



Education
Funding
Agency

School sixth form student number statement - academic year 2015 to 2016

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

January 2015

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Introduction

This explanatory note sets out the background details behind the figures in your student number statement for the 2015 to 2016 academic year (2015/16). This is the next step towards calculating your 2015/16 funding allocation, which we will communicate to you in February 2015.

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 24th October sets out the main policy for 2015/16.

Funding formula changes

As in previous years, your funding allocation for 2015/16 will be based on lagged student numbers. This statement includes student numbers and the other factors that affect your funding for 2015/16. 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	

2	280 to 359 hours	
1	Up to 279 hours	

The data on programme size on the funding factor statements shows the split between 16 and 17 year olds (including students aged 18 and over that are high needs) and students aged 18 and over (not high needs).

Programme cost weightings

The programme cost weightings for 2015/16 are unchanged from those used in allocations for 2014/15.

A list of programme cost weightings is given in the [funding guidance for 2014/15](#) academic year.

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. This toolkit is available on the [document exchange](#).

Next steps

If you have any queries on any of the figures or calculations in your funding factor statement, please email them to us at the relevant EFA 16 to 19 territory mailbox.

- Northern territory (North West, North East and Yorkshire and Humberside)
YPNorthern.efa@education.gsi.gov.uk
- Southern territory (South East, East of England and London)
YPSouthern.EFA@education.gsi.gov.uk
- Central & south west territory (South West, West Midlands and East Midlands)
YPCentralSW.EFA@education.gsi.gov.uk
- Academies
Academy.questions@education.gsi.gov.uk

However, business cases that relate to the data within this statement should only be made in March 2015, once institutions have received and reviewed their final allocation.

We are aware of some issues with the census data for a number of institutions, in particular relating to incorrect recording of core aims and students being recorded as having zero planned hours. We are considering the most appropriate way of dealing with this to best inform funding allocations for these institutions.

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 of 24th October. We will confirm your allocations in February 2015.

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

Annex A: Student number statement detailed notes

Table 1a:

Title	Comments
1.1a Lagged Student Number	From autumn census for 2014/15. The number of students recorded as on roll (main or current main) on the census date (2 nd October 2014) at the institution in national curriculum years 12, 13 or 14.
1.2a Exceptional Variations to Lagged Student Number	<p>An increase or decrease applied to the lagged student numbers. This is where an exceptional case has been agreed.</p> <p>This includes, where appropriate, an adjustment to reflect the current position where an academy is funded on its estimates.</p>
1.3a Total Student Numbers for 2015-16	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 2013/14	<p>These columns show, by age, the student numbers and funding band from the 2013/14 data.</p> <p>In addition, for students in band 1 (up to 279 hours), row 1.6b shows the total FTEs for the student numbers shown on row 1.5b.</p>
Proportions for 2015/16 allocation	Proportions of students to be funded in each band based on the total student numbers in 2013/14.
Number of Students Allocated in 2015/16	<p>The percentages in each band applied to the total student numbers for 2015/16 (box 1.3a).</p> <p>The values in this column have been rounded to whole numbers and this may result in a slight difference to the total in box 1.7b.</p>

Table 2: Funding factors

In each case, the table shows the value used in the 2014/15 allocation (including any business cases, where applicable) and the value calculated from historical data that will be used for the 2015/16 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 2014 (whole year 2013/14 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 2014 (whole year 2013/14 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 Index of Multiple Deprivation 2010 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 2014 (whole year 2013/14 data).</p>
2.5 Disadvantage block 1: Care leavers	<p>This number is taken from 16 to 19 Bursary Fund claims for the 2013 to 2014 academic year; for vulnerable students who were 'In Care' or 'Care Leavers'.</p>
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 2012/13.</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>

Title	Comments
2.7 Total number of block 2 instances	The number of instances per student multiplied by the total student numbers for 2015/16 (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 FTE block 1 rate (FTE rate) • The proportions for Bands 2 and 3 combined will inform the number of instances receiving the part time block 2 rate (lower rate), and • The proportions for Bands 4 and 5 combined will inform the number of instances receiving the full time block 2 rate (higher rate).



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