

GMCA

Date: 24TH June 2022

Subject: UK Shared Prosperity Fund – Multiply Scheme for Greater Manchester

Report of: Councillor Bev Craig, Portfolio Lead for Digital, Education, Skills, Work and Apprenticeships and Tom Stannard, Portfolio Lead Chief Executive for Digital, Education, Skills, Work and Apprenticeships

Purpose of Report

To consider, note and approve the proposed Multiply Scheme Investment Plan for Greater Manchester, which is funded through the UK Shared Prosperity Fund, for up to £14 million pounds and covering the financial years from 1st April 2022 to 31st March 2025 prior to submission to the UK Government on 30th June 2022.

Recommendations:

GMCA is requested to:

1. Consider and note the proposed Multiply Scheme Investment Plan for Greater Manchester, which is funded through the UK Shared Prosperity Fund, for up to £14 million pounds and covering the financial years from 1st April 2022 to 31st March 2025, set out in Section 2.
2. To approve the proposed, UKSPF-funded Multiply Scheme Investment Plan for Greater Manchester, with a maximum value of £14 million and delegate formal approval of the final investment plan to the GMCA Chief Executive.

Contact Officers

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Report authors must identify which paragraph relating to the following issues:

BOLTON
BURY

MANCHESTER
OLDHAM

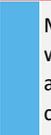
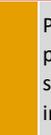
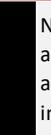
ROCHDALE
SALFORD

STOCKPORT
TAMESIDE

TRAFFORD
WIGAN

Equalities Impact, Carbon and Sustainability Assessment:

Impacts Questionnaire			
Impact Indicator	Result	Justification/Mitigation	
Equality and Inclusion	G		
Health	G		
Resilience and Adaptation			
Housing			
Economy	G		
Mobility and Connectivity			
Carbon, Nature and Environment			
Consumption and Production			
Contribution to achieving the GM Carbon Neutral 2038 target	This proposal supports Greater Manchester to become carbon neutral by 2038 through the delivery of skills training relating to the green economy and showing GM residents how they can reduce their carbon footprint and/or improve their local environment. We will also prioritise the allocation of funding to providers or supply chains that demonstrate a strong organisational commitment to this goal.		
Further Assessment(s):	N/A		
 Positive impacts overall, whether long or short term.	 Mix of positive and negative impacts. Trade-offs to consider.	 Mostly negative, with at least one positive aspect. Trade-offs to consider.	 Negative impacts overall.

Carbon Assessment				
Overall Score	<input type="text"/>			
Buildings	Result	Justification/Mitigation		
New Build residential	N/A			
Residential building(s) renovation/maintenance	N/A			
New Build Commercial/Industrial	N/A			
Transport				
Active travel and public transport	N/A			
Roads, Parking and Vehicle Access	N/A			
Access to amenities	N/A			
Vehicle procurement	N/A			
Land Use				
Land use	N/A			
No associated carbon impacts expected.	 High standard in terms of practice and awareness on carbon.	 Mostly best practice with a good level of awareness on carbon.	 Partially meets best practice/ awareness, significant room to improve.	 Not best practice and/ or insufficient awareness of carbon impacts.

Risk Management

GMCA's Education, Skills and Work Directorate will work with both the Commercial and Legal Teams to ensure appropriate processes are in place prior to the implementation and mobilisation of activities. The Education, Skills and Work Team have established robust systems to ensure comprehensive processes are in place to identify and mitigate risks, including managing the performance of the delivery, development of strong funding rules, which includes audit and compliance procedures and risk ratings applied to individual providers during project activities.

Legal Considerations

GMCA's Education, Skills and Work Directorate will continue to work with the legal support from MCC, to ensure all contractual documents are appropriate and in place for each financial year.

Financial Consequences – Revenue

Revenue funding will be from the UK Shared Prosperity Funding, which is subject to the approval of the Investment Plan outlined within this report. Approval of the Investment Plan should be confirmed in September 2022, with profiled payments received from September 2022 onwards.

Financial Consequences – Capital

Not applicable

Number of attachments to the report: 0

Comments/recommendations from Overview & Scrutiny Committee

Short paragraph to be included here:

Background Papers

The following is a list of the background papers on which this report is based in accordance with the requirements of Section 100D (1) of the Local Government Act 1972. It does not include documents, which would disclose exempt or confidential information as identified by that Act.

