



Department
for Education

Multiply

Multiply

Investment plan template (England)

May 2022

For Mayoral Combined Authorities, the Greater London Authority, and upper tier/unitary local authorities outside of these areas in England

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About this document

In conjunction with this template, please refer to the Multiply investment prospectus and technical guidance for England available here

<https://www.gov.uk/government/publications/multiply-funding-available-to-improve-numeracy-skills>

Investment plans are invited from the Greater London Authority, all Mayoral Combined Authorities, and upper tier/unitary authorities outside of these areas in England. Scotland, Wales and Northern Ireland should refer to the [wider UKSPF investment framework](#)

Please ensure you complete this template in full and submit by 30th June 2022 by emailing Multiply.investmentplans@education.gov.uk

Once investment plans are approved, provisional allocations will be signed off, grant agreements will be put in place incorporating information included in this investment plan and first payments made in autumn 2022.

At the end of the 2022-23 and 2023-24 financial years, areas will submit an annual progress report, and a revised investment plan for subsequent years of Multiply provision. This should take on board learning achieved through local delivery, peer to peer support networks and engagement events. It should align with the updated menu of interventions and any new guidance issued each year by the Department for Education.

For further information or to discuss a proposal ahead of submission please contact DfE at Multiply.investmentplans@education.gov.uk

Please note that information provided on this form, including personal information, may be subject to publication or disclosure in accordance with the access to information regimes, primarily the Freedom of Information Act 2000 and the Data Protection Act 1998.

We have suggested word counts for questions as an approximation but will allow some flexibility and will not apply the word count rigidly. We don't anticipate investment plans to be longer than 25 pages. We won't accept additional attachments beyond the return of this document and the accompanying Excel spreadsheet.

1. Who are the local authority representatives for Multiply (name, email, telephone)?

Multiply lead: Amanda Darlington, amanda.darlington@staffordshire.gov.uk

Financial / Accounting Officer: Rob Salmon, rob.salmon@staffordshire.gov.uk

Section A: Multiply intervention summary

2. **In the accompanying spreadsheet, please provide a high-level summary of the interventions to deliver Multiply in your local area, along with related output indicators and required budget?**

The high level summary is informed by expressions of interest and the proposed interventions are indicative. A formal tendering application process will follow.

3. **If you have described any Multiply provision in Section A that does not fit the menu of interventions, what is your rationale for proposing this additional intervention? We will consider this proposal against the aims of the Multiply programme. You can answer “None” for this question. (Approx. 250 words)**

None

4. **Please confirm and explain how your Multiply provision is in addition to and does not duplicate or offset fully funded maths courses delivered through the Adult Education Budget statutory entitlement, or other government funded maths provision. (Approx. 250 words)**

Staffordshire County Council confirm that the proposed Multiply provision will be in addition to, and will not duplicate or offset fully funded maths courses delivered through the Adult Education Budget statutory entitlement, or other government funded maths provision.

Our partners across Staffordshire have completed Expressions of Interests which have been subjected to appraisal and moderation in terms of meeting local need and the national aims of Multiply and to identify any duplication of existing provision. Proposals identified as a duplication of Adult Education Budget (AEB) statutory entitlement and Community Learning are not included within Staffordshire County Council’s Multiply Investment Plan.

The proposed Multiply provision offers something different to other funding entitlement, one which will gain the interest of individuals in ways that AEB provision does not currently. Interventions will increase engagement in numeracy across Staffordshire by providing a range of bespoke high-quality numeracy-based skills interventions. The interventions will be delivered flexibly and implement a bitesize approach to reach out to parts of local communities and employers and their staff who do not engage well with traditional classroom-based learning and/or AEB provision as their starting point.

Provision will provide opportunities for individuals to improve their confidence with the use of numbers to a level that will allow them to have greater control over their daily lives or motivate them to progress onto further programmes or qualifications. To support skill development and progression the Multiply provision will consist of engagement, non-accredited and accredited numeracy programmes with a flexible coherent pathway, including where appropriate onto local AEB provision.

Information, Advice and Guidance alongside initial assessment will identify the individual’s aspirations, starting points and eligibility which will inform the most appropriate funding stream for their particular requirements ensuring optimal use of

funding and the best possible outcomes for each adult learner.

5. Please briefly set out how you have considered the FE workforce needs (e.g. classroom, tutoring) for Multiply. How will you ensure Multiply workforce needs will not be at the detriment of other programmes you are delivering (eg under the AEB statutory entitlements)? Please note, FE workforce investment should support delivery of Multiply provision and should not be a standalone intervention. (Approx. 250 words)

Multiply workforce needs will not be at the detriment of other programmes delivered across Staffordshire. Our providers will use effective workforce planning to ensure provision is well-planned and staffed. Some providers have identified where there is a need to recruit qualified maths tutors to ensure expert levels of teaching. Others intend to upskill sector tutors to support employability and sector specific provision to enable them to design and deliver bespoke programmes, this may include higher level maths qualifications or specific teaching maths programmes such as the ETFs teaching Functional Skills Maths. Some providers are able to increase the hours of part-time staff, offer over time for full-time staff or have access to a bank of casual tutors that can be developed to support the delivery of Multiply interventions. Indicative Continual Professional Development (CPD) across all Multiply interventions is planned to strengthen future capability in the workforce. Examples of some proposed CPD include:

- Upskilling existing staff to develop wider network of delivery opportunity in the employment sector, developing math skills for sector specific
- Development of vocational tutors to become numeracy champions for learning.
- Advertising and recruitment campaign with clear messaging to attract appropriate delivery staff (where required).
- Resource development for delivery of 'on demand' tailored employer and learner requirements.
- Understanding of workplace environments and the challenges they present and to translate employer requirements to course/intervention content.
- Interventions to be developed by existing subject experts in Functional Skills and GCSE maths and deliver training to newly recruited staff.
- Money and energy Advisors trained and supported to deliver applied numeracy interventions.
- Qualified dyslexia specialist to undertake formal training for dyscalculia.
- Lego specific training to design activities that develop and promote numeracy skills.
- Awareness raising of Multiply to offer impactful Information, Advice and Guidance.
- Train and mentor Multiply participants who wish to become volunteer math champions.
- Individual development plans for support and teaching staff.

