

# Business Plan 2011–2015

## Department for Education

May 2011

*This plan will be updated annually*

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## A) Vision

Our vision is a highly educated society in which opportunity is more equal for children and young people no matter what their background or family circumstances. We will do this by raising standards of educational achievement and closing the achievement gap between rich and poor.

We are committed to transforming our education system so that all children, regardless of their background, thrive and prosper. The size of the overall budget deficit means we have had to make tough decisions. There will be many savings across the Department, but the Coalition Government is committed to bringing about the reforms to education and children's services that this country needs. Over recent years we have fallen behind in international league tables of educational performance compared with other OECD countries. In the 2006 Performance in International Student Assessment (PISA) survey, we fell from 4th to 14th in science, from 7th to 17th in literacy, and from 8th to 24th in mathematics. We must reverse this trend in order to improve social mobility and to equip our school leavers to compete with their peers across the world. Our approach to reform has been shaped by the features of the highest performing school systems internationally and looks to the very best teachers and head teachers in this country to play a leading role beyond their own school.

We want parents to have more good schools to choose between and more opportunities to open new schools or get involved in the running of existing schools. We know, from international experience and evidence, that greater autonomy drives improvement, while central control is expensive, confusing and demotivating. So we will set schools free from top-down targets and a culture of inspection and instead put in place accountability arrangements that are more transparent and sharper in their focus on underperformance. In placing a new emphasis on rigour, higher standards and great teaching, we will ensure that children can become authors of their own life stories, and young people can continue in their learning and contribute to their communities.

We will support those who work in our schools and children's services. We will provide head teachers with flexibility on pay and conditions, we will ensure that teacher training meets the needs of the classroom, we will provide teachers with the powers that they need to instil good behaviour, and we will free social workers to do their day jobs without excessive bureaucracy. We will ensure that funding is fair and transparent, both by introducing new arrangements for school funding to encourage efficiency and by implementing our pupil premium for those who need extra support. We will provide capital investment to build new schools more quickly and more cost-effectively. We will reform early years education and Sure Start so that all children and families receive the support they need, particularly the most vulnerable. Where there is a role for government to play, we are committed to using every means at our disposal to empower families and ensure that all children are protected from harm and neglect.

But we also recognise that there are no easy solutions or quick fixes – through our radical power shift from the centre to local communities, and our horizon shift from focusing on the next initiative to reforming for the long term, we will change our education and children's services for the better.

## B) Coalition Priorities

### Structural Reform Priorities

- 1. Increase the number of high quality schools and introduce fair funding**
  - Learning from the international evidence, provide parents with more choice between high quality schools, give all schools more freedom, and reform funding arrangements to be fairer, more transparent and to deliver value for money
- 2. Reform the school curriculum and qualifications**
  - Ensure that all children gain the knowledge they need to prepare them for adult life, through a reformed National Curriculum and more robust academic and vocational qualifications up to the age of 19
- 3. Reduce bureaucracy and improve accountability**
  - Trust those who work in our schools and other services, replacing the current system of Whitehall bureaucracy with autonomy for professionals and more focused accountability
- 4. Train and develop the professionals who work with children**
  - Recognising that the quality of the workforce is fundamental to all other reforms, we will reform teacher training, professional standards, and pay and conditions, and also improve social worker training, capacity and retention
- 5. Introduce new support for the Early Years**
  - Introduce new support for the Early Years by retaining a universal offer, while also ensuring that services and opportunities reach those in greatest need
- 6. Improve support for children, young people and families, focusing on the most disadvantaged**
  - Help children to fulfil their full potential, by supporting families and focusing support on improving the lives of the most vulnerable children

## C) Structural Reform Plan

The Coalition is committed to a programme of reform that will turn government on its head. We want to bring about a power shift, taking power away from Whitehall and putting it into the hands of people and communities, and a horizon shift, making the decisions that will equip Britain for long term success. For too long citizens have been treated as passive recipients of centralised, standardised services. This Government is putting citizens back in charge, and Structural Reform Plans are part of this shift of power from government to people.

This section sets out how, and when, the Department will achieve the reforms that are needed to make this happen. Structural Reform Plans are key tools for holding departments to account for the implementation of Programme for Government commitments, replacing the old top-down systems of targets and central micromanagement.

Each month, the Department publishes a simple report on its progress in meeting these commitments. These reports are available on the Number 10 website.

