



Department
for Education

School census autumn 2016: 16 to 19 reports

User guide

September 2016

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Introduction

1. This document gives information about the contents of the 16 to 19 school census reports in COLLECT.
2. The reports have been developed to help institutions quality assure their data and make more accurate census returns. Post-16 funding allocations are based on census data from individual institutions, so returning accurate data is a key factor in ensuring that you receive the right allocation.
3. The reports are based on the data submitted in your autumn census, and are provided to aid you in data sense checking, validation and quality assurance. We have worked hard to ensure these reports reflect the 16 to 19 funding methodology as closely as possible, however, the categories and values shown in the reports are indicative and will not necessarily directly match those in your 16 to 19 allocation.
4. Please also note that, in order for previous academic year (2015 to 2016) reports to work correctly, some data has been matched in from the autumn 2015 census return, therefore any incorrect, missing or inconsistent data between the autumn 2015 and autumn 2016 census returns is likely to return erroneous results for affected students.
5. If you are unfamiliar with the EFA's funding methodology, further guidance is available online.
 - 5.1. The [school census post-16 interactive guide](#)¹ is designed to help schools and academies understand how school census data is used to calculate post-16 funding, and explain common errors and how they impact on the level of funding.
 - 5.2. The ['Funding rates and formula'](#)² guidance sets out the funding rates and formula that are used in calculating post-16 funding allocations.
 - 5.3. The ['Funding regulations'](#)³ guidance sets out the rules for funded post-16 provision, including the funding principles, student eligibility for funding, and study programme hours.
 - 5.4. We have also published:

¹ 'Post-16 school census interactive tool', Education Funding Agency, July 2016:
www.gov.uk/government/publications/interactive-post-16-school-census-tool

² 'Funding guidance for young people academic year 2016 to 17: funding rates and formula': Education Funding Agency, April 2016 (v1): www.gov.uk/government/publications/funding-rates-and-formula

³ 'Funding guidance for young people 2016 to 2017: funding regulations', Education Funding Agency, April 2016: www.gov.uk/government/publications/advice-funding-regulations-for-post-16-provision

- detailed information on the [condition of funding](#),⁴
- detailed information on [planned hours](#),⁵
- detailed information on [core aims](#).⁶

6. Detailed guidance on returning the school census is available in the [‘School census guide 2016 to 2017’](#).⁷

EFA funded student summary report

7. The EFA funded student summary report shows the number of students who are eligible for EFA funding, according to the data returned in the census. The students are grouped according to their derived funding line type (the funding line type comprises the student’s age and whether they are high needs/have an education, health and care plan) and their funding band.

8. The report only shows students who meet the following criteria.

8.1. Students whose enrolment status is current (C) or main (M). Note that students you record with dual subsidiary status (S) will be funded through other institutions’ allocations. Students with guest status (G) will be excluded from the census return, and are not counted as funded students.

8.2. Students who have stayed on their study programmes long enough to count as valid starts.⁸ Worked examples and additional information are available by accessing the ‘Student Numbers’ and ‘SN Examples’ contained in the [school census post-16 interactive guide](#).

8.3. Students who are recorded in national curriculum years 12, 13, or 14 in the relevant academic year. The EFA does not expect to fund students in other national curriculum years through post-16 funding.

8.4. Students who have learning aims in the relevant academic year. For example, a student with a set of learning aims where at least one has a

⁴ ‘16 to 19 funding: maths and English condition of funding’, Education Funding Agency, June 2016: www.gov.uk/guidance/16-to-19-funding-maths-and-english-condition-of-funding.

⁵ ‘16 to 19 funding: planned hours in study programmes’, Education Funding Agency, August 2015: www.gov.uk/guidance/16-to-19-funding-planned-hours-in-study-programmes.

⁶ ‘16 to 19 funding: core aims in study programmes’, Education Funding Agency, August 2015: www.gov.uk/guidance/16-to-19-funding-core-aims-in-study-programmes.

⁷ ‘School census guide 2016 to 2017’, Department for Education, January 2016: <https://www.gov.uk/government/publications/school-census-2016-to-2017-guide-for-schools-and-las>.

