

# **School Census 2010:**

# **Post 16 Learning Aims Guidance**

## **For use by Schools and Local Authorities**

Last Updated: 29 April 2010

<b><u>CONTENTS</u></b>	<b><u>PAGE</u></b>
<b><u>SOURCES OF GUIDANCE</u></b>	<b><u>3</u></b>
Policy and funding guidance	3
Password and technical difficulties	3
General Information	3
Annex A	3
<b><u>1. INTRODUCTION</u></b>	<b><u>4</u></b>
Why is this collection needed?	4
Which schools need to complete the Post-16 Learning Aims module and for which learners?	5
Uncashed AS Levels	6
<b><u>2. WHAT DATA IS NEEDED?</u></b>	<b><u>7</u></b>
QANs and Disc Codes	7
Dates	8
Completion Status	8
<b><u>3. COMPLETING THE CENSUS</u></b>	<b><u>10</u></b>
<b><u>4. FREQUENTLY ASKED QUESTIONS</u></b>	<b><u>11</u></b>
Errors in data returned	11
International Baccalaureate	11
Diplomas	11
AS and A2 Levels	12
Re-sits	12
Missing QANS	13
2 Year Courses	14
Consortia	14
Off Roll Pupils	14
<b><u>ANNEX A</u></b>	<b><u>15</u></b>

## **SOURCES OF GUIDANCE**

### **Policy and funding guidance**

Policy and funding guidance is the responsibility of the Young People's Learning Agency (YPLA). If you need help in this area please contact your regional YPLA partnership team in the first instance or else email the YPLA funding helpdesk at: [cvhfundingteam@ypla.gov.uk](mailto:cvhfundingteam@ypla.gov.uk). DCSF will not be in a position to answer questions about YPLA policy and funding.

### **Password & technical difficulties**

If you are having problems with COLLECT, have forgotten your password or have a problem logging on to the website, or if there is a technical fault with the website, please contact the DCSF helpdesk on telephone number 01325 392626 or by email at: [dsg.helpdesk@dcf.gsi.gov.uk](mailto:dsg.helpdesk@dcf.gsi.gov.uk).

### **General Information**

For detailed information about this exercise, please refer to the post-16 section of the 2010 School Census guidance or the 2010 School Census specification. These can be accessed from Teachernet via the link below:

<http://www.teachernet.gov.uk/management/ims/datacollections/sc2010/>

### **Annex A**

Located at the back of this guidance document is an annex spelling out some of the common issues encountered by the YPLA which prevents them from making funding calculations correctly.

## **1. INTRODUCTION**

This document is a quick reference guide to help schools and local authorities with returning the Post-16 Learning Aims module of 2010 Summer School Census. It is essentially the same as the guidance previously provided for 2009 but it has been modified to include more detailed information on why the data is needed and how the provision of full and accurate data will help the Young People's Learning Agency (YPLA) calculate the Post-16 funding which schools receive. Additionally, information has been added to explain how uncashed AS level qualifications will be treated in the future following recent policy changes.

Learning aims data is gathered from schools in two collections, the Summer School Census (in May) and the Autumn School Census (in October). Post-16 learning aims data is not required from schools as part of the Spring School Census (in January).

### **Why is this collection needed?**

This data is being collected to support the Government's Fair Funding agenda and the comparable calculation of qualification success rates across all post-16 education, including Further Education (FE) and Work Based Learning (WBL) as well as sixth forms in schools. Full and accurate completion of all details required by these collection modules will mean the YPLA will be able to calculate the Post-16 funding schools receive more accurately.

### **Fair Funding**

The FE White Paper published in March 2005 introduced fair funding for the 2008/2009 academic year. Fair funding means that all institutions in the post-16 sector should be funded on a similar basis.

### **Qualification Success, Achievement and Retention Rates**

The agreed, primary success measure within the post-16 sector is 'qualification success rate'. This is the proportion of learners that successfully achieve a qualification out of the learners that start studying a qualification. It is calculated by taking the number of learners who gain the qualification and dividing by the number of learners enrolled on those qualifications at the start of the period of study, excluding those who have transferred out.

