



Education
Funding
Agency

School sixth-form student number statement - academic year 2016 to 2017

**Explanatory note for school sixth-forms
and academies**

February 2016

Contents

Introduction	3
Purpose	3
Policy implementation	3
Funding formula	4
Student funding bands	4
Programme cost weightings	4
Condition of funding adjustment	4
Disadvantage block 1	5
Core aims	5
High needs place numbers	5
High needs place numbers	5
Allocations calculation toolkit	6
Next steps	7
Annex A: Student number statement detailed notes	8
Table 1a: Student numbers	8
Table 1b: Distribution of students by funding band	8
Table 2: Funding factors	9
Table 3: Condition of funding	10
Table 4: High needs student funding	10

Introduction

This explanatory note sets out the background details behind the figures in your student number statement for the 2016 to 2017 academic year (2016/17). This is the first step towards calculating your 2016/17 funding allocation, which we will communicate to you in February 2016.

Purpose

We are providing this information now so that you have an opportunity to check and comment on it, or raise any queries you may have. The information in the statement will also give you an initial basis on which to plan.

Policy implementation

[Peter Mucklow's letter](#) of 14th January sets out the main policy for 2016/17.

Funding formula

As in previous years, your funding allocation for 2016/17 will be based on lagged student numbers. This statement includes student numbers and the other factors that affect your funding for 2016/17. A box-by-box explanation of the numbers in the statement is given in annex A.

Student funding bands

We fund at different rates depending on the size of the programme your students are studying. The categories are:

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

Programme cost weightings

Most programme cost weightings for 2016/17 are unchanged from those used in allocations for 2015/16. A list of programme cost weightings for 2015/16 is given in the [funding guidance](#) for that year.

Condition of funding adjustment

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

Disadvantage block 1

As always we try to use the most up to date data available to us so this year in the calculation of disadvantage block 1 factors we have used the new Index of Multiple Deprivation 2015 (previously IMD 2010).

Core aims

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

High needs place numbers

We have used the 16 to 19 place numbers allocated to institutions in academic year 2015 to 2016 as the basis for allocating place numbers in academic year 2016 to 2017. A small number of changes have been made where necessary to reflect the closure of SEN units and/or the merger of institutions.

We published the high needs arrangements for 2016 to 2017 in September 2015 on GOV.UK, describing how the high needs funding system and place change request process will work for all types of provision. The outcomes from the place change request process were published on the 14 January 2016 on the same webpage.

Following the publication of the place change request outcomes, institutions and local authorities were able to submit any enquiries regarding their place numbers to the EFA by the 29 January 2016. The high needs place allocations process is now complete and we will not be accepting any further requests to revise place numbers.

High needs place numbers

We have used the 16 to 25 place numbers allocated to institutions in academic year 2015 to 2016 as the basis for allocating place numbers in academic year 2016 to 2017 unless a place change request, submitted by your home local authority in November 2015 following discussions with you, was supported to revise your allocation. A small number of changes have also been made where necessary to reflect the merger of institutions.

We published the high needs arrangements for 2016 to 2017 in September 2015 on GOV.UK, describing how the high needs funding system and place change request process will work for all types of provision. The outcomes from the place change request process were published on the 14 January 2016 on the same webpage.

Following the publication of the place change request outcomes, institutions and local authorities were able to submit any enquiries regarding their place numbers to the EFA by the 29 January 2016. Any agreed changes to place numbers resulting from these enquiries will be communicated directly to institutions in February 2016 and recorded in final funding statements.

The high needs place allocations process is now complete and we will not be accepting any further requests to revise place numbers.

Allocations calculation toolkit

The allocations calculation toolkit (ACT) explains how we have used your data to arrive at some of the key figures in the statement. It doesn't include data on area cost, care leavers or disadvantage block 2. This toolkit is available on the [document exchange](#).

Next steps

If you have any queries on any of the figures or calculations in your student number statement, please contact us by using the [online enquiry form](#).

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

The next steps in the allocation process and the procedures for handling business cases will follow the timeline set out in Peter Mucklow's letter. We will confirm your allocations by the end of February 2016.

You will then have an opportunity to raise any exceptional issues with us during March and April and we will respond to those by early June.

Annex A: Student number statement detailed notes

Table 1a: Student numbers

Title	Comments
1.1a Lagged student number	From autumn census 2015. The number of students recorded as on roll (main or current main) on the census date (2 October 2015) at the institution in national curriculum years 12, 13 or 14. Where the national curriculum year is missing we use the age at 31 August.
1.2a Exceptional variations to lagged student number	An increase or decrease applied to the lagged student numbers. This is where an exceptional case has been agreed. This includes, where appropriate, an adjustment to reflect the current position where an academy is funded on its estimates.
1.3a Total student numbers for 2016/17	This is the total of lagged students plus exceptional variations (box 1.1a + 1.2a).

