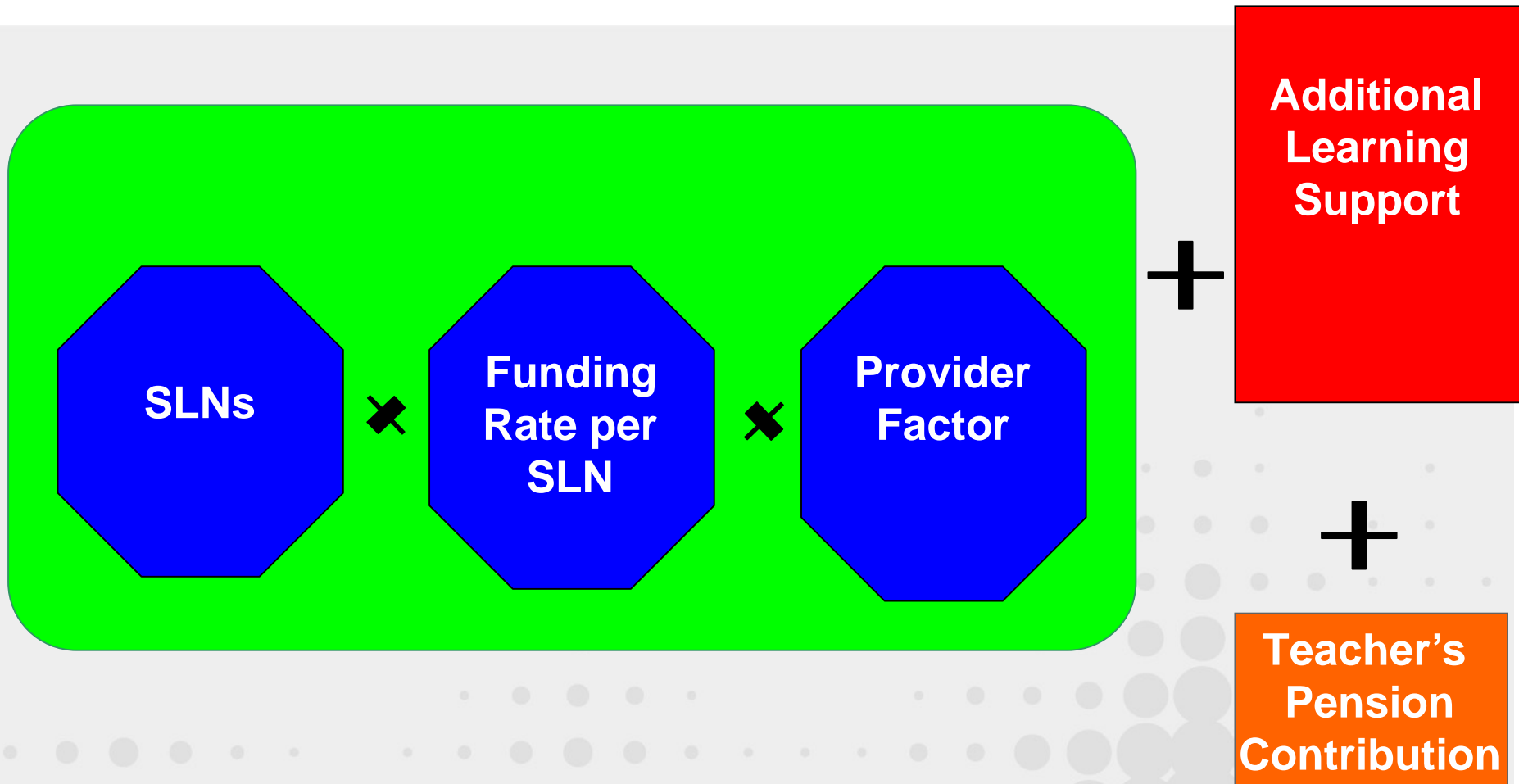


School Sixth Form Funding

Applying the Demand Led Funding
Formula

The funding formula – as it applies to school sixth forms



Standard Learner Number (SLN)