- Workshops on best practice, ie. Gaining access to target cohorts, applied maths for life.

Section B: Strategic fit

6. **How does the proposed Multiply provision strategically fit with your local priorities, coordinating where possible with wider skills and employment interventions in local areas (for example through Local Skills Improvement Plans), and interventions funded through the broader UKSPF (e.g. in district council investment plans) or other programmes? (Approx. 500 words)**

The proposed indicative Multiply provision will support the achievement of Staffordshire County Council's vision '*An innovative, ambitious and sustainable county, where everyone has the opportunity to prosper, be healthy and happy*'. The strategic plan outlines outcomes that everyone in Staffordshire will:

- Have access to more good jobs and share the benefits of economic growth.
- Live in thriving and sustainable communities.
- Be healthier and independent for longer.

Multiply will contribute to the achievement of the following priorities:

- Support Staffordshire's economy to grow, generating more and better-paid jobs
- Encourage good health and wellbeing, resilience and independence
- Offer every Staffordshire child and young person the best start in life, and the chance to achieve their potential

The Stoke-on-Trent & Staffordshire Skills Advisory Panel's Local Skills Report sets out the local strengths, skills needs and priorities to support local providers to match provision against employer skills demand. The indicative proposed Multiply programme aligns with the following SAP priorities:

- Developing partnerships between employers and skills providers to promote government skills and education programmes and to identify the skills need to shape the design of flexible training programme to support economic growth.
- Ensuring post 16 providers have the right learning infrastructure and deliver flexible, high quality academic and vocational learning pathways to reflect evolving employer skills demand.
- Supporting and enabling adults to secure employment to reskill and raise their skills levels and engage in lifelong learning to enable career progression and increased productivity in priority sectors.
- Supporting greater diversity and inclusivity in the workplace and enable disadvantaged young people and adults to engage in learning and skills programmes, progress in employment and improve their health and wellbeing.
- Ensuring young people and adults are equipped with the digital skills required in the changing world of work to support growth in productivity.

The Local Skills Report reports clear pockets of deprivation particularly in Tamworth, Cannock Chase, East Staffordshire and Newcastle-under-Lyme and has identified

potential growth in high-skilled high-value jobs in sectors including Digital, Green Economy, Engineering & Advanced Manufacturing, Modern Methods of Construction, Advanced Logistics and Health & Social Care. The indicative proposed Multiply programme has a key role in improving skills in these areas to help level up opportunities across Staffordshire.

Locally there are several employment and skills programmes that will receive referrals and signposting to the indicative proposed Multiply programme with the intention of supporting individuals to develop numeracy skills and progress. These include:

- Building Better Opportunities – supporting individuals with multiply barriers to employment
- Positive Directions – Supporting 18-24 year olds at risk of becoming NEET
- Skills Support for Redundancy – Signposting to support individuals to get back into employment
- Skill Support for the Workforce – Sustainable employment and in-work progression
- Job Entry Targeted Support – minimising long-term employment.
- Restart Scheme – Improving employability skills.
- Intensive Personalised Employment Support – specifically for individuals with disabilities and complex barriers.
- Work and Health Programme – supporting individuals with disabilities to find sustained work.
- Sector-based Work Academy Programme – work experience placements.
- Countywide Employment & Skills Task Group – Supporting economic growth, delivering on skills needs.
- Job Brokerage ‘Staffordshire Jobs & Careers’ - free recruitment and support services for businesses and residents
- Open Door – local work placement opportunities

Section C: High level delivery timeline

7. Please provide an outline of your high-level delivery timeline including major milestones and planned partnerships with local education providers, employers, and other local touchpoints

Please note the list of delivery partners are those that have completed an expressions of interest form and are indicative. A further tendering process is to be undertaken to identify actual delivery partners.					
	Multiply provision	Delivery partners	Major milestones	Date	Comments
1	<i>Please enter each provision described in Section A</i>	<i>Please provide the details of the delivery partner (e.g. providers, employers) for each provision</i>	<i>Please provide major milestones to deliver your anticipated outputs with dates</i>		
			Reviews, Progress & Expenditure across all interventions Mid Year Review & Progress Report, Statement of Expenditure & Forecasts of spend End Year Review & Progress Report & Assurance statement. Revised Investment Plan	Year 2: Sept 2023 Year 3: Sept 2024 Year 1: March 2023 Year 2: March 2024	

			Final Progress Report & Record of expenditure. Quarterly narrative reports	Year 3: March 2025 Year 1: Dec 2022 March 2023 Year 2: June 2023 Sept 2023 Dec 2023 Mar 2024 Year 3: June 2024 Sept 2024 Dec 2024 Mar 2025	
a	Courses designed to increase confidence with numbers for those needing the first steps towards	Achieve Training Buxton & Leek College Acorn Training Axia Solutions Dyslexia Association Staffordshire	Competitive Application Process	July-August 2022	
			Due Diligence	July-August 2022	
			Contracts Issued	September 2022	

	formal numeracy qualifications (Please refer to Staffordshire County Council's Multiply spreadsheet)	Newcastle & Stafford College Group Performance through People SERCO South Staffordshire College Steps to Work WEA	Delivery Commences	Year 1: October 2022 Year 2: April 2023 Year 3: April 2024	
b	Courses designed to help people use numeracy to manage their money (Please refer to Staffordshire County Council's Multiply spreadsheet)	Acacia Training Acorn Training Newcastle & Stafford College Group Citizen Advice WEA	Competitive Application Process	July-August 2022	
			Due Diligence	July-August 2022	
			Contracts Issued	September 2022	
			Delivery Commences	Year 2: April 2023 Year 3: April 2024	
C	Innovative numeracy programmes delivered together with employers (Please refer to Staffordshire County Council's Multiply spreadsheet)	Acacia Training Achieve Training Acorn Training Axia Solutions Newcastle & Stafford College Group South Staffordshire College Staffordshire Chamber of Commerce The Training Initiative	Competitive Application Process	July-August 2022	
			Due Diligence	July-August 2022	
			Contracts Issued	September 2022	
			Delivery Commences	Year 1: October 2022 Year 2: April 2023	

