The European Social Fund Funding Rates and Formula 2015 to 2016

Version 1

This document sets out the details of the 2015 to 2016 funding system used to fund training and skills provision paid for from the European Social Fund (ESF).

November 2015

Of interest to further education and skills training providers

Contents

Foreword

This document sets out the principles behind our funding system and describes the features of the funding system for the European Social Fund (ESF) budget for the 2015 to 2016 funding year.

For a complete understanding of how the funding system works in practice, read this document together with the following:

- ESF Funding Rules
- Individualised Learner Record Specification (ILR) 2015 to 2016

The terms 'we' and 'SFA' refer to the Skills Funding Agency and associated staff.

When we refer to 'you' or 'providers', this includes colleges, training organisations, local authorities and employers that receive funding from us to deliver education and training.

Introduction

1   We are an executive agency of the Department for Business, Innovation and Skills (BIS). Our job is to fund and promote adult skills in England, including traineeships and apprenticeships, in a way that supports economic growth and productivity.

2   The ESF is part of the European Structural and Investment Fund's (ESIF) Growth Programme for England in 2014 to 2020. It will deliver the Growth Programme's priorities to increase labour market participation, promote social inclusion, and develop the skills of the potential and existing workforce.

3   [ESIF committees](#) covering Local Enterprise Partnership (LEP) areas decide how and where ESF funding is spent. We will contract with providers on behalf of ESIF committees and LEPs. We will award the contracts through an open and competitive procurement process.

4   We create contracts with providers on the [Register of Training Organisations](#) to deliver ESF training and skills provision. You will operate through a contract for services. Our contract contains the following documents, which collectively set out the requirements necessary to receive public funding.

- Contract for services.

- [ESF Funding Rules](#).

- [Individualised Learner Record (ILR) Specification](#) and the specification from the procurement process.

5   Your ESF contract could overlap a number of funding years (1 August to 31 July). We will confirm your maximum contract value and the start and finish dates of your contract when we award it.

6   We will pay you on the basis of your actual delivery each month, in arrears. The amount we pay will be within your maximum contract value and the maximum amount for each deliverable in the contract (for more details, refer to paragraph 9).

7   You will provide us with information about learners and their learning using a collection of data known as the Individualised Learner Record (ILR). We will also gather information through a new ESF Supplementary Data collection.

8   The ESF Supplementary Data collection collects information that we do not gather from the ILR, or we cannot process through our funding calculation. For example, actual staff costs or the costs of employer engagement. Our funding system uses this information to calculate the funding you have earned for delivering this learning or activity.

Your contract with us

9   Your contract will contain some or all of the following deliverables. These are called:

a) Learner assessment and planning – to identify learner needs and plan the activities required to achieve the outcome of the specification.

b) Regulated learning – to cover all regulated qualifications and units.

c) Non-regulated activity – to cover all non-regulated qualifications and non-regulated activity.

d) Additional programme cost – to cover any costs incurred for any support the learner might need for attending the learning.

e) Actual Costs – to cover actual costs incurred, for example, staff costs. We will collect this information through the ESF supplementary data collection.

f) Community Grants – there are two Community Grant deliverables, for grants and management costs. We will collect this information through the ESF supplementary data collection.

g) Progressions – there are up to six progression deliverables, for example, progression into a job.

h) Sustained progressions – there are multiple sustained progression deliverables, for example, sustaining a progression into a job for three months.

i) There are up to 10 unspecified deliverables designed for activity not covered in the deliverables above which may be defined in the specification. We will collect this information through the ESF supplementary data collection.

10 Further details about the deliverables described in paragraph 9 are available throughout this document.

Our funding principles

11 Our funding system for the 2015 to 2016 funding year is based on the following principles.

- Fairness.

- Transparency.

- Recognising the diverse needs of young people and adults.

- Protecting public funds.

- Addressing local needs.

12 **Fairness –** it is designed to work for and is fair to all parts of the further education (FE) sector. It offers learning opportunities to the most disadvantaged, and improves the career prospects of those entering a new job or an apprenticeship, and those looking to progress in their careers. The funding you receive reflects the relative costs of attracting hard-to-reach groups and delivering training and skills provision to them.

