16-19 Study Programme Funding

13:00 – 15:30

30 January 2023

> Nick Linford, Lsect

> Karl Bentley, RSM
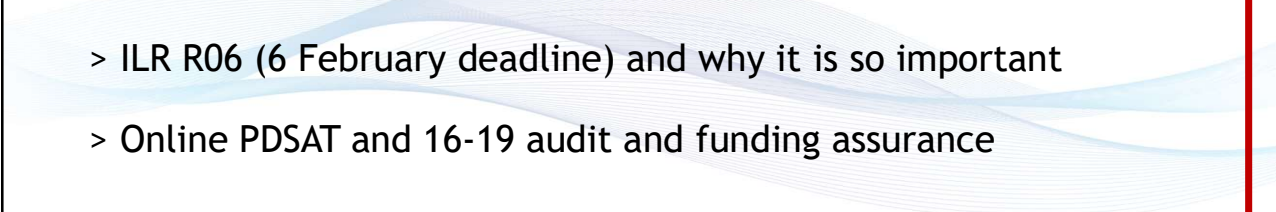
LSECT
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Warning
Technical training

Webinar agenda

13:00 – 15:30

> 16-19 study programme funding (incl changes for 23/24)

> 2023/24 allocations methodology

> ILR R06 (6 February deadline) and why it is so important

> Online PDSAT and 16-19 audit and funding assurance

All slides, a recording of this webinar will be sent to attendees

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16-19 Study Programme Funding

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16-19 Funding Model

Sometimes referred to as the 'Study Programme' model (FM25), it includes all 16-19 funding (A Levels, BTECs, T-Levels, Traineeships etc) other than apprenticeships

Since 2013, funding has been based on a national rate per planned duration band per student (rather than qual value)

Funding for each provider is set in advance using a formula made up of range of historical values. Known as a 'lagged' funding allocation

GOV.UK

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 > Funding rates and formula

Education & Skills
Funding Agency

Guidance
Funding guidance for young people 2022 to 2023 rates and formula

Updated 30 March 2022

Contents

Introduction

What's new?

Scope of the 16 to 19 funding model

Programme funding: core formula funding elements

Programme funding: additional formula funding elements

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Annex A: Programme cost weightings by sector subject area (SSA)

Annex B: Area cost uplifts by region

Annex C: Criteria to identify specialist land-based providers

Print this page

Introduction

This guidance covers the period 1 August 2022 to 31 July 2023 and is our current advice for the funding year.

This is part of a series providing ESFA funding guidance for young people for the 2022 to 2023 academic year:

- Funding regulations
- Rates and formula (this document)
- Individualised learner record (ILR) funding returns
- Subcontracting funding rules for ESFA funded post-16 funding (excluding apprenticeships)

These documents outline the main features of ESFA funding arrangements for young people in 2022 to 2023 and are an integral part of ESFA's funding agreements for young people aged 16 to 19 and those aged 19 to 24 with an education, health and care (EHC) plan. All of these documents should be read in this context, unless specifically stated otherwise. This is the definitive ESFA guidance for 2022 to 2023 and supersedes any previous funding guidance for young people.

https://www.gov.uk/government/publications/funding-rates-and-formula/funding-guidance-for-young-people-2022-to-2023-rates-and-formula

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16-19 funding rates 2022/23

Band (study programmes excluding T levels)	Annual planned hours*	Students	2022/23 funding rate
5	580+ hours	16-17 & 18+ with high needs	£4,542
4a	485+ hours	Students 18+ who are not high needs	£3,757
4b	485 to 579 hours	16-17 & 18+ with high needs	£3,757
3	385 to 484 hours	All students	£3,056
2	300 to 384 hours	All students	£2,416
1	up to 299 hours	All students	£4,542 per FTE

"We expect that full-time study programmes will be on average 640 planned hours per academic year, and we set the funding rate on this basis. For funding purposes, the minimum threshold full- time programmes is set at 580 planned hours."

Band (T levels)	Minimum planned hours*	Average planned hours	2022/23 funding rate
9	1730 hours	1830	£13,068
8	1580 hours	1680	£11,982
7	1380 hours	1530	£10,896
6	1180 hours	1330	£9,446

* excluding industry placements, maths and English study, or additional qualifications that are not part of the T Level

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The additional 40 hours

Until 2022/23, 540 hours was the minimum for full time. It's now an extra 40 hours at 580

"We have increased funding band hours for academic year 2022 to 2023 to account for the additional hours and these bands will be enforced by recovery of funding where hours are not increased, resulting in students falling into lower funding bands

"In academic year 2022 to 2023, we expect all institutions to deliver on average 40 more hours on band 5 programmes than in academic year 2020 to 2021. We recognise there will be some variation with differences in cohorts and courses, but we will analyse where the data and end of year reports suggest that teaching hours have not significantly increased."
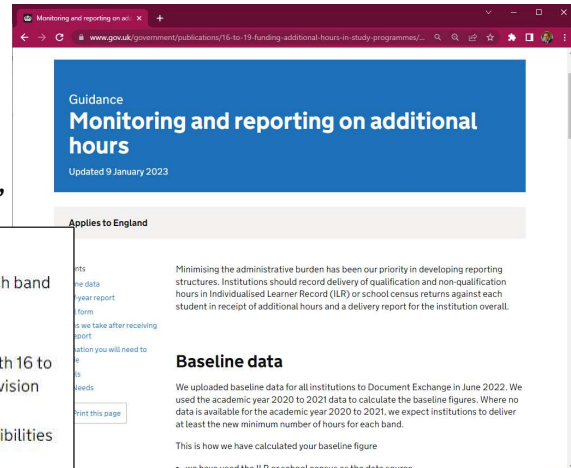
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Monitoring and reporting the additional hours

"You will provide your end-of-year report using a digital form. We will publish the form and guidance on how to complete it in October 2023."

We will ask you to confirm:

- whether you have met the expected increase in average increase hours for each band
- the average increase in hours you have delivered per band
- if you have not met the increase, reasons why (drop down options)
- whether you used the increase in hours primarily for tutor-led activity in line with 16 to 19 study programme guidance, this should be separate to any small group provision provided through the Tuition Fund
- if you did not use the increase in hours primarily for tutor-led activity, what flexibilities you used and the rationale for doing so (free text box)
- a declaration from an authorised approver within your institution

Guidance
Monitoring and reporting on additional hours
Updated 9 January 2023

Applies to England

Minimising the administrative burden has been our priority in developing reporting structures. Institutions should record delivery of qualification and non-qualification hours in Individualised Learner Record (ILR) or school census returns against each student in receipt of additional hours and a delivery report for the institution overall.

Baseline data

We uploaded baseline data for all institutions to Document Exchange in June 2022. We used the academic year 2020 to 2021 data to calculate the baseline figures. Where no data is available for the academic year 2020 to 2021, we expect institutions to deliver at least the new minimum number of hours for each band.

This is how we have calculated your baseline figure

- we have used the ILR or school census as the data source

"Where you have recorded a student's planned hours as less than the minimum in each band, we will fund them for the lower band in the academic year 2024 to 2025. This will result in a reduction in funding as part of the usual lagged funding process."
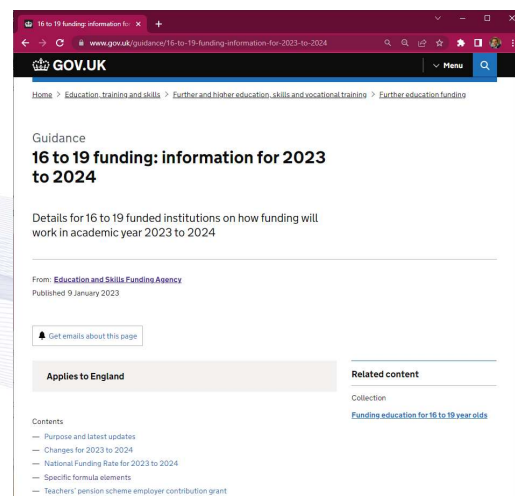
https://www.gov.uk/government/publications/16-to-19-funding-additional-hours-in-study-programmes/monitoring-and-reporting-on-additional-hours

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Rate increase announcement this month

"We have increased the national funding rate for students aged 16 and 17 and students aged 18 and over with high needs in band 5 to £4,642, and we will continue to fund an extra 40 hours per student. This is built into the increases in each of the funding bands, which have also increased proportionately.