All legislative timings and subsequent actions are subject to Parliamentary timetable and approval.

# 1. Increase the number of high quality schools and introduce fair funding (p.1 of 2)

*Learning from the international evidence, provide parents with more choice between high quality schools, give all schools more freedom, and reform funding arrangements to be fairer, more transparent and to deliver value for money*

<b>ACTIONS</b>	<b>Start</b>	<b>End</b>
<b>1.1 Increase the number of Academies</b>		
i. Legislate to allow conversion of all schools to Academy status, establish conversion process and invite applications from outstanding schools	Completed	-
ii. Identify and match new sponsors for underperforming schools that will convert in 2011/12	Completed	-
iii. Begin to open applications to a wider group of schools	Completed	-
iv. First new Academy schools opened	Completed	-
<b>1.2 Introduce new Free Schools</b>		
i. Agree pre-application support arrangements, establish approval criteria and open application process	Completed	-
ii. Amend planning guidance to increase number of potential sites for new schools	Started	Jul 2011
iii. Establish a revenue funding model for new school development	Started	Aug 2011
iv. Revise school building guidance	Started	Jun 2011
v. Approve and open the first new Free Schools	Started	Sep 2011
vi. Publish document outlining lessons learned in establishing and running Free Schools	Sep 2012	Sep 2012
<b>1.3 Introduce new University Technical Colleges</b>		
i. Develop proposals for introducing University Technical Colleges	Completed	-
ii. Approve and open the first - of at least 24 - University Technical Colleges	Started	Sep 2011
iii. First data released showing number of new schools broken down by type (Academy, Free School, University Technical College)	Sep 2011	Sep 2011

## 1. Increase the number of high quality schools and introduce fair funding (p.2 of 2)

*Learning from the international evidence, provide parents with more choice between high quality schools, give all schools more freedom, and reform funding arrangements to be fairer, more transparent and to deliver value for money*

<b>ACTIONS</b>	<b>Start</b>	<b>End</b>
<b>1.4 Introduce a new pupil premium for disadvantaged pupils</b>		
i. Identify eligibility criteria, model and sources of funding for pupil premium and consult with stakeholders on its operation from 2011	Completed	-
ii. Confirm rate of premium for first year	Completed	-
iii. Begin to pay pupil premium funds to schools (including service children)	Completed	-
iv. First pupil premium funds (including service children) transferred to schools	Completed	-
v. Work with the Education Endowment Fund to both identify the education practices which are of most benefit to disadvantaged students (many of whom are in receipt of the pupil premium) and ensure that all heads and teachers are able to draw on these examples of best practice <sup>1</sup>	Sep 2011	Ongoing
vi. First annual data released on proportion of pupils receiving pupil premium by school	Oct 2011	Oct 2011
vii. Evaluate initial findings from first year of operation of pupil premium	Sep 2012	Feb 2013
<b>1.5 Reform the complex funding systems for schools revenue and capital funding</b>		
i. Review all capital programmes to ensure affordability and value for money	Completed	-
ii. Recommendations of schools' capital review reported to Ministers	Completed	-
iii. Publish options for future revenue funding for schools in Schools White Paper	Completed	-
iv. Plan implementation of reforms to capital funding in light of schools' capital review findings	Started	Nov 2011
v. Review the schools revenue funding model	Started	Dec 2011
vi. Schools allocations for 2012/13 announced	Dec 2011	Dec 2011

<sup>1</sup> Numbering corrected Sept 2011.

## 2. Reform the school curriculum and qualifications

*Ensure that all children gain the knowledge they need to prepare them for adult life, through a reformed National Curriculum and more robust academic and vocational qualifications up to the age of 19*

