



Education
Funding
Agency

Funding guidance for young people 2013/14

Rates and formula

This document updates and replaces for 2013/14 the YPLA funding guidance 2012/13: Rates and formula.

Of interest to local authorities, institutions and other stakeholders involved in managing and delivering EFA funded provision.

Version 1

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Rates and formula funding guidance

1. This document is part of a series of booklets providing Education Funding Agency (EFA) Funding guidance for young people 2013/14. These documents outline the main features of the EFA funding arrangements for 2013/14 and are an integral part of the EFA's funding agreements for young people aged 16-19 and those aged 19-24 funded by the EFA. All these documents should be read in this context, unless specifically stated otherwise. This is the definitive EFA guidance for 2013/14 and supersedes any previous funding guidance.

1: Programme funding model

Scope of the model

2. The 16 to 19 model covers all provision for any student aged 16 to 19 (other than Apprenticeships) in colleges of further education, higher education institutions, independent specialist providers, commercial and charitable providers (CCPs), and maintained school and academy sixth forms. It also covers the following groups of young people:
 - a. Students up to the age of 24, when they have a Learning Disability Assessment (LDA) or Education, Health and Care plan (EHCP).
 - b. Students up to the age of 24 who are continuing on the same programme as in 2012/13, and who have high cost learning support needs (more than £6,000) but who do not have an LDA.
 - c. 14 to 16 year-olds who are directly recruited into eligible FE institutions are funded through the 16 to 19 model as well, although allocations for this delivery use modified elements of the standard formula.

Funding methodology

3. The funding methodology is used to provide a nationally consistent method of calculating funding for all institutions delivering 16 to 19 provision based on:
 - a. the number of students,
 - b. a national funding rate per student,
 - c. retention factor,
 - d. programme cost weighting,
 - e. area cost allowance, and
 - f. disadvantage.

The formula

$$\left(\begin{array}{l} \text{Student} \\ \text{numbers} \end{array} \times \begin{array}{l} \text{National} \\ \text{funding} \\ \text{rate per} \\ \text{student} \end{array} \times \begin{array}{l} \text{Retention} \\ \text{factor} \end{array} \times \begin{array}{l} \text{Programme} \\ \text{cost} \\ \text{weighting} \end{array} + \begin{array}{l} \text{Disadvantage} \\ \text{funding} \end{array} \right) \times \begin{array}{l} \text{Area cost} \\ \text{uplift} \end{array} = \begin{array}{l} \text{Total} \\ \text{programme} \\ \text{funding} \end{array}$$

Student numbers

- The funding formula measures the volume of delivery through student numbers and the size of their programme. Funding allocations use the lagged approach, and take student numbers from the number of young people participating in the previous year.

National funding rate

- All full time students are funded at the same basic funding rate per student, per year. The funding rates for part time students are derived from the full time rate, proportioned according to the midpoint of the hours range.

Table 1: National funding rates for 2013/14

Band	Category	Annual timetabled hours	National funding rate per student
	Full time	540+ hours	£4,000
4	Part time	450 to 539 hours	£4,000 ¹
3	Part time	360 to 449 hours	£2,700
2	Part time	280 to 359 hours	£2,133
1	Part time	Up to 279 hours	£4,000/FTE

- The definitions of the full time and part time bands are based on the annual timetabled hours that are planned for a student; these hours are defined differently to guided learning hours, and institutions should refer to companion document *Funding regulations* for further information on what hours may be included.
- For funding purposes the minimum threshold for a full time programme is set at 540 planned hours. The EFA expects that the average for full time student programmes will be 600 hours, and has set the funding rate on this basis.
- The full time funding rate is intended to fund a student for a programme that lasts the whole of the academic year. Students who start at the beginning of the year and attend a full time programme that ends with the usual external summer examinations are regarded as attending for a whole year.
- In some circumstances, it may be valid for a student to be recorded on a full time programme even though it does not cover the whole delivery year – for example, a student who starts a programme in November after withdrawing from a similar programme at another institution. Institutions must bear in mind that the EFA does not expect to fund students to take more than one full time programme (or the equivalent in multiple part time programmes) in a year.
- In some cases, where this best meets the assessed needs of the students and/or is strictly necessary to prepare them for their progression outcome, institutions will plan compressed programmes to allow students to complete a significant number of hours in a short period of time, and these programmes will be funded at the standard funding rates based on the planned hours. The EFA will expect such compressed delivery to lead to excellent results, as demonstrated through qualification success rates and positive destinations. EFA will monitor the delivery and value for money of

