

Education Skills and Employability Board

29 June 2022

Shared Prosperity Fund – Multiply programme

Is the paper exempt from the press and public?	No
<i>Reason why exempt:</i>	Not applicable
Purpose of this report:	Policy Decision
Is this a Key Decision?	No
Has it been included on the Forward Plan?	Not a Key Decision

Director Approving Submission of the Report:

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Executive Summary

This paper updates Board members on work done to develop South Yorkshire's investment plan for Multiply – the Government's adult numeracy programme and the initial skills priority of the UK Shared Prosperity Fund. The paper seeks the Board's approval for the key themes to be submitted as part of our investment plan. Mayoral Combined Authorities have an opportunity to develop a plan for bespoke adult numeracy programmes, to be delivered 2022-25, which will tackle low levels of confidence in numeracy and will boost people's ability to use maths in their daily life, at home and work.

What does this mean for businesses, people and places in South Yorkshire?

Poor numeracy skills have an impact on people's ability to function in life and work, as well as their ability to perform domestic and work-based tasks with accuracy and confidence. The pandemic has highlighted additional challenges, such as the ability for parents with low skills to support their children with homework. The purpose of the Multiply programme is to increase adult numeracy skills by supporting people to improve their understanding and use of maths in their daily lives, at home and at work and improved labour market outcomes for residents and

employers within South Yorkshire. Improved skills should have a positive impact on family lives and on productivity at work.

Recommendations

The Board to consider and approve the key themes for the Investment Plan to SYMCA to submit it to DfE by 30th June 2022

Consideration by any other Board, Committee, Assurance or Advisory Panel

None.

1. Background

1.1 Multiply is the new Department for Education (DfE) adult numeracy initiative and is UK Government's first priority for the UK Shared Prosperity Fund. Funds will be invested at local level in meaningful participation that boosts people's ability to use maths in their daily life, at home and work – and enable adults to achieve formal qualification that can open doors for them (such as into a job, progression in a job, or progression to further study).

1.2 Nationally up to £559 million will be available over the next three years to:

- deliver bespoke adult numeracy interventions from the 22-23 financial year to eligible adults (those age 19+ that don't already have a Level 2 maths qualification).
- launch a new national digital numeracy online platform that offers free personal tutoring and digital training later in 2022
- To help people learn at their own place and pace, to sign up for personalised free online tutorials, to help build confidence and take the stepping-stones towards a maths qualification. DfE also welcome our support to signpost to Multiply courses in local areas
- Test innovative approaches to reducing adult learning barriers (such as through randomised control trials) to build the evidence base on 'what works' in improving functional adult numeracy – helping inform approach to Years 2 and 3

1.3 South Yorkshire MCA allocation, (if successful)

	Total	22-23	23-24	24-25
South Yorkshire	7,256,308.56	2,193,767.71	2,531,270.42	2,531,270.42

1.4 Timescale

Mayoral Combined Authorities to are required to develop investment plans for support that covers their constituent authorities and submit them no later than end of June 2022. These programmes should be delivered:

- across the Spending Review period (FY 2022-23 to 2024-25)
- with provision aiming to start in the 22/23 academic year

Investment plans will be reviewed and initial feedback is expected in July followed by an opportunity to amend plans before they are finalised over the summer.

1.5 What is required?

- An investment plan with interventions that need to be additional and differentiated from Adult Education Budget (AEB) and should not displace that provision.
- Provision for those age 19+ that don't already have a Level 2 maths qualification.
- Participation that boosts people's ability to use maths in their daily life, enable them to achieve a formal qualification

1.6 Investment plan

SYMCA is required to submit an investment plan by 30th June 2022 for the full three-year UKSPF funding allocation. The investment plan should provide a fairly detailed account of first year intentions including development of an evidence base, with more tentative plans for years 2 and 3. Success measures will be agreed with DfE to be met before memorandums of understanding are issued

1.7 Menu of interventions

DfE have designed a menu of interventions to draw from and MCAs will have the opportunity to choose a mix of interventions that best suits their area. Interventions delivered with Multiply funding need to be additional to and differentiated from AEB delivery and should not displace that provision. Partnership with providers and employers is encouraged, including voluntary and community sector organisations, Job Centres and other "touchpoints".