13 **Transparency –** it is a single system that works for the benefit of all employers and learners. It makes sure that the contribution the ESF makes to support learners' programmes is understood.

14 **Recognising the diverse needs of young people and adults –** it supports qualifications and programmes that provide skills for employability and progression to more advanced skills. It also supports specific costs for attracting and enrolling the hard-to-reach groups, and supporting them to achieve their learning aim(s).

15 **Protecting public funds –** it aims to get the balance right between giving you the freedom and flexibility to meet the needs of your employers and learners, and ensuring value for money. We have set minimum requirements for the evidence necessary to claim payment. You must respond to the demands of employers and learners and work through local partnerships so that training and skills provision meets the needs of all local communities.

16 **Addressing local needs –** we will ensure that our funding system allows for the delivery of local priorities, as identified by the LEPs, and for funding rates to reflect priority areas.

Our funding system in detail

17 This section explains how we calculate your funding for each of the deliverables set out in paragraph 9.

Learning assessment and planning

18 This deliverable is designed for assessment planning and support of the learner. It also records a learner starting ESF-funded activity. For more information, please refer to the [Funding Rules](#).

19 The learning assessment must take place on or after the start date of your contract to qualify for funding. You must record the learning aim reference 'ZESF0001' on the ILR to represent the learning assessment. The start date of the assessment must be recorded in the ILR 'Learning Start Date' field.

20 The value of each assessment you earn is based upon the amount recorded in your contract. Funding will be earned when the assessment has been completed and the ILR learning aim has a completion status of 'Completed'. We will only pay for one assessment for each learner on each contract.

21 We assess learning against the eligibility criteria in the specification. For some criteria, such as employment status, we will measure the eligibility criteria on the ILR 'Learning Start Date' of the first completed assessment aim. For more information, please refer to the [validation rules](#).

Regulated learning and non-regulated activity

22 Our funding system for regulated learning (using regulated qualifications and units) and non-regulated activity has the following important features.

- **The funding rates** for learning aims for the 2015 to 2016 funding year.

- **The funding formula for learning aims** including an uplift to the rates to account for the extra costs that you may experience when delivering training in some locations.

- **The earnings method for learning aims**, linked to starting and achieving learning, as and when it happens.

23 The system is designed to have similarities with our mainstream adult skills programme: notably, how we set rates for learning aims and some aspects of how we fund learners. You can find the detailed features of the funding system in the following sections.

The regulated aims available for delivery

24 You can find the list of regulated aims (qualifications and units) for 2015 to 2016 using the 'Learning Aims' search on the Hub. Alternatively, you will be able to search using the downloadable databases from the downloads section.

25 The list of eligible regulated aims will change over time as learning aims expire and new ones are created.

The non-regulated aims available for delivery

26 You can find the list of non-regulated aims for 2015 to 2016 using the 'Learning Aims' search on the Hub. Alternatively, you will be able to search using the downloadable databases from the downloads section. For further information on non-regulated aims refer to Appendix H of the ILR Specification. Non-regulated aims are used for the following.

- Specific subject learning not covered by regulated learning.

- Work experience. There are specific aims for recording work experience.

- Support for unemployed learners and learners not in education, employment or training (NEET). There are specific 'Preparation for work' aims for recording these aspects.

27 We distinguish between regulated and non-regulated provision using the 'Learning Delivery Genre' field in the 'Core LARS Learning Delivery' table in the downloadable database from the Hub. The non-regulated aims can also be identified through the 'Category ref' field using the 'Class codes' values. For more information about what is contained in the LARS, refer to the 'Table and Field Definitions' document on the Hub.

Funding rate principles for learning aims

28 The following principles apply to our rates, which are the same rates for our adult skills provision.

- Rates reflect the typical costs of delivering training and skills provision.

- Rates reflect the different sizes of qualifications, while certain qualifications have rates set as a matter of policy.

- Rates recognise the relative costs of delivering training and skills provision in different sectors and subject areas.

Funding rate features

29 Each learning aim is funded at the rate that applies when the learner starts that learning aim. This rate will apply for the full duration of the learning aim throughout the contract.

