

Schools Forum – 10th November 2016

School Sixth Forms - The 14-19 landscape and the diversification of School / College provision

1. Purpose

To inform Schools Forum of the challenges faced by School Sixth Forms following changes in Government policy and funding, including the growth of University Technical Colleges (UTCs), Studio Schools, Free Schools and Technical Academies.

2. Policy background

The school system has changed significantly over the last five years, with changes to Government funding of Post-16 education in particular being a considerable challenge. Not all the change is recent; Academies, UTCs and Studio Schools for instance were all around in various stages of development prior to 2010. The current school sector, however, is designed to give parents greater choice and schools greater freedom. Currently there exists:

- Over 2,000 **Academies** now open in England
- 291 **Free Schools** now open and 141 in the pipeline – DfE target 500 by 2020
- 34 **Studio Schools** now open with one in the pipeline
- 45 **UTCs** open.

In addition, since September 2013, GFE has been able to offer full time provision to 14-16yrs olds which adds more competition into the education system.

3. Definitions for these new types of organisations

- **Academies** – Primary and Secondary Schools who are no longer part of the Local Authority are directly funded by the EFA and have additional responsibilities.
- **University Technical Colleges** – Offering provision to students aged 14-19yrs, specialising in technical / vocational studies. Provision is full time, combining practical and academic studies which are delivered in work related context. A UTC has a maximum of 600 students.
- **Studio Schools** – Offering provision to students aged 14-19yrs that is delivered using the CREATE skills framework which is practical and project based. Provision is full time and combines academic and vocational qualifications, with work experience featuring highly in the curriculum (4hrs a week pre-16, 2 days a week, paid at Post 16). A Studio School has a maximum of 300 students. The role of employers is pivotal in the curriculum development and delivery.
- **Free Schools** – Academies established by interested stakeholder groups, directly funded by the Department for Education.
- **Technical Academies** – Similar to UTCs but without the sponsorship of a University.

4. Information and Analysis

Current Local School Position

There are 45 secondary schools/academies in Derbyshire (not including independent schools).

Table below summarises the current school breakdown and Ofsted judgements.

No schools	11-18	11-16	Ofsted judgements			
			Special Measures/ Serious Weaknesses	Requiring Improvement / Satisfactory*	Good	Outstanding
Maintained	14	12	0	14	9	2
Academy	13	6	0	3	10**	3*

*includes an academy judged Outstanding as a maintained school and not since re-inspected.

**includes two academies judged Good as maintained schools and not since re-inspected.

For some schools the Department for Education, under the auspices of the Regional School Commissioner, may intervene and increase the number of sponsored academies in Derbyshire to address under performance (Ofsted categories and not reaching the coasting standard). It is also likely that some existing academies will not meet the coasting standard.

Post-16 School Finance

- Background

The Education Funding Agency (EFA), and prior to that the Young People's Learning Agency (YPLA) and the Learning & Skills Council (LSC), have been responsible for funding Post 16 students since April 2002.

The EFA operates a national post 16 funding formula which LAs cannot amend. Full details can be found at: <https://www.gov.uk/guidance/16-to-19-funding-how-it-works>

The same formula funds FE Colleges and a range of other providers with the Post 16 financial year (FY) running from August to July rather than LAs' FY from April to March.

- Post 16 National Funding Formula

The National Formula is determined and operated by the EFA. There have been many changes over the years but it currently operates as follows:

Programme Funding - Student Numbers *[October census numbers apportioned into bands according to planned learning hours, 540+ hours (e.g. 3 A levels + Enrichment studies) being classed as 'full time']*

x National Funding Rate *[£4,000 for a full 540 hr programme, less for smaller programmes]*

x Retention Factor *[-50% funding adjustment for any student not completing their programme]*

x Programme Cost weighting *[funding for higher cost courses, not usually applicable in schools]*

+ Disadvantage *[based on post code data and low prior attainment in English & Maths]*

+ Large Programme Funding *[for the achievement of high grades in programmes of >540 hr]*

+ Area Cost Allowance *[London & South East, N/A in Derbyshire]*

+/- Condition of Funding Adjustment *[a funding deduction for non-compliance of the requirement for all students to attain GCSE English & Maths at Grade A*-C]*

Impact of changes to the Funding

Appendix 4 highlights the effect of the changes to the funding formula between 2010-11 and 2016-17, which equates to a total reduction in funding of some £5.38 million, with individual institutions seeing reductions of between £60,000 and £664,000.