				Year 3: April 2024	
D	Courses aimed at people who can't apply for certain jobs because of lack of numeracy skills and/or to encourage people to upskill (Please refer to Staffordshire County Council's Multiply spreadsheet)	Acacia Training Achieve Training Acorn Training Axia Solutions Performance through People	Competitive Application Process	July-August 2022	
			Due Diligence	July-August 2022	
			Contracts Issued	September 2022	
			Delivery Commences	Year 1: October 2022 Year 2: April 2023 Year 3: April 2024	
E	New intensive and flexible numeracy courses targeted at people without L2 maths, leading to FSQ (Please refer to Staffordshire County Council's Multiply spreadsheet)	Achieve Training Acorn Training Axia Solutions SERCO WEA	Competitive Application Process	July-August 2022	
			Due Diligence	July-August 2022	
			Contracts Issued	September 2022	
			Delivery Commences	Year 1: October 2022 Year 2: April 2023 Year 3: April 2024	

F	Courses for parents wanting to increase their numeracy skills in order to help their children, and help with their own progression (Please refer to Staffordshire County Council's Multiply spreadsheet)	Acacia Training Achieve Training Dyslexia Association Staffordshire Newcastle & Stafford College Group South Staffordshire College Stoke on Trent College The Training Initiative WEA	Competitive Application Process	July-August 2022	
			Due Diligence	July-August 2022	
			Contracts Issued	September 2022	
			Delivery Commences	Year 1: October 2022 Year 2: April 2023 Year 3: April 2024	
G	Numeracy courses aimed at prisoners, those recently released from prison or on temporary licence (Please refer to Staffordshire County Council's Multiply spreadsheet)	Acorn Training	Competitive Application Process	Feb-March 2023	
			Due Diligence	Feb-March 2023	
			Contracts Issued	March 2023	
			Delivery Commences	Year 2: April 2023 Year 3: April 2024	
H		Acacia Training Achieve Training	Competitive Application Process	July-August 2022	

	Numeracy courses aimed at those 19 or over that are leaving, or have just left the care system (Please refer to Staffordshire County Council's Multiply spreadsheet)	Newcastle & Stafford College Group The Training Initiative	Due Diligence	July-August 2022	
Contracts Issued			September 2022		
Delivery Commences			Year 1: October 2022 Year 2: April 2023 Year 3: April 2024		
I	Numeracy activities, courses or provision developed in partnership with community organisations and other partners aimed at engaging the hard to reach learners (Please refer to Staffordshire County Council's Multiply spreadsheet)	Acacia Training Achieve Training Dyslexia Association Staffordshire Newcastle & Stafford College Group South Staffordshire College WEA	Competitive Application Process	July-August 2022	
			Due Diligence	July-August 2022	
			Contracts Issued	September 2022	
			Delivery Commences	Year 1: October 2022 Year 2: April 2023 Year 3: April 2024	
J	Additional relevant maths modules	Acorn Training	Competitive Application Process	July-August 2022	

embedded into other vocational courses. (Please refer to Staffordshire County Council's Multiply spreadsheet)	Newcastle & Stafford College Group South Staffordshire College	Due Diligence	July-August 2022	
		Contracts Issued	September 2022	
		Delivery Commences	Year 1: October 2022 Year 2: April 2023 Year 3: April 2024	

Section D: Evidence of need and demand

8. Please describe why improving adult functional numeracy (aiming to teach the numeracy skills that are needed in daily life and the workplace) matters to your local area. You should refer to specific characteristics of your local area in your answer and include supporting evidence - especially quantitative forms of evidence where available. (Approx. 250 words)

Across Staffordshire there is a need to help people improve their ability to understand and use maths in daily life, home, and work. Our residents require better numeracy skills to succeed and support inclusive economic growth. People who improve their numeracy skills are more likely to be in employment, have higher wages, and better wellbeing.

Nationally half (49%) of the adult population have basic numeracy skills (Entry Levels)¹, if the same is true in Staffordshire there are potentially 263,000 working age adults without basic numeracy skills.

It is shown that gaining a maths qualification at Level 2 or equivalent unlocks the door to progress to higher level training to secure a higher skilled and better paid job in our economy. In Staffordshire it is estimated that 6.2% of the working age (16-64) population have no formal qualifications, equivalent to 32,000 adults. Alongside this 21.1% of the working age population are currently without Level 2+ qualifications, equivalent to 109,500 adults². Improving the numeracy skills of these residents can help them progress, leading to better pay which in turn can help raise below average wage levels in Staffordshire.

Proportion of the 16-64 population without Level 2+ qualifications or with no formal qualifications, 2021 – indication of local authority areas with highest need for numeracy skills improvement³

Area	Working Age Adults (aged 16-64) without NVQ2+ Qualifications		Working Age Adults (aged 16-64) with No qualifications (NVQ)	
	Number	%	Number	%
Tamworth	13,300	28.6	3,300	7.1
East Staffordshire	19,600	27.8	4,700	6.7
West Midlands	893,400	24.8	276,400	7.7
Newcastle-under-Lyme	18,800	23.3	6,100	7.6
Cannock Chase	14,000	22.9	5,400	8.8
SSLEP	153,600	22.7	44,100	6.5
Lichfield	13,200	22.5	4,300	7.3
England	7,584,100	21.8	2,212,200	6.4
Staffordshire	109,500	21.1	32,000	6.2
Staffordshire Moorlands	9,000	15.7	2,300	4.1
Stafford	12,200	15.2	3,400	4.3
South Staffordshire	9,400	14.7	2,400	3.7

¹ [A new approach to making the UK numerate](#), National Numeracy/KPMG, 2014

² [Adult NVQ Levels, Annual Population Survey](#), NOMIS, 2021

³ [Adult NVQ Levels, Annual Population Survey](#), NOMIS, 2021

The local area also has pockets of deprivation with high unemployment, where currently there are over 16,300 work-related universal credit claimants across Staffordshire⁴. It is found that many of these claimants would benefit from improved work ready skills including better numeracy to access the record number of job vacancies currently available and raise employment levels for a more inclusive local economy.