Each learning aim is assigned a guided learning hour (glh) value
e.g. AS = 150 (glh)

The annual guided learning hours for qualifications (glh) are listed in the Learning Aims Database (LAD), are then totalled for each learner and divided by a 'denominator' of 450 – representing the nominal/hypothetical learning programme total glh for an FE learner

SLN / Learner Ratio

$$\text{SLN /learner ratio} = \frac{\text{Annual guided learning hours (glh)}}{450}$$

The School Sixth Form SLN?

**Standard Learner Numbers (SLNs)
for the school sixth form**

=

Learner numbers x SLN/Learner ratio

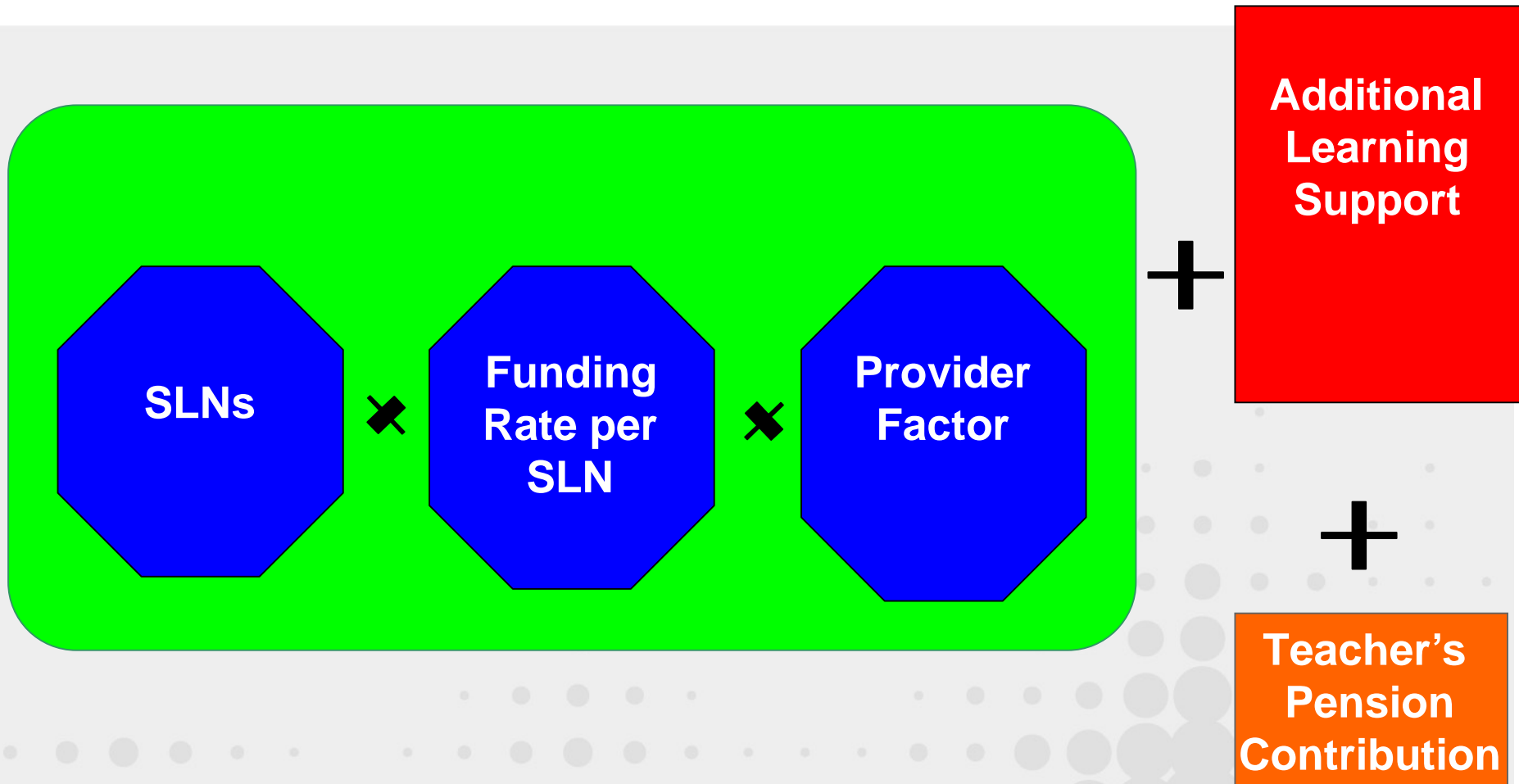
Standard Learner Numbers

| QUALIFICATION | Glh | SLN |
|------------------------------|--------------------|------|
| AS/A2 | 150 | 0.33 |
| Applied AS/A2-Level (3 unit) | 180 | 0.4 |
| First Diploma | 450 | 1.0 |
| General Studies – AS/A2 | 36 | 0.08 |
| IB | 1350 (x2 years) | 3.0 |
| Entitlement | 114 | 0.25 |

Learning Aims Database (LAD)

How to access the LAD and what information can be derived from it?