Future school development in Derbyshire as at August 2016

The table below details the proposals that have already received interim or final government approval:

	Location / Proposed numbers	Admission Area	Specialism	Actual Cohort Size (DfE capacity)	Opening date
JCB Academy (UTC)	Staffordshire 175	South Derbyshire	Engineering / Business	574 (728)	Sept 2010
UTC Sheffield University	Central Sheffield 600	Includes NE Derbyshire, Chesterfield, N Derbyshire Dales	Engineering / Manufacture / Creative & Digital Media	478 (600)	Sept 2013
UTC Derby College	Pride Park 600	Derbyshire excluding High Peak	Engineering	164 (600)	Sept 2015
UTC Sheffield University	Don Valley Sheffield 300	Includes NE Derbyshire, Chesterfield, N Derbyshire Dales	Healthcare, sport science and Computing	N/K (600)	Sept 2016
Studio School (West Notts College)	Mansfield 300	Includes NE Derbyshire, Bolsover, Chesterfield	Engineering / Transportation / Health & Social Care	206 (300)	Sept 2014
UTC Burton & Sth Derbyshire College	Burton 600	Includes South Derbyshire	Bio-medical sciences / Engineering	Nil	Pulled, unable to recruit
Ilkeston Studio School	Ilkeston	Erewash / Amber Valley		Nil	Pulled, unable to recruit

The table below provides information about proposals that have been made but no formal application submitted:

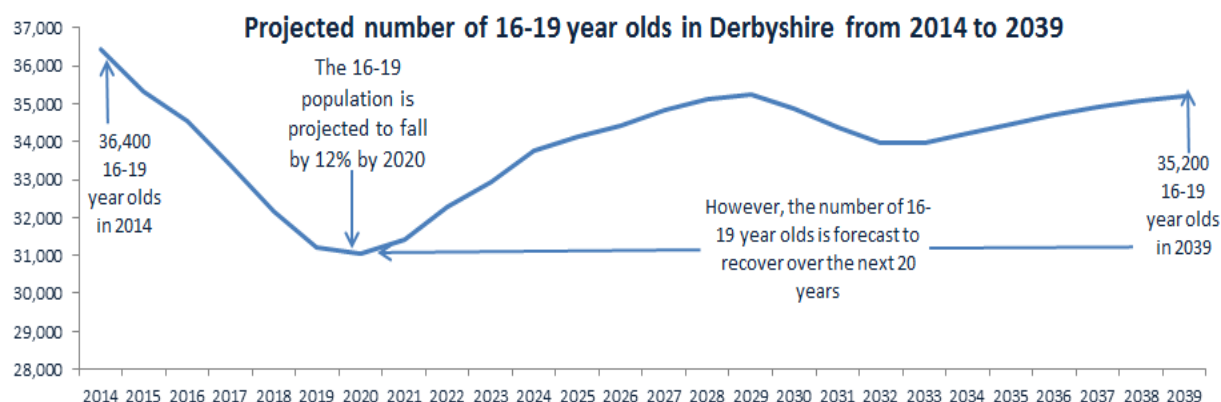
Technical Academy Chesterfield College	Central Chesterfield 300	Chesterfield, NE Derbyshire, Bolsover, Alfreton, HPDD	Construction & the Built Environment plus vocational area tbc	N/K
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If all of the above proposals are realised this would increase the potential number of places for 14-19 by approximately 3,000.

Currently, in the absence of defined admission proposals, it is difficult to assess accurately what impact the new 14-19 provision developments outside of Derbyshire will have on Derbyshire schools that are in close proximity. However, what we can say is that the Sheffield, Mansfield and Derby City proposals are likely to attract Derbyshire learners, given the accessible transport links.

Data analysis of 11-19yrs cohort numbers

Demographics - changes due to birth rate, migration and immigration will have an impact on the number of learners who will be entering 11-19 education provision in Derbyshire. Over the next 4/5 years, there is a significant fall in the number of learners moving through our secondary and Post 16 phase of education, although this is projected to increase again towards 2039.



The table below summarises the forecast demand for places in secondary schools (11-18) in each Learning Community. The figures are based on current patterns of recruitment and do not attempt to factor in any change due to the new UTCs mentioned above. The data equally does not include any allowance for additional pupils due to new housing developments. However, any impact on this timescale would be minor at the level of a learning community.