30 When starting learners on a qualification, you must make sure that it appears on our list of those available for funding on the Hub. All rates shown on the Hub are fully funded rates for all learners; unlike our mainstream programme there is no learner contribution (commonly called co-funding). The funding calculation may adjust these rates, for example because of an area cost uplift.

31 All learning aims have a rate published in pounds sterling (£) that includes any programme weighting. This takes account of the relative costs of delivering it in different sectors and subjects.

32 We set the rates using a simplified matrix based on funding bands and programme weightings. The funding band of a learning aim is decided by credit value, or guided learning hours (GLH) if a credit value is not available. The sector subject area (SSA) sets the programme weighting. The following sections explain this in more detail.

The rates matrix

33 There is a single set of rates no matter how that training and skills provision is delivered. In the matrix, the rows represent the funding band and the columns represent the programme weighting. Funding bands reflect the different sizes of qualifications, and programme weightings reflect the relative costs of delivering them in different sectors and subjects.

34 Where qualifications are credit-bearing, their funding band is set using their credit value. Otherwise, qualifications have their funding band set using their GLH. Currently, we use both the credit value and GLH recorded on the Register of Regulated Qualifications operated by Ofqual (the Office of Qualifications and Examinations Regulation).

35 Other learning aims, including non-regulated training and skills provision, have their funding band set by providers' planned GLH as reported in the ILR using non-regulated learning aims. This includes planned activity hours as some ESF activity is not formal learning. For more information about how to record non-regulated aims, refer to Appendix H of the ILR specification.

36 We will review the funding methodology in due course, taking into account the impact of the government's ongoing reform of vocational qualifications and the work of Ofqual on regulatory reform. This includes the removal of the regulatory rules for the Qualifications and Credit Framework (QCF).

37 The rates matrix for the funding year 2015 to 2016 is set out below.

Funding band (credits)	Programme weighting (PW)				
	A - Base	B - Low	C - Medium	D - High	E - Specialist
Small provision (1)	£50	£56	£65	£80	£86
Small provision (2)	£100	£112	£130	£160	£172
Small provision (3 to 5)	£150	£168	£195	£240	£258
Small provision (6 to 8)	£300	£336	£390	£480	£516
Small provision (9 to 11)	£450	£504	£585	£720	£774
Small provision (12)	£600	£672	£780	£960	£1,032
Certificate (13 to 24)	£724	£811	£941	£1,159	£1,246
Certificate (25 to 36)	£1,265	£1,417	£1,645	£2,025	£2,176
Diploma (37 to 48)	£1,987	£2,225	£2,583	£3,179	£3,417
Diploma (49 to 72)	£2,573	£2,882	£3,345	£4,117	£4,425
Diploma – Access to Higher Education	£3,022	£3,384	£3,928	£4,835	£5,197
Diploma (73 to 132)	£4,170	£4,670	£5,421	£6,671	£7,172
Diploma (133 or more)	£6,602	£7,395	£8,583	£10,564	£11,356

38 For the purpose of the funding rates matrix, we will continue to define small provision as regulated qualifications of fewer than 13 QCF credits or (for non-credit-based qualifications) of fewer than 101 GLH. This definition is for funding purposes only.

39 Where funding bands are set by any form of GLH, including for non-regulated training and skills provision, the following mapping applies.

GLH for non-credit-based learning aims	Funding band (in credits)
Up to 12	Small provision (1)
13 to 20	Small provision (2)
21 to 44	Small provision (3 to 5)
45 to 68	Small provision (6 to 8)
69 to 92	Small provision (9 to 11)
93 to 100	Small provision (12)
101 to 196	Certificate (13 to 24)
197 to 292	Certificate (25 to 36)
293 to 388	Diploma (37 to 48)
389 to 580	Diploma (49 to 72)
581 to 1060	Diploma (73 to 132)
1061 or more	Diploma (133 or more)

40 Certain qualifications have their funding band set as a matter of policy, including the following.

Qualification type	Funding band (in credits)
GCE AS-level	Certificate (13 to 24)
GCE A-level	Diploma (37 to 48)
GCSE	Certificate (13 to 24)
GCSE short course	Small provision (6)
Functional skills in English and in maths	Certificate (13 to 24)
Functional skills in IT	Small provision (6)

41 Providers that deliver English and maths GCSEs to adults aged 19 and over, outside apprenticeships, will receive a higher rate of funding: £811 instead of £724. This is to encourage the demand for these qualifications in our adult skills programme. The increased rate applies to learners who start from 1 August 2015 and also applies to ESF learners. The full list of fundable English and maths qualifications is available on the Hub.