- [GMCA Part A Report Template \(greatermanchester-ca.gov.uk\)](https://www.greatermanchester-ca.gov.uk) - GM Devolved Adult Education Budget (AEB) 2022/2023 Academic Year and National Skills Fund Level 3 Adult Offer
- [GMCA Part A Report Template \(greatermanchester-ca.gov.uk\)](https://www.greatermanchester-ca.gov.uk) - Devolved Adult Education Budget - Proposed Priorities and Approach for 2022/2023 onwards

Tracking/ Process

Does this report relate to a major strategic decision, as set out in the GMCA Constitution?

Yes

Exemption from call in

Are there any aspects in this report which means it should be considered to be exempt from call in by the relevant Scrutiny Committee on the grounds of urgency? **No**

GM Transport Committee

Not applicable

Overview and Scrutiny Committee

Not applicable

1. Introduction

In the recent Autumn Spending Review and further outlined within the Levelling Up White Paper, it was announced £559m would be allocated nationally from the UK Shared Prosperity Fund, to support numeracy skills for adults aged 19 and over. GMCA's Education, Skills and Work team, alongside other Mayoral Combined Authorities (MCAs), have been working with the Department for Education (DfE) and the Education Skills Funding Agency (ESFA) to understand how the funding for the Multiply Scheme can complement and support the existing Adult Skills maths offer.

The national funding has been top sliced by approx. £130m for a national online portal offer, with the remaining funding allocated to devolved administrations and lead authorities including MCAs. Greater Manchester has been allocated £14.4million split over three financial years covering the period 1st April 2022 through to 31st March 2025. Unlike other elements of UKSPF, UK Government has not provided indicative allocations for each Local Authority area in GM. The allocation has been split per financial year as follows:

1 st April 2022 – 31 st March 2023	£4,348,860
1 st April 2023 – 31 st March 2024	£5,017,916
1 st April 2024 – 31 st March 2025	£5,017,916
	£14,384,692

The funds are to be used to support adults aged 19 and over who do not already have a Level 2 in Maths (whether in work or unemployed). Key interventions should not

displace, replace and / or duplicate activity funded through the current adult education budget including devolved which is part of resident's legal entitlement.

All residents aged 19 and over regardless of their employment status or existing prior attainment are able to access courses available under the national and GM legal entitlement offer, for maths, English and ICT skills courses up to and including Level 2.

In mid-April 2022, DfE issued the final Multiply Investment Prospectus and Technical Guidance, attached in Annex A, which enables GMCA to develop and submit an investment plan for the delivery of bespoke adult numeracy programmes, against a national menu of interventions set out within the prospectus. The Multiply Scheme Investment Plan must be submitted not later than 30th June 2022 to DfE.

2. Investment plan development

Since the initial announcement and particularly the through the development and initial consultation of the investment plan prospectus with DfE and the ESFA, GMCA's Education, Skills and Work (ESW) team were able to commence key actions prior to the final prospectus. These actions have included:

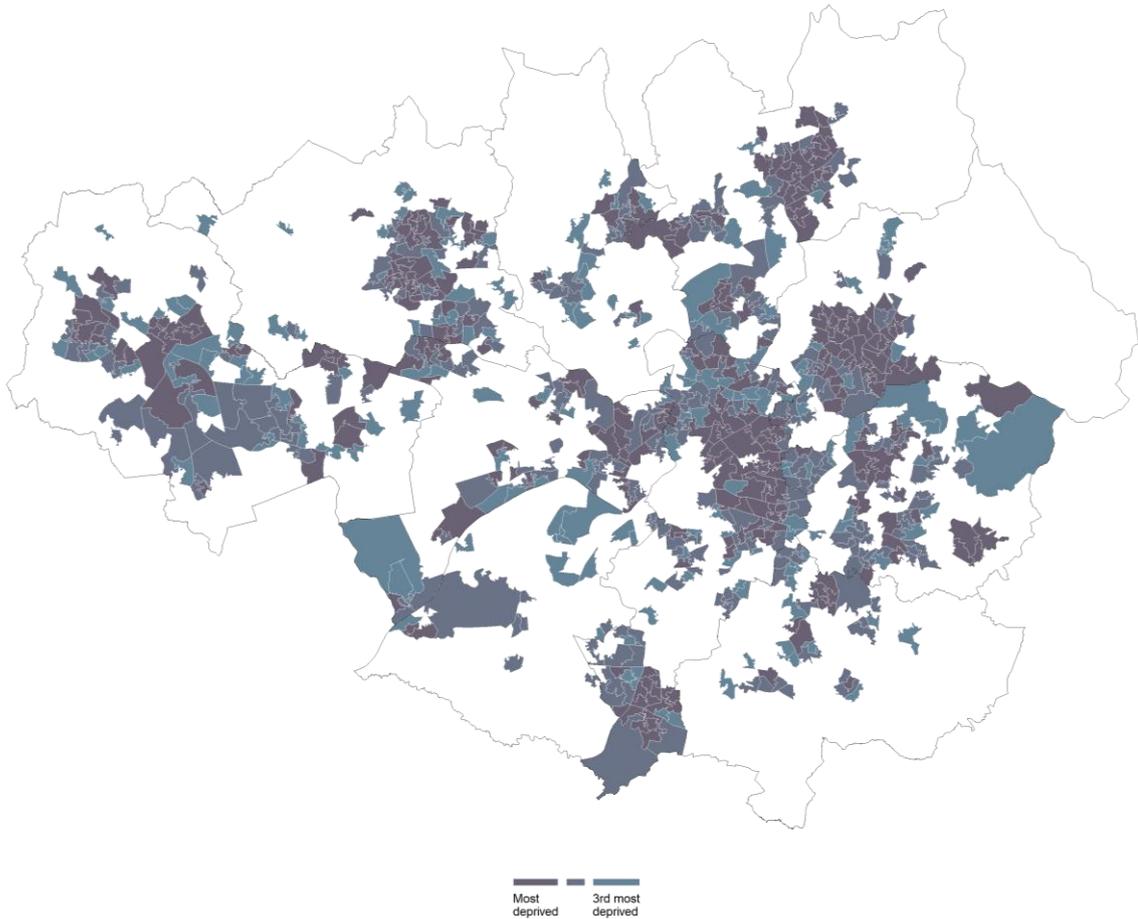
- Development of a draft investment plan based upon the consultation process with DfE and the ESFA, as outlined in the GM Devolved Adult Education Budget (AEB) for March 2022, see Annex B.
- Issuing through GM Consult online surveys to both residents and employers across GM, as well as via key stakeholders and partners, to gain an understanding of issues and barriers relating to maths / numeracy skills for residents, employers and employees. Details of the key findings are outlined in Annex C.
- Development and issuing of online questionnaires for local stakeholders, including local authorities, skills providers, Jobcentre Plus, VCSE organisations, work and health providers. These questionnaires focussed on understanding why residents engaged in maths courses, whether the menu of interventions and the draft investment plan would support residents, through to suggestions of how support could be offered to residents to engage in a maths offer. Details of the key findings are outlined in Annex C.
- Work has started and continues to be developed to review suitable data sets to support the development of targeted delivery. This work will enable the maths offer to be targeted to those residents who have no or low qualifications, with a key focus on those who are hardest to reach, in particular focusing on key groups of residents. An example of some of the data which will assist in targeting activity is provided below and this uses the IMD Adult Skills Sub-Domain data for 2019.

This map provides a visual distribution of some of the 'worst' lower super output

areas (LSOAs) across GM (this data has been filtered to show only the worst 3 deprivation deciles).