1.8 Success Measures

These are the Multiply national success measures:

- More adults achieving maths qualifications in numeracy courses (up to, and including, Level 2 – with GCSEs and FSQs as the qualifications of choice), and an increase in participation in these courses.
- Improved labour market outcomes e.g. fewer numeracy skills gaps reported by employers, and an increase in the proportion of adults that progress into sustained employment and / or education.
- Increased adult numeracy across the population – this overall impact, which goes beyond achieving certificates or qualifications, will track both the perceived and actual difference taking part in the programme makes in supporting learners to improve their understanding and use of maths in their daily lives, at home and at work - and to feel more confident when doing so.

1.9 DfE will evaluate Multiply nationally, and local areas will be asked to collect data in order to inform that.

2. **SYMCA Investment Plan**

2.1 Improving adult numeracy is national and local importance. SYMCA has recent evidence sources base to draw upon such as the SAN's Local Skills Report, recent Local Skills Improvement Plan and bespoke research on numeracy.

Adult numeracy challenges are evident across the region. For example, in Doncaster and Barnsley the proportion of people whose highest numeracy qualification is below level 2 is 29% and 25% respectively, representing 13,203 and 5,715 people respectively in each area.

The Local Skills Improvement plan has offered clear insight into employer need for numeracy skills as well as other key work readiness related skills, saving time and expense in additional employer engagement activity.

2.2 SYMCA has had multiple meaningful workshops and engagement sessions with all the partner local authority employment, skills and adult education leads, in conjunction with similar dialogue with training providers and voluntary and community organisations. This has produced an agreed set of priorities for South Yorkshire based on the national menu of interventions.

2.3 The officer agreed themes for intervention are as follows:

No	Theme	Programme
1	Numeracy for Work	<p>In work numeracy development</p> <p>Numeracy based programmes to be delivered in the workplace in partnership with employers to help address key problems such as those identified through the Local Skills Improvement Plan such as timekeeping, problem solving. The aim of the programme would be to support progression for individuals and improved productivity within businesses. Target cohort includes both workers without a L2 and those just wishing to refresh numeracy, delivered through mixed cohorts thereby reducing stigma. Key outcomes are progression onto a qualification-based programme or progression at work.</p> <p>Programme to cover identification and initial assessment of learners, support, learning delivery and celebration of achievement.</p> <p>We are looking to test different models of peer support one of which should include the involvement of union learning representatives.</p> <p>Eligibility: SY residents in full or part time work and earning less than the real living wage who are assessed as having some numeracy development needs below Level 2. even if they may previously have achieved at this level as long as assessment indicates a need.</p> <p>Proposed course: delivered in the workplace, supported by peers. Relatively short rolling provision to keep the programme attractive and to allow people to join for subjects that are most important to them.</p>
2	Numeracy for Work	<p>In work numeracy through ESOL</p> <p>Programme to support numeracy development for those in work whose first language is not English and whose success at work is held back through poor skills. Key outcomes include progression to enrolment on a course leading to numeracy qualification, including an apprenticeship, or employment-based progression.</p> <p>Eligibility: SY residents in full or part time work earning less than the real living wage who are assessed as having both ESOL and numeracy needs below Level 2.</p>

