



**BETA** This is a test version of the layout of this page. [Take the survey to help us improve it](#)

[Home](#) > [Education, training and skills](#) > [School and academy funding](#)

> [Funding for different types of schools and settings](#) > [Funding for 16 to 19 year olds in schools](#)

> [16 to 19 funding: maths and English condition of funding](#)

Guidance

## 16 to 19 funding: maths and English condition of funding

From:

[Education Funding Agency](#) and [Education and Skills Funding Agency](#)

Published:

4 December 2014

Last updated:

12 October 2017, [see all updates](#)

Information for institutions on maths and English condition of funding.

Contents

— [Context](#)

— [Latest updates](#)

— [Summary](#)

— [Grade 3 or grade D requirement to the condition of funding](#)

— [Qualifications equivalent to GCSE grade 9 to 4 or A\\* to C in maths and English for the purposes of prior attainment](#)

— [Qualifications approved for teaching to 16 to 19 year olds who meet the condition of funding](#)

— [Table showing what students can and must study](#)

— [Exemptions to the condition of funding](#)

— [Recording and monitoring of exemptions](#)

— [Audit and Inspection](#)

— [Applying a tolerance to allocations](#)

— [An example of how the funding deduction is calculated](#)

— [Other useful information](#)

## — [Queries on the condition of funding](#)

### Context

Achieving a GCSE grade 9 to 4 (reformed grading) or A\* to C (legacy grading) in both maths and English helps students to progress to further study, training and skilled employment. The maths and English condition of funding ensures that all 16 to 19 year olds have the best chance of achieving this standard, and are given every opportunity and the necessary support to do so.

### Latest updates

It has been confirmed we will continue to apply the current tolerance level of 5% from 2018 to 2019 academic year allocations (based on 2016 to 2017 data) until further notice. More information on the tolerance is in the section below [applying a tolerance to allocations](#).

### Summary

Students must study maths and/or English as part of their study programme in each academic year. This applies to students aged 16 to 18 and 19 to 25 with an Education, Health and Care Plan (EHCP) who do not hold a GCSE grade 9 to 4, A\* to C or equivalent qualification in these subjects. This applies to students starting, or who have already started, a new study programme of 150 hours or more, on or after 1 August 2014. This requirement is a condition of funding.

Funding will be removed from future allocations for students not meeting the condition of funding. This will be the full time national funding rate or the relevant part time funding rate for that student for the relevant year. The other elements of the funding formula will not be affected.

For 2017 to 2018 academic year funding allocations, a tolerance of 5% was applied to funding reductions for institutions with the total number of students (calculated by value) without A\* to C GCSE in maths and/or English that did not enrol on an approved qualification in these subjects. Funding for these institutions was removed for each student above the 5% tolerance level at half the national funding rate. An example of how the funding deduction is calculated is set [below](#).

The approved qualifications for meeting the condition of funding are either a GCSE or an approved stepping stone qualification, with the full list of approved qualifications on the [hub](#).

Full time students starting their study programme on or after 1 August 2015 who have prior attainment of a grade 3 or grade D in GCSE or equivalent in maths and/or English must be enrolled on a GCSE course to meet the condition of funding. Enrolment on a stepping stone qualification will not meet the condition of funding for these students.

Part time students who have a grade 3 or grade D GCSE or equivalent in maths and/or English can be enrolled on either a GCSE or an approved stepping stone qualification in order to meet the condition of funding.

Students with prior attainment of a GCSE grade 2 or below or grade E or below can either enrol on a GCSE or an approved stepping stone qualification in order to support them as they work towards a GCSE.

Full time students are those on a study programme of at least 540 planned hours if aged 16 to 17, or at least 450 hours if aged 18 and not identified as having high needs (such as, in receipt of element 3 top up

funding from local authorities).

Part time students are those on a study programme of under 540 hours if aged 16, 17 or 18 and over with high needs, or those on a study programme of under 450 hours if aged 18 and over and not high needs.

To recognise the progress that students make in maths and English, a [headline progress measure](#) is included in performance tables that will hold schools and colleges to account for the progress of students in maths and English where they did not achieve at least a GCSE grade 4, grade C or equivalent by the end of Key Stage 4. The methodology of this progress measure is aligned as closely as possible with the condition of funding rules. Revisions to the measure will be included in the Technical Guide: 16 to 19 accountability headline measures published on GOV.UK.