We aim to publish updated guidance to support institutions to understand requirements for additional hours for academic year 2023 to 2024 by the end of February 2023. This will include monitoring and reporting requirements."

GOV.UK

Home > Education, training and skills > Further and higher education, skills and vocational training > Further education funding

Guidance
16 to 19 funding: information for 2023 to 2024

Details for 16 to 19 funded institutions on how funding will work in academic year 2023 to 2024

From: Education and Skills Funding Agency
Published 9 January 2023

Get emails about this page

Applies to England

Related content

Collection
Funding education for 16 to 19 year olds

Contents
— Purpose and latest updates
— Changes for 2023 to 2024
— National Funding Rate for 2023 to 2024
— Specific formula elements
— Teachers' pension scheme employer contribution grant

https://www.gov.uk/guidance/16-to-19-funding-information-for-2023-to-2024

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16-19 funding rates 2023/24 set at 2.2% higher

Band (study programmes excluding T levels)	Annual planned hours*	Students	2022/23 funding rate	2023/24 funding rate
5	580+ hours	16-17 & 18+ with high needs	£4,542	£4,642
4a	485+ hours	Students 18+ who are not high needs	£3,757	£3,840
4b	485 to 579 hours	16-17 & 18+ with high needs	£3,757	£3,840
3	385 to 484 hours	All students	£3,056	£3,123
2	300 to 384 hours	All students	£2,416	£2,469
1	up to 299 hours	All students	£4,542 per FTE	£4,642 per FTE

"We expect that full-time study programmes will be on average 640 planned hours per academic year, and we set the funding rate on this basis. For funding purposes, the minimum threshold full- time programmes is set at 580 planned hours."

Band (T levels)	Minimum planned hours*	Average planned hours	2022/23 funding rate	2023/24
9	1730 hours	1830	£13,068	£13,356
8	1580 hours	1680	£11,982	£12,246
7	1380 hours	1530	£10,896	£11,136
6	1180 hours	1330	£9,446	£9,654

* excluding industry placements, maths and English study, or additional qualifications that are not part of the T Level

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The funding formula

"The funding formula measures the volume of delivery through student numbers and the size of their programme. Funding allocations* use a lagged approach and take student numbers from the number of young people participating in the previous year and programme size from the year before that (that is, the last full year's data return)." *More on that later*

Education & Skills Funding Agency

Funding guidance for young people 2022 to 2023

Funding rates and formula

March 2022

Basic 16-19 funding formula

[Student numbers x Hour funding band rates x Retention factor x Programme cost weighting + Disadvantage funding] x Area cost
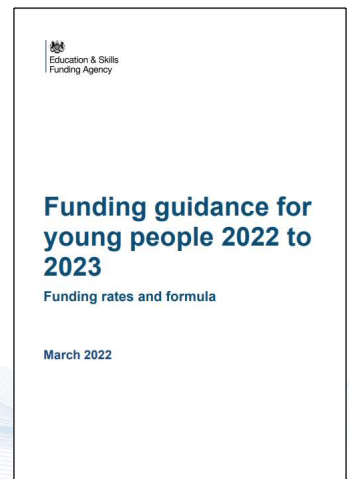
https://www.gov.uk/government/publications/funding-rates-and-formula
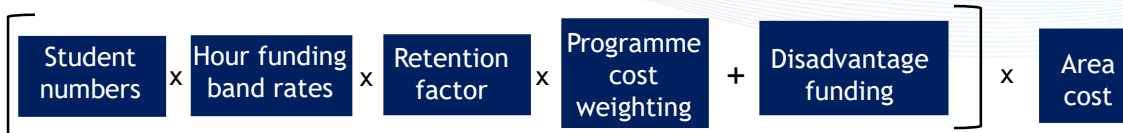
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Student numbers and the qualifying period

The ESFA count provider students based on the provider data submissions - the Individualised Learner Record (ILR)

If a student with 450 or more planned hours is withdrawn from all their enrolments prior to the 42nd day (based on dates in the ILR) they have not met the qualifying period and are therefore not counted

Basic 16-19 funding formula

[Student numbers] x [Hour funding band rates] x [Retention factor] x [Programme cost weighting] + [Disadvantage funding]] x [Area cost]

https://www.gov.uk/government/publications/funding-rates-and-formula
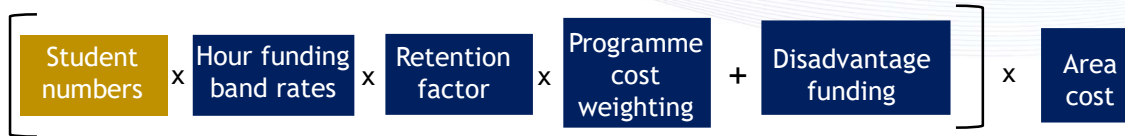
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Hour funding band rates

16-19 Bands (excl T-levels)	Planned hours	2022/23	2023/24
Full time (16-17)*	580+	£4,542	£4,642
Full time Band 4 a (18s)	485 +	£3,757	£3,840
PT Band 4b (16-18)	485-579	£3,757	£3,840
PT Band 3 (16-18)	385-484	£3,056	£3,123
PT Band 2 (16-18)	300-384	£2,416	£2,469
PT Band 1 (16-18)	up to 299	£4,542/640 = £7.01 per hour	£4, 642/640 = £7.25 per hour

* And students aged 18 and over with high needs

Basic 16-19 funding formula

[Student numbers] x [Hour funding band rates] x [Retention factor] x [Programme cost weighting] + [Disadvantage funding]] x [Area cost]

https://www.gov.uk/government/publications/funding-rates-and-formula
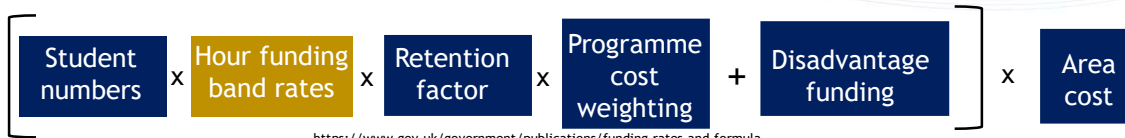
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Retention factor

Retention factor

76. The funding formula recognises that there is a cost to providers in delivering programmes of study to students who do not complete. This is applied through the retention factor, and the effect on funding is shown in the table below.

Table 7: Funding for withdrawing students

Student's completion status	Percentage of annual funding earned
Student leaves before completing qualifying period	0%
Student leaves and is not recorded as completed	50%
Student retained or leaves and is recorded as completed	100%

77. To reflect the funding reduction for withdrawing students, the funding formula uses a retention factor that is based on the retention rate.

78. The retention rate is the number of students retained (the student's completion status is continuing, completed or on a planned break in learning) divided by the total number of fundable students.