### **YPLA funding**

Funding from the YPLA for post-16 provision is based on the following factors:

Numbers of Sixth Form students

Qualifications being studied by students (including average programme weighting)

Qualification success rates

Plus:

Disadvantage factors – applied as averages

Area costs – applied as averages

For further details on YPLA funding for school sixth forms please see the YPLA funding Guidance: School Sixth Form Guidance 2008/09 and 2009/10, the link to which is:

<http://www.ypla.gov.uk/aboutus/ourwork/fundingpolicy/dif/>

The guidance provides full details of how the school sixth form allocation is calculated and the impact of each element within the formula on the final allocation. Further information on funding rules and funding guidance for 2009/10 can be found at: <http://www.ypla.gov.uk/aboutus/ourwork/fundingpolicy/allocations/>

### School Census Post-16 Learning Aims module

The FE Data Service collects data for post-16 further education via the Individualised Learner Record (ILR). Prior to 2006 a much lower level of detail was gathered from school sixth forms by DCSF using the School Census and the September Pupil Count. For schools the performance measure was limited to achievement rates (using data from awarding bodies), based on those students entered for qualification assessment, plus aggregated participation data.

The current School Census Post-16 Learning Aims module now collects data in a similar structure to the ILR and will help move towards equitable treatment and proper accountability across the whole post-16 sector. The correct completion of this data is vitally important as it is used for funding and commissioning purposes.

### **Which schools need to complete the Post-16 Learning Aims module and for which learners?**

Learning Aims data is **only** required from secondary schools (including middle deemed secondary schools, Academies and City Technology Colleges) with sixth forms. Data is not required from special schools, Pupil Referral Unit's (PRU) or secondary schools without sixth forms.

The data must be submitted for all pupils who are in National Curriculum year group 12 or above (regardless of their age and the level of their learning aims) and for all pupils who are in year group 11 or below who are pursuing a learning aim at level 3 or higher, where the planned duration of the learning aim they are taking is six weeks or more (2 weeks or more for short courses) since the start of the autumn term.

For students in Year 12 or above, any courses studied in Year 11 (or before) must not be returned as part of the School Census. For those students in Year 11 (or below) where Level 3 information is required, the details of Level 1 or 2 (or Entry Level) courses must not be returned as part of the School Census.

This module will be collected for all the relevant pupils registered at the school in the Summer Census and for pupils no longer on the school roll, who were on the school roll for at least one session between the current Summer Census and the previous Autumn Census at which learning aims were collected. This may include pupils who have left the school prior to the Census day.

Where schools have consortium arrangements it is important that the students' Learning Aims are identified with the correct school. Pupils attending lessons at more than one school may be recorded with a Pupil enrolment status of 'subsidiary' and dually registered. All Learning Aims for dually registered pupils **must** be returned by the school which holds the pupil's 'main' registration. Any learning aims returned for subsidiary-registered pupils will generate a validation error and will not be accepted.

## **Uncashed AS Levels**

**This section relates to a change to be introduced in 2010/11 and does not require you to make any changes in relation to how you submit your May 2010 Census data.**

**From the 2010/11 academic year, performance funding and success rates for all qualifications (including AS levels) will be calculated according to when the qualifications are due to end (i.e. the planned end date), regardless of whether they are cashed in (claimed). Any AS levels that have a one year end date that are not cashed in will be treated as 'fails' for funding and success rate purposes. As most AS levels are taught and funded over 1 year, it is expected that the vast majority of AS levels will be 'cashed in' at the end of one years teaching. However, providers are able to extend AS level teaching to 2 years so as not to disadvantage the few learners who, due to their personal circumstances, or the demands of the curriculum, need extra time. In these circumstances a 2 year end date needs to be entered into the census. Any 2 year planned end date of the learning aim (as with one year dates) must be entered at the start of the learning aim and must be a valid date on or before 31 July in the academic year in which the learning aim is planned to end. This must remain constant. It is not a rolling date subject to changes. If a learner continues their study beyond the date planned at the start of the learning aim, this must be reflected in the learning actual end date field and the learning planned end date must remain unchanged.**

**This change has been made because, in line with every other qualification, it is right that performance of the provider should be judged, and rewarded, at the end of the teaching of a qualification. In the majority of cases AS's are taught over one year, so it is right that the contribution of the provider to the outcomes of students, should be assessed at the end of that period.**

**As stated above, this does not require a change to how you submit your May 2010 Census data. We are using this opportunity to make you aware of the change as soon as possible, you may like to consider cashing in all AS levels in the current academic year (09/10) as good practice, although there is no requirement to do so until 10/11.**

