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Subject:

**DELIVERING THE ENTITLEMENT FRAMEWORK BY 2013:
GUIDANCE TO SCHOOLS FOR PHASE II OF THE ENTITLEMENT
FRAMEWORK SUPPORT ARRANGEMENTS 2011/12**

Circular Number: 2011/09

Date of Issue: 19 August 2011

Target Audience:

- Principals and Boards of Governors (BoG) of all grant-aided post-primary schools and special schools with secondary departments;
- Education and Library Boards (ELBs);
- Further and Higher Education Colleges (F&HE);
- Council for Catholic Maintained Schools (CCMS);
- Comhairle na Gaelscolaíochta (CnaG);
- Northern Ireland Council for Integrated Education (NICIE);
- Council for the Curriculum, Examinations and Assessment (CCEA);
- General Teaching Council for Northern Ireland (GTCNI); and
- Education and Skills Authority Implementation Team (ESAIT).

Summary of Contents:

This circular, issued by the Department of Education, details the 2011/12 EF support arrangements for Phase II of the delivery of the Entitlement Framework by 2013.

Enquiries:

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Governor Awareness: Essential

Status of Contents:

For information and action by schools

Related Documents:

DE Circular 2010/13

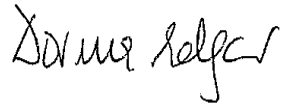
Expiry Date: N/A

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Introduction

1. The guidance attached to this Circular details the revised financial support arrangements for schools for the 2011/12 year.
2. This Circular should be read in conjunction with DE circular 2010/13.

A handwritten signature in black ink, appearing to read "Dorina Edgar". The signature is written in a cursive style with a large initial 'D'.

Dorina Edgar

14-19 Curriculum Entitlement Team

ENTITLEMENT FRAMEWORK CIRCULAR DE 2011/09

Introduction

1. The purpose of this circular is to set out the continuing requirements that apply in 2011-2012 for schools as they move towards full delivery of the Entitlement Framework (EF) by 2013. The Department issued detailed guidance in June 2010, (DE Circular 2010/13) at the start of Phase II, which schools should continue to use as their main reference document.
 - This circular summarises the main changes that will operate for this year. The EF Funding formula, which is the basis for calculating the majority of the funding for schools, has been slightly amended.
 - There is a new requirement for schools, on an Area Learning Community (ALC) basis, to provide a financial plan detailing collaborative expenditure within the ALC.
 - While the strategic priorities remain the same, ALCs are asked to include a target on progress made in the use of e-learning.
2. Since 2008 the Department has provided additional funding to support schools in reviewing and expanding their curricular offer at Key Stage 4 and post-16 to meet the requirements of the EF. The Budget 2011-15 outcome for education presents significant challenges to the strategic planning and delivery of education across the entire community and a number of savings measures have been introduced to allow the Department to manage its budget over the next 4 years. One of the areas where savings are to be delivered is from the Entitlement Framework. It is intended that this funding support will be phased out by the 2014/15 financial year. After 2013 it is the Department's expectation that, as the EF will be fully in place, the delivery of all aspects of the curriculum (including the EF) will be undertaken within the schools' delegated LMS budget allocations.
3. Additionally, within the very constrained finances for all education services and in order to protect funding for schools as far as possible, savings have to be made in the allocation of other EF-related resources. This includes the earmarked funding for the dedicated EF Development Officer network which will be reduced in 2011/12 and will end altogether from the 2012/13 financial year. The delivery of the revised curriculum and the EF will, of course, remain a priority for the ELB Curriculum Advisory and Support Services (CASS) and schools will therefore still receive support from their local ELB sectoral support bodies.

EF Funding Formula 2011/12

4. The purpose of the funding formula is to calculate the amount each school receives, based on their curricular delivery, as a contribution to the costs of providing an increased offer at Key Stage 4 and post-16. A

description of the funding elements is attached at Annex A.