79. The retention factor is halfway between the retention rate and 100 per cent. We calculate it with the following formula.

$$\text{Retention factor} = 50\% + \frac{\text{retention rate}}{2}$$

80. We use a retention factor of 1 to calculate the allocations for direct funded 14- to 16-year-old students.

Basic 16-19 funding formula

[Student numbers] x [Hour funding band rates] x [Retention factor] x [Programme cost weighting] + [Disadvantage funding]] x [Area cost]

https://www.gov.uk/government/publications/funding-rates-and-formula
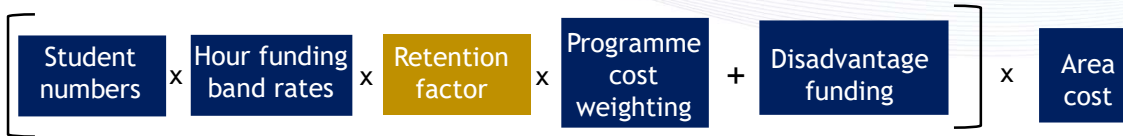
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Programme cost weighting

"We use programme weightings to recognise that some programmes are more costly to deliver than others"

Weighting	Weighting value
Base	1.0
Low	1.1
Medium	1.2
High	1.3
Very high	1.4
Specialist	1.75

"For vocational programmes, we determine the weighting by the core aim's SSA tier 2 classification. The weighting is applied to the student's whole programme"

"The programme cost weightings for some sector subject areas (SSA) have increased"

[Student numbers] x [Hour funding band rates] x [Retention factor] x [Programme cost weighting] + [Disadvantage funding]] x [Area cost]

https://www.gov.uk/government/publications/funding-rates-and-formula
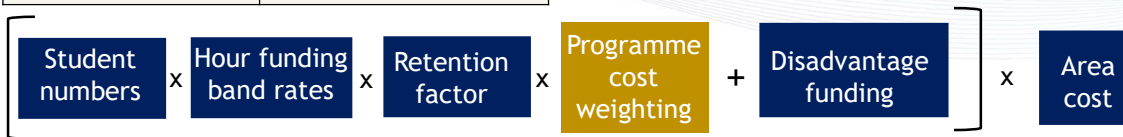
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Programme cost weighting and the core aim

institutions record a core aim for every 16 to 19 funded student
and, for traineeship students, a programme aim. We use this information to:

- determine whether the programme is academic, vocational, Traineeship, T Level or T Level transition
- calculate programme cost weighting
- calculate the high value courses premium
- calculate the level 3 programme maths and English payment

Where a student has multiple core or programme aims recorded across the academic year, we use the latest core aim for calculation purposes.

If the core aim qualification is one of these types, the study programme is academic:

- A level (excluding General Studies or Critical Thinking)
- GCSE
- International Baccalaureate
- Pre-U Diploma
- Free Standing Maths Qualification (FSMQ)
- Access to HE

If the student's core aim in the ILR is not one of the listed types, the student's programme is categorised as vocational unless they are identified as on a Traineeship, T Level or T Level transition programme.

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Programme cost weighting increases for 2023/24

We are increasing the PCW factors for programmes with their primary activity in 'engineering', 'manufacturing technologies', 'transportation operations and maintenance', and 'building and construction' and 'ICT practitioners' to help institutions with the additional costs of recruiting and retaining teachers in these subject areas.

Sector Subject Area (SSA)	Current PCW factor	New PCW factor
SSA 4.1 Engineering	1.4	1.5
SSA 4.2 - Manufacturing technologies	1.4	1.5
SSA 4.3 - Transportation operations and maintenance	1.4	1.5
5.2 Building and construction	1.4	1.5
6.1 ICT practitioners	1.2	1.3

Sector Subject Area (SSA)	Current PCW factor	New PCW factor
SSA 3.1 - Agriculture	1.3/1.75	1.4/1.75
SSA 3.2 - Horticulture and forestry	1.3/1.75	1.4/1.75
SSA 3.3 - Animal care and veterinary science	1.3/1.75	1.4/1.75
SSA 3.4 - Environmental conservation	1.3/1.75	1.4

https://www.gov.uk/guidance/16-to-19-funding-programme-cost-weighting-changes

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Programme cost weighting changes for A Levels

"Currently, any A level based study programme consisting of 2 or more Science A levels attracts a low (1.1) weighting. All other A level based study programmes and other academic programmes attract a base (1) weighting.

"For academic year 2023 to 2024, we are making some changes to PCWs. Any A level based study programmes consisting of 2 or more A levels in Design & Technology, Electronics, Computer Science, Physics, Biology and Chemistry will attract a low weighting. The list of qualifying A levels is based on those approved for funding each relevant academic year."

"Not all Science A levels will now count towards attracting the low weighting for A level based study programmes, only Physics, Biology and Chemistry."

We are decreasing the weighting for those vocational Science programmes with a core aim in Psychology from a low weighting to a base weighting

https://www.gov.uk/guidance/16-to-19-funding-programme-cost-weighting-changes

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Full list of programme weight changes

"There are 2 sheets in this workbook:

"A Levels attracting uplift - These are the A Level qualifications that will attract the Low uplift, when studied as a combination of 2 A Levels or more

"SSA2.1 not attracting uplift - These are the vocational qualifications in SSA 2.1 that will only attract a Base weighting, when studied as the core aim of a vocational study programme."

https://www.gov.uk/government/publications/qualifications-affected-by-programme-cost-weighting-changes

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Disadvantage funding (£6k minimum)

Two elements calculated by the ESFA using ILR and national data

- block 1: economic deprivation, based on the home postcode of the student.
Increases funding by 8.4% to 33.6% for those living in the 27% most deprived super output areas (based on IMD 2019)

- block 2*: prior attainment in GCSE English and maths at age 16 (£504 for full time, per subject per year)

* extra £683 for T Level students

Basic 16-19 funding formula

[Student numbers] x [Hour funding band rates] x [Retention factor] x [Programme cost weighting] + [Disadvantage funding] x [Area cost]

https://www.gov.uk/government/publications/funding-rates-and-formula
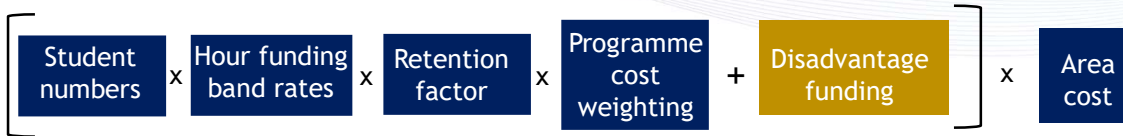
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Area cost

Really a south-east weighting with a maximum of 20% extra for providers based in inner-London

	Uplift
London A (Inner London)	20%
London B (Outer London)	12%
Berkshire (fringe and non-fringe)	12%
Crawley	12%
Surrey	12%
Buckinghamshire fringe	10%
Hertfordshire fringe	10%
Buckinghamshire non-fringe	7%
Oxfordshire	7%
Essex fringe	6%
Kent fringe	6%
Bedfordshire	3%
Hertfordshire non-fringe	3%
Cambridgeshire	2%
Hampshire and Isle of Wight	2%
West Sussex non-fringe	1%
Rest of England	0%

Basic 16-19 funding formula

[Student numbers] x [Hour funding band rates] x [Retention factor] x [Programme cost weighting] + [Disadvantage funding] x [Area cost]

https://www.gov.uk/government/publications/funding-rates-and-formula
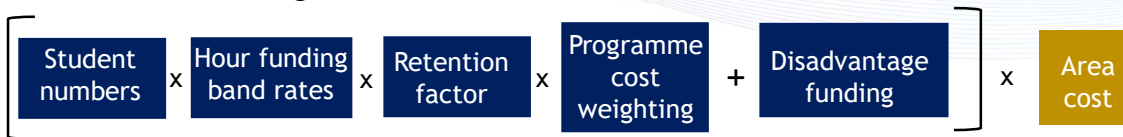
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The actual full funding formula*

| Student Numbers | x | Funding rate per student (dependent on band) | x | Retention factor | x | Programme cost weighting | + | Level 3 programme maths and English payment | + | Disadvantage funding | + | Large Programme Funding | x | Area Cost |

= Core programme funding

| − | Condition of funding adjustment | + | Advanced maths premium payment | + | High value courses premium | + | T Levels industry placement funding |

= Total programme funding

| + | Care standards funding | + | Capacity and Delivery Fund | + | High needs students funding | + | Student support funding |

= Total funding

* Check you funding allocation document for provider details

https://www.gov.uk/government/publications/funding-rates-and-formula

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T Level programme design

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Slide 23

T Level providers

Ofsted grade 1 or 2 requirement fully lifted for 24/25 so all colleges expected to be involved

https://www.gov.uk/government/publications/providers-selected-to-deliver-t-levels