The funding formula – as it applies to school sixth forms

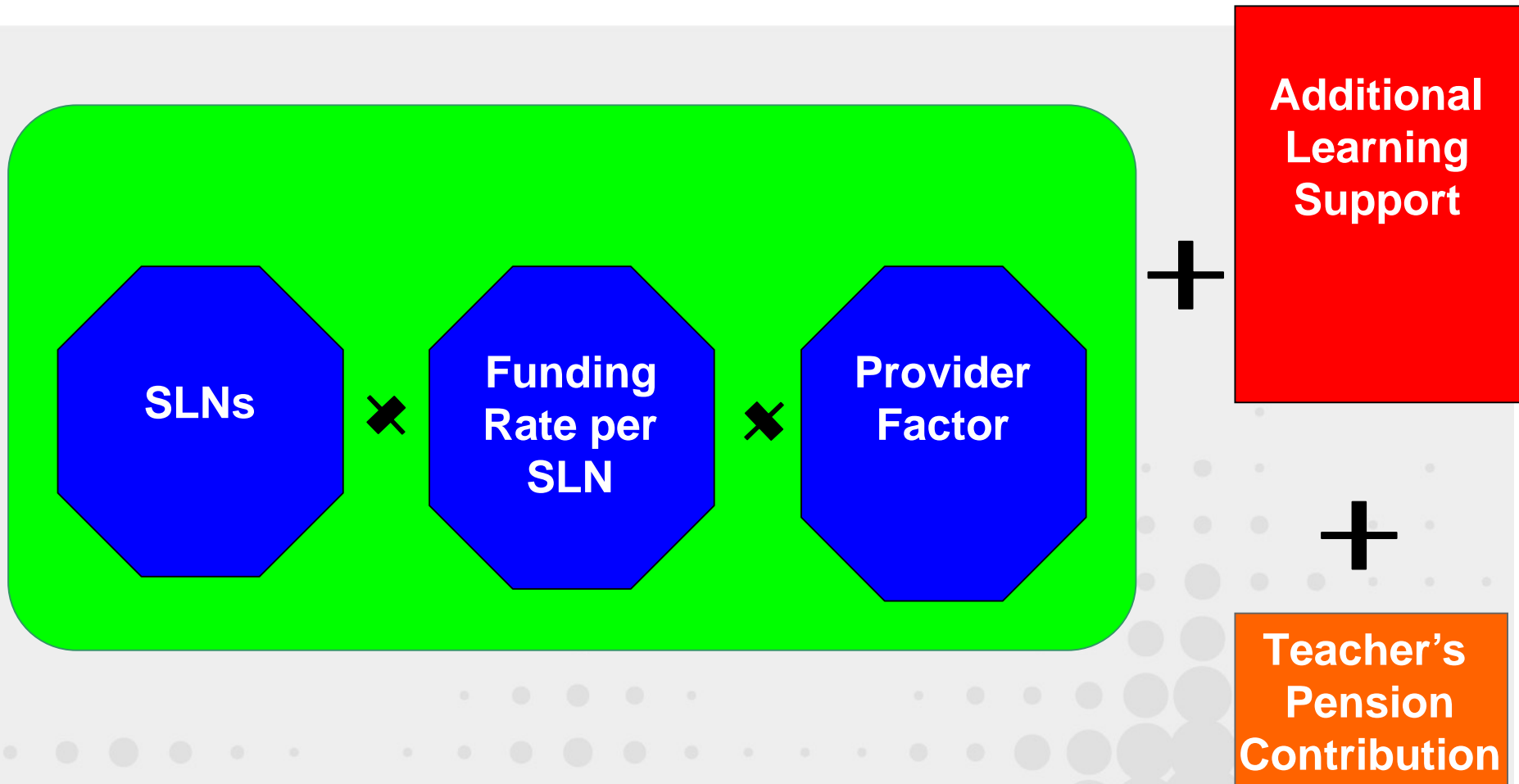


National rate per Standard Learner Number Announced in Statement of Priorities each year

16-18 rates for 2009/10 and 2010/11

| | |
|--------------------------------|-------|
| Schools | £3007 |
| Other 16-18 learner responsive | £2920 |
| Apprenticeships | £2920 |

The funding formula – as it applies to school sixth forms



Provider Factor....

Provider Factor

=

Area Cost

x

Programme weighting

x

Disadvantage

x

Success factor

Calculated for each provider for each year

Success Rate / Factor- what is it?

Success rate = retention x achievement

Success Factor is success rate/2 + 0.5

(NB – the recent announcement by the DCSF on ‘uncashed in’ AS qualifications – announcement of the 16th March, 2010 - see Guidance document.....)