¹ This is an interim rate reflecting the change to the new funding system, and the EFA will review the position for 2014/15 delivery. Students recorded in the 450-539 band in 2013/14 will attract part-time funding in allocations for 2015/16.

compressed programmes during 2013/14, and will decide whether to apply a funding cap to such provision in future accordingly.

11. Some students may have programmes planned in twelve month blocks that do not match the funding year (August to July). The funding band for these students is determined by the number of planned hours that they are doing in the funding year – therefore it is possible for a learner to be funded as full time in one year and part time in the next, or part time in both years, even though their attendance pattern is the same as students on full time programmes.
12. Band 1, the smallest part time band, is funded on full time equivalents (FTEs). FTEs are calculated as the total planned hours for the student as a proportion of 600 hours (the funded hours representing a full time study programme).

Programmes and core aims

13. The core programme aim is the principal or ‘core’ qualification in a student’s programme. Institutions identify the core aim for each programme in the Individualised Learner Record (ILR) or school census (in the case of the school census the core aim is only identified for vocational or mixed programmes).
14. The core aim is used:
 - a. to calculate programme cost weighting,
 - b. to determine whether a student is retained on the programme or not, and
 - c. whether the programme is academic or vocational.

Academic programmes

15. The table below indicates those qualification types that are academic. If the student’s core aim in the ILR is not one of the listed types, the student’s programme is vocational. For the school census the same logic applies, with the addition that if the core aim is not returned for a student (the core aim is not mandatory in the school census) their programme will be deemed academic.

Table 2: Core aims in academic programmes

Level	Qualification types
3	<ul style="list-style-type: none"> ▪ GCEs: AS, A2, A with AS levels; double awards count as two academic qualifications (General Studies and Critical Thinking are excluded). ▪ IB Diploma. ▪ IB Certificates. ▪ Cambridge Pre-U Diploma. ▪ Access to HE Diploma.
2	<ul style="list-style-type: none"> ▪ GCSEs – including vocational. ▪ GCSE short courses. ▪ Free standing maths qualifications (FSMQs).

16. A levels in Critical Thinking and General Studies should not be core aims. However, the planned hours associated with them should be included in the total for the purposes of determining the planned programme hours.

Vocational programmes

17. Students who are not on an academic programme are, for funding purposes, on a vocational programme.

Determining the core aim

18. The core aim is the most important element of the programme, which will usually be the component with the largest amount of timetabled activity associated with it.
19. The core aim will determine whether a programme is academic or vocational. Any programme with an academic qualification (as set out in Table 2) as the core aim is an academic programme. When any other type of qualification is selected, the programme is vocational.
20. Traineeships must always have work experience as the core aim. Study programmes that are not traineeships may also have work experience as the core aim.
21. There are limited circumstances when a student will have more than one core aim identified in an academic year.
 - a. When a student withdraws from their core aim and starts another in its place. A replacement core aim should only be recorded when the new core aim is a substantial and core component of the study programme. If an alternative aim that meets these criteria cannot be identified, the withdrawn aim should remain as the core aim.
 - b. When a student progresses from a traineeship into another FE study programme.
 - c. When a student returns to learning after completing a study programme (that is, after completing all the activities on their original learning agreement or plan), the second block of activity requires another core aim to meet the study programme criteria.
22. A programme can only have one core aim at a time. When an institution needs to record another core aim against a student, the actual end date recorded for the previous core aim must be before the start date of the new core aim.
23. Although planned hours will not usually be changed during the year, when a student progresses to further subsequent learning in the same year, under the circumstances described in paragraph 21b and c, the planned hours recorded on the ILR may require changing to reflect the additional hours that are planned for the student.

