



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 30<sup>th</sup> June 2022 by emailing [Multiply.investmentplans@education.gov.uk](mailto: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](mailto: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: Fliss Miller**

**Financial / Accounting Officer: Jon Alsop**

## 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 Cambridgeshire and Peterborough Combined Authority is committed to levelling up in our region. We have analysed the data we have access to and will continue to refine the Investment Plan as more data becomes available, taking an evidence-based approach to ensure Multiply resources are targeted to residents who need it most. Working with partners and providers across the Combined Authority the following areas are chosen as a priority for our residents:

- A) Courses designed to increase confidence with numbers for those needing the first steps towards formal numeracy qualifications.
- B) Courses designed to help people use numeracy to manage their money
- C) Innovative numeracy programmes delivered together with employers – including courses designed to cover specific numeracy skills required in the workplace
- 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 in numeracy order to access a certain job/career
- E) Intensive and flexible numeracy courses leading to Functional Skills – including remote and blended learning using digital online platforms, flexible courses offered around working hours at irregular times and intensive
- F) Family learning style courses for parents wanting to increase their numeracy skills to better support their children and to help with their own skills and progression - targeted to both primary and secondary schools where standards are lower than national benchmarks
- G) Numeracy courses aimed at care leavers aged 19+ to support independent living and financial literacy
- H) Numeracy engagement and outreach courses in partnership with community organisations aimed at engaging the hardest-to-reach residents such as economically inactive and targeting 'left-behind' communities in the sub-region
- I) Additional maths modules embedded into vocational courses.

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)*

We have identified three areas that are not on the menu of interventions:

1. **Capacity building** - we will create new resources and provision collaboratively across the region to upskill and reskill individuals to lead and deliver the courses identified in the investment plan. This includes using Multiply to target market towns and wards in the sub-region, that are under-served by current skills provision.

Regionally we have a shortage of maths tutors, we understand this is a national issue and therefore we need a targeted local campaign to reach-out, incentivise, attract, and develop more individuals to enter the profession as FE maths teachers and tutors, as recruiting staff from other providers will only compound this issue. We will work with our universities to attract under and post-graduates through a 'Multiply Internship' They may have studied maths or another subject but can make numeracy and numbers come alive.

2. **Awareness and aspiration raising campaign** – we will work with a partner to develop a series of regional campaigns targeted to the groups of learners identified above. Recognising that we need to attract a number of residents who will not have engaged in learning for a period of time, and therefore a number of different outreach methods will be required – wider than marketing through our provider network.

### 3. Outreach and Engagement - Development of Maths Champions Network

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)*

We can confirm that our proposed Multiply interventions will provide additionality to provision already being delivered in our region through existing Adult Education Budget (AEB) funded statutory entitlements. In order to ensure this and to strengthen the maths offer and improve access to numeracy skills across the Combined Authority.

As the Combined Authority has a devolved AEB, we are the commissioner for this provision across the area and can confirm that there will be no duplication in the learning provision that is commissioned through Multiply.

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)*

We have consulted with colleges, providers, FE sector bodies and stakeholders who have escalated concerns regarding the wider FE workforce needs in our sub-region, especially for the delivery of technical skills. To address this, the Combined Authority is currently supporting a wider FE Teacher and Trainer Recruitment campaign and intends to build on this best practice approach to attract new entrants into FE. We have identified a need for additional maths teachers to meet our sub-regional needs over the next decade. We will therefore build momentum for our FE Teacher Training and utilise Multiply funding to attract new entrants for dedicated Multiply delivery.

In addition, we will invest in the CPD of existing FE teachers and trainers to enhance

the embedding and contextualising of numeracy in technical, vocational and community learning. This is important for subject specialist staff who will then be able to use their specialism and expertise in a trade or subject or topic to embed numeracy and engage learners.

Through the levers of the Combined Authority's role as strategic commissioner for skills and the annual provision planning process with our current AEB providers, we will ensure that volumes of qualification-based numeracy courses, GCSE and Functional Skills and legal entitlements are grown. Therefore, the Multiply workforce needs will not be at the detriment of AEB. Enrolment onto an AEB funded qualification is one of the 'outcomes' of engagement through Multiply. Therefore, the AEB numeracy offer will grow and be staffed accordingly. Our vision is to use the once-in-a-generation opportunity to build capacity for numeracy delivery in our region and sustain this beyond the three-years of Multiply to leave a legacy.

