your ACT contains a table showing the distribution of students by funding bands based on your 2015 to 2016 data. These volumes are derived from the data on the programme sheet (the funding band is taken from column AB).

The proportions calculated from these volumes (also shown in table 1 on the funding factors sheet) will be applied to your lagged student numbers for the 2017 to 2018 academic year.

Retention factor

When calculating the retention factor, we first calculate a retention rate at student level. For students on a vocational programme, we calculate the retention rate based on the student's core aim. For students on traineeships, we calculate the retention rate based on the student's programme aim. For students on an academic programme we calculate the retention rate based on the student completing or continuing to study at least one of their academic aims.

Student's completion status	Percentage of annual funding earned
Student leaves before qualifying period	0%
Student leaves and is not recorded as completed	50%
Student retained and is recorded as completed	100%

Table 6: Retention criteria

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

Retention factor = (Retention rate ÷ 2) + 0.5

Calculation

Your retention factor based on 2015 to 2016 data is used to calculate your 2017 to 2018 funding. You can see which of your students were retained on their study programme in the column named 'Student Retained' (column F) on the programme sheet.

We have calculated your overall retention rate by counting the students marked as 'Yes' in Student Retained (column F) and dividing it by sum of students marked as 'Yes' under Funded Student (column E).

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

You can see the result of this calculation on the funding factors sheet in table 2 (cell F22).

Programme cost weighting

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

Programme cost weighting is calculated using your students' core programme aim, but it is applied to their whole study programme. All academic and some vocational programmes are funded at the base rate, but in addition there are 3 higher weightings which provide an extra 20%, 30% or 75% above the base rate.

> **For example:**
>
> - the base rate includes academic courses, ICT, business admin and travel and tourism
>
> - the medium weighting (20%) includes construction, performing arts and catering
>
> - the high weighting (30%) includes animal care that does not receive the specialist weighting, and engineering
>
> There is also a specialist weighting (75%) where there is a requirement to operate significant specialist facilities such as a farm.
>
> You can find a full list of weightings in Annex A.
>
> You can see the programme cost weighting for each of your students on the programme sheet (columns V to X).

Calculation

You can see your overall programme cost weighting on the funding factors sheet (cell F23).

The calculation of the overall programme cost weighting uses data on the programme sheet to weight the factors for individual students based on their programme size:

- we determine the funding band (column AB) using the total planned hours in the funding year (column AA)

- for students in funding bands 5 to 2, we derive a base weighting value using set hours for each band, and this is recorded as the weighting multiplier in column AD

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

Table 7: Base weighting values

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

To calculate an overall programme cost weighting for your organisation we divide the sum of weighted cost weighting factor (column AF) by the sum of weighting multiplier (column AD) for all students who meet the funding eligibility criteria, student start = Yes (column E).

Disadvantage funding

Disadvantage funding has 2 elements: one based on the home postcode of your students, the other based on prior attainment of your students in English and maths GCSE at age 16.

Your disadvantage factors can be found on the funding factors sheet in Table 2:

- block 1: Economic Deprivation

- block 2: Prior attainment in GCSE English and maths

Block 1: Economic deprivation

We look at where your students live in order to determine whether disadvantage funding should be allocated. To do this we look up their home postcode in the Index of Multiple Deprivation (IMD) 2015. IMD is an official government index that tells us how deprived areas are based on official education, crime, health, employment, and income statistics. We then assign an uplift to those students that live in the 27% most deprived areas of the country.

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

Calculation

You can see your overall economic deprivation factor on the funding factors sheet (cell F24).

The calculation of the overall economic deprivation factor uses data on the programme sheet to weight the factors for individual students based on their programme size:

- we determine the funding band (column AB) using the total planned hours in the funding year (column AA)

- for students in funding bands 5 to 2, we derive a base weighting value (Table 7) using set hours for each band, and this is recorded as the weighting multiplier in column AD

- the weighting multiplier (column AD) is multiplied by the student's disadvantage uplift factor (column D), and the result is entered in column AE, weighted disadvantage uplift

The overall economic deprivation factor for your organisation is the difference between the sum of weighted disadvantage uplift and the sum of weighting multiplier (column AE -

AD) displayed as a percentage of the sum of the weighting multiplier (column AD) for all students who meet the funding eligibility criteria, funded student = Yes (column E).

Care leavers

The number of care leavers for your institution will be shown on your allocation statement. This will be taken from your 16 to 19 Bursary Fund claims for the 2015 to 2016 academic year; for vulnerable students who were 'In Care' or 'Care Leavers'.

Block 2: Prior attainment

Disadvantage block 2 provides funds to support students with additional needs including moderate learning difficulties and disabilities. It is allocated based on low prior attainment in maths and English.