<b>ACTIONS</b>	<b>Start</b>	<b>End</b>
<b>2.1 Promote the teaching of systematic synthetic phonics in schools</b>		
i. Publish core phonics criteria for teaching materials	Completed	-
ii. Pilot a reading test to check pupils' progress at age 6 and roll out, subject to evidence	Jun 2011	Jun 2012
<b>2.2 Reform the National Curriculum for 5-16 year olds</b>		
i. Develop proposals and agree the structure of the new National Curriculum and the content for English, mathematics, science and physical education for first teaching in maintained schools from September 2013	Started	Sep 2012
ii. Develop proposals and agree content for all other subjects which will form part of the new National Curriculum for first teaching in maintained schools from September 2014	Started	Sep 2013
iii. Schools start to teach new National Curriculum in English, mathematics, science and physical education	Sep 2013	Sep 2013
<b>2.3 Reform and free up the qualifications system</b>		
i. Approve the iGCSE for use in maintained schools	Completed	-
ii. Develop proposals for reforming qualifications, including a new English Baccalaureate	Completed	-
iii. Commission Alison Wolf to review vocational education		
iv. Develop and announce plans to improve apprenticeships	Completed	-
v. Expanded and improved apprenticeship programme starts	Started	Sep 2011
vi. Publish cross-government response to Alison Wolf's recommendations on vocational education	Aug 2011 Jun 2011	Aug 2011 Jun 2011

### 3. Reduce bureaucracy and improve accountability

(p.1 of 2)

*Trust those who work in our schools and other services, replacing the current system of Whitehall bureaucracy with autonomy for professionals and more focused accountability*

<b>ACTIONS</b>	<b>Start</b>	<b>End</b>
<b>3.1 Reduce regulatory and other burdens on schools and sixth form colleges</b>		
i. Announce policy changes, including plans to remove burdens based in primary and secondary legislation, following a review of key policies, duties, guidance and other burdens	Completed	-
ii. Initial burdens based in secondary legislation removed	Completed	-
iii. Respond to Lord Young's review on health and safety to encourage schools to undertake personal development activities for their pupils	Completed	-
iv. Work with the Home Office and the Department of Health to conduct a review of the Vetting and Barring Scheme and scale it back to common-sense levels	Completed	-
v. Dramatically reduce the volume of DfE guidance for schools	Started	Dec 2011
vi. Identify further burdens, data collections and legislative requirements for removal as independent reviews report (e.g. Lord Bew's Review of Testing and Assessment and Munro Review of Child Protection)	Started	Dec 2011
vii. Work with LA representative organisations and individual LAs to reduce bureaucracy LAs create for schools	Started	Sep 2011
<b>3.2 Support teachers in securing good behaviour in schools</b>		
i. Develop new discipline strategy, including removing the need for written notice for detentions, providing anonymity for teachers facing false allegations, and ways to tackle bullying in schools	Completed	-
ii. Extend the list of items for which teachers can search pupils	Completed	-
iii. Bring forward legislation to implement changes to secure good behaviour, as necessary	Completed	-

### 3. Reduce bureaucracy and improve accountability

(p.2 of 2)

*Trust those who work in our schools and other services, replacing the current system of Whitehall bureaucracy with autonomy for professionals and more focused accountability*

<b>ACTIONS</b>	<b>Start</b>	<b>End</b>
<b>3.3 Reform and reduce the number of the Department's arm's length bodies</b>		
i. Close the British Educational Communications and Technology Agency (Becta)	Completed	-
ii. Close the Qualifications and Curriculum Development Agency (QCDA), the General Teaching Council for England (GTCE), the School Support Staff Negotiating Body (SSSNB), the Training & Development Agency for Schools (TDA) and the Young People's Learning Agency (YPLA)	Started	Mar 2012
iii. Open new DfE Executive Agencies focusing on testing, funding, leadership and teaching	Started	Apr 2012
iv. Change the status of the School Food Trust, Children's Workforce Development Council (CWDC) and the National College for Leadership of Schools and Children's Services so they cease to be NDPBs	Started	Apr 2012
<b>3.4 Work with Ofsted to reform the inspection regime for schools, local authority children's services and Early Years providers</b>		
i. Develop proposals for a streamlined and proportionate inspection regime of local authority children's services	Started	Dec 2011
ii. School inspection system reformed	Dec 2011	Dec 2011
iii. Develop streamlined school inspection framework and guidance	Started	Jun 2011
iv. Develop streamlined Early Years inspection and regulation framework	Started	Sep 2012
v. Publish new inspection framework for schools and put new system in place	Jul 2011	Dec 2011
vi. Put new local authority children's services inspection regime in place	May 2012	May 2012

## 4. Train and develop the professionals who work with children

*Recognising that the quality of the workforce is fundamental to all other reforms, we will reform teacher training, professional standards, and pay and conditions, and also improve social worker training, capacity and retention*