IMD Adult Skills Sub-Domain, 2019

GM's LSOAs by deprivation decile - worst 3 deciles only



Source: English Indices of Deprivation (2019), MHCLG

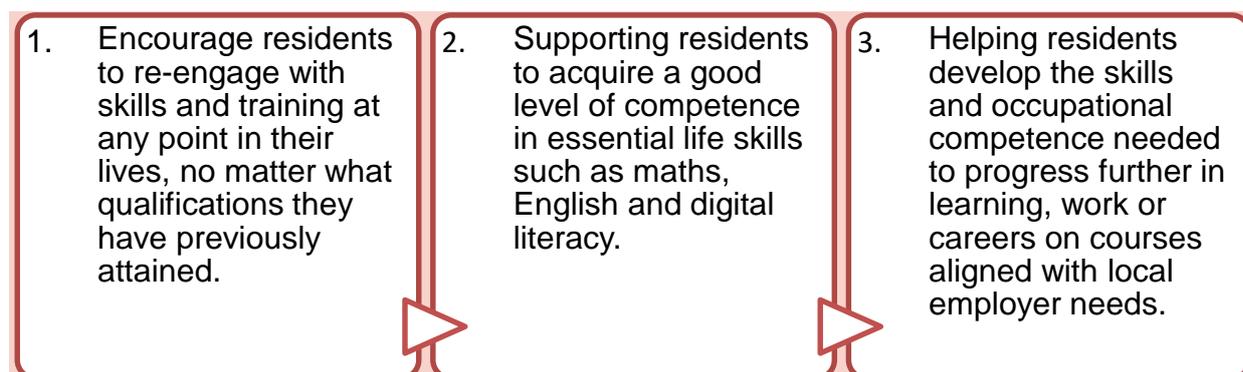
GMCA's ESW team will overlay other data alongside this data to enable greater targeting and to ensure that delivery is designed to engage and support key target groups, linked to the GM's Independent Inequalities Commission, including working with key partners to ensure residents are supported appropriately.

The proposed investment plan reflects interventions and activity which intrinsically link and aim to deliver activity which supports the delivery of:

- Greater Manchester Strategy
- The Next Level: Good Lives for All in Greater Manchester – report of The Greater Manchester Independent Inequalities Commission.
- Greater Manchester Local Skills Report & Labour Market Plan

The proposed investment plan complements and builds on the recently approved refreshed objectives for the Adult Education Programme, as outlined in the Devolved

AEB report in December 2021, see Annex A, particularly objectives 1 and 2, as detailed below.



3. Proposed Investment Plan

The proposed investment plan, which must be submitted to DfE by **30th June 2022**, has taken into consideration, gaps in current provision, feedback from key stakeholders, and ensures it supports, complements, and does not duplicate both current and future adult education policy or strategy.

It is proposed that the plan has several key parts which are intrinsically linked and support one another, as well as targeting certain groups of residents. Below is a process map of the key activities being proposed, followed by an outline of each part and how they deliver against the investment plan prospectus outcomes.

PART 1 - SUPPORT TO BUILD WORKFORCE CAPACITY

- Commence September / October 2022 to continue to December 2023.
- Activity will be developed to ensure recruitment of new staff / volunteers etc. are in place for other programmes of activity - Pan-GM community focussed engagement; enhancement to Level 2 provision; employer-based delivery & targeted support for key groups.

PART 2 - PAN-GM COMMUNITY FOCUSED ENGAGEMENT

- Commence October 2022 with a mobilisation period for first 2-3 months.
- Main activity to commence December 22 / January 23 through to March 2025.

PART 4 - ENHANCEMENT TO LEVEL 2 PROVISION

- Commence September / October 2022 to continue to December 2023.
- Additional expansion of volumes of tutors expected to be supported through the Support to build workforce capacity programme of activity.

PART 5 - WORK WITH AND DEVELOP AN EMPLOYER BASED OFFER

- Continue engagement with employers to assist in the development and co-design of solutions to support employees with maths / numeracy skills needs between July 2022 and September 2022.
- Co-designed delivery to commence October / November 2022 subject to route to market, with activity to continue through to March 2025.

PART 6 - TARGETED SUPPORT TO BE DEVELOPED FOR KEY GROUPS, INCLUDING OFFENDERS AND CARE LEAVERS

- Further engagement to be undertaken with relevant stakeholders and groups of residents with the lived experience across GM, to understand the level and depth of need and to co-design suitable solutions, which can be delivered to meet their needs.
- Co-designed delivery to commence from December 22 / January 23 through to March 2025.

PART 3 - LINK TO WIDER ADULT SKILLS OFFER

- Linked to Pan- GM community focussed engagement programme, employer & targeted support.
 - Delivery starts after Pan-GM activity has started.
 - Commence February 2023 through March 2025