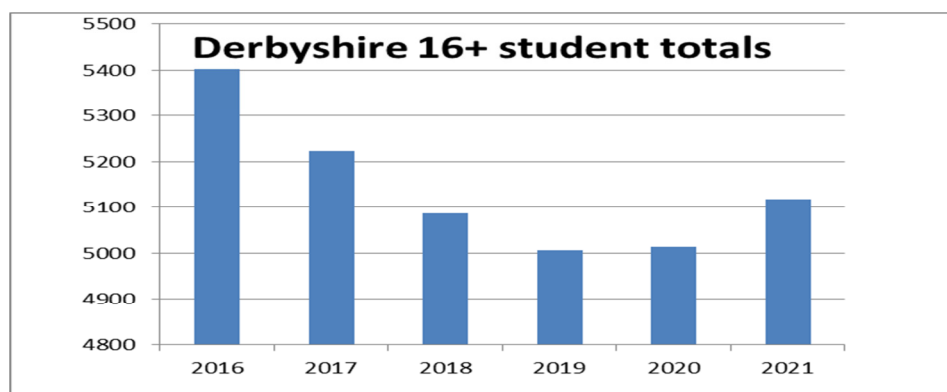
Appendix 3, which is taken from the 2016 EFA Data for 16-18, shows starts by institution. The figures clearly indicate we are a net exporter of learners out of the County.

	Forecast pupil numbers by learning community					
Learning Community	11-16 2016	11-16 2017	11-16 2018	11-16 2019	11-16 2020	11-16 2021
Bamber Total	5546	5462	5526	5559	5700	5768
Chesterfield AIS total	12655	12754	13003	13258	13600	13701
Peak11	8323	8228	8207	8221	8343	8373
SAVE total	6770	6786	6883	6915	7082	7107
South total	3911	3918	4030	4076	4167	4232
County Total	37205	37148	37649	38029	38892	39181

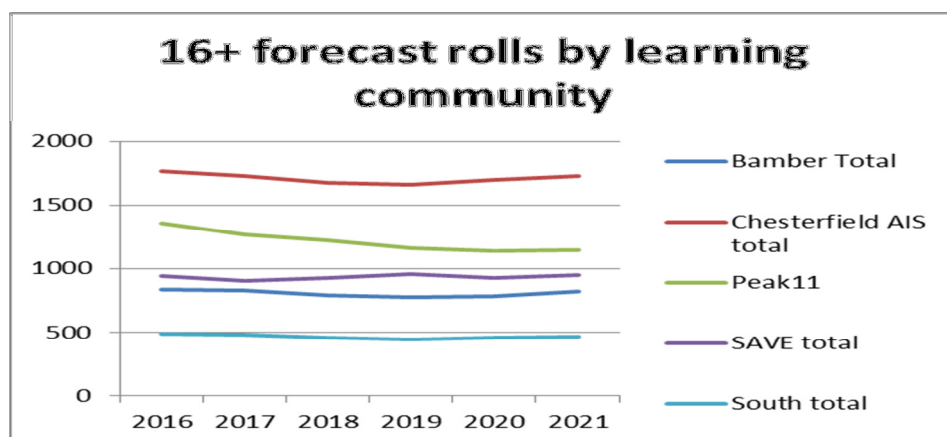
	Post 16 2016	Post 16 2017	Post 16 2018	Post 16 2019	Post 16 2020	Post 16 2021
Learning Community						
Bamber Total	837	828	795	774	784	823
Chesterfield AIS total	1768	1734	1679	1666	1701	1728
Peak11	1358	1272	1224	1164	1138	1148
SAVE total	945	908	932	956	930	954
South total	494	481	457	446	461	465
County Total	5402	5223	5087	5006	5014	5118

	Total 2016	Total 2017	Total 2018	Total 2019	Total 2020	Total 2021
Learning Community						
Bamber Total	6383	6290	6321	6333	6484	6591
Chesterfield AIS total	14423	14488	14682	14924	15301	15429
Peak11	9681	9500	9431	9385	9481	9521
SAVE total	7715	7694	7815	7871	8012	8061
South total	4405	4399	4487	4522	4628	4697
County Total	42607	42371	42736	43035	43906	44299

These figures show that secondary numbers should have reached a low point (January 2017) and should now rise as pupil numbers feeding through from the primary phase increase. Post 16 numbers are due to decline until 2018/19 and then recover slightly. This is illustrated in the tables below.



The table below shows the forecast 16+ rolls by learning community for the next five years.