⁸ Students have to stay on their programmes for a certain amount of time before they qualify for funding. This is known as being counted as a ‘start’. Further information is available in the [‘Funding rates and formula’](#) guidance 2016/17, section ‘Definition of a start’, paragraphs 31 to 34.

planned end date and/or actual end date after 1 August 2016 will be included in the 2016/17 reports. If at least one learning aim has a start date before 1 August 2016, then that student will also be included in the 2015 to 2016 report.

9. The report gives the number of students by funding line type. This allows institutions to make sure that students are correctly recorded in the census with regard to their age and special educational needs (SEN) provision. Funding line type is determined by student age, and the student's SEN provision indicator.

9.1. 16-19 students (including high needs students). All 16-19 students are included in this funding line type, regardless of their SEN provision indicator.

9.2. 19-24 students with an EHCP. The EFA has a statutory duty to fund students who are 19 to 24 years old, and who have an education, health and care plan (EHCP). Please note that 19-24 year old students not recorded as having an EHCP will be placed into the 19+ continuing students type.

9.3. 19+ continuing students (excluding students with an EHCP). The EFA funds students who are 19 and over when they are continuing on a study programme that they started when they were 18 or younger.⁹ This category includes any 19-24 year old students not recorded as having an EHCP.

10. The report also splits students, within funding line types, by funding band. This allows institutions to make sure that the student's planned hours are correctly recorded in the census. Funding band is determined by the total planned learning hours plus planned employability, enrichment and pastoral hours.

11. The report uses the following fields from your census return.

- Planned learning hours.
- Planned employability, enrichment and pastoral hours.
- Enrolment status.
- Learning start date.
- Learning planned end date.
- Learning actual end date.
- Pupil date of birth.

⁹ The age definition is set out in the ['Funding regulations' guidance for 2016 to 2017](#), section 'Age', paragraph 38. A student's age on 31 August is used. For example, a student who is 18 on 31 August 2015 will be considered to be 18 for the whole of 2016/17, even if they turn 19 during the course of the year.

- SEN provision.
- Top up funding indicator.
- Actual national curriculum year.

EFA student detail report

12. The EFA student detail report shows all students who are recorded in the census with basic post 16 eligibility, regardless of whether they qualify as a start (and therefore for EFA funding) or not. This is different to the EFA funded student summary report, which only shows students who are valid starts.

13. However, the report does use the same other criteria as the EFA funded student summary report. It only shows students who meet the following criteria.

13.1. Students whose enrolment status is current (C) or main (M).

13.2. Students who are recorded in national curriculum years 12, 13, or 14 in the relevant academic year.

13.3. Students who have learning aims in the relevant academic year.

14. Information for each student is shown, and they are grouped according to their funding line type.

15. The report shows the following fields.

15.1. Unique pupil number (UPN).

15.2. Surname.

15.3. Forename.

15.4. Date of birth.

15.5. Planned learning hours.

15.6. Planned employability, enrichment and pastoral hours.

15.7. Total planned hours: planned learning hours plus planned employability, enrichment and pastoral hours.

15.8. Funding band: determined by the total planned hours.

15.9. Qualifies for funding: students who qualify for funding are shown with the status of '1'. Students who do not qualify are shown with the status of '0'. To qualify for funding, students have to stay on their programmes for a

certain amount of time before they qualify for funding. This is known as being counted as a 'start'.¹⁰

16. The report uses the following fields from your census return.

- Unique pupil number (UPN).
- Pupil surname.
- Pupil forename.
- Pupil date of birth.
- Planned learning hours.
- Planned employability, enrichment and pastoral hours.
- SEN provision.
- Top up funding indicator.
- Actual national curriculum year.
- Pupil enrolment status.
- Learning aim start date.
- Learning aim planned end date.
- Learning aim actual end date.

EFA 16-19 maths and English GCSE status by student

17. The EFA 16-19 maths and English GCSE status by student report shows the maths and English statuses, according to the condition of funding rules, for individual students.