Definition of a start

24. For funding purposes a student is deemed to have started a study programme once they have remained on that programme within the current funding year for the period of time defined in table 3. Where qualifications are withdrawn before this qualifying period is met the hours associated with those qualifications should not be recorded.
25. For programmes that span more than one funding year, a student has to re-qualify as a start at the beginning of each year.

Table 3: Criteria for counting as a start

Study programme planned length in-year	Qualifying period
>= 24 weeks	6 weeks (42 days)
2 to 24 weeks	2 weeks (14 days)

26. The planned programme length is determined using the earliest start date and latest planned end date of all aims within a study programme. Similarly, the actual length used to determine whether or not the student has met the qualifying period uses the earliest start date and latest actual/planned end date of all aims within a study programme.
27. Programmes shorter than two weeks are no longer funded.

Retention

28. Retention criteria differ according to programme type.
 - a. Academic programmes: a student must stay on or complete at least one of the academic aims in their programme (not necessarily the core aim) in the funding year.
 - b. Vocational programmes: a student must stay on or complete their core aim in the funding year to count as retained.
 - c. Where the core aim is work experience (for example, in a traineeship programme), the following will also be recorded as positive retention:
 - i. progression to an Apprenticeship, when the student has completed the qualifying start period,
 - ii. progression to a full time study programme, when the student has completed the qualifying start period, or
 - iii. progression to a job that meets the RPA requirements and that has been sustained for at least six weeks.
29. The funding formula recognises that there is a cost to institutions in delivering programmes of study to students who do not complete, as shown in the table below.

Table 4: Funding for withdrawing students

Student's completion status	Percentage of funding earned
Student leaves before qualifying period	0%
Student leaves before planned end date and not recorded as completed	50%
Student retained to planned end date and recorded as completed	100%
Student leaves before planned end date and recorded as completed	100%

Retention factor

30. To reflect the funding reduction for withdrawing students, the funding formula uses a retention factor that is based on the retention rate.
31. 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.

32. The retention factor is halfway between the retention rate and 100 per cent. It is calculated using the following formula.

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

33. A retention factor of 1 is used in calculating funding for 14 to 16 allocations, as retention does not apply to pre-16 students.

Transfers

34. When a student transfers between qualifications or other programme components (such as work experience or personal development activity), retention is not affected as long as the student continues to meet the retention criteria outlined above.
35. Work experience as a learning aim must not be recorded as a transfer.

Withdrawals

36. When a student withdraws from the whole of their programme at one institution and enrolls at another within the same funding year, the first institution will receive funding (assuming they have met the programme qualification period), adjusted by the retention factor as described above. The second institution should record the student on a full time or part time programme, according to the number of hours that their programme holds for the remainder of the year.

Programme cost weighting

37. Programme weightings recognise that some programmes are more costly to deliver than others. There are four programme weighting factors in the 16 to 19 model.

Table 5: Programme weighting factors

	Weighting value
Base	1.0
Medium	1.2
High	1.3
Specialist	1.6

38. All academic and some vocational programmes are weighted at the base rate.
39. For vocational programmes, the weighting is determined by the sector subject area (SSA) tier 2 classification of the core aim. The weighting is applied to the student's whole programme.
40. For 14 to 16 funding, a weighting of 1.04 is applied to the student funding rate.
41. The SSA classifications and weightings are shown in annex A.

Specialist (land-based) programmes

42. Certain programmes in the land-based sector, when delivered in certain contexts, are particularly costly to deliver. The higher costs are reflected by the use of programme cost weighting 1.6.

43. Only institutions that have specialist resources are eligible for funding for the specialist programmes at the higher weighting. When delivered by institutions without specialist resources, these programmes will attract a 1.3 weighting.
44. Institutions eligible for the higher weighting will be identified by the EFA and Skills Funding Agency, advised by Lantra.