Success factor is $(\text{Success Rate} / 2) + 0.5$

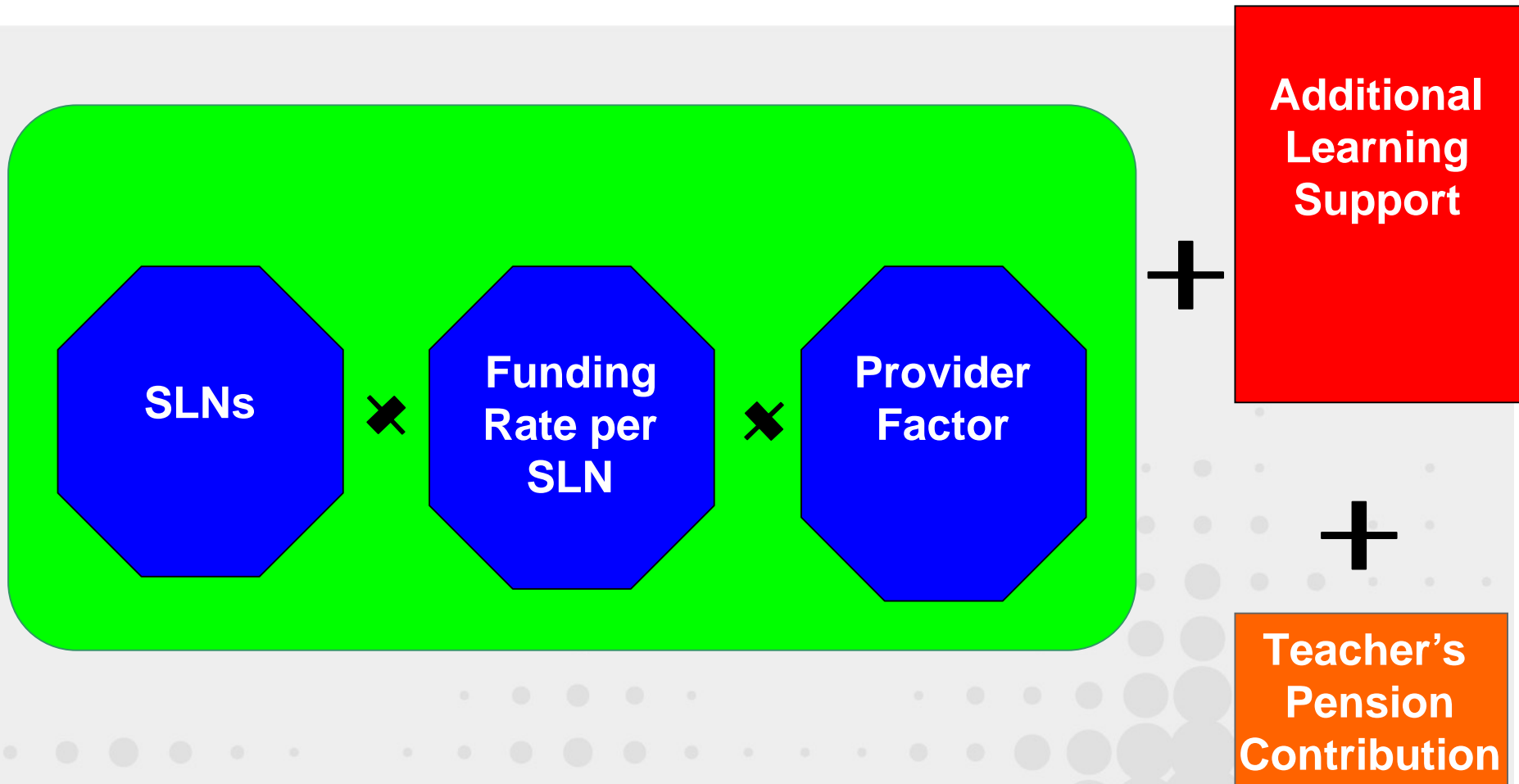
- 0% success rate = 0.5000 success factor
- 50% success rate = 0.7500 success factor
- 100% success rate = 1.0000 success factor

As an example only = A school with 2 learners, 2 SLN

All weightings = 1, Rate per SLN = £3,000

| | Scenario 1 | Scenario 2 | Scenario 3 |
|----------------|------------|------------|------------|
| Learner 1 | Withdraws | Achieves | Achieves |
| Learner 2 | Withdraws | Withdraws | Achieves |
| Total SLN | 2 | 2 | 2 |
| Success Rate | 0% | 50% | 100% |
| Success Factor | 0.50 | 0.75 | 1.00 |
| Funding | £3,000 | £4,500 | £6,000 |

The funding formula – as it applies to school sixth forms



Additional Learning Support – calculated using

English and Maths points on entry to post-16

| GCSE English and Mathematics Points | | 2010/11 |
|-------------------------------------|------------|-----------|
| 0-15 | No passes | £1,076.40 |
| 16-31 | 1 G grade | £779.28 |
| 32-43 | 2 G grades | £531.34 |
| 44-55 | 2 F grades | £377.65 |
| 56-67 | 2 E grades | £251.62 |
| 68-79 | 2 D grades | £153.26 |
| 80-91 | 2 C grades | £82.55 |
| 92-103 | 2 B grades | £39.50 |
| 104-115 | 2 A grades | £24.12 |

Previous years cohort

And finally teachers' pensions.....

Learner Numbers x National Pension Rate (£125 per learner) x Area Cost

Transitional Protection

- To reduce the effects of funding changes that resulted from policy change
- For 2010/11 - TP = +/- 2.1% per learner for some schools
- 2010/11 was the last year of the current CSR (Comprehensive Spending Review) period
- Entering a new CSR period

Short Exercise

Working out a simple funding allocation

School Sixth Form Funding (2010/11)

-FOCUS ON DATA

Data Services Group LA Quality Report

The DSG Quality Reports for each LA were produced for the first time by the Data Services Group (DSG) in 2010 (relating to the Autumn 2009 census).