18. The report only shows students who meet the following criteria.

18.1. Students whose enrolment status is current (C) or main (M).

18.2. Students who have stayed on their study programmes long enough to count as valid starts.

18.3. Students who are recorded in national curriculum years 12, 13, or 14 in the relevant academic year.

18.4. Students who have learning aims in the relevant academic year.

19. Information for each student is shown, and they are grouped according to their funding line type.

¹⁰ Students have to stay on their programmes for a certain amount of time before they qualify for funding. This is known as being counted as a 'start'. Further information is available in the ['Funding rates and formula'](#) guidance 2016/17, section 'Definition of a start', paragraphs 31 to 34.

20. The report shows the following fields.
 - 20.1. Unique pupil number (UPN).
 - 20.2. Surname.
 - 20.3. Forename.
 - 20.4. Date of birth.
 - 20.5. Maths status.
 - 20.6. English status.
21. The maths/English field will show one of the following statuses.
 - 21.1. Condition of funding does not apply: for students you record on small part time study programmes (under 150 hours per year), aged 15 or under, or who are continuing a programme from before the 2014/15 academic year when the condition of funding was introduced.
 - 21.2. Exempt from the GCSE maths/English A*-C requirement: for students you record as being exempt from the condition of funding.
 - 21.3. Has maths/English, studying maths/English: the student has met the condition of funding through prior attainment, but is also studying for a valid qualification for the condition of funding. This status is most likely to show when a student is studying for an A level in maths or English, as these are valid qualifications for the condition of funding.
 - 21.4. Has maths/English, not studying maths/English: the student has met the condition of funding through prior attainment and is not undertaking a valid maths/English qualification.
 - 21.5. Has maths/English GCSE grade D, not studying GCSE maths/English: Students who start a new full time programme who hold a grade D in the relevant subject must study for a valid GCSE qualification (not a stepping stone qualification, such as functional skills) in order to meet the condition of funding. **These students will not attract full funding when your allocation is calculated.**¹¹

¹¹ You can find detailed information on how we will account for students who did not meet the condition of funding and calculate lagged student numbers for your 2016/17 allocation in in the detailed condition of funding guidance: www.gov.uk/guidance/16-to-19-funding-maths-and-english-condition-of-funding#institutions-who-did-not-comply-with-the-funding-condition-in-2014-to-2015-academic-year.

21.6. Does not have maths/English, studying maths/English: the student meets the condition of funding not through prior attainment but because they are studying a valid qualification for the condition of funding.

21.7. Does not have maths/English, not studying maths/English: students who do not have at least a GCSE grade C in the relevant subject and who are not studying for a valid condition of funding qualification do not meet the condition. **These students will not attract full funding when your allocation is calculated.**¹²

22. The report uses the following fields from your census return.

- Unique pupil number (UPN).
- Pupil surname.
- Pupil forename.
- Pupil date of birth.
- Planned learning hours.
- Planned employability, enrichment and pastoral hours.
- SEN provision.
- Top up funding indicator.
- Actual national curriculum year.
- Pupil enrolment status.
- Learning aim start date.
- Learning aim planned end date.
- Learning aim actual end date.
- Maths GCSE highest prior attainment.
- Maths GCSE funding exemption.
- English GCSE highest prior attainment.
- English GCSE funding exemption.
- Qualification number (QN).

23. The report also uses reference data from [LARS](#)¹³ to determine:

23.1. whether the maths/English qualification is valid for the condition of funding or not (only qualifications with the funding validity categories 'EFACONFUNDENGLISH' and 'EFACONFUNDMATHS' can be undertaken to meet the condition of funding),

¹² You can find detailed information on how we will account for students who did not meet the condition of funding and calculate lagged student numbers for your 2016/17 allocation in in the detailed condition of funding guidance: www.gov.uk/guidance/16-to-19-funding-maths-and-english-condition-of-funding#institutions-who-did-not-comply-with-the-funding-condition-in-2014-to-2015-academic-year.

¹³ LARS (Learning Aim Reference System), <https://hub.fasst.org.uk/Learning%20Aims/Pages/default.aspx>.

23.2. whether the qualification is valid for the period during which the student is studying for it, and

23.3. whether the qualification is a GCSE or equivalent, or a stepping stone.