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Slide 24

Current timeline and awarding organisation

And there is a plan for a Marketing T level to be introduced from 2025

https://educationhub.blog.gov.uk/2022/06/20/t-levels-what-courses-are-available/

https://www.tlevels.gov.uk/students/subjects

T LEVEL	YEAR OF DELIVERY	CONTRACTOR
Education and childcare	2020	NCFE
Design, surveying and planning		Pearson
Digital production, design and development		Pearson
Digital business services	2021	NCFE
Digital support and services		NCFE
Health		NCFE
Healthcare science		NCFE
Science		NCFE
Onsite Construction & Building Services Engineering		City & Guilds
Accounting	2022	Pearson
Finance		Pearson
Engineering, manufacturing, processing and control		City & Guilds
Maintenance, installation and repair for engineering and manufacturing		City & Guilds
Design and development for engineering and manufacturing		City & Guilds
Management and administration		City & Guilds
Hair, Beauty & Aesthetics	2023	NCFE
Craft & Design		NCFE
Media, Broadcast & Production		NCFE
Catering		Highfield
Animal Care & Management		City & Guilds
Agriculture, Land Management & Production		City & Guilds

Plus Legal with Pearson

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Level 3 programme maths and English payment

Level 3 programme maths and English payment

112. We give extra funding to providers to deliver maths and English to students doing substantial level 3 study programmes or T Levels.

113. Students are eligible for additional funding in the first year of a level 3 programme when they have not yet attained a GCSE grade 9 to 4 (or equivalent) in maths and/or English, and their study programme meets at least one of these criteria:

   a. it includes at least 2 A levels

   b. it includes a level 3 qualification of at least 360 guided learning hours (GLH)

   c. it is a T Level

Table 10: Funding rates for maths and English in level 3 programmes

	Payment per subject
1 year programme	£375
2 year programme	£750

114. We pay an instance of funding for each subject in which a student does not hold a GCSE grade 4. This means that a student who has not passed either English or maths will receive one instance, and those without both GCSEs will receive 2 instances.

115. For students on 2 year programmes, we pay the whole 2 year rate in the first year of their programme, as long as they are continuing at the end of their first year. Otherwise we pay the rate for a 1 year programme.

https://www.gov.uk/government/publications/funding-rates-and-formula

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Industry placement funding rate

"Industry Placements are a compulsory element of the T Level. Placements are to be delivered in line with the industry placements quality assurance guidance, due to be published later this spring. In the meantime, please see the published standards and principles that apply to industry placement Capacity and Delivery Funding. We will fund Industry Placements at **£275 per student for each of the 2 years of the T Level.** Payments will be allocated for the T Level student numbers agreed with providers.

"Every T Level student must undertake a substantial Industry Placement and this should be recorded using the learning aim ZWRKX003. This learning aim reference is specifically for T level industry placement activity. This can be recorded in year 1 or year 2 of the T Level programme."

https://www.gov.uk/government/publications/funding-rates-and-formula
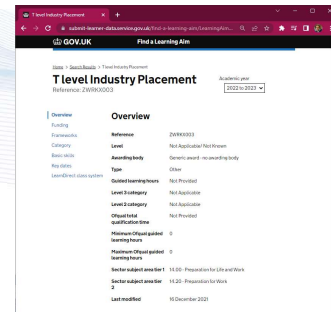
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Condition of funding (English and maths)

Condition of funding adjustment

138.   Students doing study programmes other than T Levels must study maths and/or English when they do not already hold a GCSE grade 9 to 4 (a standard pass grade) or equivalent qualification in these subjects.

139.   This requirement is a condition of funding and we remove funding from future allocations for students who do not meet it.

140.   We use historic information from the latest full year's data for the condition of funding adjustment. For the 2022 to 2023 allocations, we remove funding for students who do not meet the condition in 2020 to 2021, according to either the 2020 to 2021 R14 or autumn 2021 school census data.

141.   From 2022/23, T Level students must meet the condition of funding in the same was as students on study programmes. Students who started a T Level programme in previous years do not have to meet the condition, but we expect that they will work towards achieving a GCSE grade 4 in English and/or maths if they do not already have a level 2 in those subjects.

https://www.gov.uk/guidance/16-to-19-funding-maths-and-english-condition-of-funding

https://www.gov.uk/government/publications/funding-rates-and-formula

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Basic funding formula for T Levels

Basic 16-19 funding formula

[Student numbers] x [Hour funding band rates] x [Retention factor] x [Programme cost weighting] + [Disadvantage funding]] x [Area cost]
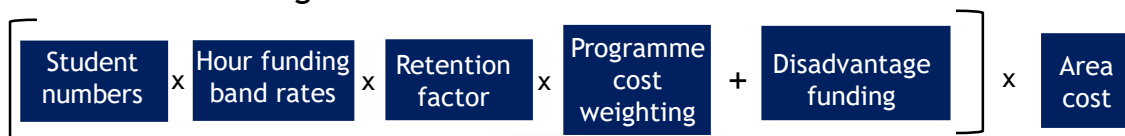
Plus, for all T Level students

Industry placement funding (£275 per year per student)	Additional disadvantage funding. Where it would normally be £504 per English or math qual a FT student doesn't have it's £683 per year

"The funding rate for block 2 disadvantage for T Level students will be £683, which is higher than for study programmes in recognition that this is a large"

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16-19 Study Programme lagged funding allocations

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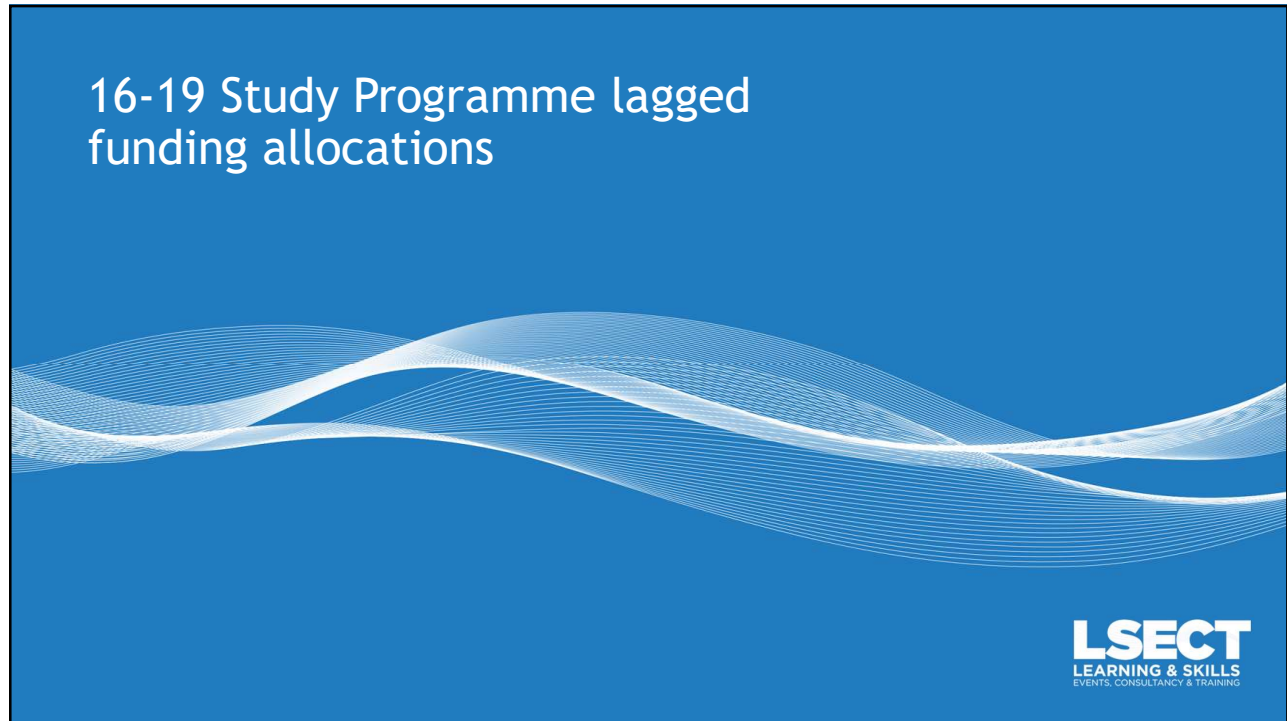
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16-19 Allocation Timeline