5. Possible impact of the changing education landscape

5.1. Schools

Viability	<ul style="list-style-type: none"> New 14-19 provision offering a combination of core academic subjects as well as vocational opportunities, linked closely to strong employer engagement and coupled with other flexibilities accorded to these providers is likely to prove attractive to some young people and their parents. Recruitment to new 14-19 provision is likely to focus on young people who are capable of achieving at higher levels. This may result in lower attainment and slower progress in the 'home' school leading to vulnerability with regards to Ofsted and enforced Academy conversion. Current falling rolls alongside the transfer of students to other education providers and greater parental choice will threaten the viability of small schools and 6th Forms.
Financial	<ul style="list-style-type: none"> A reduction in student numbers would lead to a reduction in school budgets and increase the risk of cross subsidy from 11-16 funding for small sixth forms Movement at the end of KS3 by a percentage of students at relatively short notice would make it extremely difficult for SMT and School Business Managers to plan financially with any certainty or longevity. Some Derbyshire schools already have significant budget deficits. Schools with small 6th Forms may suffer a double hit losing students at 16 they would otherwise have retained and the associated finance.
Staffing	<ul style="list-style-type: none"> Staffing levels have a strong correlation to student numbers and where there is a drop in numbers pre or post 16, this is likely to lead to staff reductions. Such reductions would then impact on the curriculum described below and loss of specialist knowledge and experience in the school.
Curriculum	<ul style="list-style-type: none"> If student numbers, and therefore financial resources, decrease, it becomes much more difficult for a school to provide a rich and diverse curriculum offer staffed by teachers teaching their primary subject area. The growth of new 14-19 provision may also impact on the curriculum offered by FE Colleges at KS4 with some of these courses becoming unviable.

6TH Form – Ranking by Risk

An at risk 6th form has been identified as one with less than 200 pupils in its sixth form, as this is the figure the statutory DfE guidance sets as the minimum required for any new sixth form in a maintained school. The DfE also advise a minimum curriculum of at least 15 A-levels is required.

Having analysed schools in terms of falling roles only, (we have not analysed by curriculum offer), we have identified in the following table the sixth forms that are vulnerable. Only 12 schools are above the 200 threshold recommended by DfE/EFA out of the total of 27 that remain open.

School		Actual 15/16	16/17 funded numbers
THE ECCLESBOURNE SCHOOL	Academy	345	345
BROOKFIELD SCHOOL ACADEMY TRUST	Academy	336	336
TUPTON HALL SCHOOL	Maintained	335	335

JOHN PORT SCHOOL	Academy	327	327
LADY MANNERS SCHOOL	Maintained	304	304
NETHERTHORPE SCHOOL	Academy	300	300
DRONFIELD HENRY FANSHAWE SCHOOL	Maintained	295	295
ST MARY'S CATHOLIC HIGH SCHOOL, A CATHOLIC VOLUNTARY ACADEMY	Academy	282	282
HIGHFIELDS SCHOOL	Maintained	264	264
BELPER SCHOOL AND SIXTH FORM CENTRE	Maintained	250	250
QUEEN ELIZABETH'S GRAMMAR SCHOOL	Academy	238	238
THE LONG EATON SCHOOL	Academy	189	189
BUXTON COMMUNITY SCHOOL	Maintained	186	186
THE PINGLE SCHOOL	Maintained	175	175
HEANOR GATE SCIENCE COLLEGE	Academy	161	161
FRIESLAND SCHOOL	Maintained	160	160
GLOSSOPDALE COMMUNITY COLLEGE	Maintained	156	156
KIRK HALLAM COMMUNITY ACADEMY	Academy	144	161
ALDERCAR HIGH SCHOOL	Maintained	142	142
ECKINGTON SCHOOL	Maintained	137	137
SWANWICK HALL SCHOOL	Academy	133	133
THE RIPLEY ACADEMY	Academy	125	125
OUTWOOD ACADEMY NEWBOLD	Academy	124	124
ANTHONY GELL SCHOOL	Maintained	101	101
NEW MILLS SCHOOL & SIXTH FORM	Maintained	89	89
WILSTHORPE COMMUNITY SCHOOL	Maintained	82	82
ORMISTON ILKESTON ENTERPRISE ACADEMY	Academy	76	closed
HOPE VALLEY COLLEGE	Academy – SEN Provision	16	24
DAVID NIEPER ACADEMY	Academy	0	Will restart recruitment in 2017

Source: Data is from Local Authority data tool and allocations statements from EFA.

Those schools highlighted in green have sixth form numbers in excess of the 200, those in amber are below this threshold and those in red must be considered at risk as they are significantly below the 200. The future of provision in the at risk schools needs to be considered using the options detailed in section 6 of this paper and in collaboration with Education Improvement Service which holds detailed information about each of the schools.