5. The Department recognises that rural schools are likely to incur greater transport costs than urban schools; that there are costs, including those related to pastoral care, involved in both sending out and bringing in pupils; and that collaboration with FE and training organisations incurs specific costs. These areas are given various weightings in the formula to maximise the financial support available for schools delivering courses on a collaborative basis to meet the requirements of the Entitlement Framework. A timetable for action and allocation of funding is attached at Annex B for ease of reference.
6. This year the Department has again reviewed the formula, taking account of feedback from schools, including via a small group of practitioners. Information from the Entitlement Framework Audit and information and feedback from the practitioners group have pointed to a need to do more to focus support for schools in delivering the appropriate range of applied courses, which will form one-third of schools' curricular offer from 2013.
7. Therefore for 2011/12 funding will no longer be provided for general courses delivered collaboratively with FE colleges or training organisations. The second year costs will be met for those courses already running.
8. The funding of the new course element will cease. Instead the formula weightings will ensure resources are focused on the collaborative delivery of applied courses.
9. The applied increase element will remain for 2011/12 i.e.: Schools which have increased the number of applied courses delivered, comparing 2009/10 audit data for year 11 and 13 with 2010/11, and irrespective of the method of delivery, will receive an additional £1,000 per course up to a maximum of £4,000 per school.
10. As stated in DE circular 2010/13, the per school collaboration element for 2011/12 will be £3k. Schools will also receive an additional element allocated on a per course basis, based on the number of collaboratively delivered, applied courses, up to a maximum of £4k. This allows schools a total allocation of up to £7k under the collaboration element in 2011/12. **NB.** The collaboration element will cease from 2012/13, as stated in DE Circular 2010/13, as the entire collaboration element will be related to the level of collaborative activity in which schools are engaged.
11. Funding for special schools and learning units for SEN pupils in mainstream schools will continue to be allocated on the same basis as 2010/11.
12. Funding for Junior HS will be calculated on the same basis as last year, with the exception of the collaboration element which will be reduced to £3k and the new course element which will now cease. Instead the formula weightings will ensure resources are focused on

the collaborative delivery of applied courses.

13. The hourly rate used for the base rate formula as detailed in DE Guidance Circular 2010/13 Annex 3.2 has been revised upwards from £68 to £70.
14. ALCs will be required to complete and submit a financial plan proforma detailing how the amount of collaboration money per school will be spent. This should be reviewed and reported against as part of the mid-year review. See Annex C for the proforma.

Implementation Plans

15. The implementation plans will continue to feature the 4 strategic priorities listed as before. Within Strategic Priority 2, schools should ensure that a specific target is added focussing on the use being made of e-learning. This will enable schools to demonstrate the use being made of the investment in technology, where appropriate, in supporting a reduction in the number of pupils travelling and the time this takes.
16. The implementation plan targets should be reviewed to ensure they reflect the Phase II focus on outcomes. Updated templates will be available via the EF Audit site. ALCs should have already submitted their completed implementation plans via the Audit site.
17. Following feedback about potential scenarios where schools claim the ability to offer courses that pupils do not take up, the Department will engage in a process of sampling to test the offer by schools in each ALC. This is to ensure that, where courses are offered there is evidence that the school (either on its own or in collaboration with others) is actually in a position to follow through on the offer should young people wish to avail of it. It is also designed to ensure that lessons are learned and shared more widely about the nature of the curricular offer, bearing in mind the importance of offering courses that reflect the needs of young people and the needs of the economy.

Economic imperative

18. The aim of the EF is to ensure the curriculum offer in schools allows young people to make the appropriate choices at crucial points in their education as the employers, entrepreneurs and employees of the future, and that they are enabled and inspired to achieve to their full potential. As set out in the Department's strategy "Count, read: succeed", young people need to be able to demonstrate their knowledge and skills through the achievement of relevant and robust qualifications.
19. The Department is clear that education has a key role in the future growth and rebalancing of the economy here. Now, more than ever, the choice of courses that young people make at Key Stage 4 and particularly post-16 should be coherent ones, with clear progression pathways that lead to FE, HE, training or employment.
20. Particular attention should be paid by schools within the ALC to Local

Labour Market Intelligence available at www.delni.gov.uk and www.detini.gov.uk and other information on growth areas, skills shortages areas of the economy, including STEM. Choices made by young people must be supported by high quality Careers Education, Information, Advice and Guidance.

21. Schools are reminded to ensure that, where they wish to offer new courses, these are checked against information on the EF Audit website in the first instance and subsequently on the Regulatory IT Systems Resource (RITS) website - <http://register.ofqual.gov.uk>.

As soon as a school identifies that a qualification which is under consideration is not on the current approved list, details of the course (in particular the Regulatory IT Systems Resource (RITS) number and proposed year group of pupils) should be forwarded to the 14-19curriculum@deni.gov.uk for consideration. DE is aware that a number of schools use the opening of the online audit in October as the principal route to bring new courses to the attention of DE. **This should not be the case and decisions on the designation of new courses must be made before courses begin in the autumn term.**

22. In relation to public examinations, it is the responsibility of a school providing a course to enter pupils for public examinations which are part of that course. Examinations fees incurred by a host school will be considered as part of the arrangements for charging between the school at which the pupil is registered and the host school ie: at which the course is being provided. **Examination results will be forwarded by C2k to the school where the pupil is registered.** Where there is collaborative activity, it is the “home” school, i.e. the school at which the pupil is registered, that receives the results of a course undertaken at another “host” school/FE college. The other “host” school/FE college make the examination entries. These, among other arrangements, should be recorded in the SLA.