## 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)*

Cambridgeshire is considered as a microcosm of the country; we have the very affluent South with a knowledge intense economy, contrasting with lower average earnings in the North and lower educational outcomes. The region also includes the Opportunity Area of Fenland and East Cambridgeshire, an education investment area and two priority areas identified for levelling up.

Numeracy is a core skill required for both life and work and recognised by the Cambridgeshire and Peterborough Combined Authority as being an essential skill needed by the region. With £1,056,542.78 (funding used for upskilling for all qualifications in 2020/21) of our devolved AEB being used to upskill from entry level 1 to level 2, we have the means and ability to fund those who meet the entry criteria, but this does not go far enough. Much of the demographic of the region is not able to access numeracy upskilling either due to delivery models of training, accessibility, eligibility or engagement methods.

High-level skills growth is slowing, and school leavers across the area are more likely to go straight into work than on to education or training, risking people missing out on upskilling and potential further career progression. There are lower than average rates of progression from school into Higher Education, Further Education and apprenticeships, with variation across places. This often means there are limited opportunities for young people to continue to build numeracy skills beyond core maths curriculum whilst in education and over a third of employers reporting that numeracy skills are not developed enough in schools' leavers.

Under the pillar of Life Wide and Life Long Learning in the Cambridgeshire & Peterborough Employment and Skills Strategy, ensuring inclusion in continued and community learning and support for disadvantaged people, adults with SEN, care leavers and ex-offenders is a priority for the region. Multiply will bring additional opportunities to engage with hard to reach communities, with contextualised learning increasing not only numeracy skills, but developing skills around energy efficiency, sustainability, financial management and healthy lifestyles.

Cambridgeshire & Peterborough have experienced a decline in the number of adults accessing numeracy courses over the last two years. Predominantly the effect of the pandemic, a large proportion of adults have not had the opportunity to develop or build

upon their numeracy skills. A buoyant labour market offers wider opportunities for residents and good numeracy skills will support individuals move into job roles in the region.

Workplace learning will be a key focus for Multiply funds. Historically, limited funding has meant that numeracy skills have not been developed in the workplace, yet this is a key skill identified by employers, critical for reducing waste, increasing productivity and increasing satisfaction. Contextualising this learning into broader organisational development such as sustainability, lean or sector based themes will support employers in achieving wider organisational aims.



## 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

	Multiply provision	Delivery partners	Major milestones	Date	Comments
1	Courses designed to increase confidence with numbers for those needing the first steps towards formal numeracy qualifications	We are currently running an AEB procurement with an additional Lot for Multiply, to engage Independent Training Providers. At this stage we, we are unable to name providers or employers we will be working with.  We will also be looking to Grant Fund our existing Further Education and Local Authority providers in a separate process.	Indicative allocation of grant funding agreement awards to FE and LA providers	June 2022	
			Award contracts for services through procurement process	July 2022	
			Commencement of delivery	Autumn	
			Contract and performance monitoring	Ongoing	
2	Courses designed to help people use numeracy to manage their money.	We are currently running an AEB procurement with an additional Lot for Multiply, to engage Independent Training Providers. At this stage we, we are unable to name providers or employers we will be working with.  We will also be looking to Grant Fund our existing Further Education and Local Authority providers in a separate process.	Indicative allocation of grant funding agreement awards to FE and LA providers	June 2022	
			Award contracts for services through procurement process	July 2022	
			Commencement of delivery	Autumn	
			Contract and performance monitoring	Ongoing	
3	Innovative numeracy programmes delivered together with employers – including courses designed to cover specific numeracy	We are currently running an AEB procurement with an additional Lot for Multiply, to engage Independent Training Providers. At this stage we, we are unable to name providers or employers we will be working with.  We will also be looking to Grant Fund our existing Further Education and Local Authority	Indicative allocation of grant funding agreement awards to FE and LA providers	June 2022	
			Award contracts for services through procurement process	July 2022	
			Commencement of delivery	Autumn	
			Contract and performance monitoring	Ongoing	