The requirements for meeting the condition of funding for maths and English are incorporated into the [funding regulations](#).

### **Aligning the condition of funding with the reformed GCSEs**

GCSEs in England are changing to ensure that young people have the knowledge and skills they need to succeed in the 21st Century. The new, more challenging GCSEs are designed to match standards in the strongest performing education systems in the world and will ensure that pupils leave school better prepared for work or further study.

GCSEs in England will have a new 9 to 1 grading scale, to better differentiate between the highest performing pupils and distinguish clearly between the new and old exams. The government will no longer be reporting on the 'good pass'. Instead it will distinguish between a grade 4 'standard pass' and a grade 5 'strong pass' and report on both.

For pupils, the expectation will be that a 'standard pass' at grade 4 or above will be a similar level of achievement to a grade C or above using the current grading scale. This is the level that pupils must achieve in order not to be required to continue studying English and maths post 16, and is therefore a credible achievement for a young person, which should be valued as a passport to future study and employment.

The government has made clear in messages to employers, colleges and universities that a new grade 4 will continue to have real currency for pupils as they progress to further study and employment.

The government's decision to make the grade 5 'strong pass' or above a headline performance measure for schools reflects its commitment to raise standards. This is a benchmark comparable with the strongest performing education systems in the world, and is intended to allow parents, Ofsted and others to see which schools are getting the best results from pupils and ensure the government can provide more support to those schools that need it.

### **Grade 3 or grade D requirement to the condition of funding**

Full time students starting their study programme who have a GCSE grade 3, grade D or equivalent qualification in maths and/or English must be enrolled on a GCSE to meet the condition of funding. Full time students are those on a study programme of at least 540 planned hours if aged 16 to 17 or at least 450 hours if age 18 and not identified as having high needs. These students are required to continue to study both these aims until they achieve at least a GCSE grade 4 or until they are no longer funded from

16 to 19 funding by the Education and Skills Funding Agency (ESFA).

Students with prior attainment of a GCSE grade 3, grade D or equivalent qualification in maths and/or English, including those with special educational needs and/or disabilities should be capable of improving their GCSE grade with the right teaching and support. To meet this requirement individual institutions should use the flexibilities available to tailor a study programme so that each student is enabled to improve in maths and/or English to the best of their ability.

All full time students who attained a GCSE grade 3, grade D or equivalent qualifications in maths and/or English, who are not enrolled on a GCSE in these subjects will result in funding reductions for the institution in future years.

## **Qualifications equivalent to GCSE grade 9 to 4 or A\* to C in maths and English for the purposes of prior attainment**

The following qualifications in maths, English language and literature are treated as equivalent to GCSE grade 9 to 4 or A\* to C. Students who have studied in England or elsewhere in the United Kingdom (Wales, Scotland or N Ireland) holding the following qualifications will not be required to study maths and/or English to meet the condition of funding:

- international GCSEs, regulated or unregulated, or equivalent level 1/level 2 certificates grade A\* to C/9 to 4
- GCSEs grade A\* to C obtained in Wales, including maths numeracy
- GCSEs grade A\* to C obtained in Northern Ireland
- Scottish Intermediate 2 certificates grade A to C
- Scottish Standard Grades (credit level) grade 1 to 2
- Scottish National 5 certificates grade A to C
- international O levels grade A\* to C
- A and AS levels at any pass grade
- full International Baccalaureate (IB) level 3 Diploma (LARS reference 50034157)
- International Baccalaureate Certificate in maths
- core maths qualifications at level 3

## **International GCSEs for the purpose of recognising prior attainment**

International GCSEs, regulated or unregulated, or equivalent level 1/ level 2 certificates in maths and English all count as equivalent to GCSEs for the purposes of recognising prior attainment in the 16 to 19 maths and English condition of funding.

Students who hold these qualifications in maths and English at GCSE grade 9 to 4 or A\* to C will not have to continue their study of these subjects.

## **Students aged 19 and over**

The current condition of funding policy will not change in 2017 to 2018 academic year for those students

aged 19 and over who are continuing the study programme they started before their 19th birthday.

### **Home-educated students**

A student who has been home educated and wishes to attend an FE institution will need to comply with the condition of funding. This will apply to those who enrol on a study programme of 150 hours or more at an institution.