**Further guidance on this area is available from the link below:**

**<http://www.dcsf.gov.uk/14-19/index.cfm?go=site.home&sid=3&pid=233&lid=698&ctype=Text&ptype=Single>**

**Any additional questions you may have on uncashed AS levels should be sent via e-mail to the [uncashed.QUALIFICATIONS@dcsf.gsi.gov.uk](mailto:uncashed.QUALIFICATIONS@dcsf.gsi.gov.uk) mailbox.**

## **2. WHAT DATA IS NEEDED**

Each pupil may have a number of learning aims. For each learning aim that is being undertaken six weeks after the start of the autumn term, six data items are to be collected:

- Qualification Accreditation Number (QAN)
- Discount code
- Learning Aim Start Date
- Learning Aim Planned End Date
- Learning Aim Actual End Date
- Learning Aim Completion Status

### **QANs and Disc Codes**

Every Learning Aim is identified by a Title, Qualification Accreditation Number (QAN) and a Discount Code (or Disc Code). The QAN specifies the qualification offered and the Disc Code identifies the subject covered. It is important that the correct QAN is provided as similar qualifications offered by the same awarding body, or the same qualification offered by a different awarding body will have different QANs. In order to identify and where appropriate, link a learners aims, it is essential that the correct QAN is entered by the school.

To assist schools the Department provides software suppliers with a comprehensive list of approved qualifications. Each qualification has its own QAN as well as a Discount Code, a Qualification Level and an Awarding Body to allow enhanced user functionality and statistical analysis.

Discount Codes are used to distinguish between related qualifications that share a QAN. For example a QAN for Art & Design may cover qualifications in Fine Art, Photography and Art History. Each of these three options would be covered by a separate Disc Code allowing analysis of the data at subject level. The Disc Code also allows for analysis of subjects across several qualifications.

The above information can easily be accessed using the QAN Web Services (QWS) Website at <https://data.dcsf.gov.uk/qwsweb/Default.aspx>. Users should check this site regularly to ensure they have the latest version downloaded to their MIS software. When accessing the Current QAN link, which provides both the QAN & Discount Code for qualifications users should take care that they are identifying the QAN relevant to the qualification (or version of the qualification) being undertaken. Particular care should be taken not to select a QAN with an expired Approval Date - unless it is for the purposes of a retake, where it will be the original (rather than successor) qualification which is the relevant one.

QWS will be cleansed of all QANs where the Certification End Date has passed on a regular basis.

### **Dates**

- Learning Aim Start Date:

The date on which the learner began the learning activity necessary to achieve the learning aim. This date should not be later than the census reference date.

▪ **Learning Aim Planned End Date:**

The date by which the school and learner plan to complete the activities related to this learning aim, as agreed when the learning commenced. The planned end date should reflect the length of the course being undertaken. It should not be more than 5 years in the future and must be a valid date on or before 31 July in the academic year in which the learning aim is planned to end, (e.g. for one year courses (such as AS levels) which started in August/September 2009, the planned end date should be no later than 31 July 2010). This date must remain constant between Census returns. It is not a rolling date subject to changes. If a learner continues their study beyond the date planned at the start of the learning aim, this must be reflected in the learning actual end date field and the learning planned end date must remain unchanged.

- The planned end date is used to identify the cohort of learners in the calculation of success rates, so it is vital that this date is correct and in the correct academic year.

- As there are no separate specific QANs for A2 courses, schools/LA's should enter the QAN of the GCE for the A2 element of the individual's learning showing this as a one year course, with the appropriate planned end date.

- For a re-sit (i.e. where no further learning is to be undertaken) the Learning Aim Start Date and the Learning Aim Planned End Date should both be the date of the re-sit.

▪ **Learning Aim Actual End Date:**

The date that the learner actually completed the learning activities necessary to achieve the learning aim or the date the learner actually withdrew from their learning activities. Please note that where there is a valid actual end date this should not be later than the reference (Census) date and the learning aim completion status must be '2' (completed), '3' (withdrawn) or '4' (transferred). Where the actual end date is blank the completion status must be either '1' (continuing) or '0' (re-sit).