Proportion of the 16-64 population claiming work-related Universal Credit or Job Seekers Allowance Benefits (Claimant Count), March 2022 – indication of local authority areas with highest unemployment²

Area	Claimant Count Rate ¹ (March 2022)	Number of Claimants (March 2022)
West Midlands	5.3	195,850
England	4.3	1,508,410
Tamworth	4.1	1,930
SSLEP	3.7	25,900
Cannock Chase	3.5	2,215
East Staffordshire	3.4	2,480
Staffordshire	3.1	16,365
Newcastle-under-Lyme	3.1	2,505
South Staffordshire	3.0	2,030
Lichfield	2.7	1,685
Stafford	2.7	2,275
Staffordshire Moorlands	2.2	1,250

Improved numeracy also matters to our businesses where employers that develop their employees' numeracy skills can boost productivity, increase profits, and improve employee retention. The latest Government commissioned Employer Skills Survey (ESS) showed that over a third (37%) of employers with skill-shortage vacancies identified basic numeracy skills as difficult to obtain from applicants. In addition of those employers with skills gaps in the exiting workforce a quarter (24%) felt that basic numeracy skills needed improving⁵. Staffordshire also has generally higher demand for STEM skills including numeracy due to our strong manufacturing base and associated industries which are a priority for growth locally.

Addressing numeracy skills shortages and gaps in Staffordshire has the potential to contribute to significant economic growth as we recover from the pandemic and help to address the long-term productivity gap where on average every worker is nearly a fifth less productive than the national average⁶. Overall, better numeracy can increase prosperity in Staffordshire with improved wellbeing of our residents leading to a healthier and better quality of life.

⁴ [Claimant Count](#), NOMIS, March 2022

⁵ [Employer Skills Survey \(ESS\)](#), Department for Education, 2019

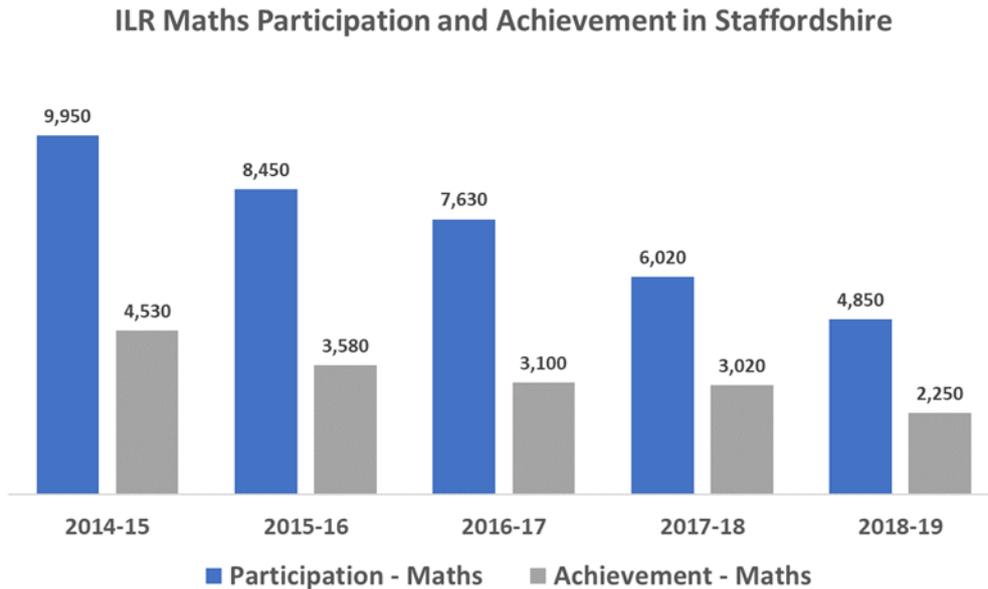
⁶ [Sub-regional Productivity](#), ONS, 2019

9. Please describe any qualitative or quantitative data you have on local adult numeracy levels (e.g., historic and current participation and achievement, etc) to evidence need and demand. (Approx. 250 words)

Given that numeracy skills are vital for the Staffordshire economy as a whole with high demand from businesses for better numeracy skills, education and skills providers have a key role to play in raising numeracy skills. It is also important that employers play their part in providing employees with access to learning and training to improve their basic skills.

Nationally only one in five adults are currently participating in programmes to boost such skills. In Staffordshire latest DfE participation and achievement data provides an indication of current learner demand, with the overall trend showing a gradual decline in maths participation and achievements over the last five years of available data. Between 2014-15 and 2018-19 Staffordshire has seen a 51% decline in maths participation compared to 42% decline nationally and a 50% decline in maths achievements compared to 37% decline nationally.

DfE Individual Learner Record (ILR) maths participation and achievement in Staffordshire, 2014-15 to 2018-19⁷



DfE Individual Learner Record (ILR) maths participation and achievement in Staffordshire districts and boroughs, 2018-19⁷

⁷ [English and maths participation and achievements](#), Department for Education, 2019

Area	Participation - Maths	Participation - Maths Entry Level	Participation - Maths Level 1	Participation - Maths Level 2	Achievement - Maths	Achievement - Maths Entry Level	Achievement - Maths Level 1	Achievement - Maths Level 2
East Staffordshire	950	140	230	610	470	90	180	200
Stafford	770	80	230	510	410	70	160	210
Newcastle under Lyme	630	30	170	470	290	20	110	170
Cannock Chase	610	30	160	460	240	20	100	130
Tamworth	550	40	130	420	260	30	120	120
South Staffordshire	490	50	110	350	210	40	70	120
Lichfield	440	30	90	340	190	20	70	110
Staffordshire Moorlands	410	30	90	310	180	20	50	110
Staffordshire	4,850	430	1,210	3,470	2,250	310	860	1,170

This decline in participation and achievements would indicate that more needs to be done to support and encourage residents to choose to improve their numeracy skills. By increasing numeracy provision the Multiply programme can provide greater opportunity to learn and develop essential skills that are universally important for individual's life chances.