<b>ACTIONS</b>	<b>Start</b>	<b>End</b>
<b>4.1 Attract the best entrants into the school workforce and then develop them through effective initial teacher training and continuing professional development</b>		
i. Increase funding to Teach First, allowing it to extend its reach to more schools across the country, including a new Teach First Primary programme	Completed	-
ii. First annual data released on numbers recruited into Teach First	Sep 2011	Sep 2011
iii. Publish proposals to improve the quality of the school workforce, by reforming initial teacher training and continuous professional development, and by creating new programmes to attract the best to the profession, especially teachers of science, technology, engineering and maths and including former members of the armed forces	Completed	-
<b>4.2 Reform teachers' standards, pay and conditions</b>		
i. Develop revised teacher standards and performance management regulations	Started	Sep 2011
ii. Revised performance management regulations for teachers published	Sep 2011	Sep 2011
iii. Develop proposals on pay and conditions	Started	Sep 2012
<b>4.3 Recruit, train and improve the capacity of social workers who work with children and families</b>		
i. Support the development of new standards for employers of social workers	Started	May 2011
ii. New standards for employers of social workers produced	May 2011	May 2011
iii. Support the development of new professional standards for social workers	Started	Sep 2011
iv. New professional standards for social workers produced	Sep 2011	Sep 2011
<b>4.4 Improve the quality of the Early Years workforce</b>		
i. Develop proposals to improve the quality of the Early Years workforce	Started	Jul 2011

## 5. Introduce new support for the Early Years

(p.1 of 2)

*Introduce new support for the Early Years by retaining a universal offer, while also ensuring that services and opportunities reach those in greatest need*

<b>ACTIONS</b>	<b>Start</b>	<b>End</b>
<b>5.1 Retain a national network of Sure Start Children's Centres with a core universal offer, while also ensuring that they deliver proven early intervention programmes to support families in the greatest need</b>		
i. Develop a Sure Start Children's Centres reform programme	Started	Jul 2011
ii. Work with local authorities to develop a plan to increase voluntary and community sector involvement within Sure Start Children's Centres, improve accountability arrangements, increase the use of evidence-based interventions, and introduce greater payment by results	Started	Jul 2011
iii. Local Government Finance Settlement finalised, with details of Early Intervention Grant	Completed	-
iv. Introduce a new Early Intervention Grant to provide local authorities with the funding they need to support Sure Start and other intervention programmes	Apr 2011	Jun 2011
v. Implement the Sure Start Children's Centres reform programme	Jul 2011	Mar 2013
<b>5.2 Ensure access to sufficient and high quality Early Years provision</b>		
i. Implement the new Early Years Single Funding Formula for 3 to 4 year olds	Completed	-
ii. Explore options for allowing parents greater flexibility to use their early education entitlement	Completed	-
iii. Publish Dame Clare Tickell's review of the Early Years Foundation Stage	Completed	-





## 6. Improve support for children, young people and families, focusing on the most disadvantaged (p.2 of 3)

*Help children to fulfil their full potential, by supporting families and focusing support on improving the lives of the most vulnerable children*

<b>ACTIONS</b>	<b>Start</b>	<b>End</b>
<b>6.3 Improve the quality and cost-effectiveness of the care system</b>		
i. Publish streamlined regulations, guidance and national minimum standards for fostering services, children's homes and adoption services	Completed	-
ii. Streamlined regulations and guidance for care system take effect	Completed	-
iii. Develop and implement a programme to improve practice in children's residential homes	Started	Mar 2012
iv. Support local authorities to roll out intensive evidence-based practice in foster care and for children on the edge of care in 20 new sites	Started	Mar 2012
v. Implement a programme to increase the number of adoptions and the speed of decision-making	Started	Sep 2012
<b>6.4 Improve opportunities for, and support available to, young people</b>		
i. Develop proposals to support a wider range of providers to offer services to young people	Completed	-
ii. Work with the Cabinet Office in establishing pilot National Citizen Service (NCS) programmes in 2011 and 2012 and prepare to take the lead responsibility from 2013 for the national roll out of NCS	Started	Sep 2012
iii. Develop proposals to support vulnerable young people by refocusing youth services on early intervention	Completed	-
iv. Department for Education assumes responsibility for National Citizen Service	Apr 2013	Apr 2013

## 6. Improve support for children, young people and families, focusing on the most disadvantaged (p.3 of 3)

*Help children to fulfil their full potential, by supporting families and focusing support on improving the lives of the most vulnerable children*