It should be noted that Hope Valley is a new sixth form and specialises in SEN provision so is not included in this analysis, and the David Nieper Academy suspended its sixth form, but is due to start recruiting again in 2017.

Appendix 1 of this paper maps the 6th form schools over-laid with 16-18 population density and NEET percentage.

Considerations for Schools and the Local Authority

- All institutions must recognise and factor in the reduction in Post 16 cohort size by 2018.
- The introduction of new provision, whether this is UTCs, Studio Schools, Technical Academies or Free Schools, currently does not take into account the impact on the current provision.

- Whilst there is a consultation, which the Local Authority will be involved in, the Government will make the decision based on the business case that is presented to them. The Local Authority cannot stop any new developments on its own.
- The school cohort data clearly indicates that there are some serious concerns regarding the risks to existing school post 16 provision and this will could be exacerbated by any new provision that is developed.
- Current NEET figures are reducing, and those who are NEET will not generally meet 6th form entry requirements.
- There are significant issues of a number of at risk sixth forms in areas of high NEET, where young people cannot access the 6th form provision.
- Changing the socio-economic nature of some areas requiring changes in post-16 provision, e.g. A38 corridor in Amber Valley.

6. Options for consideration by the 6th Form Sector

The central issue currently is that we have falling rolls across most of Derbyshire and too many schools with spare capacity both at pre and post 16. This situation is compounded by the creation of UTCs, Studio Schools and Technical Academies either within, or close to, Derbyshire boundaries. Appendix 2 outlines some of the thoughts that should be considered when deciding on a course of action.

This mismatch between supply (schools offering viable sixth forms) and demand (student numbers) may be resolved when the current increase in students numbers being observed in primary schools works its way through the system, but this will not impact until 2021 at the earliest, and will not bring 16+ rolls back up to the level in 2016/17. This future increase, however, does limit or temper some of the options suggested below. N.B the options are not necessarily stand alone and can be combined.

Option 1: Propose the closure of small 6th Forms (particularly where numbers are falling dramatically or standards are an issue)

Advantages	Disadvantages
<ol style="list-style-type: none"> 1. Excess capacity removed from the system 2. Reorganisation of schools to improve sustainability 3. Rationalisation of provision 	<ol style="list-style-type: none"> 1. Reduction in parental and student choice 2. The school may decide to convert to Academy status and avoid closure. 3. Communities lose their school 4. May increase travel to learn and cost to travel to learn particularly in rural communities 5. Parental lobby may generate adverse publicity 6. May encourage others e.g. Free schools to fill the void 7. Financial burden of redundancies 8. Capacity may be needed in future years as larger cohorts from the primary schools impact.

Option 2: the merger, or the creation of partnership arrangements where feasible, of schools and other providers in collaborative places planning /admissions policy with the LA acting as broker threatened by falling numbers

Advantages	Disadvantages
<ol style="list-style-type: none"> 1. Larger, combined cohort will provide greater sustainability and an enhanced curriculum offer. 2. Combined resources 3. Potential creation of 11 through to 18 provision. 4. Balanced approach to provision and places 5. Ability to plan in contingencies 6. Sustainable and flexible 	<ol style="list-style-type: none"> 1. May lead to split site provision 2. Increased travel to school 3. Parental objection 4. Transfer of staff if a merger (contractual issues) 5. Assimilation of 2 SMTs and staffing structures 6. No financial cost savings 7. High risk if things go wrong in terms of LA image. 8. Needs 100% opt in to be fully effective

Option 3: The creation of area based collective 6th form provision in place of single schools with sixth forms

Advantages	Disadvantages
<ol style="list-style-type: none"> 1. Fresh start 2. Financial economies of scale through greater student numbers on one site 3. Increased breadth in potential curriculum offer 	<ol style="list-style-type: none"> 1. Choice of site – appropriate location 2. New build? 3. Travel and access issues 4. Timeline to create

Option 4: The creation of a new, 6th Form college(s) in place of some schools with sixth forms

Advantages	Disadvantages
<ol style="list-style-type: none"> 4. Fresh start 5. Financial economies of scale through greater student numbers on one site 6. Increased breadth in potential curriculum offer 	<ol style="list-style-type: none"> 5. Choice of site – appropriate location 6. New build? 7. Travel and access issues 8. Timeline to create

Option 5: Do nothing and let market forces prevail

Advantages	Disadvantages
<ol style="list-style-type: none"> 1. No resource expenditure. 	<ol style="list-style-type: none"> 1. Free for all that may still precipitate options 1 and 2. Existing Heads would lose faith in LA 2. Adverse publicity 3. Loss of future influence 4. Potential for more conversions to Academy status 5. Elected Members are looking for policy guidance and solutions not avoidance.