WIDER DEVOLVED ADULT SKILLS OFFER

Part 1	Support to build workforce capacity	
<p>A key focus of this activity is to increase the number of teachers / tutors / volunteers who can deliver maths courses.</p> <p>This programme of activity will support existing skills providers and other organisations who directly support residents in local community areas, including VCSE organisations, Housing Associations to ensure existing and new staff have the appropriate skills to offer courses in maths (both accredited and non-accredited).</p> <p>This activity is the first stage of the investment plan, as without it there would not be sufficient resources across GM to progress the implementation of the remaining programmes of activity.</p>		
<p>Indicative Outcomes indirectly contributes to:</p> <ul style="list-style-type: none"> • Increased number of adults achieving maths qualifications up to, and including, Level 2. • Increased number of adults participating in maths qualifications and courses up to, and including, Level 2. • Increased number of adults participating, acquiring and evidencing skills through non-qualification provision, or towards a qualification, including online learning • Increased adult numeracy (by supporting learners to improve their understanding and use of maths in their daily lives, at home and at work). 		
<p>Route to market: Open tender or via GMCA ESWs FPS System or grant agreement approach, which ever routes are applicable.</p>	<p>Timeline:</p> <ul style="list-style-type: none"> • Procurement in Summer 2022 • Activity to commence from September / October 2022 through to December 2023. 	

Part 2	Pan-GM community focussed engagement	
<p>This activity will be focused on engaging residents across GM, in particular those hardest to reach and / or who have no or low qualifications in targeted areas across GM. The delivery of courses includes those which:</p> <ul style="list-style-type: none"> • Are designed to increase confidence with numbers; • Help residents use numeracy to manage their money; • Support parents to needing to increase their numeracy skills to support their children in school. <p>This offer will be aligned to ensure the skills elements of the Working Well/JCP suite of programmes is open to these residents where a it can offer increase to the reach for residents and add greater value.</p> <p>A key aim of the course offer will be numeracy activities, courses or provision developed in partnership with community organisations and other partners aimed at engaging the hardest to reach learners.</p>		
<p>Indicative Outcomes directly contributes to:</p> <ul style="list-style-type: none"> • Increased number of adults achieving maths qualifications up to, and including, Level 2. • Increased number of adults participating in maths qualifications and courses up to, and including, Level 2. 		

<ul style="list-style-type: none"> Increased number of adults participating, acquiring and evidencing skills through non-qualification provision, or towards a qualification, including online learning. Improved labour market outcomes. Increased adult numeracy (by supporting learners to improve their understanding and use of maths in their daily lives, at home and at work). 	
Route to market: Various models are being considered as well as via GMCA ESWs FPS System	Timeline: <ul style="list-style-type: none"> Procurement in Summer 2022 Activity to commence from October 2022, and allowing for a 2-3 month mobilisation period, continued delivery through to March 2025.

Part 3	Link to wider skills offer
<p>This activity aims to ensure there are linkages made between the 'Pan-GM community focussed engagement' activity, as outlined above in Part 2 and the wider adult skills offer, funded through the devolved Adult Education Budget.</p> <p>Residents will be encouraged to progress on to further maths skills courses, and at a level which meets their needs.</p> <p>This activity uses the approach from an existing model developed across GM to focus on ESOL skills. This model enables local stakeholders to ensure residents are assessed appropriately and can progress on to further skills training, at a level and location which meets their needs.</p>	
Indicative Outcomes directly contributes to: <ul style="list-style-type: none"> Increased number of adults achieving maths qualifications up to, and including, Level 2. Increased number of adults participating in maths qualifications and courses up to, and including, Level 2. Increased number of adults participating, acquiring and evidencing skills through non-qualification provision, or towards a qualification, including online learning. Improved labour market outcomes. Increased adult numeracy (by supporting learners to improve their understanding and use of maths in their daily lives, at home and at work). 	
Route to market: Various models are being considered as well as via GMCA ESWs FPS System or through a grant funding approach.	Timeline: <ul style="list-style-type: none"> Procurement in Summer / Autumn 2022 Activity to commence from February 2023, and continued delivery through to March 2025.

Part 4	Enhancement to Level 2 provision
<p>A key aim of the multiply scheme is to increase the number of adults achieving a maths qualification, up to and including Level 2. Through the devolved AEB maths courses are fully funded for all residents who require access. The funding applies to courses up to and including Level 2.</p> <p>GMCA's ESW Team is looking to increase the number of adults who achieve a level 2 maths qualification and recognise that for some residents may not achieve the right level</p>	

of result they need, i.e., they could fail the level 2 test / exam or achieve a level 1 grade rather than a level 2.