### **Students who speak limited English studying maths qualifications**

A student who speaks limited English will still need to have maths in their study programme, at a suitable level. This could be phased into the study programme as their ability in English improves. For example, a student could study an ESOL qualification in the first term and enrol on a maths qualification in the second term.

### **Students on short study programmes**

To ensure those that want to study short courses are not discouraged from doing so, there is flexibility for those on small part time study programmes of less than 150 planned hours. Students on these study programmes are not required to study maths and English qualifications, but institutions should include some maths and English content in courses taken by such students to facilitate their learning.

For all study programmes of 150 planned hours or more, students without prior attainment of a GCSE grade 9 to 4, A\* to C or an equivalent qualification will need to continue to study approved maths and/or English qualifications, in each academic year, at an appropriate level until they achieve at least a grade 4 GCSE or until they are no longer funded from 16 to 19 funding.

Students achieving a GCSE grade 9 to 4, A\* to C or equivalent qualification outside of their study programme If a student achieves a GCSE grade 9 to 4, A\* to C or a qualification deemed as equivalent by other means, for example, entering for, and studying a qualification outside of their study programme, then they will have met the condition of funding for the remainder of their study programme.

### **Students on a traineeship**

Students on traineeships are subject to the condition of funding. This means that trainees who do not hold a GCSE grade 9 to 4 or A\* to C in maths and/or English are required to study an approved stepping stone qualification in maths and/or English. The condition of funding grade 3 or grade D requirement does not apply to traineeships as they are treated as part time students.

### **Apprenticeships**

Apprenticeships are not subject to the maths and English condition of funding. However, similar requirements are in place to ensure all apprentices have good literacy and numeracy skills. Advanced apprentices must hold or obtain Level 2 English and maths qualifications. Examples of acceptable Level 2 qualifications include GCSE grade C or 4 or Functional Skills Level 2 pass. Intermediate apprentices must hold or obtain Level 1 English and maths qualifications and work towards Level 2 qualifications. Examples

of acceptable Level 1 qualifications include GCSE grade E or 2 or Functional Skills Level 1 pass. Students that leave the study programme before the end of the maths and/or English qualifying period to start an apprenticeship will be recorded as meeting the condition of funding. Apprenticeship providers may decide that they want the student to continue their maths and/or English courses as part of the apprenticeship programme.

## Supported internships

Students on supported internships are not automatically exempt from the condition of funding. An exemption may be granted by the institution if the conditions for an exemption are met. Students on supported internships with an exemption should still be studying maths and English at an appropriate level, even if they are not able to work towards a stepping stone qualification or GCSE.

## Qualifications approved for teaching to 16 to 19 year olds who meet the condition of funding

To meet the condition of funding, a student must be enrolled on an approved qualification; these include GCSE or an approved stepping stone qualification. Full time students who have a GCSE grade 3 or grade D are required to enrol on a maths and/or English GCSE only.

Approved stepping stone qualifications include Functional Skills Level 2 and below, ESOL and other qualifications nominated by institutions and approved by the department, that meet pre-defined criteria.

The approved list of qualifications is maintained on the [Learning Aim Reference Service](#) (LARS).

Institutions must check the status of qualifications using LARS before enrolling students on them to ensure the qualification is valid at the point of enrolment. All qualifications on the approved list are also approved on [section 96](#).

- the student must be timetabled to attend lessons or appropriate blended learning and be progressing in the subject
- the student must also pass a qualifying period for each maths and English qualification (6 weeks for a qualification with a planned length of 24 weeks or more, and 2 weeks for a qualification with a planned length of less than 24 weeks) before it counts
- the condition of funding relates to enrolments rather than exam entries. This provides an institution flexibility to determine when best for a student to be entered for and sit an exam or assessment

Please note the following:

- following the Ofqual announcement in March 2016, no further re-sits of the legacy GCSEs are possible beyond summer 2017
- English Literature and English Literature and Language qualifications are not approved for teaching for the purpose of meeting the condition of funding
- international GCSEs are no longer approved for teaching for the purpose of meeting the condition of funding, however they do continue to count as equivalent to GCSEs for the purposes of recognising prior attainment

## Table showing what students can and must study

A summary of what qualifications students must be studying is given in the table below.