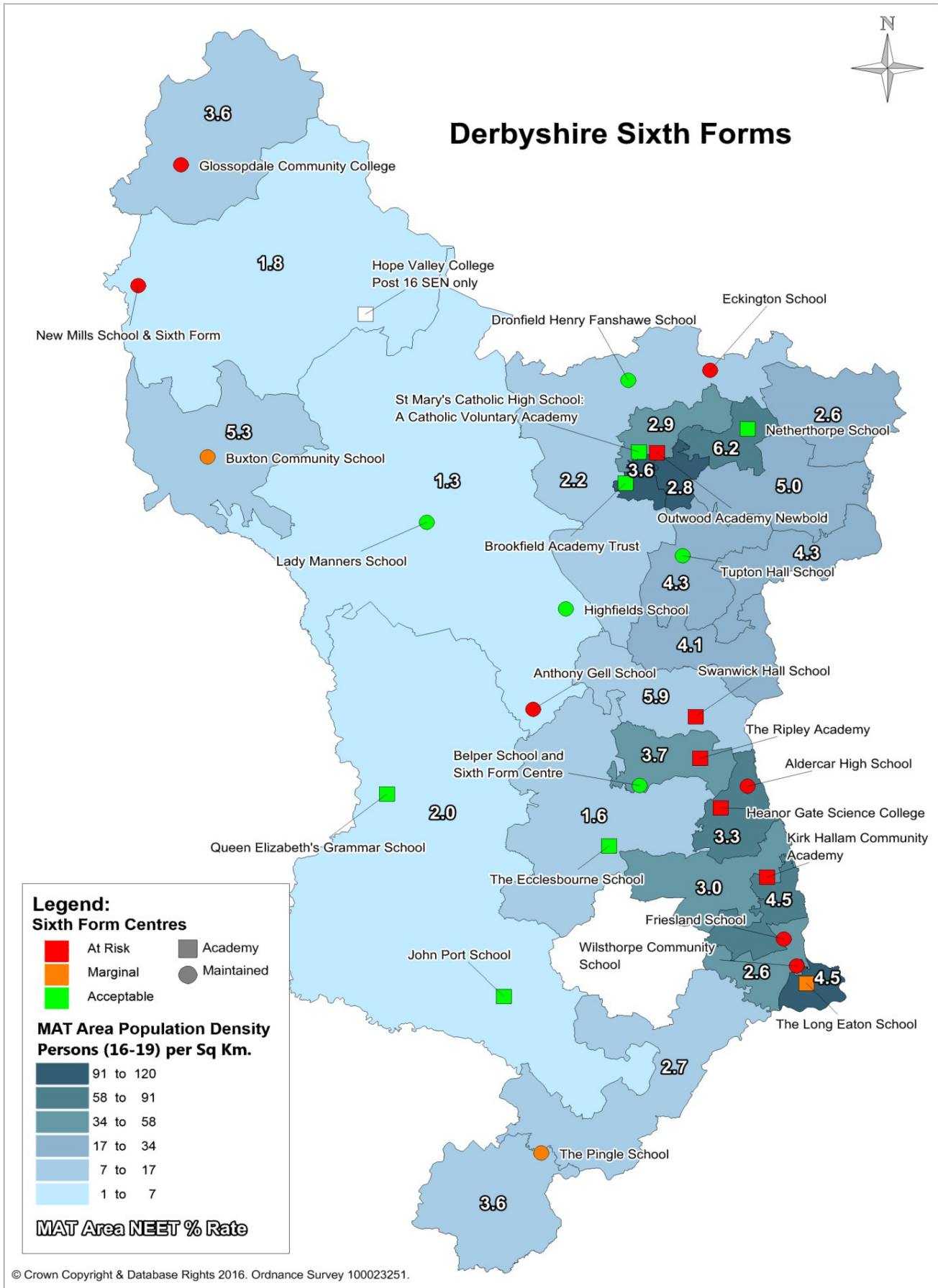
The options detailed above offer a high, medium and low risk approach. Schools will want to consider the legal, financial and personnel implications alongside consideration of social externalities of these and adopt or reconfigure as appropriate.