42 Providers offering English for Speakers of Other Languages (ESOL) provision may need to deliver additional GLH to individual learners. For learners needing additional hours, you can record the number of additional hours delivered on the ILR using the 'Additional delivery hours' field as detailed in the ILR Specification 2015 to 2016 and the Provider Support Manual for 2015 to 2016.

43 To calculate the additional hours, subtract the maximum GLH value from the total GLH that are planned for the delivery of the qualification. The maximum GLH value refers to the funding band in the matrix for that qualification; please refer to paragraphs 37 to 40. For example, a qualification in the 'Small provision (3 to 5)' funding band equates to 21 to 44 GLH, therefore the maximum GLH is 44.

44 We generate funding by matching the value of the additional hours to a corresponding funding band using the mapping table in paragraph 39. The matrix value for that funding band is added to the original rate of the aim to give an overall rate for the learning aim. For the calculation of the additional amount, all ESOL aims are assumed to have the base programme weighting (A).

Programme weightings

45 Programme weightings recognise the relative costs of delivering training and skills provision in different sectors and subjects, and we include them in the published rates.

46 Programme weightings are set by referring to the SSA, according to the table in Annex 1, along with a limited number of exceptions we have set. For all regulated qualifications awarding organisations determine the SSA. For full details of programme weightings, please refer to Annex 1.

47 For new ESF non-regulated learning aims with a mixed SSA, we will fund these at the base programme weighting (A).

Funding formula for regulated learning and non-regulated activity

48 For most learners, the funding is simply the rate for the learning aim in pounds sterling (£). Where appropriate, the funding formula adjusts funding for area cost uplift and the learning rate premium. The learning rate premium is only used in exceptional cases by agreement with us and is a factor to increase or decrease the national rate:

funding = rate x area cost uplift x learning rate premium

49 There are some aspects of our adult skills budget funding methodology that we **do not** implement for the ESF programme. These include:

- the annual cap of the maximum funding a provider can earn for each learner each year

- the large employer discount

- the employer or learner contribution (all aims are fully funded in ESF)

- reductions for prior learning (if applicable)

- the specialist resources uplift

- the long-term residential college uplift

- the disadvantage uplift

50 For more information on the above criteria and how they are implemented in the adult skills programme, please refer to the Funding Rates and Formula 2015 to 2016 on our website on GOV.UK.

51 The area cost uplift reflects the higher cost of delivering training provision in some parts of the country, such as London and the South East. We apply this consistently across all ESF-funded training and skills provision. If required, the uplift factor is between 1.01 and 1.20, or the factor is defaulted to 1. This is based on the 'Delivery location' postcode recorded in the ILR. Annex 2 in this document contains details of areas where an uplift is provided.

52 The file which links each individual postcode to the factors is available on the [Uplift factors and postcode files](#) section of our website on GOV.UK.

Earnings method

Qualifying period for funding

53 There is no qualifying period for learning aims in the ESF programme, unlike our mainstream adult skills programme.

Distribution of funding over time

54 The earnings method has the following features.

- For each learning aim, 25% of the funding is earned when the learner starts their aim. This is earned on the ILR 'Learning Start Date'.

- If a learner leaves and subsequently restarts, you must create a new learning aim in the ILR and record it as a restart. This will not generate the initial 25% funding.

- For each learning aim we retain 75% of the funding which is earned when the learner achieves their aim. All achievement funding is earned on the ILR 'Learning Actual End Date'.

Additional programme costs

55 For more information on what these costs cover, refer to the [Funding Rules](#).

56 If these costs are in the specification, you will earn an additional amount for each learner working towards any regulated aim or non-regulated learning.

57 The amount you earn will be based upon the amount stated in the specification.

58 You will earn this amount in full when a learner starts on a regulated or non-regulated learning aim. If a learner works towards multiple aims, it is earned on the start date of the earliest learning aim.