<b>The student</b>	<b>What a student must study to meet the condition of funding</b>
Student without GCSE grade 9 to 4, A* to C on short study programmes, defined as studying less than 150 hours	Condition of funding does not apply
Full time student (540 hours or more 16 to 17, or 450 hours or more 18+) with GCSE grade 3 or grade D	GCSE ONLY
Part time student (between 150 and 539 hours aged 16 to 17 and between 150 and 450 hours if aged 18+) with GCSE grade 3 or grade D	See approved list of qualifications
Full time student (540 hours or more aged 16 to 17, or 450 hours or more if aged 18+) with GCSE grade 2 or below, grade E or below, or no GCSE	See approved list of qualifications
Part time student (150 hours and 539 hours if aged 16 to 17 and between 150 and 450 hours if aged 18+) with GCSE grade 2 or below, grade E or below, or no GCSE	See approved list of qualifications
Student aged 16 to 19 on a traineeship	See approved list of qualifications
Full time or part time student with overseas qualification GCSE grade 9 to 4, A* to C equivalent	Exemption applies
Full time student (540 hours or more aged 16 to 17, or 450 hours or more if aged 18+) with overseas qualification equivalent to GCSE grade 3 or grade D	GCSE ONLY
Part time student (between 150 hours and 539 hours if aged 16 to 17 and between 150 and 450 hours if aged 18+) with overseas qualification equivalent to GCSE grade 3 or grade D	See approved list of qualifications
Full time student (540 hours or more aged 16 to 17, or 450 hours or more if aged 18+) with overseas qualification equivalent to GCSE grade 2 or below, E or below or no GCSE equivalent	See approved list of qualifications
Part time student (between 150 hours and 539 hours if aged 16 to 17 and between 150 and 450 hours if aged 18+) with overseas qualification equivalent to GCSE grade 2 or below, grade E or below, or no GCSE equivalent	See approved list of qualifications
Student with statement of SEN/EHC plan AND institution assessment that confirms they are not able to study either GCSE or stepping stone qualifications	Exemption applies
Student with statement of SEN/EHC plan with NO assessment	See approved list of qualifications as exemption does not apply

## How the condition of funding applies with respect to GCSE English qualifications held

<b>English Language GCSE grade held</b>	<b>English literature GCSE grade held</b>	<b>What student can and must study</b>
9 to 4 or A* to C	9 to 4 or A* to C	Condition of funding met for English, no requirement to continue study of subject

9 to 4 or A* to C	3 or D	Condition of funding met for English, no requirement to continue study of subject
3 or below, or D or below, or no grade	9 to 4 or A* to C	Condition of funding met for English, no requirement to continue study of subject
3 or D	3 or D	GCSE only
3 or D	2 or below, E or below, or no grade	GCSE only
2 or below, E or below, or no grade	3 or D	See approved list of qualifications
2 or below, E or below, or no grade	2 or below, E or below, or no grade	See approved list of qualifications

### Level 3 qualifications

A range of level 3 maths and English qualifications such as A and AS levels, core maths, Pre-U and the International Baccalaureate can be taught as an alternative to GCSE where an institution deems it appropriate.

### Students retaking maths and English qualifications

A retake is defined as a qualification retaken by a student, including learning and attending lessons other than revision lessons. Students are funded to retake maths and/or English until they achieve a GCSE grade 9 to 4.

### Students withdrawing from their study programme - qualifying periods

Where a student has enrolled on a maths and/or English qualification that meets the condition of funding but does not complete it, provided they have studied the qualification for a minimum of 2 weeks (for a qualification with a planned length of less than 24 weeks) or 6 weeks (for a qualification of more than 24 weeks), they will still meet the condition of funding and will not incur a funding reduction. If a student's core aim was maths and/or English and the student drops out entirely then funding is reduced through the retention factor in the usual way. More information on [core aims in study programmes](#) is available on GOV.UK.

### Exemptions to the condition of funding

There are 2 exemptions to the condition of funding:

- students with special educational needs and/or disabilities, who are assessed as not able to study either GCSE or stepping stone qualification
- students with overseas qualifications that are established as equivalent to GCSE grade 4 or grade C



## **Students with special educational needs and/or disabilities exemption**

Where a student with special educational needs (SEN) or disabilities does not hold a GCSE grade 9 to 4, A\* to C or equivalent qualification in maths and/or English and they are able to do so, every effort should be made to enable them to achieve these valuable qualifications. Where a student is not able to study a GCSE they should be supported to achieve a stepping stone qualification. There are a small number of students who are not able to take any of these qualifications, particularly those with multiple and complex needs. These students can be exempt from studying qualifications but appropriate literacy and numeracy should still be included in their study programme at an appropriate level and institutions should recognise and record their progress and achievement. All exemptions must be considered on a case by case basis. There is no blanket exemption for whole institutions.