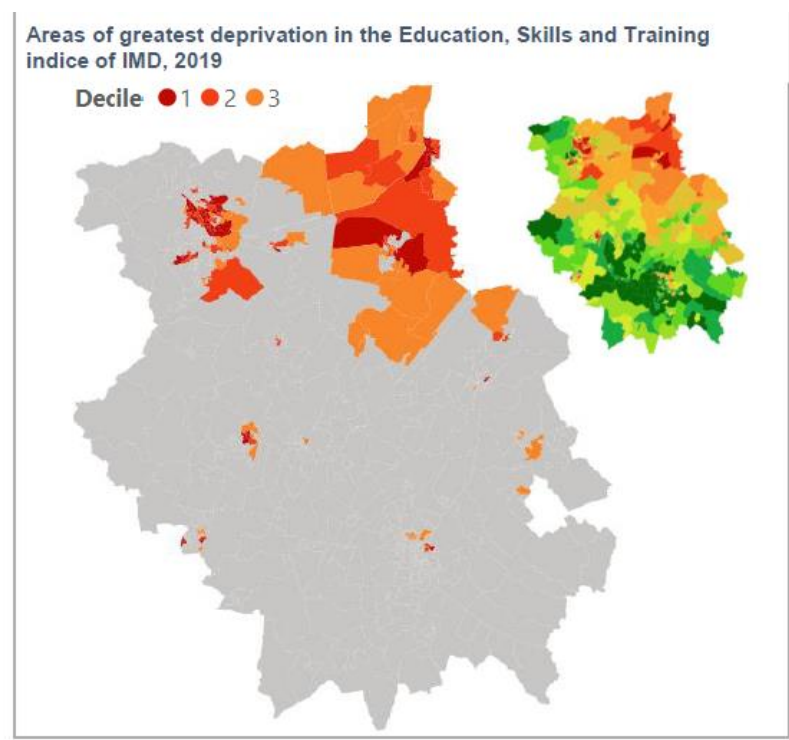
	skills required in the workplace	providers in a separate process.			
..	Courses aimed at people who can't apply for certain jobs because of lack of numeracy skills and/or to encourage people to upskill in numeracy order to access a certain job/career	<p>We are currently running an AEB procurement with an additional Lot for Multiply, to engage Independent Training Providers. At this stage we, we are unable to name providers or employers we will be working with.</p> <p>We will also be looking to Grant Fund our existing Further Education and Local Authority providers in a separate process.</p>	As above		
	New intensive and flexible numeracy courses targeted at people without Level 2 maths, leading to a Functional Skills Qualification	<p>We are currently running an AEB procurement with an additional Lot for Multiply, to engage Independent Training Providers. At this stage we, we are unable to name providers or employers we will be working with.</p> <p>We will also be looking to Grant Fund our existing Further Education and Local Authority providers in a separate process.</p>	As above		
	Courses for parents wanting to increase their numeracy skills in order to help their children, and help with	<p>We are currently running an AEB procurement with an additional Lot for Multiply, to engage Independent Training Providers. At this stage we, we are unable to name providers or employers we will be working with.</p> <p>We will also be looking to Grant Fund our existing Further</p>	As above		

	their own progression	Education and Local Authority providers in a separate process.			
	Numeracy activities, courses or provision developed in partnership with community organisations and other partners aimed at engaging the hardest to reach learners	<p>We are currently running an AEB procurement with an additional Lot for Multiply, to engage Independent Training Providers. At this stage we, we are unable to name providers or employers we will be working with.</p> <p>We will also be looking to Grant Fund our existing Further Education and Local Authority providers in a separate process.</p>	As above		

## 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)*

As noted above in question 6 in Cambridgeshire and Peterborough Combined Authority we have significant areas of deprivation. Residents with low or no qualifications is increasing in some areas.



Deprivation in the north of the Combined Authority area is particularly evident across factors such as income, employment, education and health. This is most notable in Peterborough and Wisbech (within Fenland), where deprivation is spread across rural areas with more remote settlements.

However, pockets of deprivation can also be found in other districts, notably Huntingdon (the main town in Huntingdonshire) and LSOA's within the Abbey and Kings Hedges areas of Cambridge. Individuals living in areas with higher levels of deprivation are more likely to have poorer outcomes, have lower educational attainments and lower levels of skill. This deprivation makes it harder to acquire the relevant skills needed for the jobs in demand in the local area.