Disadvantage funding

45. Disadvantage funding is made up of two blocks: one to account for students' economic deprivation, and one to account for low prior attainment in English and maths. Disadvantage funding is not ring fenced and institutions have the freedom to employ the strategies that specifically attract, retain and support the achievement of disadvantaged students and those with learning difficulties and disabilities.

Block 1: economic deprivation funding

46. Block 1 funding recognises that there are additional costs incurred in engaging, recruiting, and retaining young people from economically disadvantaged backgrounds. Whether a learner is eligible for block 1 funding is determined by their home postcode and the level of deprivation recorded for that area in the Index of Multiple Deprivation (IMD) 2010.
47. Block 1 also gives an additional amount of funding for students who have recently left care, which is the same as the block 2 rate (£480 per student). The same amount is paid regardless of whether the student is full or part time.

Index of Multiple Deprivation (IMD) 2010

48. IMD 2010 gives a value of relative deprivation for every lower layer super output area (LSOA) in the country, and is widely used in government. It is based on income deprivation, employment deprivation, health deprivation and disability, education, skills and training deprivation, barriers to housing and services, crime and living environment deprivation.
49. The IMD 2010-based disadvantage uplift will mean the following.
 - a. Funding for students living in the 27 per cent most deprived super output areas of the country will be increased for disadvantage.
 - b. The funding uplift for these students ranges from 8.4 to 33.6 per cent, depending on the level of deprivation recorded in IMD 2010.
50. The uplift values for individual postcodes will be published on the [Data Service website](#).² There are no changes to these factors for 2013/14.

Block 2: GCSE maths and English

51. Block 2 funding accounts for the additional costs incurred for teaching students who have low prior attainment, as indicated by not achieving English and/or maths GCSEs at grade C or above by the end of year 11 (typically age 16).
52. Block 2 funding is not intended to only fund maths and English qualifications, but to fund support for all students to achieve their learning goals. This includes support for low cost, high incidence learning difficulties and disabilities.

² www.thedataservice.uk/Services/DataCollection/software/disadvantaged-uplift/

53. Each instance of a student not having achieved a maths or English GCSE at grade C or above is counted. This means that a student who does not have either GCSE will be counted twice for the block 2 uplift.
54. The principles of block 2 funding cannot be applied to 14 to 16 year-olds: most students in this age group will only just be starting GCSE study, and therefore non-achievement of GCSE maths and English cannot be used as a proxy for low prior achievement. Therefore any 14 to 16 student who is eligible for block 1 funding will also receive funding in place of block 2 funding at the rate of £960 per student.

Table 6: Funding rates for block 2

Band	Category	Annual hours	Block 2 funding rate per instance
	Full time	540+ hours	£480
4	Part time	450 to 539 hours	£480
3	Part time	360 to 449 hours	£292
2	Part time	280 to 359 hours	£292
1	Part time	Up to 279 hours	£480/FTE

Disadvantage top-up

55. Every institution will receive at least £6,000 of disadvantage funding. If an institution's total calculated disadvantage funding (block 1 plus block 2) is less than £6,000, the amount will be topped up to this value.

Area cost uplift

56. Research has shown that there is a clearly marked difference in the relative costs of delivery between London and the South East, and the rest of England.
57. The area cost uplift is normally determined by the geographical location of the institution's headquarters.
58. There is no change to area costs in 2013/14 as shown in Table 7. The detailed area cost uplift factors are listed in annex B to this document.

Area cost uplift factors for merged institutions and geographically dispersed delivery

59. The area cost uplift factor may change when institutions merge, or where provision is delivered across a wide geographical area. Where institutions merge, the area-costs uplift will usually be determined by the geographical location of the headquarters of the merged institution. However, each situation will be treated on its merits to ensure that no unanticipated outcome occurs as a consequence of applying the principle.
60. For some institutions who deliver across a wide geographical area, the area costs uplift will be calculated as a weighted average of the area costs uplift for each delivery centre with a methodology consistent with the calculation of institution factors.