An institution may decide that a student with SEN and/or a disability cannot study maths or English at GCSE or stepping stone qualification. In this case, in addition to the student's statement of SEN or Education, Health and Care (EHC) plan, the institution must hold an evidenced assessment that the student is not able to study these subjects. This assessment needs to be authorised by an appropriate professional in the institution, such as the head of SEN or Student Support.

The assessment should be structured and documented. We do not expect to give further detailed advice on the format or on who should conduct the assessment. This is for institutions to decide. Exemptions will be monitored from the data institutions submit rather than on an individual basis.

Institutions should keep evidence that justifies their decision that a student is exempt. This information must be available to auditors appointed to test the use of ESFA funding and to Ofsted inspectors.

There are a range of approved qualifications available for students from entry level upwards, including Functional Skills at the appropriate level depending on the students' needs and ESOL qualifications. Institutions can enrol a student on a course for up to 3 years, or longer if the student is in learning to age 25. This range of qualifications gives institutions scope to offer the student opportunities to progress to the appropriate level in maths and English.

## **Students with overseas qualifications exemption**

Students who have studied in a country that does not provide GCSEs are potentially exempt from the condition of funding where the overseas qualifications they hold are established as equivalent to GCSE grade 4 or grade C.

Institutions are required to establish that the qualification is in fact equivalent to GCSE grade 9 to 4 or A\* to C. This is determined by using the UK's national agency responsible for providing information and opinion on academic, vocational and professional qualifications from across the world, the [National Academic Recognition Information Centre](#) (UK NARIC).

As well as confirmation from UK NARIC that an overseas qualification is equivalent to GCSE grade 4 or grade C, institutions also need to ensure that the student possesses the necessary competence in maths and English to benefit from their study programme. Should any teaching be required to ensure the student can function on their study programme, then this should be planned into the study programme and is fundable as planned hours.

## **Recording and monitoring of exemptions**

To avoid funding being withdrawn unnecessarily, institutions need to inform ESFA of students who do not meet the condition of funding due to them being exempt. Institutions should maintain a record which states which exemption applies such as, special educational needs and/or disability or holder of an overseas qualification.

There is no need to inform ESFA that a student is out of scope for the maths and English condition of funding because they are studying for less than 150 hours in the academic year.

### **Recording exemptions on the Individualised Learner Record**

Institutions should notify ESFA of students who are exempt from the condition of funding through the Individualised Learner Record (ILR) by entering the codes ECF 1, 2 or 3 and/or MCF 1, 2 or 3 in the Learner funding and monitoring fields. Please refer to the ILR guidance on [GOV.UK](https://www.gov.uk).

### **Recording exemptions on the school census**

Schools and academies will use the [school census](https://www.gov.uk) to indicate students who are exempt from the condition of funding by entering the codes L, O, U or N.

### **Demonstrating progression in maths and English**

Institutions must be able to demonstrate progression for students enrolled on maths and/or English qualifications and where possible ensure students are aiming to achieve a higher qualification than they have already attained. If not, then institutions should be able to record evidence of good reasons for any individual students enrolled on a maths and/or English qualifications which does not provide sufficient stretch or progression.

### **Tuition fees**

Institutions cannot charge tuition fees for retakes or sitting an exam in maths and English or any other subject. They can charge for repeat exam fees or seek voluntary contributions, but any such contributions cannot be used by institutions to excuse students from meeting the condition of funding. The details on fees and charging are in the [funding regulations](https://www.gov.uk) paragraph 16c and/or 16d.

### **Impact on reconciliation for Independent Learning Providers (ILPs previously known as and Charitable Providers)**

Full details on how the maths and English condition of funding will impact on reconciliation for ILPs can be found on [GOV.UK](https://www.gov.uk).

### **Collaboration between institutions to ensure students are meeting the maths and English condition of funding**

Where one or more institutions have agreed collaboration arrangements to ensure students are meeting the condition of funding, it is the responsibility of the home institution to ensure these students are meeting

the condition. In a small number of instances there will be students for whom their continued study in maths and/or English is with another institution. In these circumstances we would expect the home institution to have taken steps to ensure that students are compliant with the condition of funding.