GMCA's ESW Team is proposing to provide access to adults who need additional support, specifically one to one or in very small groups, through additional tutoring. This activity will assist existing AEB skills providers to enhance the existing Level 2 courses and funding by offering this element to learners who they identify would benefit from the additional support to ensure they achieve the grading they need to progress in further learning or in to or progress in employment.

Indicative Outcomes directly contributes to:

- Increased number of adults achieving maths qualifications up to, and including, Level 2.
- Improved labour market outcomes.

Route to market:
Grant funding approach to existing skills providers.

Timeline:

- Work with existing skills providers to identify level of need and agree suitable course costs.
- Activity to commence from September / October 2022, and continued delivery through to March 2025.

Part 5 Work with employers across GM to develop a work-based offer

GMCA's ESW Team recognises that more information is needed to understand how the Multiply scheme can support employers and their employees.

It is proposed that during the remainder of 2022/2023 that further engagement is undertaken with employers across GM, to understand the level and depth of need and to co-design suitable solutions, which can be delivered in the workplace or outside of work. It is expected that once solutions have been designed these will then commence delivery from April 2023 through March 2025.

Indicative Outcomes directly contributes to:

- Increased number of adults achieving maths qualifications up to, and including, Level 2.
- Increased number of adults participating in maths qualifications and courses up to, and including, Level 2.
- Increased number of adults participating, acquiring, and evidencing skills through non-qualification provision, or towards a qualification, including online learning.
- Improved labour market outcomes.
- Increased adult numeracy (by supporting learners to improve their understanding and use of maths in their daily lives, at home and at work).

Route to market:
Various models are being considered as well as via GMCA ESWs FPS System or through a grant funding approach.

Timeline:

- Research, additional scoping and co-design from July to September 2022.
- Agreed activity to commence from October / November 2022, and continued delivery through to March 2025.

Part 6 Targeted support to be developed for key groups, including offenders, care leavers etc.

GMCA's ESW Team recognises that more information is needed to understand how the Multiply scheme can support specific groups across GM, including but not restricted to offenders or care leavers.

It is proposed that during the remainder of 2022/2023 that further engagement is undertaken with relevant stakeholder and residents in certain groups across GM, to understand the level and depth of need and to co-design suitable solutions. It is expected that once solutions have been designed these will then commence delivery from April 2023 through March 2025.

Indicative Outcomes directly contributes to:

- Increased number of adults achieving maths qualifications up to, and including, Level 2.
- Increased number of adults participating in maths qualifications and courses up to, and including, Level 2.
- Increased number of adults participating, acquiring and evidencing skills through non-qualification provision, or towards a qualification, including online learning.
- Improved labour market outcomes.
- Increased adult numeracy (by supporting learners to improve their understanding and use of maths in their daily lives, at home and at work).

Route to market:

Various models are being considered as well as via GMCA ESWs FPS System or through a grant funding approach.

Timeline:

- Research, additional scoping, and co-design from July to September 2022.
- Agreed activity to commence from December 22 / January 23, and continued delivery through to March 2025.

4. Proposed Investment Plan Financials and Outcomes

As outlined in section 1 Introduction GM has been given an allocation of £14,384,692 over the three financial years from April 2022 to March 2025.

1 st April 2022 – 31 st March 2023	£4,348,860
1 st April 2023 – 31 st March 2024	£5,017,916
1 st April 2024 – 31 st March 2025	£5,017,916
	£14,384,692

Within the allocation available, 10% of the funding will be permitted to be used for administrative expenditure, which can include development of the investment plan, procurement, contract management, data collection and monitoring and evaluation.

GMCA's ESW Team has outlined proposed allocations to each activity (as outlined in section 3 Proposed Investment Plan, with allocations based upon:

- Similar activity funded through existing or other funding sources;
- Used national average costs for similar activity, taking into consideration scale across GM; and
- Used average costs for activity associated to AEB funded delivery.