Educational attainment varies substantially across the Combined Authority geography.

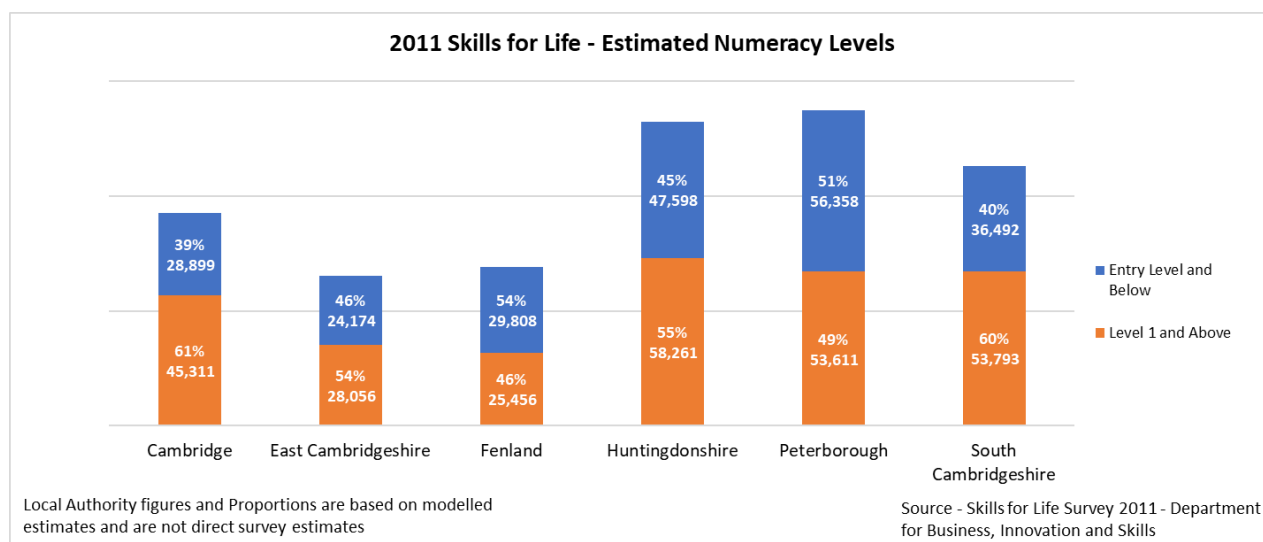
- The highest levels of educational attainment, considerably above national averages, are clear in Cambridge and South Cambridgeshire.
- Below national average levels of educational attainment are evident in Fenland and Peterborough.

- The variation in educational attainment is reflected in both GCSE and A level results which suggests a north-south divide in outcomes.

The Combined Authority will target Multiply interventions where there is most need, to further the work of Levelling Up in the locality. Numeracy interventions delivered in more engaging ways through the Multiply programme will make learning more accessible to residents who have not accessed learning for a long time.