Month	Activity
Dec-22	6 December 2022 is the ILR R04 deadline. This is the first 16 to 19 data return for 2022 to 2023
Jan-23	We will start to publish guidance to support funding allocations. We will issue allocation calculation toolkits containing funding factors to colleges, schools and academies. We will publish outcomes of the high needs place change process for 2023 to 2024
Feb-23	6 February 2023 is the ILR R06 deadline. During the month, we expect to start issuing allocations, including high needs place numbers, to most school sixth forms, academies, special academies, colleges and higher education institutions
Mar-23	We will issue allocations to all special post-16 institutions, non-maintained special schools and independent learning providers. We will also issue any remaining allocations to school sixth forms, academies and colleges
Apr-23	The business case deadline is 28 April 2023 for all institutions to return any business cases in relation to a significant data error or exceptional circumstances affecting their allocation. This excludes institutions in scope of the high needs place change process because we will open a 2-week window for enquiries in January 2023
May/June 2023	In May, we will review and process business cases received by the deadline with full and complete information and communicate these outcomes by the end of June
July/August 2023	We will issue funding agreements/contracts to institutions either directly or through the lead contact. Agreements/contracts signed and returned by funded organisation
August/Sept 2023	The first payment will be made to local authorities (in respect of schools with sixth forms) and directly to academies, colleges and other institutions

Note: For the first time ESFA will include all T Level data in the calculation of funding factors

https://www.gov.uk/guidance/16-to-19-education-funding-allocations

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Allocation toolkit

"The allocation calculation toolkit (ACT) shows you the data we have used to calculate your funding elements. You can use it to check that the data is calculating the factors and other values used in your funding allocation as you expect it to. This may show you where there are errors in your data returns, and therefore highlight instances where you might want to submit a business case. You should submit a business case relating to the data within the ACT after you have received and reviewed your allocation statement. The deadline for submitting cases is 28 April 2023, as published in the allocations timeline."

https://www.gov.uk/government/publications/16-to-19-funding-allocations-supporting-documents-for-2023-to-2024/16-to-19-further-education-allocation-calculation-toolkit-2023-to-2024
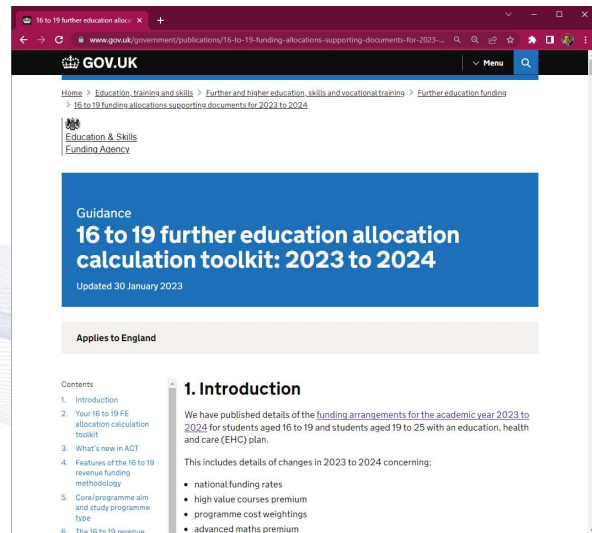
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Allocation toolkit

3. What's new in ACT

We have made some changes to ACT this year:

- removal of the flag to identify students on high value courses for school or college leavers, as the Covid recovery policy is no longer in place which identified students to be treated differently in the calculation of funding band proportions and retention factors
- funded T Level students are now included in the calculation of the funding elements with the exception of the students counting towards the condition of funding and capacity and delivery (CDF) industry placements volumes
- we have added a new sheet, T Level lookup, to support the calculation of the funding band on the programme sheet for T Level students using their pathway codes
- we have added a new sheet, PCW lookup, to provide the information required to add the programme cost weighting (PCW) factor value to the program sheet for use in calculating the PCW factor
- bursary element 2b, Student costs - we have split industry placements into 2 elements:
  - Element 2bi Capacity and Delivery Fund (CDF) Industry Placements
  - Element 2bii T Level Industry Placements

This is to ensure that bursary to support student costs is allocated appropriately as T Level Industry Placement delivery grows and CDF industry placements are phased out

Should be able to access yours from
https://skillsfunding.service.gov.uk/document-exchange

https://www.gov.uk/government/publications/16-to-19-funding-allocations-supporting-documents-for-2023-to-2024/16-to-19-further-education-allocation-calculation-toolkit-2023-to-2024
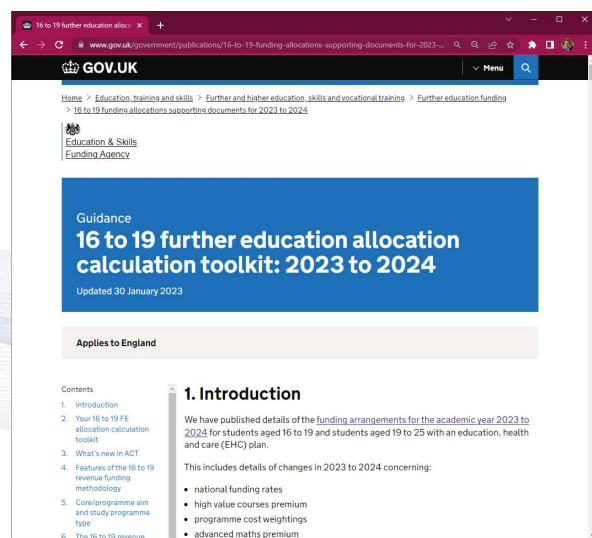
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Allocation toolkit example

https://www.gov.uk/government/publications/16-to-19-funding-allocations-supporting-documents-for-2023-to-2024

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Allocation business cases (to request an increase)

When to submit a business case

Cases received with full information before 28 April 2023:

- we aim to communicate outcomes for straightforward cases by the end of May 2023
- complex cases can take longer to investigate, and we aim to communicate outcomes for these before the end of June 2023

Cases received after 28 April 2023 or with missing information:

- we will consider cases with missing information or those received after 28 April 2023
- we aim to let you know the outcomes as soon as we are able, but for some of the more complex or late cases you might receive decisions from July onwards
- for these cases, any adjustment to your allocation will be actioned as a contract variation

You should only submit business cases where you have made a significant error in your 16 to 19 schools census or individualised learner record (ILR) data. This should be by exception and only after you have received your funding allocation statement.

When not to submit a case

This process does not cover business cases for high needs place funding for institutions that are within scope of the high needs place change notification process.

For institutions returning the ILR, we will not accept business cases where an error in the 2021 to 2022 R04 (or R46) has reduced the ratio for the 2023 to 2024 allocation. This is because any such error will have also resulted in an equivalent increase in the 2022 to 2023 allocation.

How to submit a case

You should contact us through our online enquiry form, clearly stating the nature of your business case. The head of institution must authorise all business cases. Please do not upload business cases to the Document Exchange without first submitting an online enquiry form as these will not be retrieved automatically.

When appropriate, we will send you a pre-populated template when you contact us to make sure we have all the evidence we need. Extracts from allocation calculation toolkits with associated corrections or templates that have been rolled forward from previous business cases will not be accepted. Where a template is required the template for the current year must be completed.

https://www.gov.uk/guidance/16-to-19-education-funding-allocations

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Business case thresholds

Thresholds for business case

We apply standard minimum thresholds to decide whether we will consider a case.