In a recent Staffordshire County Council Employer Survey, 20 local employers reported 65% of the workforce had good to excellent numeracy skills, with 35% demonstrating adequate numeracy skills. 85% of employers stated current numeracy skills are good enough for what they need now, with more than half (55%) reporting they need higher levels of numeracy to support business growth plans. Roles that require a better/higher level of numeracy include:

- 45% Managers, Directors and senior officials
- 40% Administrative and secretarial occupations
- 30% Sales and customer service occupations
- 20% Process, plant and machine operatives
- 20% Professional occupations
- 10% Skilled trades occupations & Caring, Leisure and other service occupations
- 5% Elementary occupations, Associate professional and technical occupations and other

In a recent Staffordshire County Council Resident Survey, 62 respondents reported:

- 60% felt their confidence levels ranged from not very confident to fairly confident
- 58% manage with numbers but sometimes struggle or do not feel confident
- 58% stated better numeracy skills would be helpful to them, 32% maybe
- Overall, 63% do not have a Level 2 maths.
- 62% are employed, of which 43% do not have Level 2 maths.

In a recent DWP client survey, 201 respondents reported:

- 35% felt confident with numbers

- 43% fairly confident with numbers
- 21% not confident with numbers
- 46% do not have L2 maths, and at least half of these clients would consider studying maths to help them progress in their career

In addition, there is a need to provide interventions for other groups:

- 41% of Staffordshire Community Learning learners are below a full Level 2
- Serco report 63% of participants on their SSW contract do not have L2 Maths
- Axia report local employers seek non-accredited provision to support job roles and/or to support individuals who face redundancy

10. How does the Multiply provision outlined in section A meet this demand, on top of how existing entitlement is already meeting it, and what does success look like for your local area? (Approx. 250 words)

The proposed indicative Multiply provision outlined in Section A provides a range of personal tutoring, digital training and flexible courses that fit around everyday lives and will be tailored to the specific needs of individuals and employers. The provision will be delivered across the 8 districts of Staffordshire creating an improved local skills ecosystem with a wider range of numeracy skills attainment pathways which meet varied demand and need from residents leading to an increase in local functional numeracy skills of adults to more confidently use in their daily lives, at home and at work.

The Multiply provision will look to increase participation and achievement of numeracy skills to the benefit of individual learners in finding employment and progression to higher skills attainment. This will support the Government's Levelling Up mission to ensure that by 2030, the number of people successfully completing high-quality skills training will have significantly increased in every area of the United Kingdom. We know that there are pockets of deprivation with low skills levels and unemployment issues where Multiply provision can raise numeracy skills to improve life chances leading to a more inclusive local economy where individuals have raised aspirations and can achieve their full potential in good jobs.

These improved numeracy skills of our residents will create a stronger labour pool which can help to address skills gaps and skills shortages within our local businesses. Improved labour market outcomes with fewer skills gaps reported by employers, and an increase in the proportion of adults that progress into sustained employment and / or education can lead to increased economic growth and productivity.

11. Please describe what you have done to ensure good value for money (e.g., has your plan been reviewed by an economist, have you reviewed local data?). Please

also describe what controls you will put in place to ensure that good value for money continues to be achieved throughout the lifetime of the Multiply provision. (Approx. 250 words)

A Council Multiply Programme Board has been established to oversee the development of the Investment Plan, tendering process and overall management of the Multiply programme. A term of reference for the board is approved. The board will manage the Multiply process on behalf of the Council and ensure the requirements placed upon the Council as the Lead Authority are fully met. The board is chaired by the Head of Adult Learning & Skills and includes officers from the following teams: Skills & Employability, Finance, Legal, Communications and District Strategic Delivery. The board has a reporting link to the Council's Economic Recovery Cabinet, Senior Leadership Team and Cabinet.

The Council's Multiply Programme Board will establish appropriate and proportionate systems for the payments and monitoring process. The process will be subject to a Staffordshire County Council's internal audit. Following the exchange of grant agreements, a contract clarification meeting will be held with all projects.

Applications from organisations will be subject to due diligence including mandatory exclusion grounds, economic and financial standing and levels of insurance cover: employers' liability, public liability and professional indemnity with required minimum levels of cover. Financial checks for all applications will be undertaken using Experian. (www.experian.co.uk) Applications that do not pass the due diligence will not be considered for the delivery of the Multiply programme.

To ensure good value for money the Investment Plan has been reviewed by the Multiply Board and the Council's Economic and Skills Analyst ensuring Multiply interventions have a strong strategic fit and meet local objectives and the national Multiply success measures. In addition, we have:

- Reviewed local data available to indicate potential need for Multiply provision and the key cohorts which such provision will need to be targeted in order to achieve the maximum benefits in Staffordshire.
- Conducted a full assessment of Expressions of Interests level of need within certain cohorts and cost of improving functional numeracy skills comparison evaluation e.g. cost per learner, where they target local areas with highest need for skills improvement and higher unemployment levels.
- Ensured interventions included in the Investment Plan have strong evidence of need and clear rationale. Interventions go beyond existing numeracy provision and are led by key employment and skills partners with the widest reach and access to the cohorts with greatest need for numeracy skills improvement.

- Ensured interventions present clear value to society through social and economic effects.

To ensure good value for money continues to be achieved throughout the lifetime of the Multiply programme we will undertake regular project progress reporting against key milestones and targets. This will ensure that there are clear and strong outputs and outcomes for all local interventions i.e. monitoring participation, achievement and progression pathways e.g. high progression into employment or further education and training of Multiply learners.

The next stage is to implement a further tendering process and commission the services of a third party to provide professional advice and support in appraising and prioritising Multiply interventions for the Council. The work will involve providing technical support and peer review ensuring best value for money and ensuring that interventions will deliver the greatest positive impact for Staffordshire.