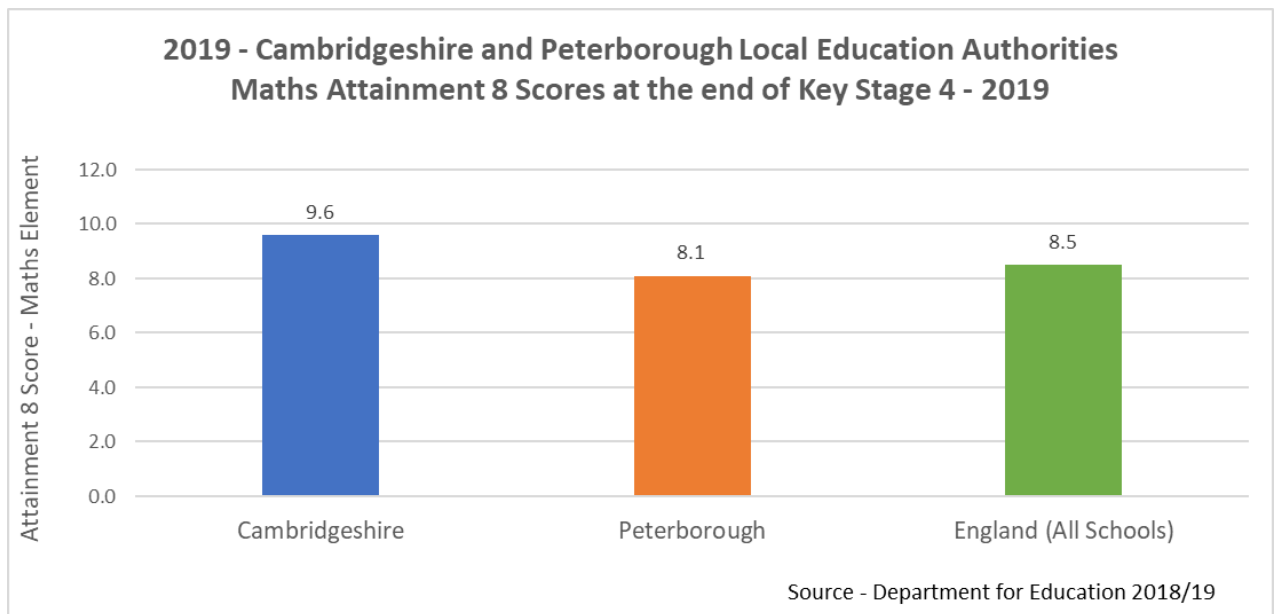
9. *Please describe any qualitative or quantitative data you have on local adult numeracy levels (e.g., historic and current participation and achievement, etc) to evidence need and demand. (Approx. 250 words)*

The Combined Authority is awaiting additional data to supplement the evidence we already hold. The latest data currently available is from data collected for the Skills for Life Survey. In England, overall, the proportion of people with Entry Level and Below Numeracy Skills was 49%. Locally, across Cambridgeshire and Peterborough, Fenland and Peterborough local authorities are estimated to have proportions higher than national levels.

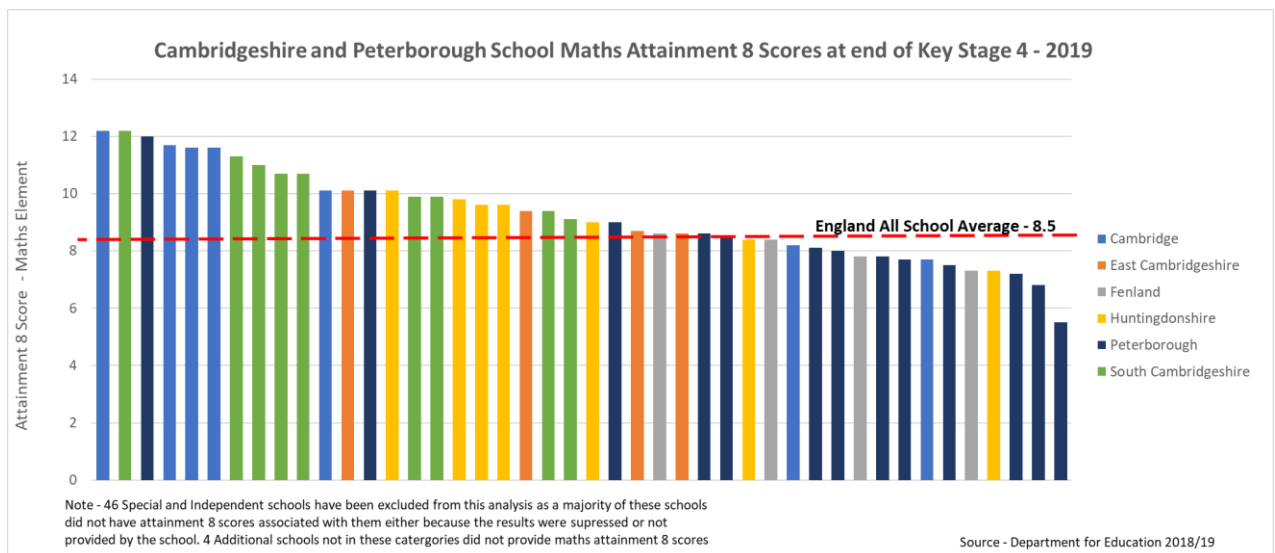


Whilst this data is quite dated, we expect the trend to have remained relatively stable. This is inferred due to the Maths Attainment 8 scores reflecting the same picture. The chart below shows the Maths Attainment 8 scores for Key Stage 4 students in 2019, the latest data available.