Data quality issues highlighted for the LA / schools included:

- Learning Aims start and end dates
- Qualification Accreditation Numbers (QANs) – expired or invalid
- QANs and Disc codes not linked
- Invalid completion status

School Census – why is the data needed?

- The post-16 module of the school census is collected to support the Government's Fair Funding agenda and the comparable calculation of success rates across all post-16 education, including FE and WBL – who provide data through the ILR at more frequent intervals during the year
- School census information can be accessed at:

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

- Timely, accurate and complete submission of all the details required by the Post-16 data collection module means the YPLA will be able to calculate retention and qualification success rates more accurately for funding purposes
- Producing comparable qualification success rates across the whole FE sector (including school sixth forms) is crucial for:
 - Funding purposes
 - Performance

...& For Which Learners?

- **Data must** be submitted for pupils in NC year group 12 or above (regardless of their age & the level of their learning aims)

And

- **For pupils in NC year group 11 or below who are pursuing learning at level 3 or higher**

The system needs to:

- **collect data for all relevant pupils registered at the school in the Autumn/October Census &**
- **for pupils no longer on roll, but who were on the school roll for at least one session, between the current (Autumn) Census & the previous (Summer/May) Census**

Registration for Post-16 Pupils

- From the Autumn Term 2009, Post-16 pupils attending courses at more than one school must be recorded as 'dually registered', unless the pupil attends the subsidiary school as a "one off", in which case they may be recorded as a 'Guest'
- Learning Aims must only be returned by the school holding the 'sole' or 'main' registration. Any Learning Aims recorded against a pupil with a dual 'subsidiary' registration will generate a validation error
- The YPLA will only provide funding directly to the school holding the main registration - any money due to the subsidiary school should be passed on by the main school

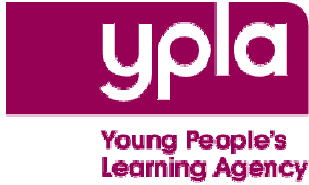
Data Is Not Required Where...

- The learner has withdrawn from the learning aim prior to the Census date

OR

- Where the learner has not been on roll at the school since the previous (Summer/May) Census

Completing the Census and Validation



Important Post-16 Data Items Collected are:

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

*NB These all need to be completed fully & accurately. **As do all the other required data fields eg. postcodes, learner number***

QANS & Disc Codes (1)

Every Learning Aim is identified by a QAN (Qualification Accreditation Number) & a Disc Code (Discount Code)

- **QAN** = The qualification being studied
- **Disc Code** = The subject being studied

What is my/our data like?

Within the LA, the 2010 Data Services Group (DSG)
Report indicates some areas of concern.....

(NB. - not for all schools; some have very good data
records)

QANS & Disc Codes (2)

- It is important that the correct **QAN** & the correct **Disc Code** are provided for each learning aim
- Similar qualifications, offered by the same Awarding Organisation (AO), or the same qualification offered by a different AO, will have different QANs
- In order to identify & where appropriate match a learner's aims to their achievements, it is essential that the correct QAN (not a similar one) is entered by the School and validated by the LA
- To assist Schools, the DCSF maintained a QAN Web Services (QWS) website at

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

(NB. Contact the Data Services Group at the DfE post the election)

- Users should ensure they have the **latest version** of this website downloaded to their MIS software. _ contact their software supplier

QANS & Disc Codes (3)

Most Learning Aims are one year courses

- GCE A Levels are treated as two distinct courses of one year each, ie. a GCE AS Level in Yr 12 and a GCE A2 Level in Yr 13
- Where the learning aim is an AS the appropriate GCE AS Level QAN should be entered
- Where the learning aim is an A2 the appropriate GCE A Level QAN should be entered

NB. There are no QANs which specifically identify GCE A2 Level qualifications.