Section E: Engaging learners

12. Which cohorts of learners will be hardest to reach? How do you intend to maximise the reach of the programme and make sure Multiply provision engages those learners that are hardest to reach (e.g., communications; reaching out to people via employers, 'touch points' such as housing and other community groups)? (Approx. 300 words)

There are real challenges in encouraging adults to improve their numeracy skills, mainly due to under-confidence. Through learning from the Career Pilot we have identified all cohorts will require targeting through an effective Communication Strategy to include marketing messages focusing on key benefits of improving numeracy skills, myth busting, promoting courses and activities and personal progression. We will collect additional attitudinal data specific to numeracy which will lead to an understanding of the bespoke behaviour change journeys that each of the different target audiences will need to progress through from 'attention' through to 'action'.

The appraisal and moderation process of the expressions of interests have enabled the Council to identify the most appropriate partners who have extensive and well-established networks across public, private and third sector partners to reach target learners and facilities to deliver a range of Multiply interventions and programmes across Staffordshire.

Acacia Training effectively engages with local Job Centres, social housing associations, debt support and credit counselling services and voluntary and community organisations such as VAST. There is further engagement with local schools, colleges, other independent training providers and Staffordshire University Apprenticeships. The organisation is a Care Leaver Covenant signatory providing support to care leavers across Staffordshire. There is a strong employer stakeholder relationship across many employers and sectors which also includes the University Hospital of North Midlands.

Achieve Training operates from two well-equipped premises with suitable facilities for the delivery of both practical and theory-based maths programmes. The organisation is part of wider group of businesses one of which is a housing organisation with upwards of 7500 properties and has further established partnerships in the local area, for example, Chamber of Commerce, local employers and other education and work-based learning providers. The organisation also works with schools, Youth Offending Services, Youth Service, Social Services and the YMCA.

Acorn Training has premises in each of the identified districts; a learning shop within a large social housing estate located in Staffordshire Moorlands and two further training premises located in town centres close to job centres. The organisation has strong partnerships with Jobs22, Your Housing Group, Platinum, NHS Combined Trust, Bac O'connor Centre and Staffordshire Prisons.

Axia Solutions has strong partnerships with employers and DWP and deliver apprenticeships and FSQ in Staffordshire across a broad range of industries including manufacturing, logistics, health care and office-based environments.

Buxton & Leek College have a central town location with premises well-equipped for learning and have established partnerships with employers, Chamber of Commerce and third sector organisations, for example, Support Staffordshire and Citizens Advice Bureau.

Chamber of Commerce work with 1,000 businesses through members and a wider 6,000 businesses through their public funded contract work to ensure they have extensive reach.

Citizen Advice will receive referrals from debt and energy advisors and other partner organisations such as foodbanks, local family support services, housing providers and third party organisations.

Dyslexia Association work in collaboration with a range of partners, for example, schools, Life Works, Job Centre Plus disability support staff, links with Access to Work, Lyme Trust, The Macari Foundation, Gingerbread, Brighter Futures, housing associations, Community Health Champions, Support Staffordshire, Chamber of Commerce referrals from statutory services, Police Force, GP surgery's, training providers and Keele University.

Newcastle & Stafford Colleges Group have a central town location with well-equipped premises and facilities. Partnerships are well established and consist of local schools, community groups, food banks, special interest groups, employers and DWP.

Performance through People engage well with local Housing Associations, Job Centre Plus, Debt Advisory Services and local employers.

SERCO have strong partnerships through HMPPS, the National Probation Service, local employers, Restart, schools and voluntary organisations.

South Staffordshire College has well-equipped premises and facilities and extensive community centre links with delivery in the community to engage hard to reach. The College have extensive networks across South Staffordshire including (but not limited to) links with 500+ individual organisations and those that are high on the list of job shortages including in Warehousing and Manufacturing, such as Ocado, members of ADSA, Bristan, Travis Perkins and Howdens. There are strong working relationships with schools, including Junior, Secondary and Academy schools based in Cannock, Rugeley, Lichfield and Tamworth.

Steps to Work are partnered with 8 organisations through the Building Better Opportunities Evolve programme providing wrap around support consisting of; Burton

Albion Community Trust, Burton and District Mind, Groundwork, Citizens Advice, Beacon, Steps to Work, Starfish and the Big Happiness Experiment.

Stoke on Trent College has a dedicated Schools Liaison Team with extensive links with schools in Staffordshire Moorlands and Newcastle.

The Training Initiative Group Ltd have established partnerships with Chambers of Commerce, LEP, SPES, LinkedIn and their own Employer Network. They also work with schools and academies and have access to parenting groups through social media. There is further work undertaken to gain access to NEETs with Entrust, DWP, charities, Welfare to Work schemes.

WEA have established links with the Trade Union movement and with employers and other stakeholder groups.

13. How will you ensure Multiply provision will be available and accessible to a diverse cohort as per [Public Sector Equalities Duty \(PSED\)](#) including those with dyscalculia or other protected characteristics? (Approx. 100 words)

Staffordshire County Council and its partners employ highly skilled staff from diverse backgrounds and treat individual's equally regardless of their characteristics. These staff are best placed to welcome and support learners from different groups and ensure those with protected characteristics are just as likely to achieve a qualification or learning experience and outcome as any other learners. We aim for the provision to ensure that learners from underrepresented groups are encouraged to participate and supported to progress. Initial assessment will appropriately identify starting points and additional learning support requirements. Progress and achievement will be well-monitored through regular learner reviews. In addition to performance monitoring for attendance, achievement and retention we also undertake satisfaction surveys to monitor the learner experience.

As outlined in the Staffordshire County Council's Equality policy we have undertaken a Community Impact Assessment for Multiply and will ensure that contractors and funded suppliers abide by the requirements to promote equality of opportunity and take steps to tackle discrimination and barriers to access. We will ensure that those providing a service on our behalf:

- Are aware of the Equality policy and that it is communicated to all potential contractors and service providers through pre-qualifying questionnaires, specifications and contracts.
- Check that contractors and service providers have equality and diversity procedures and practices in place.