		Proposed course: delivered in the workplace with specialist tutors. Will require fairly lengthy programme.
3	Numeracy for Work	<p>Preparation for work – sector-based programmes Delivery of sector focused contextualised programmes to those who are seeking to move into jobs in a) health and care and b) construction c) retail d) hospitality. Programme would be designed for people with some existing numeracy skills who with additional support would be better positioned to progress into work. Key outcomes would be progression into a numeracy qualification, progression onto a SWAP or 19-24 traineeship or apprenticeship or progression into work.</p> <p>Eligibility: SY residents who face numeracy barriers to employment because they lack the skills for a given sector or because poor numeracy affects their confidence. For those assessed as having potential but lacking contextualised knowledge. Could apply to returners to the labour market.</p> <p>Proposed course: relatively short and more intensive courses that respond to real labour market opportunities. Delivered in different formats to meet the employer and cohort needs</p>
4	Numeracy for Work	<p>Preparation for work – disadvantaged residents Delivery of programmes targeting residents facing additional barriers to employment eg LDD. Engagement activity is a key feature of this strand. Numeracy to be delivered alongside other wrap around support including potentially key worker support. Key outcomes would be progression into Entry Level / Level 1 numeracy provision or into a job with support.</p> <p>Eligibility: SY residents with a Learning Difficulty or Disability seeking employment.</p> <p>Proposed programme: community-based provision developed in partnership with community organisations and other partners aimed at engaging the hardest to reach learners possibly some 1-2-1</p>
5	Economically inactive	<p>Numeracy life skills Activities that work in concert with existing engagement activities i.e. ESF Pathways, Health Champions, where nurture, trust and confidence building support are paramount. Significant focus for the programme will be on identifying, engaging and assessing needs and delivering community programmes that can be tailored to meet the needs of small cohorts with local delivery.</p> <p>Soft entry to learning numeracy based on real-life activities such as budget management, journey planning, nutrition etc. Proposed outcomes: progression into more traditional FE provision, personal / life progression measures set and recorded to show progress and inform an evaluation.</p> <p>Eligible: SY residents who need significant engagement and support activity not normally delivered through AEB provision. Locally driven provision according to needs.</p> <p>Proposed programme: community based, locally focused. provision developed in partnership with community organisations and other</p>

		partners aimed at engaging the hardest to reach learners. Likely to be more expensive provision given levels of support needed.
6	Community	<p>Family Learning School based delivery of programmes to give parents, grandparents and other carers the numeracy skills needed to inspire children’s interest and to support their learning. Builds on the role that many parents played during lockdown. Will include a Level 2 pilot to test support for secondary parents in helping children with GCSE maths. Includes celebration of achievement and recruitment of parent completers as peer support for others undertaking the programme. Successful outcomes to include qualification achievements, progression onto qualifications.</p> <p>In a variety of settings within the local community schools, community venues child play venues. Targeting schools not currently offering any family learning and seeking to develop new local venue opportunities</p> <p>Eligibility: SY residents with a role in supporting a local young person who are assessed as having a numeracy need up to Level 2.</p> <p>Proposed programme: Rolling termly programmes plus cross reference with new online resources.</p>
7	Community Engagement strand	<p>Community Engagement</p> <p>Development of approaches to engaging adults in numeracy learning taking into account local needs and opportunities for increasing engagement and positioning delivery. Reaching out to local agents to raise interest and increase engagement.</p> <p>Development of network of community champions / peers and other influencers to drive engagement and work with providers to secure provision to meet local needs.</p> <p>Barrier busting capacity to address learner barrier issues such as transport, childcare, resource access etc which cannot be met by other means.</p> <p>Measures of success: number and spread of champions.</p>
	Capacity Building	<p>There is a real opportunity to invest in capacity building activities – both development of materials and investment in teaching - that will provide a legacy for the longer term.</p> <p>This strand could look at new CPD packages to support numeracy teaching staff. Multiply also offers the opportunity for partnership working between the MCA and universities / Colleges by offering undergraduates the opportunity to deliver numeracy learning. Golden hellos may be appropriate for some who decide to continue teaching adult learners within South Yorkshire.</p> <p>Identification of numeracy skills needs is critically important to finding learners and to getting them the right kind of support. AS part of our capacity building work, there is an opportunity to invest in local tools to help identify potential learners and their needs by investing in a screening tool. We also have the opportunity to invest in initial assessment work-based skills audits and referral tools.</p>

		Capacity building should also help employers to be able to identify where in their businesses they face challenges caused by low numeracy skills and SYMCA could consider commissioning some real work-based learning materials to help identify and address needs in the workplace.
8	Administration	Numeracy lead working across SY – Grade 14 equiv. Marketing and comms budget MCA and local authority administration costs Evaluation

2.4 Does the Board agree with the proposed scope for the Investment Plan?

2.5 The deadline for submission of the investment plan is the 30th June 2022. The DfE recognise that there may need to be some additional work following submission and prior to the commissioning process to refine the provision details, which can be made through dialogue and agreement with DfE in early July.