Table 7: Area costs uplift 2013/14

	Uplift 2013/14
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%

Funding outside the formula

High needs student (HNS) funding

61. High needs students (HNS) are those who require support over and above that which is normally provided in a standard programme, in order to gain access to, progress towards, and successfully achieve their learning goals. The support costs for high needs students is more than £6,000 over an academic year. High needs students will have been identified to institutions by the individual student's home local authority (LA).
62. High needs students fall into three groups:
 - a. 16-19 year olds,
 - b. 19-24 year old students who have a Learning Difficulty Assessment (LDA) or an Education, Health and Care Plan (EHCP), and
 - c. 14 to 16 year-olds who are directly recruited into eligible FE institutions.
63. HNS funding is split into three parts.
 - a. Element 1 – core education funding: programme funding, as described in this document.
 - b. Element 2 – additional education support funding: £6,000 per high needs student (student numbers determined by the LA).

- c. Element 3 – top-up funding: additional funding above the core education funding and the additional education support funding provided on a per-student basis by the relevant LA (based on the student’s home location).
64. Part time students whose additional support funding would total more than £6,000 if provided over the full academic year are also classed as high needs students. High needs numbers will always be moderated by Local Authorities as the commissioners so institutions will need to liaise closely with Local Authorities to ensure these students are recognised by them as high needs.

Care standards: residential accommodation for young people aged under 18

65. The Care Standards Act 2000, and related regulations in 2002, placed further responsibilities on institutions offering residential accommodation for students under the age of 18.
66. Higher costs are associated with complying with the Care Standards regulations. These extra costs apply to young people aged under 18 who are living away from home and where the institution is considered in loco parentis.
67. Care standards funding is available to specialist colleges and other individual institutions where students are in residence primarily because similar provision is not available locally.
68. To be eligible for Care Standards funding an institution must:
- a. be registered with Ofsted or the Care Quality Commission (CQC) for inspection under the Care Standards regulations; and
 - b. have a minimum of 12 EFA-funded students aged under 18 in residential accommodation on campus, as recorded in the ILR.
69. This will be calculated based on the amounts in the table below and applied to student responsive provision for the appropriate year.

Table 8: Funding for institutions with residential accommodation for 2013/14

Funding per student	£817
Funding per institution	£12,252

Teachers' pay grant

70. The teachers' pay grant (TPG) is paid to the LA.
71. This funding has been transferred to the EFA to distribute in respect of school sixth forms, including academies. The EFA will pass this grant to the relevant LA for it to distribute according to its own criteria; the only constraint is that in using this grant LAs must treat maintained schools and academies on an equivalent basis. The distribution must be transparent and separately identified.
72. The TPG for each LA has been reduced by a further 25% of the 2010-11 baseline in the 2013-14 financial year. This is in line with the plans to remove the TPG completely by 2014-15, so that the last year in which TPG will be paid is 2013-14.

Pupil Premium funding

73. 14 to 16 students who are entitled to free school meals will also be eligible for the pupil premium of £900, which will be applied outside the formula and in addition to the total programme funding. A web link to full information on 14 to 16 policy and delivery will be included on the funding guidance web page when the policy documents are published.

Transitional protection

74. Transitional protection of funding was introduced in 2011/12 on a per student basis for all institutions. It ensures that institutions do not lose more than an agreed amount in cash terms per student compared with the 2010/11 baseline.
75. We are continuing to pay transitional protection for 2013/14. It will be based on the 2011/12 transitional protection per student, and will be reduced each year.
76. The last year in which transitional protection will be paid is 2014/15.
77. Full information on the calculation of transitional protection is given in the explanatory notes published to accompany March allocation statements.³

Formula protection funding

78. Formula protection funding shields institutions from significant decreases in funding per student that result from the changes to the funding formula. It does not protect institutions from decreases in funding when these are due to changes in their delivery that alter the factors used in the formula (for example, a decrease in retention).
79. Where an institution would receive less funding per student in 2013/14 than they did in 2012/13 (including low level ALS, but excluding high level ALS and transitional protection from changes introduced in 2011/12), the balance will be paid.
80. Formula protection funding will be paid for at least three academic years (until and including 2015/16).