- Ensure those acting on behalf deliver goods, facilities and services that are appropriate and accessible.
- Will provide opportunities to ensure that small to medium enterprises can bid for contracts.

Staffordshire learners can raise issues/complaints about unfair practices or treatment directly via the County Council's Customer Centre: 0300 111 8000 or customer.feedback@staffordshire.gov.uk. All enquiries are responded to within 20 working days.

Section F: Measuring success

14. We expect Multiply learner data to be inputted into the Individualised Learner Record (ILR). Describe your approach to data collection, management, and reporting to meet these requirements (Approx. 250 words)

We collect the learner data necessary for the contract at enrolment by asking them to complete an online enrolment form, offering support as necessary. Local and ILR privacy notices are provided at this stage. Once learner ID has been confirmed, each record is input into YETI an MIS ESFA compliant system which currently produces Community Learning ILR returns for the ESFA. The system integrates with the Learner Records Service. The MIS system is regularly updated to meet any new requirements from the ESFA including any new learning aims added for Multiply. The system allows reporting by contract and will be updated with attendance and achievement data once returned. Internal quality checks and auditing will take place on this data prior to submission. It will be run through FIS prior to upload and will be uploaded without errors. This data will then be used to produce the quarterly reporting and any additional local reporting required.

15. **What additional data (in addition to the Individualised Learner Record), if any, will you use to measure learner progress and achievement? If you do not have any additional data, you can answer “none”. (Approx. 100 words)**

None.

16. **Are there any other local measures of success against your plan that you intend to monitor? You can answer “not applicable” for this question. (Approx. 100 words)**

Not applicable

Section G: Stakeholder management

17. Which organisations have you engaged with to develop your investment plan, including public sector, private sector, and civil society organisations? How have you engaged these organisations? (Approx. 100 words)

The Council launched Multiply at local level through a publication on its webpage [Multiply Programme - Staffordshire County Council](#) and promoted an online Multiply briefing event and an explanation of how local organisations could get involved. We also developed a Numeracy Survey [Numeracy survey - Staffordshire County Council - Citizen Space](#) to gain insight from local Staffordshire residents which was promoted via our Community Learning mailing list.

Briefing Event with attendance across public sector, private sector and civil society. Approximately 70 in attendance engaging in question, answer, and discussion. A call for Expressions of Interests to be submitted, resulting in 22 returns. An overview of Expressions of Interests circulated to lower-tier authority leads for review and to inform the UK Shared Prosperity Fund Investment Plans.

Established a Staffordshire Multiply External Working Group with representation across public and private sector and civil society organisations providing opportunities to discuss the investment plan content and inform the decision-making process. The group will continue to meet termly to review the progress of the Multiply programme.

Meetings with the DWP Strategic Partnership Manager/s working collaboratively to ascertain the learning needs of service users and skills gaps identified via local employers.

Further attendance at collaborative stakeholder groups, including representation from lower-tier authorities have included:

- Staffordshire Economic Growth Directors Group
- Countywide Employment & Skills Task Group
- Horex, LGA Forum
- LAs West Midlands Skills Group
- Staffordshire Partnership for Employment & Skills

Further dialogue with Staffordshire County Council's Strategic District Managers to gain further insight about local needs, aspirations and current projects that are complimentary to the Multiply programme.

Developed an Employer Survey via the Council's Communications department [Shape the numeracy skills of the future - Staffordshire County Council - Citizen Space](#)

18. Detail how have you engaged lower tier local authorities, if any, within your local area in the development of your investment plan? You can answer “not applicable” to this question. (Approx. 100 words):

The Council’s approach to Multiply has been communicated to a wide range of partner organisations to promote complimentary plans and programmes with particular focus towards the development of district UK Shared Prosperity Fund local Investment Plans. Presentations have been delivered to Staffordshire Economic Growth District Group, Staffordshire Economic Development Officers Group, Staffordshire Partnership for Employment and Skills (SPES) and Countywide Employment and Skills Group.

There have been further communications with Staffordshire County Council Strategic Delivery Managers and Council Place Funding Manager who leads on the UK Shared Prosperity Fund from the Council.

Section H: Risks

19. Please set out any key risks including financial and fraud that could affect Multiply delivery. Describe these risks or issues, including the contingency measures you have put in place to mitigate them.

	Description of risk	Actions you will take to mitigate	After mitigation what is the likelihood of the risk occurring (High >70%, Possible 70-30%, Unlikely <30%)	After mitigation what would be the impact of the risk materialising? (High: significant impact of unable to deliver, Medium: delivery compromised, Low: Minor / no impact)
1	Staffing issues – capacity to deliver	Individual contracts to ensure they have capacity to deliver. Provider to have contingency plan	Possible	Medium
2	Low learner enrolment and engagement/interest	Strong strategic communications plan Partners working with key touchpoints	Unlikely	Low
3	Contracts - Financial underperformance	Robust and timely contract management process and dialogue	Possible	Medium
4	Fraud and financial irregularity, ie, ILR returns, awarding bodies, complaints and allegations by learners	Clauses within the Grant Agreement	Unlikely	Low
5	Lack of delivery Premises	Utilise list of venues used to deliver COVID tests and vaccinations. Online offer of provision.	Unlikely	Low
6	Delay in recruitment of appropriately trained staff to deliver Multiply	Recruitment Strategy implemented, key messages to attract experienced staff	High	Medium

Section I: Capacity and Capability

20. **Do you have dedicated capacity and capability to deliver adult skills interventions and adult education? How many FTE will be working on delivery of Multiply and what functions are being undertaken by those FTE including who will be responsible for data collection, contract management and how you will coordinate delivery? (Approx. 250 words)**

The external providers capacity and capability to deliver adult skills interventions and adult education has been identified through the Expressions of Interest stage. The total number of FTE delivery staff and those undertaking data entry and submission is to be confirmed following on from a further tender application process.