Further detailed work on final allocations to specific activities will be completed prior to the final submission of the investment plan. Currently any funds not earmarked per year are

highlighted, and an ask has been submitted to the DfE Multiply team to allow GMCA to roll forward this funding from year 1 over into years 2 and 3. A separate costing has been drafted which reflects this. If funding is allowed to be carried over into Years 2 & 3 this would enable an increase in the main activity areas such as the Pan-GM community focussed engagement, work with employers and key targeted groups. Current estimates are as follows and considers funds available per year:

ACTIVITY	2022-2023 £	2023-2024 £	2024-2025 £	ALL YEARS £
Part 1 - Support to build workforce capacity	244,000	385,000	54,000	683,000
Part 2 - Pan-GM community focussed engagement	652,500	1,440,000	1,584,000.00	3,676,500
Part 3 - Link to wider skills offer	85,000	500,000	500,000	1,085,000
Part 4 - Enhancement to Level 2 provision	640,000	1,100,000	1,100,000	2,840,000
Part 5 - Work with employers across GM to develop a work-based offer	235,000	550,000	550,000	1,335,000
Part 6 - Targeted support to be developed for key groups, including offenders, care leavers etc.	250,000	575,000	750,000	1,575,000
Administration Costs	304,500	468,000	480,000	1,252,500
TOTAL PER YEAR	2,106,500	5,018,000	5,018,000	12,447,000
Requested Funding to be rolled forward	1,937,860	-84	-84	1,937,692

Proposed levels of outcomes delivered through the above activities and investment plan are as follows, these are indicative based upon volumes of residents / learners accessing certain adults' skills provision at key points, i.e. through community learning activities (focused on maths type activities, and volumes of learners not achieving a level 2 in maths when enrolled:

OUTCOMES	22-23	23-24	24-25	TOTAL
Increased number of adults achieving maths qualifications up to, and including, Level 2.	400	800	800	2000
Increased number of adults participating in maths qualifications and courses up to, and including, Level 2	600	1100	1100	2800
Increased number of adults participating, acquiring and evidencing skills through non-qualification provision, or towards a qualification, including online learning	1400	4900	4900	11,200
Improved labour market outcomes	60	110	110	280

Increased adult numeracy (by supporting learners to improve their understanding and use of maths in their daily lives, at home and at work).	2000	6000	6000	14000
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5. Recommendations

GMCA are requested to:

Consider and note the proposed Multiply Scheme Investment Plan for Greater Manchester, which is funded through the UK Shared Prosperity Fund, for up to £14 million pounds and covering the financial years from 1st April 2022 to 31st March 2025, set out in Section 2.

To approve the proposed, UKSPF-funded Multiply Scheme Investment Plan for Greater Manchester, with a maximum value of £14 million and delegate formal approval of the final investment plan to GMCA Chief Executive.

Annex A – Multiply Investment Prospectus and Technical Guidance



Multiply_Investmen
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Multiply_Technical_
Guidance.pdf

Annex B - GM Devolved Adult Education Budget (AEB) GMCA reports



Greater Manchester
Devolved Adult Edu



Devolved Adult
Education Budget -

Annex C – Survey and Stakeholder Results

Issuing through GM Consult online surveys to both residents and employers across GM, as well as via key stakeholders and partners, to gain an understanding of issues and barriers relating to maths / numeracy skills for residents, employers and employees.

- There were 33 responses to the survey (split between 28 residents and 5 employers), which asked 7 questions each to residents and employers with a particular focus on:
 - Confidence working with numbers
 - Interest in the programme
 - Specific maths areas to upskill in
 - Motivators and accessibility
 - Other skills areas of interest e.g. Digital, or English
- The main findings from those who responded were as follows:
 - 63% of residents were confident with working with numbers
 - 48% of residents were interested in improving their everyday maths skills through Multiply
 - 100% of employer respondents were interested in improving their employees' maths skills
 - The most important maths skills for respondents to learn were finances and budgeting (42%),
 - Maths skills for work and career progression (33%)
 - Maths skills to help children with schoolwork (30%)
 - Of the residents who responded, their priorities for the local rollout of Multiply was as follows:
 - Local availability (49%)
 - Flexibility (39%)
 - Online delivery (33%)
 - Evening/irregular hours courses (30%)
 - Courses in small groups (24%)
 - Online and face-to-face courses (18%)
 - Courses at work (18%)

We consulted with skills providers to gain their understanding of various issuing relating maths and wider essential skills, including but not limited to:

- Reasons why adult learners are motivated to study maths / numeracy
- Intervention to support adults to gain maths / numeracy skills
- Recruitment of maths teachers / tutors
- Providing support for the professional development of maths teachers

In all we asked skills providers twenty-one questions and the consultation was open for a 4-week period. We received 32 responses across a broad range of roles not just Maths leads, and the key findings included:

Motivation of adult learners to do numeracy

- Enabling progression to higher level courses/quals identified as most important.
- Improving confidence and wellbeing and helping learners find a job important.
- Helping learners progress in current job, improving financial literacy, and helping children with maths curriculum at school are seen as less important.