Additional guidance on student programmes

14 to 16 in further education institutions

81. The EFA will fund 14 to 16 year-olds who are not in a school or academy, who are directly recruited into eligible sixth form or FE colleges. A web link to full information on 14 to 16 policy and delivery will be included on the funding guidance web page when the policy documents are published.
82. The funding formula for these students is very similar to the formula for all other EFA-funded provision. Where there are exceptions, these have been noted in the relevant sections:
 - a. retention rate,
 - b. programme weighting,
 - c. block 2 funding, and
 - d. Pupil Premium funding.

³ www.education.gov.uk/aboutdfe/executiveagencies/efa/funding/fundinga/b00204972/16-19-allocations/allocations-for-2013-14

Traineeships

83. For funding purposes a traineeship programme adheres to the same principles as any other 16-19 study programme.
84. Traineeships are programmes that last up to six months. Usually programmes of this length would not be considered full time. Please refer to paragraph 10 for guidance about compressed delivery.
85. When a student progresses from a traineeship to another 16 to 19 study programme, the second programme must have a new core aim of its own as set out in paragraph 21. The planned hours must also be updated to include the additional activity planned for the year.
86. The framework for delivery of [traineeships is available from the DfE website](#)⁴.

Supported internships

87. Supported internships are study programmes planned by a post-16 institution which is delivered mainly on an employer's premises, for young people aged 16 to 24 who have learning difficulties and/or disabilities. They are funded in the same way as any other study programme.

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www.education.gov.uk/childrenandyoungpeople/youngpeople/qandlearning/traineeships/a00219695/traineeships-

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

Table A1: Programme cast weighting by SSA

SSA tier 2 code	SSA tier 2 description	Programme cost weighting banding	Programme cost weighting factor
1	Health, public services and care	Base	1
1.1	Medicine and dentistry	Base	1
1.2	Nursing and subjects and vocations allied to medicine	Base	1
1.3	Health and social care	Base	1
1.4	Public services	Base	1
1.5	Child development and wellbeing	Base	1
2	Science and mathematics	Base	1
2.1	Science	Base	1
2.2	Mathematics and statistics	Base	1
3	Agriculture, horticulture, and animal care	High/specialist ⁵	1.3/1.6
3.1	Agriculture	High/specialist	1.3/1.6
3.2	Horticulture and forestry	High/specialist	1.3/1.6
3.3	Animal care and veterinary science	High/specialist	1.3/1.6
3.4	Environmental conservation	High/specialist	1.3/1.6
4	Engineering and manufacturing technologies	Medium	1.2
4.1	Engineering	High	1.3
4.2	Manufacturing technologies	High	1.3
4.3	Transportation operations and maintenance	Medium	1.2
5	Construction, planning and the built environment	Medium	1.2
5.1	Architecture	Medium	1.2
5.2	Building and construction	Medium	1.2

⁵ The high weighting (30%) will include non-specialist agriculture and animal care. The specialist weighting (60%) will apply where there is a requirement to run specialist facilities such as a farm or equine stables.
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SSA tier 2 code	SSA tier 2 description	Programme cost weighting banding	Programme cost weighting factor
6	Information and communication technology	Base	1
6.1	ICT practitioners	Medium	1.2
6.2	ICT for users	Base	1
7	Retail and commercial enterprise	Medium	1.2
7.1	Retailing and wholesaling	Medium	1.2
7.2	Warehousing and distribution	Base	1
7.3	Service enterprises	Medium	1.2
7.4	Hospitality and catering	Medium	1.2
8	Leisure, travel and tourism	Base	1
8.1	Sport, leisure and recreation	Base	1
8.2	Travel and tourism	Base	1
9	Arts, media and publishing	Base	1
9.1	Performing arts	Medium	1.2
9.2	Crafts, creative arts and design	Medium	1.2
9.3	Media and communication	Base	1
9.4	Publishing and information services	Base	1
10	History, philosophy and theology	Base	1
10.1	History	Base	1
10.2	Archaeology and archaeological sciences	Base	1
10.3	Philosophy	Base	1
10.4	Theology and religious studies	Base	1
11	Social Sciences	Base	1
11.1	Geography	Base	1
11.2	Sociology and social policy	Base	1
11.3	Politics	Base	1
11.4	Economics	Base	1
11.5	Anthropology	Base	1
12	Languages, literature and culture	Base	1