59 We will only pay this once for each learner for each contract.

Actual costs

60 For more information on what these costs cover, refer to the [Funding Rules](#).

61 We expect you to supply to the ESF supplementary data collection the following type of data to claim funding.

- Staff name.

- Job title.

- Hours worked.

- Hourly rate.

- A full-time or part-time distinction.

- Invoice reference for goods and services.

Community grants

62 This deliverable has two aspects; the value of the grant paid and the cost to administer the grant. For more information on what these costs cover, please refer to the [Funding Rules](#).

63 We expect you to supply to the ESF supplementary data collection the following type of data.

- Name of grant.

- Amount of grant.

64 Where the management costs are 'actual costs', they will follow the same rules as outlined in the 'Actual Costs' section of your contract.

Progressions

65 You can find more information about progressions in the Funding Rules.

66 You earn progression funding when a learner or participant leaves training and progresses to a destination of employment or further training. There are six progression deliverables, covering progression into:

- paid employment

- unpaid employment

- education

- an apprenticeship

- a traineeship

- a job search

67 We base the amount you earn upon the unit cost stated in the specification and information recorded in the ILR Learner Destination and Progression entity. You will earn this if the learner has progressed to one of the eligible destinations and has started at least one regulated or non-regulated learning aim within the contract.

68 To be eligible for funding, the learner's progression must start no later than 28 days after the last day of learning on a regulated or non-regulated aim. This is recorded in the 'Outcome Start Date' of the ILR progression record. For example, if the last day of learning is the 1 September then the 'Outcome Start Date' must be no later than 29 September to be eligible for funding.

69 If two progression records meet the criteria above, then we will use the progression record with the latest start date to decide which deliverable it links to in your contract. We will only pay for one progression for each learner for each contract.

70 You will earn the progression funding in the month of the 'Outcome Start Date' of the relevant progression record.

Sustained progressions

71 You earn these when a learner or participant leaves training and progresses to a destination of employment or further training and sustains that progression. There are multiple progression deliverables covering progression into:

- paid employment

- unpaid employment

- education

- an apprenticeship

- a traineeship

And then sustaining this for:

- three months

- six months

- 12 months

72 We will base the amount you earn upon the unit cost stated in the specification. To earn this funding, the learner must meet the criteria for a progression and also sustain this for the periods described above. If the 'Outcome End Date' is not known, the time period is based upon the 'Outcome Collection Date' recorded on the ILR 'Destination and progression record'.

73 For more information about sustained progressions, refer to the Funding Rules.

74 You will earn the sustained progression funding in the month when the time period (three, six or 12 months) has been met. This is based upon the 'Outcome Start Date' and either the 'Outcome End Date' or 'Outcome Collection Date' of the relevant progression record.

Other deliverables defined in the specification

75 These costs are any other related activity that can be defined, measured and verified in the specification.

76 We will base the amount you earn upon the unit cost stated in the specification. You claim this funding through the ESF Supplementary Data collection.

77 For more information about the other deliverables in the contract, please refer to the Funding Rules.

Annex 1: Programme weightings by sector subject area

Programme weightings are linked to the SSA. The awarding organisation sets the SSA, which Ofqual records on the [Register of Regulated Qualifications](#). SSA Tier 1 (where the code does not have a '.' followed by another number) is only used where an aim does not have a Tier 2 SSA assigned.

SSA	SSA Tier 2 description	Most likely programme weighting
1	Health, public services and care	B – Low
1.1	Medicine and dentistry	B – Low
1.2	Nursing and subjects and vocations allied to medicine	B – Low
1.3	Health and social care	B – Low
1.4	Public services	A – Base
1.5	Child development and well being	B – Low
2	Science and mathematics	A – Base
2.1	Science	B – Low
2.2	Mathematics and statistics	A – Base
3	Agriculture, horticulture and animal care	B – Low
3.1	Agriculture	E – Specialist
3.2	Horticulture and forestry	E – Specialist
3.3	Animal care and veterinary science	E – Specialist
3.4	Environmental conservation	B – Low
4	Engineering and manufacturing technologies	C – Medium
4.1	Engineering	C – Medium
4.2	Manufacturing technologies	C – Medium
4.3	Transportation operations and maintenance	C – Medium
5	Construction, planning and the built environment	C – Medium
5.1	Architecture	C – Medium
5.2	Building and construction	C – Medium
5.3	Urban, rural and regional planning	C – Medium
6	Information and communication technology	A – Base
6.1	ICT practitioners	B – Low (up to Level 1) C – Medium (Level 2 and over)
6.2	ICT for users	A – Base (up to Level 1) B – Low (Level 2 and over)
7	Retail and commercial enterprise	A – Base
7.1	Retailing and wholesaling	A – Base
7.2	Warehousing and distribution	A – Base
7.3	Service enterprises	B – Low
7.4	Hospitality and catering	C – Medium
8	Leisure, travel and tourism	A – Base
8.1	Sport, leisure and recreation	B – Low
8.2	Travel and tourism	A – Base
9	Arts, media and publishing	A – Base