<b>ACTIONS</b>	<b>Start</b>	<b>End</b>
<b>6.4 Improve opportunities for, and support available to, young people (continued)</b>		
v. Establish an independent review to advise on how to address the commercialisation and premature sexualisation of childhood <sup>1</sup>	Completed	-
vi. Review of the commercialisation and premature sexualisation of childhood published	May 2011	May 2011
vii. Develop and publish a Youth Policy Statement	Apr 2011	Nov 2011
<b>6.5 Take steps to end child poverty and improve the life chances of the poorest</b>		
i. Develop a new child poverty strategy, taking account of the conclusions of Frank Field's Review on Poverty and Life Chances	Completed	-
<b>6.6 Increase support for families experiencing difficulties</b>		
i. Develop a new approach to turning round the lives of families with multiple problems	Completed	-
ii. Put funding for relationship support services on a stable footing through continued central government investment	Completed	-
iii. Develop proposals for reform of Family Justice System following the interim report of the Family Justice Review	Started	Oct 2011
iv. First annual data released on number of families that have been through an evidence-based intensive family intervention programme by local authority (exact measure to be agreed following the Government's response to Graham Allen's review)	Sep 2011	Sep 2011
v. New approach to families with multiple problems to be operating in 50% of Local Authorities	Apr 2012	Apr 2012

<sup>1</sup> Numbering corrected Sept 2011.

## D) Departmental expenditure

This section sets out how the Department is spending taxpayers' money as clearly and transparently as possible.

We have included a table to show the Department's planned expenditure over the Spending Review period, as agreed with the Treasury. It is split into money spent on administration (including the cost of running departments themselves), programmes (including the frontline), and capital (for instance new buildings and equipment).

This section also includes a bubble chart setting out further detail how its settlement will be allocated for the 2011/12 financial year, across its key programmes and activities.

# Table of spending for 2011/12 to 2014/15

This section sets out the Department's planned expenditure over the Spending Review period, as agreed with the Treasury.

£bn <sup>1 2</sup>	Baseline 2010/11	2011/12	2012/13	2013/14	2014/15
<b>Total departmental expenditure allocation</b>	<b>58.4</b>	<b>56.4</b>	<b>56.6</b>	<b>56.2</b>	<b>57.2</b>
<i>Administration spending</i> <sup>3</sup>	<b>0.5</b>	<b>0.5</b>	<b>0.4</b>	<b>0.4</b>	<b>0.4</b>
<i>Programme spending</i> <sup>3</sup>	<b>50.3</b>	<b>50.8</b>	<b>51.9</b>	<b>52.5</b>	<b>53.5</b>
<i>Capital spending</i>	<b>7.6</b>	<b>5.1</b>	<b>4.2</b>	<b>3.3</b>	<b>3.4</b>

Administration spending: the costs of all central government administration other than the costs of direct frontline service provision.