To ensure the home institution receives funding for students where they have worked collaboratively with another institution, they must complete a business case template to include the following information:

- the numbers of students that have studied or retaken a maths and/or English qualification at another institution, (we would not expect that individual named student data is included)
- the name of the institution(s) where they have studied
- the maths and/or English qualifications studied
- a statement that collaboration has taken place with brief details
- accounting officer confirmation that the information is correct

From the academic year 2016 to 2017 onwards, institutions are able to record students meeting the condition of funding through collaborative arrangements in the ILR using the learner FAM types ECF/MCF and FAM code 4. This coding will be taken into account in condition of funding report calculations from 2016 to 2017 onwards and will be accounted for in allocations compliance calculations from academic year 2018 to 2019.

## **Audit and Inspection**

Institutions will be subject to risk-based compliance audit to ensure the data submitted for maths and English participation and prior attainment and evidence for exemptions are sound. On inspection, Ofsted will establish that students are on the most suitable study programme and that any exemptions from studying maths and English are appropriate.

Auditors appointed to test the use of ESFA funding will be checking when institutions claim a student is exempt; to ensure the exemption reason is valid. Institutions must ensure that when they consider that either of the 2 exemptions apply to an individual student, then adequate evidence is kept to justify that decision. The ESFA will analyse data to monitor exemptions.

## **Applying a tolerance to allocations**

We have decided to continue to apply the current (2017 to 2018 academic year) tolerance level of 5% from 2018 to 2019 academic year allocations (based on 2016 to 2017 data) until further notice, in recognition of the continued efforts of institutions to deliver the 16 to 19 maths and English policy. We expect that the clarity over the level of tolerance in future years will provide institutions with increased certainty on which to plan.

We will apply funding reductions for non-compliance with the condition of funding to institutions where more than 5% of students without a GCSE grade 9 to 4 or A\* to C in maths and/or English did not enrol on an approved qualification in these subjects. The funding reductions for these institutions will be applied at half the national funding rate above the tolerance.

## **An example of how the funding deduction is calculated**

We will apply funding reductions to institutions above a tolerance of 5% of total students (calculated by value) for students without a GCSE grade 9 to 4 or A\* to C in maths and/or English who did not enrol on an approved qualification in these subjects. We will remove funding for these institutions for each student above the tolerance level at half the national funding rate.

The 5% tolerance is calculated by determining the value of the non-compliant students based on the national rate by individual student band, as a percentage of funding for all students in based on the national rate by individual student band.

For students who are non-compliant above the tolerance, we will remove funding at a reduced rate of 50% of the 2017 to 2018 national funding rate for the band. We will only remove funding above the 5% tolerance. The example below describes how we calculated funding reductions relating to the 2015 to 2016 academic year.

## Stage 1

To calculate the value of non-compliance (E), the number of non-compliant students from end year 2015 to 2016 data (C) was multiplied by the appropriate national funding rate (A) according to their total planned hours, (values for students in the 0-279 band was calculated as a proportion of the full time national rate based on their total planned hours divided by 600).

## Stage 2

To calculate the total value of 2015 to 2016 students (D), the total number of students in each band (B) was multiplied by the appropriate national funding rate (A). Data was from the final return of the ILR or the autumn census for the 2015 to 2016 academic year.

In the example below the value of non-compliant students (E) is £676,098; the value of all students (D) is £8,266,920. This is non-compliance of 8.17%.

	A	B	C	D (B x A)	E (C x A)
Funding band	National rate for 2017 to 2018	2015 to 2016 total students per band	2015 to 2016 non-compliant students	National rate per student: value of all students	National rate per student value of non-compliant students
Full time students (at least 540 hours)	£4,000	1,207	94	£4,828,000.00	£376,000.00
Full time students 450+	£3,300	88	27	£290,400.00	£89,100.00
Part time students (450-539 hours)	£3,300	765	45	£2,524,500.00	£148,500.00
Part time students (360-449 hours)	£2,700	124	21	£334,800.00	£56,700.00
Part time students (280-359 hours)	£2,133	60	1	£127,980.00	£2,133.00

Part time (up to 279 hours)	£4,000	132	3	-	-
Part time (up to 279 hours) - FTE	£4,000	40.31	0.92	£161,240.00	£3,664.55
		2376	191	£8,266,920	£676,098

### Stage 3

We calculated 5% of the total value for all students at the national funding rate (D) to calculate the financial value of the tolerance (F). The tolerance is then discounted from (E) the condition of funding reduction to calculate the reduction in scope (G). The final reduction (H) is then calculated by taking 50% of (G) of the reduction in scope.