Up to the academic year 2016 to 2017, disadvantage block 2 funding has been calculated using young peoples matched administrative data (YPMAD) with a 3 year lag. From 2014 to 2015 onwards we captured prior attainment data in the ILR to allow us to calculate block 2 funding. Following a review of the 2015 to 2016 ILR data we have decided that from 2017 to 2018 we will be using the ILR data to calculate this funding.

This brings the lag on disadvantage block 2 in line with the other factors and enables us to show how your data is being used in your ACT.

For some institutions where block 2 disadvantage funding is decreasing because of improved prior attainment, the change from a 3 year to a 2 year lag will result in a reduction in block 2 funding earlier than expected. To reflect this, for those institutions where the factor based on the ILR is lower than the matched data for 2014 to 2015 (which we would have used if the methodology was unchanged) we will use the average of those 2 factors in this first year.

Calculation

We look at what grades your students attained in GCSE English and maths by the end of year 11. This is taken from the ILR Learner funding and monitoring (FAM) field, eligibility for EFA disadvantage funding (EDF).

We calculate for each student the number of instances where English and/or maths was not achieved by year 11, a student can therefore be worth a maximum of 2 instances as set out below:

Example	GCSE English below A*-C	GCSE Maths below A*-C	Student Instance Value
Student 1	No	No	0
Student 2	Yes	No	1
Student 3	No	Yes	1
Student 4	Yes	Yes	2

Table 8: Block 2 instance example

The disadvantage block 2 factor for your organisation is then calculated by adding the instance values (shown on the programme sheet in column J) for those students who meet the funding eligibility criteria (column E=Yes) together and dividing by the total number of funded students (column E=Yes). This gives an average instance value per funded student, this calculated factor is shown in table 2 on the funding factors sheet (cell E25).

As described above, in this first year of using ILR data for disadvantage block 2; where the calculated ILR factor is lower than the YPMAD factor for 2014 to 2015 the average of the 2 factors will be used when calculating your allocation.

Table 2 on the funding factors sheet shows the YPMAD value in cell E26 and the final factor with mitigation applied where appropriate is shown in cell F25.

This factor will be multiplied by the lagged students for 2017 to 2018 to obtain a total amount of funded instances for your organisation. This will be shown on your funding allocation statement.

Large programmes

[Funding for large programmes](#) acknowledges that the assumption of 600 guided learning hours for full-time study programmes did not support those institutions delivering much larger study programmes in order to prepare students for work and some university courses. The uplift provides increased funding above the national rate for students that successfully study either 4 or 5 A levels, the TechBacc or the full International Baccalaureate and achieve specified grades. This additional funding will reflect the size of the programmes, giving institutions the ability to further help their most able students by offering them the broadest possible range of qualifications in order to fulfil their potential.

The funding for this is based on YPMAD data for 2014 to 2015 and will be shown on your allocation statement.

Condition of funding

Any student that does not already have a maths and/or English GCSE at grades A*-C and is not enrolled on either maths and/or English GCSE or stepping stone qualifications (where applicable) in academic year 2015 to 2016, and is not recorded as exempt will have an impact on your 2017 to 2018 allocation. The full details of how this will be applied (including mitigation arrangements) can be found on GOV.UK.

Table 3 on the funding factors sheet (Students not meeting CoF, column F) shows how many students you have that do not meet the condition of funding in 2015 to 2016 compared to the total students, the table is split by funding band.

You can see which students do not meet the condition of funding on the programme sheet where column M = No. This has been derived from the ILR FAM fields MCF and ECF. The student's English status is shown in column K and their maths status is shown in column L. Where either of these columns = 'Doesn't have and not studying' or 'Has Grade D and not studying' the student will be counted as not meeting the condition of funding.

Area cost allowance

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

Area	Uplift 2016 to 2017	Factor
London A (Inner London)	20%	1.2
London B (Outer London)	12%	1.12
Berkshire (fringe and non-fringe)	12%	1.12
Crawley	12%	1.12
Surrey	12%	1.12
Buckinghamshire fringe	10%	1.1
Hertfordshire fringe	10%	1.1
Buckinghamshire non-fringe	7%	1.07
Oxfordshire	7%	1.07
Essex fringe	6%	1.06
Kent fringe	6%	1.06
Bedfordshire	3%	1.03
Hertfordshire non-fringe	3%	1.03
Cambridgeshire	2%	1.02
Hampshire and Isle of Wight	2%	1.02
West Sussex non-fringe	1%	1.01
Rest of England	0%	1

Table 9: Area cost factors

The area cost allowance for your organisation can be found on the funding factors sheet in table 2 (cell F27). More details of the criteria used to calculate area costs for institutions with multi-site delivery are given in the Funding Rates and Formula Guidance.

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

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

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

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

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

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

Table 10: Programme cost weightings

Education
Funding
Agency