



Education & Skills
Funding Agency

School census autumn 2017: 16 to 19 reports

User guide

October 2017

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Introduction

1. This document gives information about the 16 to 19 school census reports in COLLECT.
2. We have developed the reports 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 we have taken some data from the autumn 2016 census – elements of the previous academic year (2016/17) reports need this information. Therefore any incorrect, missing or inconsistent data between the autumn 2016 and autumn 2017 census returns is likely to return the wrong results for affected students.
5. If you are unfamiliar with the 16 to 19 funding methodology, further guidance is available online.
 - 5.1. The [school census post-16 interactive tool](#)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 affect 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 2017 to 18: funding rates and formula':
www.gov.uk/government/publications/funding-rates-and-formula

³ 'Funding guidance for young people 2017 to 2018: funding regulations':
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 2017 to 2018’](#).⁷

16 to 19 funded student summary report

7. The 16 to 19 funded student summary report shows the number of students who are eligible for 16 to 19 funding, according to the data returned in the census. The students are grouped according to their funding line type 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).** 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 in the [school census post-16 interactive guide](#) (‘Student Numbers’ and ‘SN Examples’ sections).
- 8.3. **Students who are recorded in national curriculum years 12, 13, or 14 in the relevant academic year.** The ESFA 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 planned end date and/or actual end date after 1 August 2017 will be included in the 2017/18 reports. If at least one learning aim has a start date

⁴ ‘16 to 19 funding: maths and English condition of funding’: www.gov.uk/guidance/16-to-19-funding-maths-and-english-condition-of-funding.

⁵ ‘16 to 19 funding: planned hours in study programmes’: www.gov.uk/guidance/16-to-19-funding-planned-hours-in-study-programmes.

⁶ ‘16 to 19 funding: core aims in study programmes’: www.gov.uk/guidance/16-to-19-funding-core-aims-in-study-programmes.

⁷ ‘School census guide 2017 to 2018’: www.gov.uk/government/publications/school-census-2017-to-2018-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 2017/18, section ‘Definition of a start’, paragraphs 31 to 34.

before 1 August 2017, then that student will also be included in the 2016/17 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.

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

9.2. **19 to 24 students with an EHC Plan.** The ESFA has a statutory duty to fund students who are 19 to 24 years old, and who have an Education, Health and Care (EHC) Plan. Please note that 19 to 24 year old students not recorded as having an EHC Plan will be placed in the '19+ continuing students' funding line.

9.3. **19+ continuing students (excluding students with an EHC Plan).** The 16 to 19 methodology 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 to 24 year old students not recorded as having an EHC Plan.

10. The report also splits students by funding band, within funding line types. 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 of planned learning hours and planned employability, enrichment and pastoral (EEP) 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.
- SEN provision.
- Top up funding indicator.

⁹ The age definition is set out in the ['Funding regulations' guidance for 2016/17](#), 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.

- Actual national curriculum year.

16 to 19 student detail report

12. The 16 to 19 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 16 to 19 funding) or not. This is different to the 16 to 19 funded student summary report, which only shows students who are valid starts.

13. However, the report does use the same other criteria as the 16 to 19 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. For this year's report, we have added some fields to give you more information about students' indicative funding.

- 16.1. National curriculum year. We only include students in the reports when they are in years 12, 13, and 14. As the autumn census records a single national curriculum year we have to derive the prior year value of this field for students on roll in both academic years.
- 16.2. Disadvantage block 1. This funding accounts for the additional costs of engaging, recruiting, and retaining young people from economically disadvantaged backgrounds. We give extra funding to students who live in the 27% most deprived areas of the country, as indicated by their home postcode. The funding uplift depends on the level of deprivation. This field shows you the disadvantage uplift each student generates based on their home postcode.
- 16.3. Instances of disadvantage block 2. This funding accounts for the additional costs incurred for teaching and supporting students who have low prior attainment. We use achievement of maths and English GCSEs as a proxy for low attainment. Each instance of a student not having achieved a maths or English GCSE at grade C or above is counted. This means that a student who does not have either GCSE will be counted twice for the block 2 uplift. This information is derived from the values you have returned in the English and maths prior attainment year group fields.
- 16.4. Programme type. There are two types of programme: academic and vocational. A programme with a core aim is vocational; a programme with no core aim is academic. If you believe a student has an incorrect programme type in this field you should review the recording of your core aims and learning aim status.
- 16.5. Programme cost weighting. We use programme weightings to recognise that some programmes are more costly to deliver than others. Vocational programmes may have additional funding, depending on the subject of their core aim (as indicated by the sector subject area¹¹). Academic programmes are all weighted at 1, and receive no additional funding. This field shows

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 2017/18, section 'Definition of a start', paragraphs 31 to 34.