SSA	SSA Tier 2 description	Most likely programme weighting
9.1	Performing arts	B – Low
9.2	Crafts, creative arts and design	C – Medium
9.3	Media and communication	B – Low
9.4	Publishing and information services	A – Base
10	History, philosophy and theology	A – Base
10.1	History	A – Base
10.2	Archaeology and archaeological sciences	B – Low
10.3	Philosophy	A – Base
10.4	Theology and religious studies	A – Base
11	Social sciences	A – Base
11.1	Geography	B – Low
11.2	Sociology and social policy	A – Base
11.3	Politics	A – Base
11.4	Economics	A – Base
11.5	Anthropology	A – Base
12	Languages, literature and culture	A – Base
12.1	Languages, literature and culture of the British Isles	A – Base
12.2	Other languages, literature and culture	A – Base
12.3	Linguistics	A – Base
13	Education and training	B – Low
13.1	Teaching and lecturing	B – Low
13.2	Direct learning support	B – Low
14	Preparation for life and work	A – Base
14.1	Foundations for learning and life	A – Base
14.2	Preparation for work	A – Base
15	Business, administration and law	A – Base
15.1	Accounting and finance	A – Base
15.2	Administration	A – Base
15.3	Business management	A – Base
15.4	Marketing and sales	A – Base
15.5	Law and legal services	A – Base

The exceptions to the table above are:

- Waste management and recycling in SSA 1.4 is weighted at B – Low.

- Hair and beauty in SSA 7.3 is weighted at C – Medium.

- Music technology in SSA 9.1 is weighted at D – High.

- Music practitioners in SSA 9.1 is weighted at E – Specialist.

- Entry level functional skills in maths is weighted at C – Medium.

- Functional skills in ICT is weighted at B – Low.

Annex 2: Area cost uplifts by region

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

Bedfordshire and Hertfordshire Non-fringe 1.03		
Central Bedfordshire	North Hertfordshire	Stevenage
Bedford	South Bedfordshire	Luton

Berkshire, Surrey and West Sussex Fringe 1.12		
Bracknell Forest	Runnymede	Reigate and Banstead
Crawley	Slough	Tandridge
Elmbridge	Spelthorne	Waverley
Epsom and Ewell	Surrey Heath	Windsor and Maidenhead
Guildford	Woking	Mole Valley

Berkshire Non-fringe 1.12		
Reading	Wokingham	West Berkshire

Buckinghamshire Non-fringe 1.07		
Aylesbury Vale	Milton Keynes	Wycombe

Hampshire and Isle of Wight 1.02

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

Cambridgeshire – 1.02

Cambridge	Huntingdonshire	South Cambridgeshire
East Cambridgeshire	Peterborough	Fenland

Hertfordshire and Buckinghamshire Fringe 1.10

Broxbourne	South Buckinghamshire	Watford
Chiltern	St Albans	Welwyn Hatfield
Dacorum	Three Rivers	East Hertfordshire
Hertsmere		

Kent and Essex Fringe 1.06

Basildon	Harlow	Thurrock
Brentwood	Sevenoaks	Dartford
Epping Forest		

Oxfordshire 1.07

Cherwell	Vale of White Horse	West Oxfordshire
Oxford	South Oxfordshire	

West Sussex Non-fringe 1.01

Adur	Arun	Worthing
Chichester	Horsham	Mid-Sussex