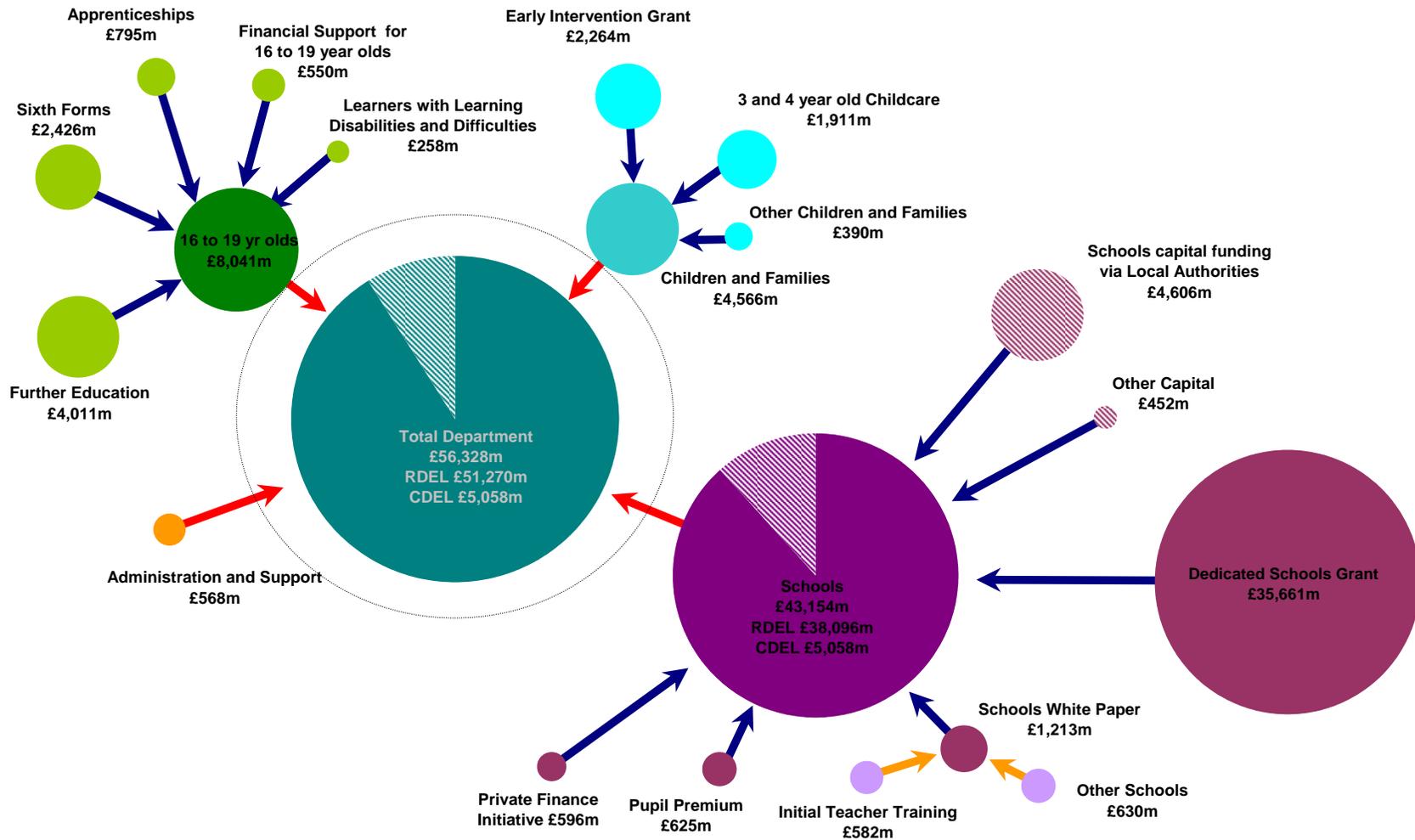
Programme spending: spending on activities, goods and services, such as pay and benefits (excluding administration spending as defined above).

Capital spending: spending on assets with a lasting value, such as buildings and equipment.

1. Excludes departmental Annually Managed Expenditure
2. Number may not sum due to rounding
3. Excludes depreciation

# Planned Departmental Expenditure 2011/12

This bubble chart sets out further detail on how our settlement will be allocated for the 2011/2012 financial year, across our key programmes and activities



# Common Areas of Spend

This data aims to let the public compare DfE operations against other public and private sector organisations, by setting out the cost of common operational areas against common data standards. Here, departments are setting out historical data from 2009/10 to form a baseline for future updates.

## In 2009–10, the DfE...

...employed an average of 2,645 full-time equivalent (FTE) people; used contingent labour equivalent to 70.1 FTEs and had an average full time staff cost of £53,033 per person.

...had a total estate of 44,018 metres squared with a total cost of £17.9 millions equating to a cost per FTE of £5,869.

...procured goods and services with a cost of £509.5 millions with third party suppliers, and is able to provide detailed categorisation for 98.5% of this.

...spent £46.14<sup>1</sup> millions with third party suppliers on ICT and had an average cost of desktop per FTE of £1,063. DfE's cost includes Helpdesk & Support, direct desktop costs (box or laptop, screen, keyboard, mouse, basic Microsoft Office/Windows software), printing and network infrastructure and is an annual cost per FTE.

...managed expenditure of £56.8 billions (revenue £49.4 billions and capital £7.4 billions). This includes payment to Local Authorities for schools and Grant in Aid to Non Departmental Public Bodies; and spent £140.27 millions on staff costs.

...spent £103.7 millions on the HR, Finance, Procurement, Legal and Communications aspects of Corporate Services.

...spent £129.6 millions with Small and Medium Enterprises. £39.7 millions was spent with Voluntary and Charitable Sector, with grants to these organisations totalling £177.5 millions.