For cases affecting lagged student numbers, full-time/part-time split, funding factors and the condition of funding:

- an overall impact of 2.5% on total programme funding or £50,000, whichever is lower. Total programme funding refers to the elements as outlined in 'Figure 1: 16 to 19 funding formula' in the 16 to 19 funding: how it works guidance

For cases not covered above:

- an overall impact of 2.5% of the funding related to that element
- for example: if the case relates to level 3 programme maths and English, the 2.5% would be in relation to total funding for level 3 programme maths and English payment

We have maintained these reduced thresholds for the 2023 to 2024 academic year to reflect the increased pressures on budgets from cost of living and other continuing exceptional circumstances. Higher thresholds may apply for future academic years.

https://www.gov.uk/guidance/16-to-19-education-funding-allocations

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Lagged student allocations for 16-19 study programmes

R04 (22/23) students x R04 (21/22):R14 (21/22) ratio = Total 2023/24 students

Proportion of students in each band from 2 years ago.

b) ILR R04 to R14 ratio from 2 years ago

a) ILR R04 from previous year

So ILR R04 collection is critical

And ILR R06 gives ESFA opportunity to revise learner count

Table 1a: Student Numbers (Including 19-24 Students)					
1.1a	201_/__ R04 Students				3,529
1.2a	2018__ 04 to R14 Ratio				1.082
1.3a	Total Lagged Student Number				3,818
1.4a	Exceptional Variations to Lagged Student Number				9
1.5a	Total Student Numbers for 20...				3,827
1.6a	Student Number Methodology Used			2(	0 R04 x R04:R14 Ratio

Table 1b: Breakdown of Funding by Funding Band (Including 19-24 Students)					
Planned Hours		Student numbers 20.......	Proportions used in 2020/21 allocation	Number of Students allocated in ?..._.?1	National Funding Rate	Student Funding
1.1b	Band 5	2,683	68.62%	2,626	£4,188	£10,504,185
1.2b	Band 4 (Sum of Bands 4a and 4b)	908	23.22%	889	£3,455	£2,932,794
	Band 4a	783	20.03%			
	Band 4b	125	3.20%			
1.3b	Band 3	110	2.81%	108	£2,827	£290,695
1.4b	Band 2	83	2.12%	81	£2,234	£173,281
1.5b	Band 1	Students	126	3.22%	123	
1.6b		FTEs	33.47		32.76	£4,188	£131,045
1.7b	Total	3,910	100%	3,827		£14,032,000

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All provider 16-19 allocations

Including T Level student target

https://www.gov.uk/government/publications/16-to-19-allocation-data-2022-to-2023-academic-year

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Importance of R06

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ESFA Update last week (deadline is next Monday)

1. Reminder: R06 individualised learner record (ILR) data return closes 6 February 2023

The R06 individualised learner record (ILR) data return closes on 6 February 2023. This return forms a key part of the data we will use to determine the student numbers for 2023 to 2024 16 to 19 funding allocations. We also use this data for in-year monitoring and reconciliation for eligible providers.

We particularly want to highlight the deadline to providers delivering T Levels, to make sure that their data is complete and correct. We have published guidance on returning T Level data.

https://www.gov.uk/government/publications/esfa-update-25-january-2023/esfa-update-further-education-25-january-2023#reminder-r06-individualised-learner-record-ilr-data-return-closes-6-february-2023

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ILR R06 usage for 16-19 allocations

Colleges: "we take the number of eligible students with a reference date of 1 November 2022 based on R04 (2022 to 2023). We multiply this by the ratio of 1 November to all-year student numbers based on R04 (2021 to 2022) and the R14 return for that year. **We compare this figure with the student numbers calculated from R06 (2022 to 2023),** both the year-to-date (as at 1 February) figure and the number recruited by 1 November (R04) to determine the final student number methodology to be used, R04 multiplied by the ratio, R04 multiplied by the ratio or R06"

ITPs: "depending on the profile of recruitment for the individual provider, we will either use 1) a 12-month rolling figure for February 2022 to January 2023 based on R14 (2021 to 2022) and R06 (2022 to 2023) data, 2) the same approach as set out above for FE colleges, or 3) the average of approaches 1) and 2). **There may be a delay in issuing allocations for institutions where we use R06 data.**"

So, focus on data checks that could impact on your learner count (higher or lower)

https://www.gov.uk/government/publications/16-to-19-allocation-data-2022-to-2023-academic-year

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"Higher level of funding audit scrutiny"

7. Information: update to the 16 to 19 funding guidance

We have had some questions raised following the pandemic that some providers may replace national qualifications with employment, enrichment and pastoral activity and some students' study programmes would then be inconsistent with the requirements set out in the Wolf review.

As a result, study programmes where non-qualification hours form the majority of total planned hours will, from this academic year, attract a higher level of funding audit scrutiny. This may include the need to provide evidence of recognised educational costs which is set out in annex B of our funding regulations. This does not include study programmes for High Needs and/or learners with education health and care plans because we recognise that for some of these students, higher levels of non-qualification activity may be appropriate.

We have updated our funding guidance documents and any changes are clearly shown in the 'what's new section'. We will add a new report to our existing reports to help providers identify the students that are likely to fall under higher funding audit scrutiny.

https://www.gov.uk/government/publications/esfa-update-17-november-2021/esfa-update-further-education-17-november-2021#information-update-to-the-16-to-19-funding-guidance

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PDSATs

What we will cover:

Changes to 22/23 PDSAT

Dashboards

16-19 PDSAT reports

THE POWER OF BEING UNDERSTOOD
AUDIT | TAX | CONSULTING

RSM

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Key changes

What's changed?

- Purely online product – no requirement to download software – www.pdsat.co.uk

- Three levels of users – Organisation Owner, Uploader and Reviewer

- Outputs to excel – found on 'Downloads

- New Dashboards

You must be registered to access the new platform - access is reviewed and granted by ESFA

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Getting started

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RSM
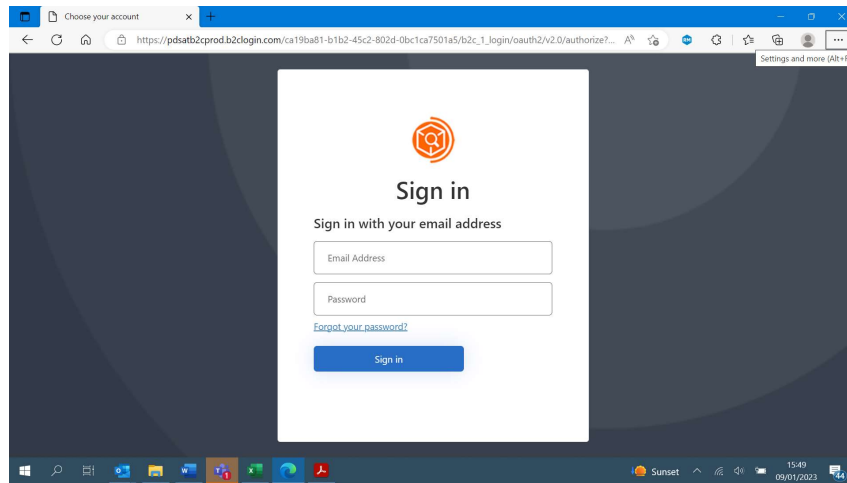
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MFA and limited time login

For enhanced security PDSAT online used MFA as part of the login process – make sure you have your phone with you!!! Also note that login session only last 20 minutes