Table 1b: Distribution of students by funding band

Title	Comments
Student numbers in 2014/15	<p>These columns show the student numbers for each funding band, from the 2014/15 data.</p> <p>Band 5 students are all students with annual timetabled hours of 540 and over, except students aged 18+ who are not high needs.</p> <p>Band 4 students are shown split in 2 categories.</p> <ul style="list-style-type: none"> • 4a is those students who are aged 18+, not high needs and timetabled for over 450 hours per year. • 4b is 16 and 17 year olds and students aged 18+ with high needs who are timetabled for between 450 and 540 hours per year. <p>Bands 1 to 3 show all post 16 EFA funded students with timetabled hours falling in that band.</p> <p>In addition, for students in band 1 (up to 279 hours), row 1.8b shows the total FTEs for the student numbers shown on row 1.7b.</p>
Proportions for 2016/17 allocation	<p>Proportions of students to be funded in each band based on the total student numbers in 2014/15.</p> <p>For Band 4 the total proportion for Band 4a and Band 4b is shown.</p>

Title	Comments
Number of students allocated in 2016/17	<p>The percentages in each band applied to the total student numbers for 2016/17 (box 1.3a).</p> <p>The values in this column have been rounded to whole numbers and this may result in a slight difference between the sum of the bands and the total in box 1.9b.</p>

Table 2: Funding factors

In each case, the table shows the value used in the 2015/16 allocation (including any business cases, where applicable) and the value calculated from historical data that will be used for the 2016/17 allocation.

Title	Comments
2.1 Retention factor	<p>Retention rate = retained students ÷ all students</p> <p>Retention factor = (retention rate ÷ 2) + 0.5</p> <p>Calculated from autumn census 2015 (whole year 2014/15 data).</p>
2.2 Programme cost weighting	<p>The programme cost weighting used is the average for your institution, and has been weighted by the hours for each student.</p> <p>Programme cost weighting is based on the sector subject area (SSA) classification for each core aim for vocational programmes or 1.0 for academic programmes.</p> <p>Calculated from autumn census 2015 (whole year 2014/15 data).</p>
2.3 Area cost	<p>Some areas of the country are more expensive to teach in than others, and the area cost weights the allocation to reflect this.</p> <p>The area cost is normally based on your institution's address, except for a small number of institutions that deliver provision in different locations where it is based on the delivery postcodes for that provision.</p>
2.4 Disadvantage block 1: Economic deprivation factor	<p>The student's home postcode and the new Index of Multiple Deprivation 2015 are used.</p> <p>The factor is an average across the whole institution, weighted by the hours for each student.</p> <p>Calculated from autumn census 2015 (whole year 2014/15 data).</p>
2.5 Disadvantage block 1: Care leavers	<p>This number is taken from 16 to 19 Bursary Fund claims for the 2014 to 2015 academic year; for vulnerable students who were 'in care' or 'care leavers'.</p>

Title	Comments
2.6 Disadvantage block 2: Instances attracting funding per student	<p>The ratio of students that did not have GCSE maths and/or English based on the Young People's Matched Administrative Dataset for 2013/14.</p> <p>The factor is based on the number of instances when a student does not have at least a C grade in GCSE maths or English at the end of year 11. A student without a C in maths and English counts as 2 instances, a student without a C in either maths or English counts as 1 instance and a student with Cs in both counts as 0 instances.</p>
2.7 Total number of Disadvantage block 2 instances	The number of instances per student multiplied by the total student numbers for 2016/17 (box 1.3a).
2.8 – 2.11 Instances attracting the full time/part-time/FTE rate	<p>The total number of instances in box 2.7 is then split between the full-time and part-time bands according to the proportions in table 1b as follows.</p> <ul style="list-style-type: none"> • the proportion for Band 1 will receive the higher block 2 rate • the proportions for Bands 2 and 3 combined will inform the number of instances receiving the lower block 2 rate, and • the proportions for Bands 4 and 5 combined will inform the number of instances receiving the higher block 2 rate.

Table 3: Condition of funding

Title	Comments
Total student numbers in 2014/15	<p>The total student numbers for each funding band from the 2014/15 data as in table 1b.</p> <p>Band 4 students are shown here as the sum of Band 4a and Band 4b.</p>
Students not meeting CoF in 2014/15	<p>The number of 2014/15 students not meeting the condition of funding criteria.</p> <p>In addition, for Band 1 the number of FTEs not meeting the condition of funding is shown on row 3.6.</p>

Table 4: High needs student funding

Title	Comments
High needs	The high needs place numbers resulting from the process described above.



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