During the baseline year, few of the data standards above were available for consistent comparison across government. So historical data has not always been prepared on a consistent basis. Departments have set out caveats and exceptions that explain how their data fits with the common standard, and are critical to understanding this data. We are working to improve substantially the quality of data and particularly consistency across departments.

In future, we will publish updates to this information as part of our regular reporting of business plan data.

Note: This data is for DfE only and excludes its Non Departmental Public Bodies. Please note, there were no DfE Executive Agencies in 2009–10

<sup>1</sup> Corrected 06/06/11.

## E) Transparency

Greater transparency across government is at the heart of our commitment to enable the public to hold politicians and public bodies to account, to reduce the deficit and deliver better value for money in public spending.

This section will set out the information that will enable users of public services to choose between providers, and taxpayers to assess the efficiency and productivity of government departments and public services, holding them more effectively to account. By publishing a wide range of indicators, we will enable the public to make up their own minds about how departments are performing. We will use transparency to help us move from bureaucratic accountability to democratic accountability: replacing top-down targets and central micromanagement with information and choice.

## Information Strategy (p.1 of 2)

Transparency is a key operating principle for the Department, enabling the delivery of better services for less money. By providing additional data that can be used in new and creative ways, we will enable the public to compare service providers, to hold the Department, schools and local authorities to account and to choose their favoured option. Transparency is championed by Sue Higgins, Director General for Finance and Corporate Services and will form a condition of funding for the whole departmental family.

- The Department has a dedicated web page for transparency from which all department releases can be accessed. [www.education.gov.uk/aboutdfe/departmentalinformation/transparency](http://www.education.gov.uk/aboutdfe/departmentalinformation/transparency). The Department will be making details of new contracts, expenditure, and the salaries of senior staff available via this web page, including all departmental spending and contracts over £25,000. Progress reports on the core projects being undertaken in the Department will continue to be published on the Number 10 website so that our progress can be monitored by the public.
- The Department believes that the public has a right to request information and we comply fully with our legal obligations under Freedom of Information and Data Protection. We will continue to explore ways in which we can release our information in an open and accessible format and build its release into regular publications. We are engaging with consumers of our data to ensure that we deliver ‘the right data, at the right time, in the right format’.

## Information Strategy (p.2 of 2)

- Data will be published in line with the Public Data Principles and registered on [www.data.gov.uk](http://www.data.gov.uk) – as almost 300 of the Department's key datasets already are. The data underlying the Department's Statistical First Releases are being released in a reusable format. Over the next 18 months the Department will continue to push forward initiatives to grant the public access to underlying data in a reusable format and will continue when possible to make 'raw data' available on request to users subject to protecting personal information about individuals. to grant the public access For example, we intend to publish school level expenditure data broken down by key areas of spend for the first time. The Department's data template describes the data sources available to the public.
- We will work to make it easier to locate, analyse and interpret our data. This increased accessibility will be achieved by the rationalising of websites, improving the signposting on them, and by developing the tools available to analyse our data. In particular, we plan to develop tools to enable parents to make more effective use of data, for example in choosing a school for their child. Making more data available in an open and accessible format will enable the market to develop new products that will help the public to hold both their local services and the Department to account.
- We aim to reduce the data collection burdens on our providers and to make better use of the data we do collect through better data linkage.

# Input indicators

The department will adopt the following input indicators:

Input indicator	When will publication start?	How often will it be published?	How will this be broken down?
3–4 year old aggregate spending	2011	Annually	National
Schools aggregate spending (excl Pupil Premium)	2011	Annually	National
Schools aggregate spending (Pupil Premium)	2011	Annually	National
16–19 year old aggregate spending	2011	Annually	National
Early Intervention Grant	2011	Annually	National

# Impact indicators (p.1 of 3)

The department will adopt the following impact indicators:

Impact indicator	When will publication start?	How often will it be published?	How will this be broken down?
<p><b>Attainment of ‘the basics’ at ages 11, 16 and 19:</b> The basics are defined as percentage achieving: at age 11, L4 in English and Maths; at 16, A*-C in GCSE English and Maths*; and at 19 two definitions - % of 19 year olds achieving a L3 qualification; plus attainment of L2 English and Maths for those who hadn't achieved it at 16.</p> <p>* This is currently defined as English and Maths A*-C GCSE. The intention is that this will include science in the future,</p>	<p>KS2 - December following the academic year Basics KS4 - January following the academic year L3 qualification &amp; L2 English and Maths - at age 19 – March following the academic year</p>	<p>Annual</p>	<p>KS2 andKS4 - National, LA, School  L3 – National, region, LA L2 English and Maths - National</p>
<p><b>Attainment beyond the basics at ages 16 and 19:</b> For age 16, the indicator is the percentage achieving English Baccalaureate. For age 19 we will define the indicator for academic and vocational qualifications as we develop our response to the Wolf Review.</p>	<p>English Bacc - January following the academic year</p>	<p>Annual</p>	<p>Eng Bacc - National, LA, School</p>
<p><b>Attainment gap at ages 11, 16 and 19:</b> The gaps we have proposed measuring are between children receiving free school meals (FSM) and the rest at all stages, and looked after children (LAC) and the rest at 11 and 16.</p>	<p>KS2 &amp; KS4 Attainment (FSM &amp; LAC) - December following the academic year Age 19 (FSM) - March following the academic year</p>	<p>Annual</p>	<p>KS2 &amp; KS4 Attainment (FSM) - Region, LA, subject to ensuring data confidentiality KS2 &amp; KS4 (LAC)- National Level 3 (Age 19) National</p>

# Impact indicators (p.2 of 3)

The department will adopt the following impact indicators:

Impact indicator	When will publication start?	How often will it be published?	How will this be broken down?
<p><b>Outcome of Education:</b> Two indicators: <u>first</u> the percentage of children on FSM progressing to 1) Oxford or Cambridge; 2) Russell Group; 3) all universities; and <u>second</u>, destinations of young people. In advance of destination data being available the data will measure 16 and 17 year old participation</p>	<p>TBC Destinations Data- Spring 2012</p>	<p>Annual</p>	<p>TBC</p>
<p><b>School Quality:</b> Number of schools below the floor standard (separate floors for primary and secondary); Percentage achieving new 'basics' measure at GCSE (most deprived schools and least deprived schools, and the gap between them); teaching by teachers with qualifications in relevant subject areas.</p>	<p>Floor standards primary – December and secondary - January following the academic year Deprived schools – December following the academic year Teaching by qualified teachers published in April</p>	<p>Annual</p>	<p>Floor standards - National  Deprived schools – National, region  Teaching – National</p>
<p><b>Factors Affecting Education:</b> Pupil absence; Proportion of pupils in alternative provision achieving 1) Level 1, and 2) Level 2, in functional English and Maths</p>	<p>Pupil absence - March following the academic year Alternative Provision – summer 2011</p>	<p>Annual</p>	<p>Pupil absence - National, LA, School Alternative Provision - National</p>

## Impact indicators (p.3 of 3)

The department will adopt the following impact indicators:

Impact indicator	When will publication start?	How often will it be published?	How will this be broken down?
<b>Academies/Free Schools:</b> i) Number of academies and free schools opened nationally ii) Number of academies and free schools opened by LA as a % of all schools	July 2011	Quarterly	LA
<b>Vulnerable children and young people indicator:</b> Placeholder – We will develop this following the publication of the Munro Review.	TBC	TBC	TBC
<b>Early years indicator:</b> Placeholder – We are currently considering options for measuring this indicator.	TBC	TBC	TBC

# Other data

We will publish a full range of datasets and our full departmental organogram on our website <http://www.education.gov.uk/aboutdfe/departmentalinformation/transparency>

In addition to the input and impact indicators set out on the previous pages which the public can use to assess our efficiency and productivity, a number of additional sets of data and information will help people to judge the progress of structural reforms and to make informed choices:

## Other key data:

New school performance tables, which will give details of the characteristics of every school in the country and its pupils, alongside levels of attainment and progression, with links to information on school finances and workforce

Number of new schools broken down by type (Academy, Free School, University Technical College), by local authority

Numbers recruited into the Teach First programme, nationally

Proportion of pupils receiving pupil premium, by school

Number of families that have been through an evidence-based intensive family intervention programme, by local authority (exact measure to be agreed following the Government's response to Graham Allen's review)

Number of 3 and 4 year olds benefitting from a free early years place, by local authority

Past exam papers

All Department for Education spending and contracts over £25,000, plus senior-level salaries