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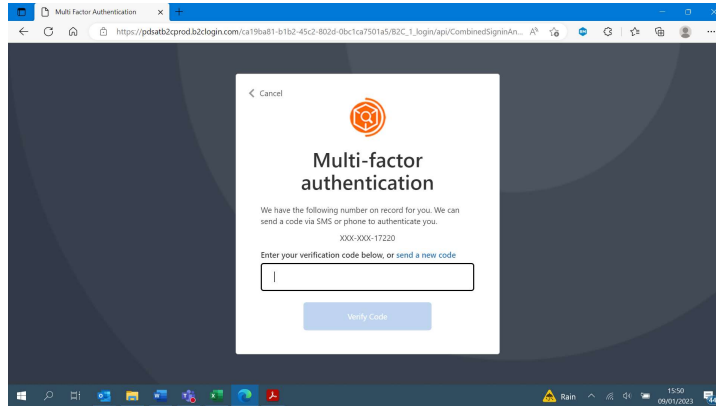
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Uploading XML or FIS CSV zip files

Clicking on the 'Returns' option will allow you to upload an XML or FIS CSV zip file

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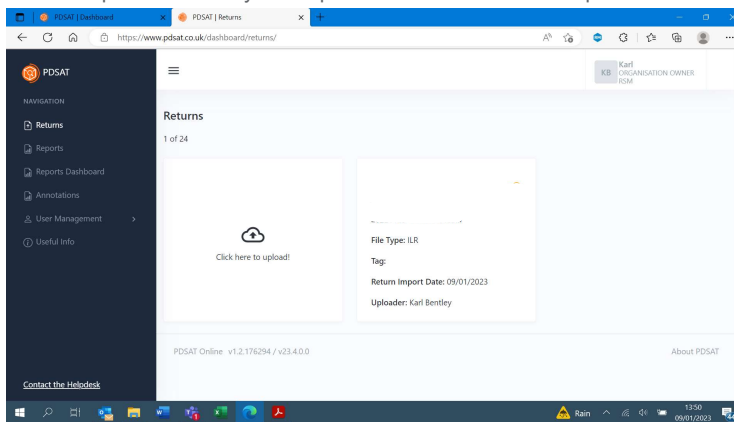
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Dashboard tool

New development for 22/23
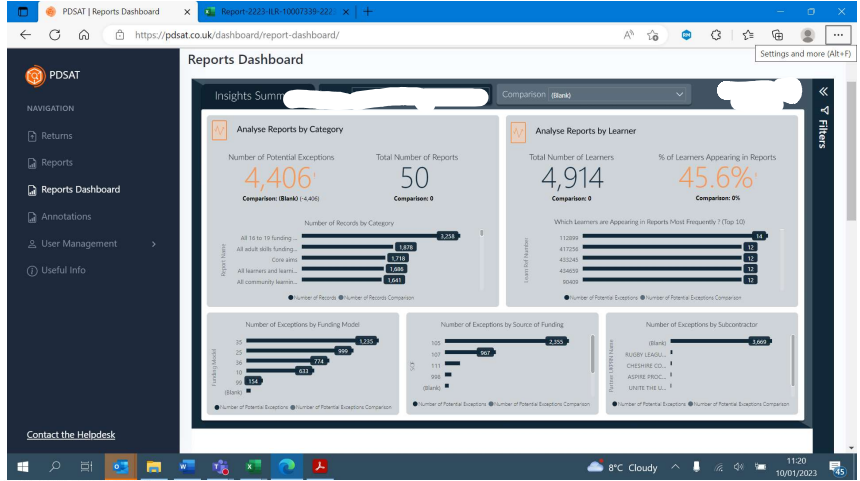
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Dashboard tabs

Tabs for additional dashboards can be found at the bottom of the page
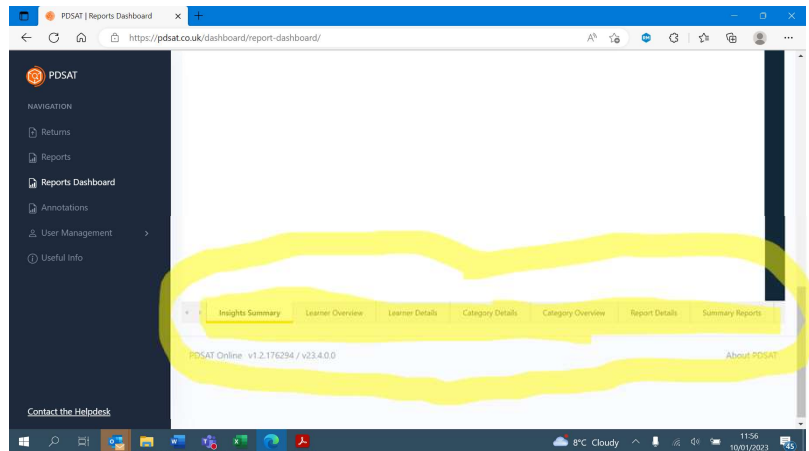
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FM36 Hints and Tips

Learner Overview – right click on tables/maps to get full screen option
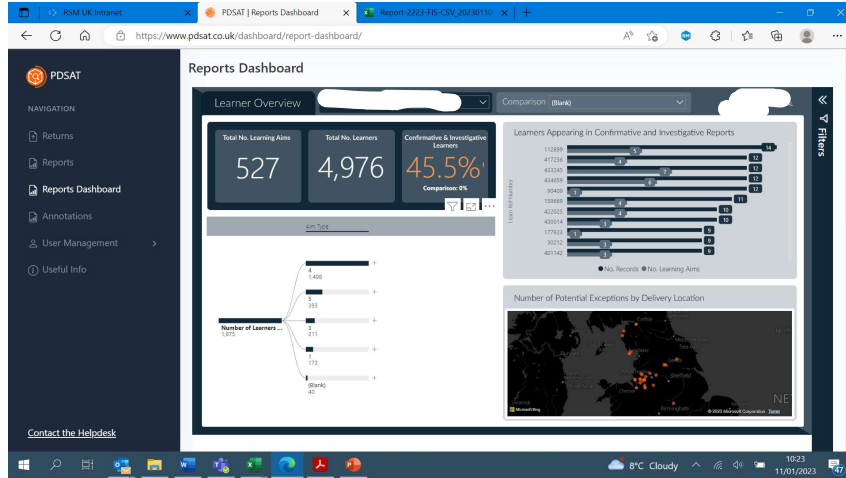
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Enhance map mode – provides detail on student locations
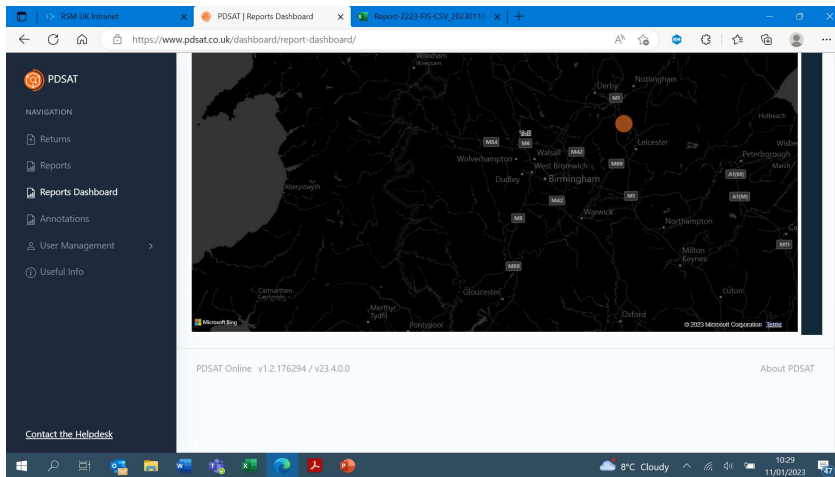
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Category Details