Legislative position

23. This guidance also provides an opportunity to remind schools of the legislative position regarding the delivery of the Key Stage 4 curriculum. The curriculum on offer in every grant-aided school at Key Stage 4 must include the following areas of learning:-

- Language and Literacy;
- Mathematics and Numeracy;
- Modern Languages;
- the Arts;
- Environment and Society; and
- Science and Technology.

24. In relation to the areas of learning of Language & Literacy and Mathematics & Numeracy, the Department expects that pupils will normally follow a GCSE course in English and in Maths. While there is no minimum content requirement in other areas of learning, schools will need to ensure that their curricular provision includes access to

courses from each one of these areas of learning. Where the EF Audit suggests that pupils are not following courses linked to these areas of learning, the Department will, through the relevant ELB, seek confirmation that the school is meeting its statutory requirements. Schools are also required to provide PE and Learning for Life and Work in line with the relevant provisions setting out minimum content as specified in the Education (Northern Ireland) Order 2006. All schools are also required to provide for RE in the curriculum.

25. The Department, including through its arm's length bodies, has been focusing on providing schools with support to review and increase the range of courses they offer pupils access so that, when the relevant legislative provisions are commenced, schools will be in the best possible position to meet their statutory requirements. The Department will advise schools when these articles are commenced.

26. The EF legislation will specify that, at both KS4 and post-16, at least one-third of the courses must be general and at least one-third applied. The remaining one-third of courses is at the discretion of each school and provides schools with an opportunity to develop a unique and distinctive curricular offer.

Conclusion

27. The Department recognises the good work which is going on in schools and ALCs to provide a broad and balanced, relevant curriculum with clear progression pathways at Key Stage 4 and post-16. This work is designed to ensure that many more of our young people, including those at most risk of educational underachievement, can be supported to reach their full potential during their time at school. Many schools are already seeing the increased range of courses translate into improved outcomes for young people. The challenge for all is to ensure that the curricular offer available to pupils in every school is broad, balanced, economically relevant and supported with excellent careers education, information, advice and guidance.

2011/12 EF Support Arrangements – Funding Elements

ANNEX A

1	EF Audit Formula	<i>Based on schools' EF curricular entries ie number and type of courses (applied/general) and number of pupils</i>	
2	Applied Increase Element	<i>Schools that have increased their 2010/11 applied offer for Yr 11 and Yr 13 compared to their 2009/10 applied offer. £1k per additional applied course irrespective of delivery method (includes own school delivery), up to a max of £4K.</i>	
4	SEN Pupils in Mainstream	<i>Courses must be delivered collaboratively. General/Applied and Not Eligible courses included. For G/A courses KS4 weightings apply. In the absence of an appropriate weighting for NE courses the KS4 applied weighting has been applied.</i>	
3	Collaboration	£3k	<i>To all schools who actively participate in an Area Learning Community</i>
		<i>Up to a max. £4k</i>	<i>Allocated on a per course basis – courses must be applied and delivered collaboratively. £1k per course up to max of £4k</i>

TIMETABLE FOR ACTION AND ALLOCATION OF FUNDING

Date	Activities
August 2011	<ul style="list-style-type: none"> • Issue 2011/12 EF support arrangement guidance to schools.
August 2011	<ul style="list-style-type: none"> • Estimate of EF Support Allocation based on 2010/11 Audit available to schools to view via EF audit website. • Schools to consider allocation and highlight any issues to the relevant EF DOs. • DE will consider any issues raised by schools. • ALCs review progress and agree revised priorities and associated strategic objectives for 2011/12, 2012/13 and 2013/14. • ALCs begin work on Financial Plan pro-forma.
August 2011	<ul style="list-style-type: none"> • Schools receive EF Formula and Applied Increase allocations. • ALCs finalise Implementation Plans and seek ratification by individual school BoGs. • ALCs complete Online Audit EF Implementation Plan pro-forma.
October 2011	<ul style="list-style-type: none"> • DE provides feedback on plans to ALCs and seeks clarification where necessary. • ALC Financial Plan pro-forma completed and submitted to DE. • Allocation of Collaboration Element of EF Support Grant to schools once Implementation and Financial Plans are complete.
October 2011	<ul style="list-style-type: none"> • 2011 EF Audit reopens and closes.

X Learning Community

Breakdown of Collaboration Funding – Financial year 11/12

Income

Maximum amount available to each school – DE Guidance 2011/09

School name	£

TOTAL INCOME £ XXX

TOTAL EXPENDITURE £ XXX