SSA tier 2 code	SSA tier 2 description	Programme cost weighting banding	Programme cost weighting factor
12.1	Languages, literature and culture of the British Isles	Base	1
12.2	Other languages, literature and culture	Base	1
12.3	Linguistics	Base	1
13	Education and training	Medium	1.2
13.1	Teaching and lecturing	Medium	1.2
13.2	Direct learning support	Medium	1.2
14	Preparation for life and work	Base	1
14.1	Foundations for learning and life	Base	1
14.2	Preparation for work	Base	1
15	Business, administration and law	Base	1
15.1	Accounting and finance	Base	1
15.2	Administration	Base	1
15.3	Business management	Base	1
15.4	Marketing and sales	Base	1
15.5	Law and legal services	Base	1

Annex B: Area cost uplifts by region

Table B1: Area costs uplift by region

London A – 1.20	London B – 1.12
Camden	Barking and Dagenham
City of London	Barnet
Fulham	Bexley
Greenwich	Brent
Hackney	Bromley
Hammersmith	Croydon
Haringey	Ealing
Islington	Enfield
Kensington and Chelsea	Harrow
Lambeth	Havering
Lewisham	Hillingdon
Newham	Hounslow
Southwark	Kingston upon Thames
Tower Hamlets	Merton
Wandsworth	Redbridge
Westminster	Richmond upon Thames
	Sutton
	Waltham Forest

Bedfordshire and Hertfordshire non-fringe – 1.03	
Bedford	North Hertfordshire
Central Bedfordshire	Stevenage
Luton	

Berkshire, Surrey, and West Sussex fringe – 1.12	
Bracknell Forest	Slough
Crawley	Spelthorne
Elmbridge	Surrey County Council
Epsom and Ewell	Surrey Heath
Guildford	Tandridge

Berkshire, Surrey, and West Sussex fringe – 1.12	
Mole Valley	Waverley
Reigate and Banstead	Windsor and Maidenhead
Runnymede	Woking

Berkshire non-fringe – 1.12	
Reading	Wokingham
West Berkshire	

Buckinghamshire non-fringe – 1.07	
Aylesbury Vale	Wycombe
Milton Keynes	

Cambridgeshire – 1.02	
Cambridge	Huntingdonshire
East Cambridgeshire	Peterborough
Fenland	South Cambridgeshire

Hampshire and Isle of Wight – 1.02	
Basingstoke and Deane	Isle of Wight
East Hampshire	New Forest
Eastleigh	Portsmouth
Fareham	Rushmoor
Gosport	Southampton
Hampshire County Council	Test Valley
Hart	Winchester
Havant	

Hertfordshire and Buckinghamshire fringe – 1.10	
Broxbourne	South Buckinghamshire
Chiltern	St Albans
Dacorum	Three Rivers
East Hertfordshire	Watford
Hertsmere	Welwyn Hatfield

Kent and Essex fringe – 1.06	
Basildon	Harlow
Brentwood	Sevenoaks
Dartford	Thurrock
Epping Forest	
Oxfordshire – 1.07	
Cherwell	South Oxfordshire
Oxford	Vale of White Horse
Oxfordshire County Council	West Oxfordshire
West Sussex non-fringe – 1.01	
Adur	Horsham
Arun	Mid-Sussex
Chichester	Worthing



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