24. You can find information on how to search for condition of funding qualifications [online](#).¹⁴

¹⁴ 'Condition of funding in maths and English: explanatory note', Education Funding Agency, December 2014: www.gov.uk/government/publications/condition-of-funding-on-maths-and-english-qualifications-list.

My reports are giving me results I was not expecting, what should I do?

25. If your report output is different to what is expected, there are some common data recording errors to be mindful of which may explain the results you are getting:

- **Out of date QNs** – this is a common recording error that often has a negative impact on a student’s compliance with the condition of funding. An out of date maths or English qualification will not count towards the condition of funding and so the student will not be compliant. Please check that all qualifications recorded are represented by the correct QN for the course. To ensure QNs are in date you should ensure the start date of the aim falls between the funding validity start and end dates. In [QN Web Services \(QWS\)](#) these are the ‘**AppStartDate**’ and ‘**AppEndDate**’ fields. In [LARS](#) these are the ‘**Start Date**’ and ‘**Last Date for new start**’ fields. You should ensure all QNs recorded are up to date, not only English and maths qualifications.
- **Incorrectly recorded planned hours** – your planned hours should reflect the planned activity for the academic year covering both qualification and non-qualification activity in the relevant fields. Failure to return any planned hours will result in a student who ultimately generates no funding. Under-recording planned hours (often a result of qualification hours being recorded but non-qualification hours not being recorded) is likely to result in a student being funded at a lower level than they should be. Please note students aged 18 and above who are not deemed high needs (i.e. in receipt of element 3 top up funding) are funded at a maximum of the top part time funding rate (Band 4A). If you believe some of your high needs students are falling into Band 4A where they should be band 5, make sure you have correctly recorded their top up funding using the top-up funding indicator.
- **Incorrectly recorded start, planned end or actual end dates** – all of these dates are used in the calculation that determines if a student qualifies for funding or not and whether a maths/English qualification counts towards the condition of funding so it is imperative they are recorded correctly. In particular, please ensure that the correct year is recorded for each date and that learning aims spanning more than one academic year are recorded once with the start and end dates reflecting this multi-year delivery and not as separate learning aims for each year.

These and many other errors are covered in more detail and with interactive examples in the school census tool, the table below gives a short reference guide to the sections of the tool and what areas of the census are covered.

Fields used from your census return	Refer to post-16 school census Interactive tool for potential Impact of missing and/or incorrect data. Reference 'Tabs' shown below
Actual national curriculum year	Student Numbers
English GCSE funding exemption	Condition of Funding
English GCSE highest prior attainment	Disadvantage; Condition of Funding
Enrolment status	Student Numbers
Learning actual end date	Student Numbers; Condition of Funding
Learning aim actual end date	Student Numbers; Condition of Funding
Learning aim planned end date	Student Numbers; Condition of Funding
Learning aim start date	Student Numbers; Condition of Funding
Learning start date	Student Numbers; Condition of Funding
Maths GCSE funding exemption	Condition of Funding
Maths GCSE highest prior attainment	Disadvantage; Condition of Funding
Planned employability, enrichment and pastoral hours	National Rate
Planned learning hours	National Rate
Pupil date of birth	Student Numbers
Pupil enrolment status	Student Numbers
Pupil forename	N/A
Pupil surname	N/A
Qualification number (QN)	Retention; PCW; Large programme Uplift; Condition of Funding
SEN provision	National Rate
Top-Up Indicator	National Rate
Unique pupil number (UPN)	N/A

26. If you have questions about completing the school census, please contact DfE through the [service request form](#).¹⁵

27. If you have questions about the reports, or EFA funding policy and methodology, please contact the EFA through the [enquiries form](#).¹⁶

¹⁵ Data collections service request form:

https://form.education.gov.uk/submitform.php?self=1&form_id=hGz7nZcsdnX&noLoginPrompt=1.

¹⁶ EFA enquiry form:

https://form.education.gov.uk/submitform.php?self=1&form_id=HR41uA2F8Dh&type=form&ShowMsg=1&form_name=Knowledge+centre+enquiry+form&noRegister=false&ret=%2Fmodule%2Fservices&noLoginPrompt=1



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