If incorrect QANs are submitted, the accuracy of the calculations made by the YPLA will be affected resulting in inaccurate funding allocations being made to schools – it is in the school's interest to ensure accurate records

It is therefore essential that the correct QAN is entered for each learning aim submitted

Learning Aims - Completion Status

- 0 = Re-sitting** – learner is re-sitting the examination or coursework only, not attending the full course of study for this learning aim.
- 1 = Continuing** – learner is continuing (or intending to continue) the learning activities leading to the learning aim.
- 2 = Completed** – learner has completed the learning activities leading to the learning aim.
- 3 = Withdrawn** – learner has withdrawn from learning activities leading to the learning aim.
- 4 = Transferred** – learner has withdrawn from this learning aim & at the same time & as a direct result, has started studying for another learning aim within the same provider.
- X = Data Input in Error** – used where learning aim data for a learner has been entered in error.

Learning Aims – Completion Status

- If the learning aim status is shown as 'Completed', 'Withdrawn' or 'Transferred' a Learning Aim Actual End Date should have been entered
- The Learning Aim Start & Learning Aim Actual End Dates should not be dates that are in the future
- The Learning Aim Planned End Date should be on or before **31 July** in the academic year in which the learning aim is planned to end
- This date is used in the 'success rate' calculation, so it is important that the Planned End Date is entered and is in the correct academic year!

Completing the Census (1) and Validation

Schools are expected to:

- **Check the QWS website regularly to ensure they have the latest version downloaded to their MIS software.**
- **Ensure the correct details (particularly the correct QANs) are entered for each learning aim undertaken by each pupil.**

Completing the Census (2)

Schools are expected to:

- **Ensure complete and accurate learning aim details are entered for ALL relevant pupils who were registered for at least one session between the dates of the Summer & Autumn 2010 censuses**
- **Ensure ALL Completions, Withdrawals & Transfers that have taken place since the Summer 2010 census are included (this may include historic data for pupils who have since left school)**

COLLECT - Validation Checks

The COLLECT system has a number of error , query validation checks which appear whilst data is being inputted.....for example.....

- *For Pupils no longer On-Roll, the Learning Aim Actual End Date must not be after the Pupils leaving date*
- **– Query 2810.**
- *If a pupils NC Year is >11 then Learning Aims must be present*
- **– Query 2470.**

Examples of further validation checks.....

- That the Learning Start Date is on or before the census date – Error 2735..
- That Pupils no longer On-Roll have a Learning Completion Status of 2, 3 or 4 – Error 2795.
- If the Enrol Status = 'S' (Subsidiary) Learning Aims must not be present – Error 2715.

(NB. The above are examples and were in place for 2009/10 Census returns – the error number may change going forward and different errors may have been put in place for 2010/11)

Impacts of incorrect data.....

Elements of the allocation calculations most affected by incorrect data

- Learner numbers
- SLNs & SLN to learner ratio
- Provider factor
 - *Disadvantage*
 - *Programme weighting*
 - *Success*

WHAT ARE POTENTIAL IMPACTS - SLN

- **The SLN will be affected by:**
 - Missing learners
 - Missing learning aims
 - Incorrect QANs
 - Incorrect end dates

Success Rates problems in the past

- No achievement data for uncashed AS (– will be considered as fails from 2010 (DCSF website 16/03/10) **
- Some awarding body data couldn't be matched to census data because of data errors
- In some cases, it wasn't possible to be sure whether the grade information was meant to show a pass or fail
- The census didn't show whether aims were completed – eg. many were marked as 'continuing'

*** NB. Please note changes to arrangements for uncashed-in qualifications which will significantly impact on school sixth forms – see guidance*

Success Rates- in Practice to date.....