F	G	H
5% of 2015/2016 national rate per student funding (D x 5%)	Non-compliant students total less 5% (E - F)	Final condition of funding removal at 50% (G x 50%)
$(£8,266,920 \times 5\%) = £413,346$	$(£676,098 - £413,346) = £262,752$	$(£262,752 \times 50\%) = £131,376$

In this example the tolerance (F) is £413,346 the reduction in scope (G) is £262,752 and the final reduction is £131,376. If the value of non-compliant students in this example (E) was less than £413,346 the institution had no withdrawal of funding.

The reduction in funding was through a cash adjustment to 2017 to 2018 allocations.

## Other useful information

### Resources

An [interactive tool for school census](#) users has been published to assist census users to understand how the condition of funding works within the census. It provides specific examples of how to check qualifications that do not meet the condition of funding and the impact this will have for including non-compliant or out of date qualifications. The data can be altered and the effects of changes on funding are shown. There is a tab for the condition of funding (COF tab) and a code table worksheet with all the field names and definitions.

The [Funding Information System](#) (FIS) will help further education (FE) institutions validate their ILR data. This gives the maths and English status of every student, showing whether they have achieved at least a GCSE grade 4/or grade C in each subject and whether they are currently studying for a valid qualification in the subject. Those recorded as exempt from the condition of funding are also shown.

The [Education Training Foundation](#) (ETF) continues to offer a range of opportunities and resources for teachers, trainers and leaders to supporting practitioners to confidently teach maths and English.

The [Excellence Gateway](#) provides a wide range of resources relating to the teaching of maths and English.

## Funding guidance

The requirements for meeting the condition of funding for maths and English are incorporated into the [funding regulations](#).

## Queries on the condition of funding

### ESFA enquiries

Contact form

<https://form.education...>

For all enquiries for the Education and Skills Funding Agency

## Version control

This document is Version 10.0 the content was published July 2017. Version 1 was first published in December 2014.

This document will be reviewed 6 months from publication.

Published:

**4 December 2014**

Updated:

**12 October 2017**

[+ full page history](#)

From:

**Education Funding Agency**

**Education and Skills Funding Agency**

## [Funding for 16 to 19 year olds in schools](#)

How funding is calculated and allocated, eligibility and conditions, study programmes, student support schemes.

- [16 to 19 Funding: how it works](#)
- [16 to 19 funding: planned hours in study programmes](#)
- [Funding education for 16- to 19-year-olds](#)

## [Further and higher education courses and qualifications](#)

Degrees, diplomas, funding, 16 to 19 study programmes, conditions of funding, component levels, course directory, what qualification levels mean.

- [16 to 19 Funding: core aims in study programmes](#)
- [Further education courses and funding](#)
- [Review of end of year 16 to 19 study programmes data for 2014 to 2015](#)

## [Further education funding](#)

Agreements and allocations, performance management rules, funding bands, process for seeking funding.

[Is there anything wrong with this page?](#)

## Services and information

[Benefits](#)

[Births, deaths, marriages and care](#)

[Business and self-employed](#)

[Childcare and parenting](#)

[Citizenship and living in the UK](#)

[Crime, justice and the law](#)

[Disabled people](#)

[Driving and transport](#)

[Education and learning](#)

[Employing people](#)

[Environment and countryside](#)

[Housing and local services](#)

[Money and tax](#)

[Passports, travel and living abroad](#)

[Visas and immigration](#)

[Working, jobs and pensions](#)

## Departments and policy

[How government works](#)

[Departments](#)

[Worldwide](#)

[Policies](#)

[Publications](#)

[Announcements](#)

[Help](#) [Cookies](#) [Contact](#) [Terms and conditions](#) [Rhestr o Wasanaethau Cymraeg](#)

Built by the [Government Digital Service](#)

**OGI**

All content is available under the [Open Government Licence v3.0](#), except where otherwise stated



© Crown copyright