## **Completion Status**

There are 6 possible values for completion status:

0 - The learner is re-sitting the examination or coursework only. The learner is not attending the full course of study for this learning aim (although the student may be attending some revision classes.) Re-sits will be identified by having identical values for Learning Aim Start Date and Learning Aim Planned End Date. If a student is re-taking a complete qualification, including attendance at regular classes, this should be treated in the same manner as any other normal course and not recorded as a re-sit;

1 - The learner is continuing or intending to continue the learning activities leading to the learning aim;

2 - The learner has completed the learning activities leading to the learning aim – even where no examination has been taken, if the learner has completed all of the learning, the status should be entered as completed;



- 3 - The learner has withdrawn from the learning activities leading to the learning aim;
- 4 - The learner has transferred to a new learning aim. That is, the learner has withdrawn from this learning aim and as a direct result has, at the same time, started studying for another learning aim within the same provider. Transfers will not be counted in the calculation of retention rates;
- X - Data input error. This should be used where learning aim data has been entered for a learner in error.

### **3. COMPLETING THE CENSUS**

Schools are expected to enter details (update existing details) for each learning aim undertaken by a pupil (on an event-driven basis) that the school wishes to claim funding for, i.e. where the learning aim has been ongoing for 6 weeks or more (2 weeks or more for short courses) since the start of the autumn term.

In preparation for the Summer Census 2010 schools need to enter (update) learning aim details for all relevant pupils (i.e. those the school wishes to claim funding for) who were registered in the school for at least one session from the 1 October 2009 (Learning Aims must only be returned by the school holding the 'sole' or 'main' registration. Any learning aims returned for subsidiary-registered pupils will generate a validation error). The submitted data should include all transfers, withdrawals and completions that have taken place in that time period (this may include historic data for pupils who have left the school).

## **4. FREQUENTLY ASKED QUESTIONS**

### **Errors in data returned**

Some LAs / schools are concerned that the data they provided during the autumn 2009 collection was not accurate and they have asked our advice on what they should do this time to rectify this issue. Our advice is that, where possible, every effort should be made to provide accurate data during this collection. Although autumn data has been used for early analysis, we will endeavour to base further analysis on the most recent information. Where errors have been identified with the learning aims submitted as part of the 2009 Autumn School Census it is possible to correct this data as part of the 2010 Summer Census by marking the incorrect learning aim with a completion status of 'X' (i.e. input in error) and returning the correct learning aim in the normal manner. The corrected data will supersede the original autumn data in future analysis.

Other errors occur because an incorrect QAN is provided with a learning aim. It is important that LAs/schools provide details of the correct QAN (see section 2 above) with the appropriate learning aim.

### **International Baccalaureate**

#### **Components Vs Whole Baccalaureate:**

QANs are available for the International Baccalaureate (IB) and for each of the component (or subject) qualifications. It is recommended that for each learner enrolled on an IB that the QAN for each individual component is recorded alongside the overall IB QAN. It is essential that the overall IB QAN is recorded in order to receive the proper funding from YPLA

Some learners may only be pursuing some components of the IB. In this case the components should be recorded without including the full IB QAN.

#### **Which QAN to use:**

QANs are allocated by the Office of the Qualifications and Examinations Regulator (Ofqual). Ofqual has not allocated QANs for all the IB components. Consequently a set of temporary QANs have been made available through the QWS website (<https://data.dcsf.gov.uk/qwsweb/Default.aspx>) to allow the recording of component level data. Temporary QANs can be identified through the use of a '#' as the initial character in each QAN.

### **Diplomas**

Like the Baccalaureate, the Diploma is an umbrella qualification that includes several components, and these components are recognised qualifications in their own right, accredited by Ofqual and with their own QANs. When recording a student as studying for a Diploma the school should record the QAN for the overall Diploma and also for each accredited component.

Most Diplomas are multi-year qualifications. Therefore Learning Aim Start and End dates should reflect the multi year nature of the course.

Some learners may only be pursuing some components of the diploma. In this case the components should be recorded without including the full diploma QAN.

## **AS and A2 Levels**

Some queries have been received regarding the recording of AS level learning aims where students do not intend to “cash-in” these by claiming the AS level qualifications. For the purposes of YPLA funding, AS levels are regarded as separate learning aims from A2s. This means AS levels are treated as one year courses and A2s as a further one year course.

The planned end date entered should be the last planned day of learning of the AS curriculum (and not after 31 July) of the academic year in which the learning aim was started. It is important that AS levels are recorded regardless of whether there is any intention to claim the resulting qualification (see QANS and Disc Codes in Section 2 above for more information).