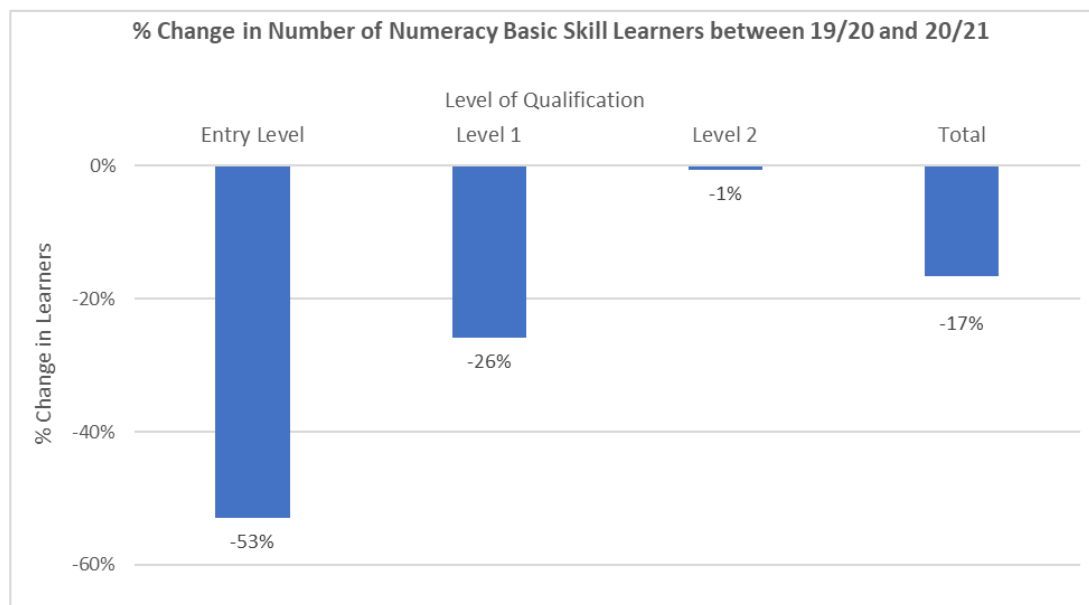
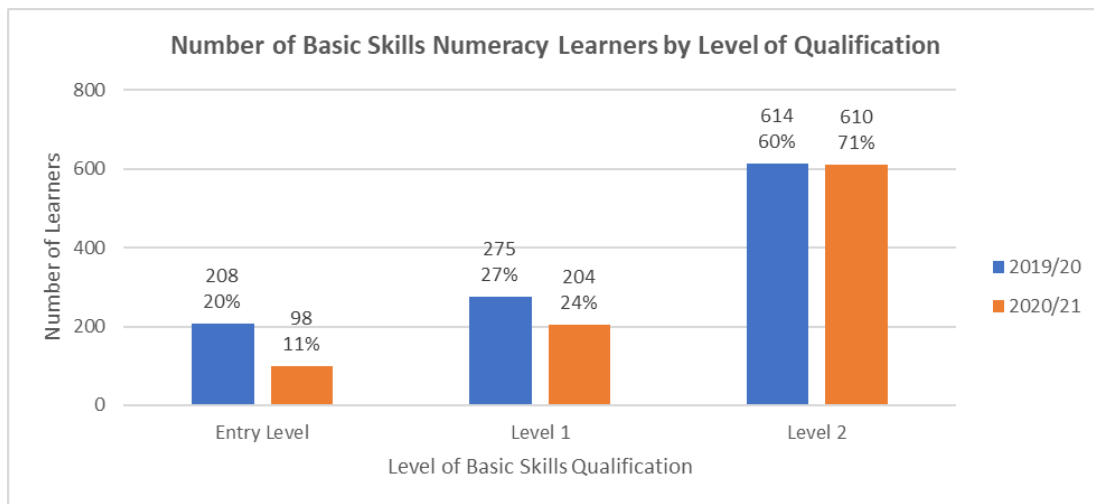
Whilst Cambridgeshire has a better attainment 8 score than the England (All Schools) average, Peterborough's is slightly lower.