Options to review confirmative, investigative and listing reports
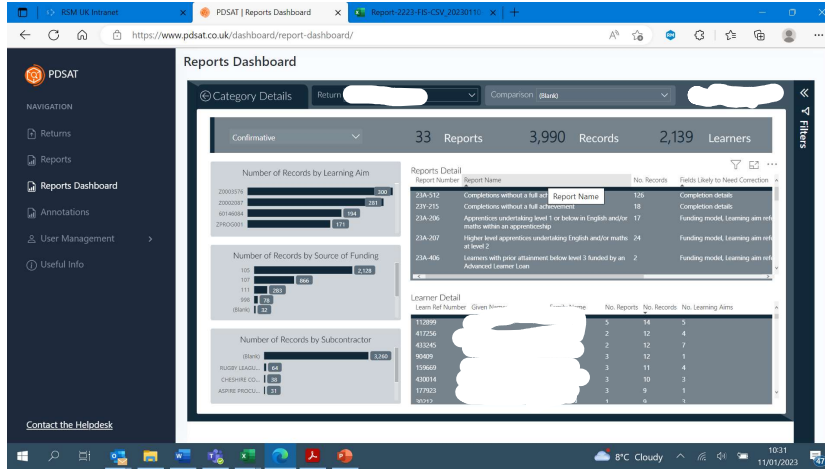
Category Details
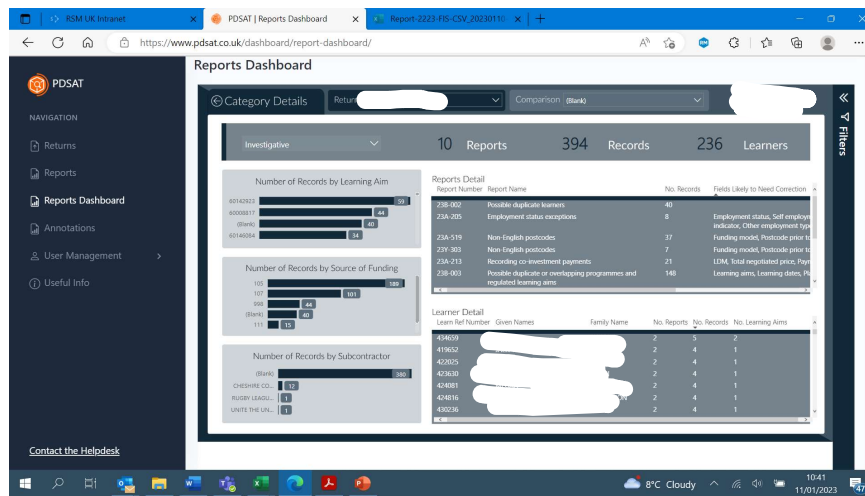
Category overview
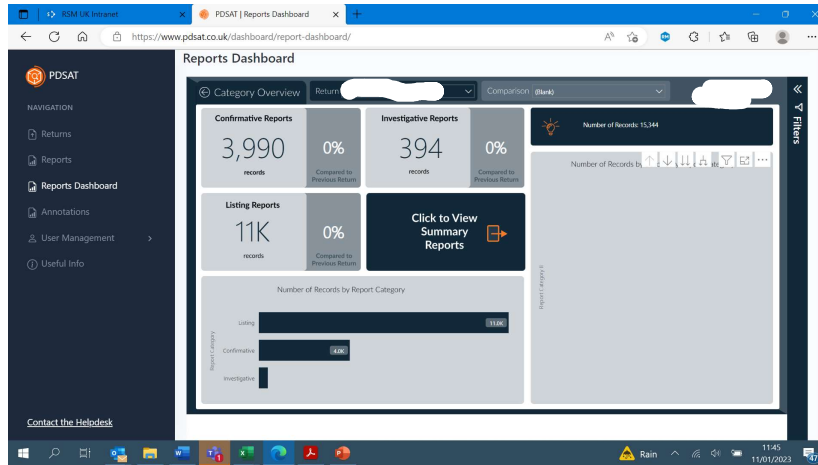
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Summary reports

Dashboards also include data so look at reports may not be necessary
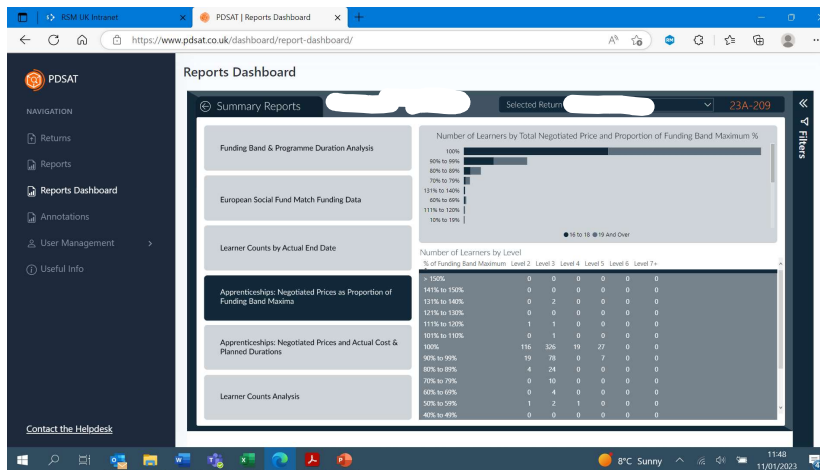
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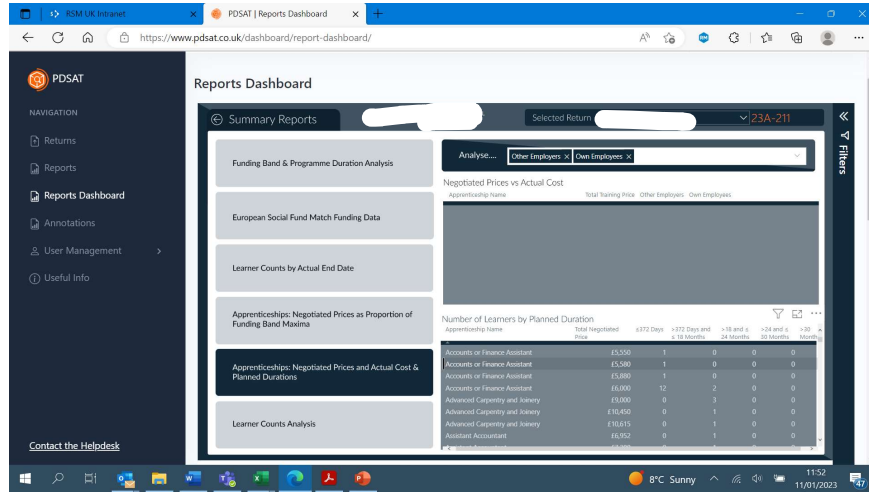
Summary reports

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Summary reports
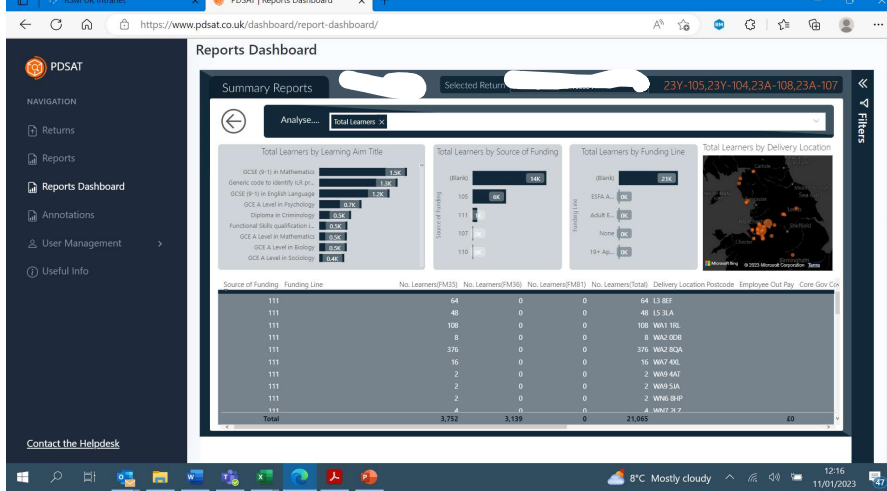
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Monitoring post-16 funding reports

https://www.gov.uk/government/publications/financial-assurance-monitoring-post-16-funding/financial-assurance-monitoring-post-16-funding-for-2022-to-2023

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Final Q&A

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