7. General Recommendations

- Note the information in this report
- Schools work with the Local Authority to develop a strategy to tackle the challenges to sixth form provision
- Schools identify nominations to work with the LA on this strategy
- LA to organise a Post-16 summit of all providers including FE and Training providers to consult on the strategy
- Schools need to undertake review their finances and curriculum in their Post 16 provision and identify what changes, if any, are needed.
- Schools that are clustered, schools look to collaborate and explore collaborative opportunities in terms of curriculum offer and staffing, to counter the impact of the forecast fall in numbers at Post 16 alongside collaboration could be with Colleges and Independent Training Providers.
- School with Sixth Forms need to consider how to promote their offer to their local communities.

8. Schools Forum Recommendation

Schools Forum is asked to note the information contained in the report and offer its views on the issues raised.



David Nieper Academy will restart recruitment in 2017 but is not shown

Impact on stakeholder due to changes to provision

Young People

Curriculum	<p><u>Negative:</u></p> <ul style="list-style-type: none"> As mentioned above, if a school is shrinking in numbers then this may result in less curriculum choice and non-specialist teaching which could lead to student disengagement. 14-19 schools / colleges offer greater specialisation at an early age which may reduce choices in later life or transition points <p><u>Positive:</u></p> <ul style="list-style-type: none"> Greater choice available to young people (though only for those capable of achieving at a higher level) Opportunity to learn in a different environment, likely to benefit from high quality resources and facilities that allow for greater practical learning to take place. This will undoubtedly engage and motivate young people.
Transition and Progression Opportunities	<ul style="list-style-type: none"> If a young person transfers to the new 14-19 provision at 14 it increases the number of transition points and creates a potential risk of disengagement. Conversely if a young person transfers from an 11-16 school at 14 it can minimise the potential trauma of transition at 16 and allow for accelerated progression in one institution through to 18. Progression at 18 in 14-19 schools / colleges is quite clearly identified from an early stage and will generally be into University or Employment with training at level 3 or 4.
Employment	<ul style="list-style-type: none"> The new 14-19 provision has strong employer engagement embedded in the curriculum. The teaching of Business skills and entrepreneurship is central to the curriculum young people will have been exposed to employers, developed stronger employability skills and have a greater understanding of what skills are needed for the world of work. The teaching of Higher level vocational skills creates young people who are work ready and attractive to employers. This may create some disadvantages for those young people in mainstream schools who do not have access to an employer enriched curriculum.

Post 16 Providers (non-school)

Viability	<ul style="list-style-type: none"> The greater the number of providers in a particular area the less viable some smaller, non-niche providers become. The larger providers will always benefit from economies of scale. Where there is increased provision (supply) and decreasing numbers (demand) larger organisations will always tend to prevail unless smaller providers develop a niche market.
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Derbyshire Local Authority

Levels of attainment	<ul style="list-style-type: none"> There is the potential for UTCs and studio schools to drive up levels of attainment achieved through high level teaching, increased teaching time
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	<p>throughout an extended academic year, excellent facilities and resources and a strong work ethic.</p> <ul style="list-style-type: none"> • There is a danger that these institutions attract the more able students and leave some small schools struggling to hit National floor targets with the resultant cohort.
Places planning	<ul style="list-style-type: none"> • The granting of permission to open 14-19 schools and colleges lies with the DfE. There is a consultation process. This effectively removes from the LA any control over increased capacity and will create pressure on small 11-16 schools and small sixth forms. • Local authorities are under a duty to include UTCs and Studio Schools in coordinated admissions arrangements and make their details available. • The RPA responsibility of the Local Authorities means that they have to ensure that there is sufficient and appropriate provision available to all learners and this will include looking at skills shortages which may be addressed by a Studio School or UTC.
Local Communities	<ul style="list-style-type: none"> • The LA will need to be cognisant of the impact on local communities of any proposed school closures or mergers brought about by new provision. They will also need to manage in some local communities a significant lobby for school diversification.