Internally to the Council, 4 key members of staff are assigned to the Multiply project totalling 2.059 FTE.

Multiply Programme Lead – accountable for commissioning, needs assessment, service design of Multiply. Responsible for the management of providers and provision delivered directly, ensuring the market is responsive in meeting learner and employer needs. Developing strong internal and external relationships and partnerships with providers and key stakeholders, including elected members to influence and shape policy and delivery of Multiply provision. Accountable for a well-run programme through robust prioritisation, risk management, governance and commercial oversight of all resources complying with all statutory, regulatory, funding, reporting and internal policy and procedures.

Project Manager - responsible for producing a project plan. Assisting in the effective management of Multiply by monitoring and reporting on project activities timescales, budgets and resources. Develop, monitor and maintain change control systems. Establish consistent quality control, practices and standards and appropriate governance, including project planning, reporting, analysing risks and maintaining the risk register. Responsible for ensuring the project status, issues and risks are communicated to relevant officers/boards to ensure effective resolution and timely delivery of Multiply. Assist with the development of Multiply by collating relevant economic and skills data and reports. Liaison with stakeholders and sub-consultants to ensure progression of the project related activities. Lessons learned are fully documented and shared.

MIS Manager – responsible for the submission of ILR and producing internal monthly bespoke reports and cross checking of data.

Data Entry Officer – to process data for those providers who do not have MIS functions. To provide training how to use the ILR New Learner Entry Tool for year 2.

In addition, the Staffordshire Multiply Board will oversee governance arrangements and will meet monthly. The board will review the return of the statement of expenditure mid-year in years 2/3 which will be validated by the Council's Section 151 Officer and will submit progress reports against performance indicators as agreed with the Department for Education. The board will also:

- Develop the investment plan for Staffordshire.
- Manage the delivery of localised and Countywide communications
- Maximise funding and ensure the delivery of effective bespoke adult numeracy courses to meet local need and the national aims of multiply.
- Be responsible for high-level risk and issue management within the programme, including those escalated from delivery level.
- Be financially accountable for the programme, developing robust payment mechanisms both to the spending authority or the service provider.
- Ensure activities are linked effectively with other strategic programmes, such as the government's levelling up mission to ensure that by 2030, the number of people successfully completing high-quality skills training will have increased.
- Ensure all contracts and any partnership agreements are in place and are adhered to.
- Monitor the delivery of the Multiply programme output and outcomes.

Membership consists of:

- Assistant Director, Skills & Employability
- Head of Apprenticeships & Technical Skills
- Head of Adult Learning & Skills
- Head of Employer Skills Partnership
- Senior Campaigns Officer
- Senior Solicitor (Contracts)
- Senior Finance Officer
- Strategic Delivery Manager
- Central Through Care Team Manager
- Project Manager
- Internal Audit

21. If you have capacity, would you be prepared to take a leading role in a regional peer-to-peer network to share learnings with other local authorities (eg host quarterly Multiply sessions, share best practice, etc)? This does not commit you at this stage and we will use this information to develop our learning plans across the Multiply programme. (Approx. 100 words)

Staffordshire County Council would welcome the opportunity to be involved in a regional peer to peer network.

22. Please describe the key capacity and capability challenges (if you have any) for delivering skills interventions. This could include challenges within your local authority (e.g., gaps in areas such as procurement, contract management,

communications) and/or in your local delivery system? This information will be used to inform what support could be made available nationally. (Approx. 100 words)

- Financial and operational impact for employers releasing staff if learning cannot be undertaken during work time.
- Recruitment of suitability skilled staff – will require a strong communication strategy.
- Digital poverty – access to equipment and connectivity my present barriers to participation and will require investment in equipment.
- Unemployed learners that achieve a job often disengage and do not prioritise training as they do not value or understand the benefits – will require a strong communication strategy to support retention of learners.

23. Please describe what further support would help address these challenges? We will use this information to inform what central government support is made available nationally but cannot commit to fund every individual request. (Approx.100 words)

- National Communication strategy outlining the benefits of developing numeracy. To link with local campaigns across England targeted at learners and employers
- Digital equipment fund

24. Are there interventions or capability areas where you can partner with other local authorities, providers, or employers in your region? (Approx.100 words)

Staffordshire County Council work collaboratively with stakeholders, for example, Stoke City Council and SPES to share performance issues and ongoing review of complimentary or existing programmes.

Section J: Declaration of the Chief Executive of the lead local authority

As the lead local authority (Greater London Authority, Mayoral Combined Authorities, Upper Tier/Unitary Local Authorities) you will act as the accountable body and submit this application on behalf of your local area. By submitting this investment plan, you confirm:

- All the information included is true and accurate to the best of your knowledge.
- You have read, and confirm this plan is in accordance with, the expectations set out in the Multiply investment prospectus and technical guidance.
- Lower tier local authorities within your local area support this application and are committed to work with you.
- You will comply with the Assurance and Grant management process as outlined in the technical guidance and submit a statement of expenditure at mid-point and end of financial year.
- You understand that the grant will become repayable and further payments put on hold or reduced, if Multiply outputs are not on track for delivery and/or grant funding is not spent on eligible activities by the mid-point and end of each financial year.
- You understand that you will be responsible for ensuring data on Multiply learners is submitted through the Individualised Learner Record (ILR) and will submit regular monitoring reports as set out in the technical guidance.
- You will submit an annual progress report including an assurance statement to confirm spend was used wholly for the purposes for which it was given, and a revised investment plan for subsequent years of Multiply provision as set out in the technical guidance.
- You will support the sharing of learning as requested by the Department for Education – this may involve providing case studies, contributing to webinars and other activity as identified.
- You will comply with the Public Sector Equalities Duty and put in place equality policies and implementation plans as well as processes for learners to raise complaints about unfair practices or treatment.
- You will ensure value for money, seeking competitive costs for all activities and complying with the procurement governance as set out by your governing body.

Chief Executive name	John Henderson
Signature	
Date (DD/MM/YYYY)	29th June 2022



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