Possible interventions through Multiply

- A significant number of providers recognised the possible duplication between the DfE menu of Interventions and activity already funded through AEB.

- Providers mention the importance of engaging learners at lower levels, working in communities to identify hard to reach learners and then signposting learners to existing AEB provision.
- First steps courses for adults without qualifications is seen to be the most impactful possible intervention.
- Activities at community venues to engage hard to reach communities, additional tutor support for learners already studying maths and money management courses are also seen to be especially impactful.
- Language support for ESOL learners to help them attain Numeracy quals, support for assessing learners and providing IAG, and support for marketing and engagement are outlined as other possible interventions. One respondent points out the importance of scoping out what activity is already taking place in community venues to avoid duplication.

Recruitment of maths teachers

- 80% of respondents agree it is very difficult to recruit suitably qualified maths teachers
- A large majority of respondents think that qualified teachers in other disciplines who are retrained make better maths teachers for adults than graduates with a maths related degree

Professional development for existing maths teachers

- 55% of respondents think some Multiply money should be spent on the professional development of existing maths teachers, but not many strongly agreed with this
- Possible areas for professional development include dealing with SEN learners, supporting ESOL learners, making maths teaching vocational sector specific, teaching mixed ability levels, making maths relevant to everyday life, peer observation, behaviour management and developing GCSE teachers to teach Functional Skills.

Funding other Essential Skills alongside Multiply

- 83% of respondents think this would be a good idea
- Where respondents commented most mentioned ESOL interventions as the priority

Supporting Functional Skills teaching

- Solving mathematical problems is the curriculum aspect that needs most support

Supporting GCSE teaching

- Ratio proportion and change is the curriculum aspect that most needs support (although only 7 respondents had sufficient curriculum knowledge to answer this question)

Aspects which skills providers fed back which were not so positive:

- The development of online resources and informal drop-in support are seen to be least impactful.

We consulted with a range of local stakeholders including local authorities, VCSE organisations etc.

In all we asked stakeholders eleven questions and the consultation was open for a 4-week period. We received 14 responses across a broad range stakeholder, mostly from local authorities, and the key findings included:

Reasons why adult residents need support with maths

- Improving financial literacy and helping residents access training and quals seen to be most important
- Helping residents in their current job and helping them support children at school are also seen to be very important
- Improving confidence and wellbeing though important, is ranked lowest

- Many respondents comment on the negative impact of poor financial literacy on day-to-day life. Some respondents commented on the possible linkage of curriculum to debt management and the cost-of-living crisis.

Possible interventions through Multiply

- Most respondents have read the DfE Menu of Interventions
- Some very detailed qualitative responses with further innovative ideas including dyslexia support, money saving expert courses, and linking provision to activity at local sports clubs.
- Courses to help parents support children at school, courses for financial literacy, activities at community venues, additional support for learners already studying maths and first steps courses for adults without qualifications are seen to be most impactful.
- Informal drop-in services for people with low level numeracy skills is seen to be least impactful.
- Several respondents comment on the need to revamp Family Learning Numeracy provision at local schools

Funding other Essential Skills alongside Multiply

- All respondents strongly agree that this would be a good idea
- Most respondents single out funding ESOL support alongside Numeracy as being especially beneficial

Ideas for ways to engage with residents

A wide range of suggestions – just picking out some highlights here:

- Community roadshows
- Funding small classes
- Establish parent maths champions at local schools
- Family learning in schools
- Promotion on community noticeboards in shops
- Link closely to LA grant funded projects
- Focus on organisations that work with homeless people
- Focus on university applicants who don't have required level for maths
- Advertising campaigns to encourage maths enrolment
- Fun engagement resources for maths that could be shared with pubs and social clubs (eg beer mats with maths problems) – (could also have details of how to enrol on maths courses)

Which community organisations could support engagement with Multiply activity?

- Citizens' Advice services
- Foodbanks
- Credit unions
- Primary schools/nurseries
- Key local employers
- Housing associations
- JCP
- Children's centres
- GP services and mental health support teams
- Places of worship
- Libraries
- Teacher training providers
- Trade unions