We can look at this data by school, the chart below shows the Maths Attainment 8 scores for Key Stage 4 students in 2019, the latest data available on individual school performance. It should be noted that Independent and Special schools were not included in this analysis as the majority did not provide a numeracy attainment 8 score for 2019. The only local authorities where all the schools listed were above the England average were South Cambridgeshire and East Cambridgeshire. In two local authorities more than half of schools were below the England average: Fenland (75% of schools) and Peterborough (62% of schools)



Through the Adult Education Budget provision Cambridgeshire & Peterborough have experienced a decline in the number of adults accessing numeracy courses over the last two years. Predominantly the effect of the pandemic, a large proportion of adults have not had the opportunity to develop or build upon their numeracy skills.



There is clear evidence of need for additional and new provision, the Combined Authority must now engage with the hardest to reach learners to enact the change required.

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 Multiply interventions chosen in this Investment Plan are aligned to where there is most need and build upon the existing offer that we commission in the Combined Authority.

We will work with local schools to encourage family learning – therefore increasing the likelihood of our young people engaging and achieving maths qualifications, whilst concurrently upskilling their parents.

We will contextualise learning, in different ways to reach those hardest to reach learners, equipping them with practical skills, financial literacy, energy efficiency – at the same time – as engaging them in developing wider numeracy skills.

We will work with employers, through practically based numerical skills to help with in work progression.

We will make learning more accessible – through different delivery models in accessible formats, reaching our rural communities.

Through a targeted and ongoing awareness and aspiration raising campaign, we will seek to attract residents who are in most need of support. We are working with key partners to ensure the offer is relevant to the hardest to reach communities.

*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)*

Value for money in Cambridgeshire and Peterborough is about maximising the impact of every pound of public money spent to improve people's lives in an effective, efficient and economical way.

Local data has been reviewed including using our own devolved AEB data information (2019/20 and 2020/21) Basic Skills Numeracy and Community Learning Numeracy.

According to the data:

- Between 2019/20 and 2020/21, there was a 17% decrease in the number of Numeracy Basic Skills learners
- Between 2019/20 and 2020/21, the decrease in Numeracy Basic Skills learning was driven by a decrease in lower level qualifications, a 53% decrease in Entry Level learners and a 26% decrease in Level 1 Learners.
- The highest proportion decreases were in Cambridge (-24%), East Cambridgeshire (-24%) and Huntingdonshire (-23%)
- In both 2019/20 and 2020/21, the largest proportion of learners taking a numeracy basic skills qualification across the CPCA area lived in Peterborough
- In both 2019/20 and 2020/21, the majority of learners studying basic skills undertook a Level 2 qualification

CPCA is currently getting ready to run a numeracy awareness campaign supported by National Numeracy UK, to engage learners and improve adult numeracy across our region in order to:

- Improve numeracy for getting into, and on at, work
- Improve numeracy for managing money - financial inclusion – supporting numeracy to help residents better manage their money when faced with the rising cost of living



- Improve numeracy for supporting children - Family Learning, Family Maths Toolkit and Parental Engagement.
- Stimulate interest and enthusiasm to attract FE maths tutors

## 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)*

Through our ongoing engagement with our existing AEB Provider base, it has become clear to us that disruption over the past two years brought about by the pandemic and National lockdowns has resulted in further disparity and a widening of the gap between those who were already considered hardest to reach and those that were not.

Further, the emerging cost-of-living crisis is set to exacerbate the situation for many people and families in our region and throughout the country, as they lack the confidence in numbers to be able to work out things such as energy bills and managing their money, leaving them more vulnerable to debt and unemployment.

Based on current and future social and economic indicators (business surveys, the CPCA's own Skills Strategy and the Index of Multiple Deprivation for Cambridgeshire), there are cohorts in certain geographic areas, which are particularly hard to reach. These are, for instance, in some Peterborough wards (e.g. Paston, Dogsthorpe), which are in the highest quintile for income deprivation nationally with above average unemployment rates and a high proportion of people and households in poverty. In addition, 75% of those in workless households in the city have significant skills barriers (including lack of basic Maths) and 25% have no formal qualification, at all. This prevents residents from entering the job market and has created a vicious cycle of disadvantage from which many find it hard to escape. This strongly affects cohorts of disabled residents, as well as some BAME groups.