From 2010/11, performance funding for AS levels with a one year end date will only be calculated where they are cashed in (claimed). Any AS levels that have a one year end date but are not cashed in, will be treated as ‘fails’ for funding and success rates purposes. (See section 1, ‘uncashed AS levels’ above for more information).

## **Re-sits**

A re-sit occurs when an examination is taken again, or coursework resubmitted, but the pupil does not attend regular lessons for the course. (Attendance at revision classes may occur.) Re-sits will be identified by having identical values for Learning Aim Start Date and Learning Aim Planned End Date. Re-sits will have a Learning Aim Completion Status value of “0” (which will not change after the examination has been taken or coursework resubmitted).

If a pupil is retaking (rather than re-sitting) a complete qualification, including attendance at regular classes, this will be treated in the same manner as any other normal course.

Special Cases:

Re-sitting Year 11 Learning Aims in Year 12: If a student in the sixth form is re-sitting a learning aim that was originally taken in Yr 11 or below and this learning aim was at level 2 or lower, then it is not necessary to record the re-sit as part of the school census.

In other words, if the original learning aim was not eligible for YPLA funding and not required to be recorded as part of the learning aims collection, then the re-sit will not need to be recorded either.

Re-sitting units: Where a learner is re-sitting a unit from a learning aim this should not be recorded on the Census. The learning aims return is not structured in a way that allows the recording of individual units of learning aims e.g. if a student taking an AS (comprising of 2 modules) re-sits one of the modules this should not be recorded on the Census.

## **Missing QANs**

The department maintains a complete list of QANs which is available from the QAN Web Services (QWS) website at:

<https://data.dcsf.gov.uk/qwsweb/Default.aspx>.

This is created from QCDA's National Database of Accredited Qualifications (NDAQ). It is up to individual suppliers of MIS's to determine the method for populating MIS's with QANs. If your MIS allows you to import the file directly then it may be downloaded from this site by clicking the button marked "Generic QAN data" then clicking on "Current QAN XML" or "Current QAN CSV", depending on which file is recommended by your software supplier.

If a school cannot find a learning aim which they wish to record, the school should, in the first instance, access QWS, download the "Current QAN.csv" file, open this in a spreadsheet application such as Excel and check whether the qualification is on the list. If the qualification exists on this list then advice should be sought from the school's MIS provider on how to update the list held within the MIS.

It is important that schools/LA's use the latest possible version of the QWS data set. Where the required QAN is found on the Current QAN.csv file in QWS, the discount code associated with that QAN on that file is the discount code that should be used. QWS is updated throughout the year as qualifications are approved and extended and every effort is made to keep it up to date. Occasionally, changes are made to existing qualifications that may not be immediately obvious to users.

Whilst updates of the QWS website will be kept to a minimum during the period of the school census, some updates may prove necessary in order to provide as up to date information as possible. Schools should therefore regularly check 'QWS Latest News' and ensure they have the latest version of the QWS website downloaded to their software.

To assist schools/LA's in returning accurate data through the school census QWS will in the future, list instances of two types of change on its front page:

- 1 – Where the discount code for a particular qualification has changed; and
- 2 – Where an additional Discount Code has been added to an existing QAN (e.g. adding 'Graphic Design' to an 'Art & Design' qualification).

If the qualification being sought is not included on QWS please contact the DSG helpdesk on telephone number 01325 39 26 26 or by email at:

[dsg.helpdesk@dcf.gsi.gov.uk](mailto:dsg.helpdesk@dcf.gsi.gov.uk). There may be some cases where a QAN is missing and can be added by DCSF. Alternatively, it is possible to interrogate NDAQ <http://www.accreditedqualifications.org.uk/index.aspx> to see if that holds details of the QAN in question, (although this will not identify whether a qualification has been approved under Section 96 for delivery to under 19's).

## **2 year courses**

Most learning aims are one year courses. For example, 'A' levels are often treated as two distinct courses of one year each, an AS level in year 12 and an A2 in year 13. However, if you have students on genuine 2 year courses (examples include Diplomas, BTEC National courses, International Baccalaureate Diploma and some City & Guilds qualifications) then, as you assign this type of learning aim to a student, you will have to ensure that the "planned end date" reflects the two year nature of the course.

## **Consortia**

Where schools have consortium arrangements it is important that the students are identified with the correct school. All schools should record course data for all students who are on their roll with an Enrolment Status of 'M' (Main registration), irrespective of the location of any course delivery.