Success Rates for school have been defined by:

- Success Rates = Year 12 retention factor * Year 13 success factor

(This sub formula was used for the 2010/11 allocations – likely to be using 2008/09 retention/success data for this element of the formula for 2011/12)

IMPACTS – Programme Weighting (PW)

PW reflects the relative costs of delivering different types of provision and is consistent with FE

Each learning aim has a programme weighting associated with it

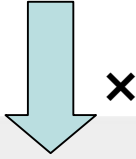
Affected by

- **missing QANs**
- **Invalid QANs**
- **Incorrect QANs**



Young People's Learning Agency

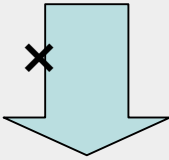
12 Learners



x

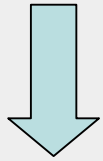
1.172 (SLN learner ratio)

= 14.06
SLN



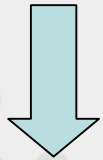
x

£3051 (£ per SLN)



x

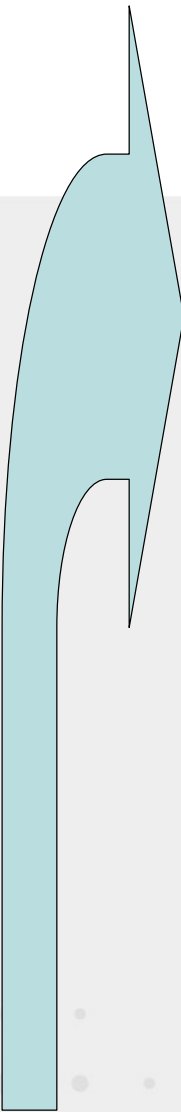
1.234 (Provider Factor)



=

£52,934 Main Learner Funding

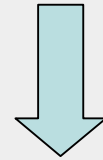
The Funding



+

£1,107 ALS

(£78.69 X 14.06)



+

£1,500 Pension

(£125 x 12 x 1.0)



=

£55,540 Total funding

ILLUSTRATIVE IMPACT EXAMPLE

| Area Cost | Disadv. Factor | PW | Success factor | Provider Factor | SLN/learner ratio |
|-----------|----------------|-------|----------------|-----------------|-------------------|
| 1.000 | 1.020 | 1.221 | 0.750 | 0.934 | 1.147 |
| 1.000 | 1.052 | 1.224 | 0.960 | 1.234 | 1.172 |

| Total learners | total learner funding | Pensions allocation | ALS Allocation | Total A/Y funding allocation |
|----------------|-----------------------|---------------------|----------------|------------------------------|
| 12 | £52,934 | £1,500 | £1,107 | £55,540 |
| 12 | £39,214 | £1,500 | £1,083 | £41,798 |
| | -£13,719 | £0 | -£23 | -£13,743 |

What can a school do?

What can a school do to improve the quality of its data? There are direct links between school sixth form data quality, funding and published performance; and there are things schools can do to make sure that they are represented fairly in funding and performance calculations:

Checklist for schools:

- Are learning aim records kept up to date throughout the year –including completions, withdrawals and transfers?
- Are you using the most up to date QAN list available from the QWS website?
- Are all LEARNING AIM END DATES correct –especially for 2 year courses?
All end dates should be **on or before** July 31st of the year the course is due to end.
- Is the STATUS correct for all learning aims? There are only 6 possible codes: re-sitting (0), continuing (1), completed (2), withdrawn (3), transferred (4) or input in error (X).
- Have you recorded ALL learning aims -even for those students off-roll?

How??????

Strategieseg.

Check at least every term - the learning aims data against class/subject lists

Check with software supplier if there are reporting features that match learning aims against examination entries

Check with Ho6th, Exams Officer and cross-match learning aims data

What else can I do.....

The YPLA website also has advice about current 16 to 18 funding policy and rates.

<http://www.ypla.gov.uk/aboutus/ourwork/funding/df/>

For detailed information about the School Census please refer to the School Census Guidance notes or technical specification.

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

If you have any queries about COLLECT or School Census in general, including issues with the QAN QWS website please email the Data Services Group helpdesk:

DSG.helpdesk@dcfs.gsi.gov.uk