¹¹ You can look up the sector subject area (SSA) for a qualification on the Learning Aim Reference Service (LARS): hub.fasst.org.uk/Learning%20Aims/Pages/default.aspx.

you the programme cost weighting uplift attracted by your students undertaking vocational study programmes.

16.6. Retention. This measures whether a student has finished their programme. If you have students who are not retained, whom you expected to be retained, the most likely cause is that you have recorded a core aim for an academic programme, and that the student does not have a vocational core aim.

16.6.1 For academic programmes, the student is retained when they are still studying for or have finished any one of the academic aims in their programme.

16.6.2 For vocational programmes, the student is retained when they are still studying for or have finished their core aim.

17. More information on these funding elements is in the ['Funding rates and formula'](#) guidance.¹²

18. 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.
- National curriculum year leaving.
- Pupil enrolment status.
- Qualification number.
- Learning aim start date.
- Learning aim planned end date.
- Learning aim actual end date.
- Learning aim status.
- Core aim.
- Postcode.

¹² 'Funding guidance for young people academic year 2017 to 18: funding rates and formula': www.gov.uk/government/publications/funding-rates-and-formula

16 to 19 maths and English GCSE status by student

19. The 16 to 19 maths and English GCSE status by student report shows the maths and English statuses for individual students according to the condition of funding rules.
20. The report only shows students who meet the following criteria.
 - 20.1. Students whose enrolment status is current (C) or main (M).
 - 20.2. Students who have stayed on their study programmes long enough to count as valid starts.
 - 20.3. Students who are recorded in national curriculum years 12, 13, or 14 in the relevant academic year.
 - 20.4. Students who have learning aims in the relevant academic year.
21. Information for each student is shown, and they are grouped according to their funding line type.
22. The report shows the following fields.
 - 22.1. Unique pupil number (UPN).
 - 22.2. Surname.
 - 22.3. Forename.
 - 22.4. Date of birth.
 - 22.5. Maths status.
 - 22.6. English status.
23. The maths/English field will show one of the following statuses.
 - 23.1. **Condition of funding does not apply:** for students you record on small part time study programmes (under 150 hours per year), students who are aged 15 or under, or who are continuing a programme from before the 2014/15 academic year when the condition of funding was introduced.
 - 23.2. **Exempt from the GCSE maths/English A* to C requirement:** for students you record as being exempt from the condition of funding.
 - 23.3. **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.

- 23.4. **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.
- 23.5. **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.**¹³
- 23.6. **Doesn't 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.
- 23.7. **Doesn't 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.**¹⁴

24. 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.

¹³ 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.

¹⁴ 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.

- Maths GCSE funding exemption.
- English GCSE highest prior attainment.
- English GCSE funding exemption.
- Qualification accreditation number (QN).

25. The report also uses reference data from [LARS](#)¹⁵ to determine:

25.1. 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),

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

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

26. You can find information on how to search for condition of funding qualifications [online](#).¹⁶

¹⁵ LARS (Learning Aim Reference System), hub.fasst.org.uk/Learning%20Aims/Pages/default.aspx.

¹⁶ '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 wasn't expecting, what should I do?

27. 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.

- 27.1. **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 [QAN 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.
- 27.2. **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 recording qualification hours but not non-qualification hours) 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 (that is, 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.
- 27.3. **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, 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.
- 27.4. **Incorrect recording or failure to record of maths and English prior attainment grades** – these grades are used to determine students' condition of funding status. Prior attainment grades indicate whether or not a student needs to take approved maths and/or English qualifications in order to meet the condition of funding. If the grade is missing, we assume the student does not hold the relevant qualification and, therefore, has to

take an approved qualification. If the student is not enrolled on a suitable qualification, they will not meet the condition of funding. A similar scenario is likely where incorrect prior attainment is recorded.

- 27.5. **Incorrectly recording transfers** – the learning aim status affects retention, programme type and programme cost weighting. When a student transfers (that is, when they stop studying one qualification and take up another in its place, while staying at the same institution), you must record them with learning aim status 4. If you record them with status 3 (withdrawn), then it is possible that the elements that use the status will be incorrectly calculated – it is more likely that the effect will be negative.

28. 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 accreditation 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

29. If you have questions about completing the school census, contact DfE through the [service request form](#).¹⁷

30. If you have questions about the reports, or 16 to 19 funding policy and methodology, contact the ESFA through the [enquiries form](#).¹⁸

¹⁷ Data collections service request form:

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

¹⁸ ESFA enquiry form:

https://form.education.gov.uk/fillform.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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