Employers

Higher skilled workforce	<ul style="list-style-type: none"> • The development of new 14-19 provision receives strong support from local and national employers as they believe it will help improve the quality of technical and vocational education. • There is the potential for large employers in Derbyshire to recruit heavily from 14-19 schools / colleges and therefore disadvantage young people in mainstream and ordinary Academy schools.
Skills shortages	<ul style="list-style-type: none"> • The current 14-19 developments in Derbyshire and surrounding areas will match with the priority skills areas that both LEPs have identified. • 14-19 schools and colleges through their application process have to display an understanding of Labour Market Information and skills shortages. • This should have a beneficial impact on local industry, create jobs for local people who have high level skills, increase investment and reduce the number of economic migrants who work and earn in Derbyshire but return to Counties bordering Derbyshire to spend their disposable income.
Opportunities to influence curriculum	<ul style="list-style-type: none"> • Employers are heavily involved in planning, designing and delivering the curriculum in 14-19 schools and colleges. They will also provide equipment and other resources needed to deliver a technical education. This ensures that young people in these organisations have a solid grounding in terms of business and employability skills which puts them at a natural advantage and may influence the labour market.
Apprenticeships	<ul style="list-style-type: none"> • Those young people leaving 14-19 schools and colleges should have the qualifications to transfer to both level 3 and level 4 Apprenticeships which young people in mainstream schools would be unlikely to do.

16-19 Starts by Provider type (excluding Apprenticeships) Figures from the 2016 Pivot tables from EFA**All Derbyshire Residents – All Institutions (starts)**

	2013/14	2014/15	2015/16	Grand Total
FE	10,320	10,085	9,833	30,238
Sixth Form	6,502	6,390	6,121	19,013
Other	11	15	3	29
Total	16,833	16,490	15,957	49,280

Derbyshire residents at non Derbyshire based Institutions (starts)

	2013/14	2014/15	2015/16	Grand Total
FE	6,894	6,820	6,577	20,291
Sixth Form	887	933	994	2,814
Other	11	15	3	29
Total	7,792	7,768	7,574	23,134

Derbyshire Residents at Non Derbyshire and Non Derby City Institutions

	2013/14	2014/15	2015/16	Grand Total
FE	4,434	4,327	4,062	12,823
Sixth Form	611	654	686	1,951
Other	11	15	3	29
Total	5,056	4,996	4,751	14,803

Highlights a lot of our young people go into the city

All Starts at Derbyshire Institutions

	2013/14	2014/15	2015/16	Grand Total
FE	3,741	3,569	3,548	10,858
Sixth Form	6,005	5,832	5,472	17,309
Total	9,746	9,401	9,020	28,167

Non Derbyshire Residents at Derbyshire Institutions

	2013/14	2014/15	2015/16	Grand Total
FE	343	330	319	992
Sixth Form	390	375	345	1,110
Total	733	705	664	2,102

Non Derbyshire/Derby City Residents at Derbyshire Institutions

2013/14	2014/15	2015/16	Grand Total
306	267	280	853
189	175	164	528
495	442	444	1,381

The figures clearly indicate we are a net exporter of learners

EFA POST 16 FUNDING: CHANGES TO FUNDING BETWEEN 2010/11 AND 2016/17**ACADEMIC YEARS: TOTAL POST 16 FUNDING, EXCLUDING BURSARY (SCHOOLS ONLY)**

DfE	School	2010/11		2016/17		2010/11 v 2016/17	
		Funding £	Student No.	Funding £	Student No.	Overall Diff Funding £	Overall Diff Student No.
4034	Tupton Hall	1,837,315	374	1,342,403	335	(494,912)	(39)
4054	Wilsthorpe	655,420	138	362,809	82	(292,611)	(56)
4057	New Mills	517,409	120	356,449	89	(160,960)	(31)
4089	Aldercar	961,791	200	688,991	142	(272,800)	(58)
4126	Eckington	1,101,934	243	537,938	137	(563,996)	(106)
4174	Highfields	1,328,213	274	1,077,734	264	(250,479)	(10)
4191	Glossopdale	1,350,143	320	685,856	156	(664,287)	(164)
4505	Anthony Gell	550,066	108	404,027	101	(146,039)	(7)
4509	Dronfield Henry Fanshawe	1,390,829	287	1,328,347	295	(62,482)	8
4510	Buxton	1,107,635	239	752,368	186	(355,267)	(53)
5404	Belper	1,248,681	260	1,053,389	250	(195,292)	(10)
5409	Friesland	1,210,722	256	632,429	160	(578,293)	(96)
5410	The Pingle	840,449	188	710,063	175	(130,386)	(13)
5411	Lady Manners	1,767,150	379	1,211,175	304	(555,975)	(75)
SUBTOTAL		15,867,758	3,386	11,143,978	2,676	(4,723,780)	(710)
Plus: TPG*		663,970		-		(663,970)	
TOTAL		16,531,728		11,143,978		(5,387,750)	

***Threshold Pay Grant:** received from the EFA, outside of the main Post 16 formula. Derbyshire chose to allocate the funding to schools via a per Post 16 student factor. The EFA gradually reduced the TPG and it ceased in 2013/14