2.6 Once we have received initial feedback from DfE on the plan, SYMCA will continue to work with local authority leads to develop a commissioning plan for provision. It will be important to realise the benefits of a South Yorkshire wide approach where that will allow a creative but feasible approach for the region which might not be possible in individual areas or where we are dependent on South Yorkshire wide negotiation with providers to deliver. That might apply to capacity building for example.

However, there will be other elements of the plan that will be better shaped at local level so that provision can be targeted in areas of need that are known locally.

It is too early to agree this split either financially or in terms of work strands. The priority is for partners to work together to secure the funding from Government in the first instance.

3. Options Considered and Recommended Proposal

3.1 Option 1

Do not approve the recommendation and do not submit the investment plan.

3.2 Option 1 Risks and Mitigations

The Authority has impending grant funding from the DfE for Skills Bootcamps, UK Shared Prosperity Fund (UKSPS) and the Skills Advisory Network. There is a risk of reputational damage to the Authority, with DfE and other key stakeholders such as local authorities, employers and training providers, if it does not deliver on this offer.

3.3 Option 2

Approve the recommendation and agree to submit the investment plan.

It is recommended that the board support the submission and the themes to subsequently enable the detailed specifications to be worked up following discussions with DfE and local authority partners.

3.4 Option 2 Risks and Mitigations

Risk description, causes and impact	Initial risk rating (R,A,G)	Planned Mitigations	Post Mitigation risk rating (R,A,G)	
Inability to deliver programme within timescales	R	Engage local authorities and training providers. Identify cohorts of learners that are start ready.	A	
Low take-up and referrals	A	Developed Marketing & Comms plan in collaboration with local authority partners. Joined up communications and marketing strategies between the SYMCA, Local Authorities, Provider and Employer.	G	
Poor participant retention rate on programme	A	Use data and monitoring within the first year to ensure the following years focus on the successful interventions	G	
Delays to procurement	R	Engage with SYMCA procurement team and prepare in advance to ensure the best options for commissioning are identified within the timeframe set.	A	
Poor provider response to the procurement	A	Discussions have taken place already with the Provider Network and the College Group to make them aware of Multiply. MCA officers will continue to engage with potential providers to raise awareness.	G	

3.5 Recommended Option

Option 2

4. Consultation on Proposal

- 4.1 A number of stakeholders have been consulted to develop the proposal so far, including:
- Local authority employment and skills leads and adult education leads have been engaged as our strategic partners in developing the plan
 - Voluntary and community sector organisations across South Yorkshire
 - Provider Network and the South Yorkshire College Group
 - Employers

Additional opportunities for providers, employers and residents to submit views were provided through a link on the SYMCA website.

5. Timetable and Accountability for Implementing this Decision

Investment plan submitted	30 th June 2022 deadline
Quality assurance DfE review the plans to ensure they meet Multiply policy aims + may ask questions	July 2022
Grant determination letters + MoU sent by DfE (section 31 grant)	August/September 2022
SYMCA Commissioning	August / September 2022
Programme delivery starts	September 2022

6. Financial and Procurement Implications and Advice

- 6.1 The indicative allocation of £2,193,768 has been identified as part of the 2022/23 budget. As part of this allocation, a budget of 10% has been identified for management and administration of the programme. This will be retained internally within the MCA.

7. Legal Implications and Advice

- 7.1 The MCA has existing adult education functions that would facilitate the delivery of this new programme.

8. Human Resources Implications and Advice

- 8.1 No implications at this stage

9. Equality and Diversity Implications and Advice

- 9.1 EIA to be completed at the point of submission of final investment plan.

10. Climate Change Implications and Advice

- 10.1 There are no climate change implications

11. Information and Communication Technology Implications and Advice

- 11.1 None at this stage

12. Communications and Marketing Implications and Advice

- 12.1 For Multiply to reach its target audience, SYMCA and strategic partners in local authorities will need a plan of engagement which focuses on drawing harder to reach residents into provision. It is too early to identify the detail of the comms and marketing approach, and this will need to be done in parallel with development of our commissioning approach.

However, we have identified in our proposals:

- A whole strand of activity that will be focused on community engagement

- An opportunity to secure resources for comms and marketing through the administration strand of our Investment Plan, for which we are able to commit up to 10% of the total budget. This will be allocated between SYMCA and local authorities as required to meet the needs of the commissioning approach.