If a school is providing tuition as part of a regular pattern for students enrolled at other schools and the provider school wishes to record details of these students in its own software system then these other students must only be recorded with a Pupil Enrolment Status of 'S' (Subsidiary dual-registration).

However Learning Aims should only be recorded by the school that hold the pupil's 'Main Registration'. Note that this has been changed for consistency with pre-16 learning.

Where two or more schools operate a joint sixth form the learning aim data should be returned separately for each school, with each school returning the learning aims data for those learners on the roll of the school with a main registration. In some cases this may mean that learning aim data held in the MIS of the joint sixth form will need to be apportioned between the operating schools.

## **Off roll pupils**

Details of off roll pupils who have participated in learning since the Autumn (October) 2009 Census need to be included in the May 2010 Census return i.e. those with an actual leaving date between the Autumn Census (1 October 2009) and the Summer Census (20 May 2010), *provided* that the pupil was in Year 12 or above with a learning aim at any level or was in Year 11 or below with a level 3 learning aim. This information is required for use in the calculation of retention rates.

## **ANNEX A**

Common issues identified by the YPLA with the School Census data.

The School Census 2010: Post 16 learning Aims Guidance confirms that the data collected through the census is used by the Young People's Learning Agency (YPLA) to calculate each school sixth form's allocation. Reliance is placed on the precision of the census data to calculate an accurate allocation for each school.

The data recorded against each pupil must be accurate against each of their learning aims for:

The Qualification Accreditation Number (QAN);  
Discount Code;  
Learning Aim Start Date;  
Learning Aim Planned End Date;  
Learning Aim Actual End Date; and  
Learning Aim Completion Status

Section 2 of the guidance identifies the accurate information which must be recorded against each of these elements.

It is recognised that qualifications that pupils commence in September may not be the qualification that they ultimately study or the exam that they entered for. It may be that a pupil withdraws from a learning aim completely or that they transfer to an alternative. Changes to their original choices, which have been recorded in the Autumn Census, must be recorded in the subsequent Summer Census to enable the YPLA to calculate the allocation correctly.

Analysis of previous census returns by the YPLA has identified some issues with the completion of the census. This annex is intended to highlight some common issues and indicate what the potential impact on the YPLA formula could be.

Inability to match school census returns with that of the awarding body data  
A number of Learning Aims had contradictory information held in the awarding body and the census data, for example the aim was set to withdrawn in the census whilst the awarding body data showed the aim was achieved. It may be that the qualification recorded in the census is not the exact exam that the pupil is entered for.

### **Missing aims**

In 2008/09, a number of Learning Aims:

- Appeared in the Autumn Census but not in the Summer Census;
- Appeared in the attainment data but not in the Summer Census;
- Appeared in the Summer Census but have no attainment data matched to them.

Whilst it would be expected that some census records would not have attainment data (as this would occur if a learner withdrew before registering with an awarding body), the scale of the missing aims is greater than would be expected.

In some instances there are examples where learners have left the school rather than

merely dropping an aim and the census has not been updated to indicate a withdrawal other than setting the year group to null.

Where this occurs the learning aim must be updated with the correct completion status.

Where aims are omitted, or even recorded incorrectly, this could produce an incorrect number of Standard Learner Numbers (SLNs) for the school which could have an impact on the SLN: Learner ratio which is a fundamental element of the funding formula.

### **End date**

A common error has been where the actual end date of the Learning Aim has been incorrectly recorded as the last day before the start of the new academic year rather than the actual end date of the learning. To correct this the actual end date must be updated to be the date the learning actually ended, which must be on or before July 31<sup>st</sup>.

The potential impact to the YPLA funding formula where actual end date recorded on School Census is incorrect could be that the success factor calculation, part of the provider factor, would not be correct and the overall allocation could be lower as a result.

### **Summary**

Every learning aim recorded against every pupil must reflect accurately what that individual is studying, and precisely what exam they are entered for.

### **Support**

Additional information regarding the way that the funding formula is utilised can be found on the YPLA website at

[http://readingroom.lsc.gov.uk/lsc/National/School\\_Sixth\\_Form\\_Guidance\\_2009\\_10.pdf](http://readingroom.lsc.gov.uk/lsc/National/School_Sixth_Form_Guidance_2009_10.pdf)