And even where those low-skilled individuals are in work, they often tend to be in low-paid jobs, which has a negative impact on productivity and growth potential of businesses.

This problem is exacerbated by Peterborough's strategic priority sectors (Property and Finance, Advanced Manufacturing and Transport/Logistics) continually demanding a higher skilled workforce with competency in Maths at Level 2. The same applies to Cambridge itself, where the needs of a high-skilled economy contrasts with a low-skilled population and high workless rates in areas of highest deprivation within the city (e.g. Abbey ward, followed by King's Hedges and Arbury).

Transport remains an issue when trying to access training provision, particularly for residents in rural areas, i.e. Fenland and for those it is important that outreach can be done both remotely (via digital engagement and virtual delivery solutions) and in the local community in close proximity to residents' homes (using peripatetic services).

Particularly those hit worst by the pandemic (due to mental health conditions) benefit from a virtual classroom model, as it provides structure to their daily activities, free from worries and anxieties about physical attendance following a long period of social distancing, which many have still not overcome. This is enhanced by the certainty of gaining valuable numeracy skills that will help them (re-)gain employment.

An inclusive communication approach is needed that focuses on key messages (ie. personalised Multiply provision (including 1-2-1s) that lead to course achievement and, potentially, progression into work (including apprenticeships).

Participants should be reached via local networks of existing provision (including that of DfE, DWP, the Third Sector etc).

Outreach activities must include easily accessible information via websites, targeted posts/activities on social media, local radio, newspapers and bespoke marketing materials for leaflet drops at high footfall areas (e.g. shopping centres). To reach and engage cohorts, marketing needs to provide advice on service eligibility, access details (eg. online; phone; drop-in) and promote benefits of learning and work.

Housing Associations, Local Authorities (housing and family services), as well as NHS drop-in clinics could be used to engage with learners from more disadvantaged backgrounds, including those who are NEET, SEND/LDD, BAME and LGBTQ learners.

*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)*

As part of our current AEB procurement process, for which we have included a specific Lot for the new Multiply provision, we have built in a clear focus and intension to commission new Independent Training Providers that are the most able experienced in engaging with and supporting learners from disadvantaged backgrounds.

Consideration will be given to learners with sensory impairments, speech/language difficulties, dyspraxia, dyscalculia and conditions including social, emotional and mental health needs. For long term unemployed people, particularly those wishing to return to work after a period of ill health, group and 1-2-1 workshops would need to be built into any Multiply provision to develop learners' confidence, assertiveness and raise awareness among target groups of expected workplace behaviours. The importance of embedding employability, skills and pastoral support alongside Numeracy training to help break down complex and multiple barriers to learning and work is also demanded by employers. This has been expressed in several business surveys since 2018, that in addition to technical skills, more emphasis is needed on employability skills, which should form an integral part of the education and skills system.

## Section F: Measuring success

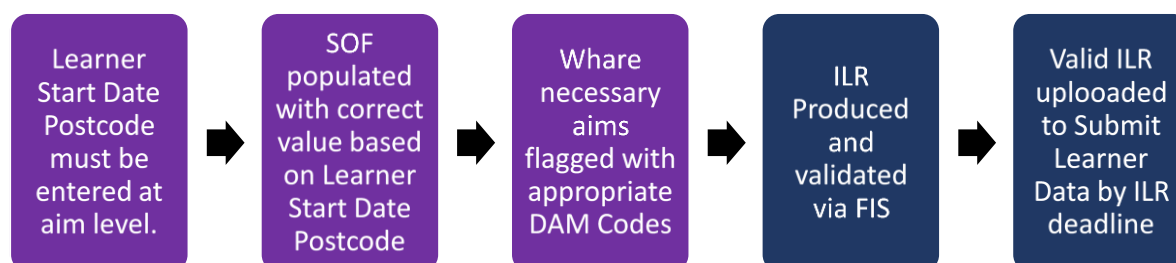
*14. We expect Multiply learner data to be inputted into the Individualised Learner Record (ILR). Describe your approach to data collection, management, and reporting to meet these requirements (Approx. 250 words)*

For Multiply ILR requirements, CPCA intends to continue to use best practice for data collection, management, and reporting. Our contract management, compliance operational management procedures ensure readiness to meet DfE/ESFA Multiply performance requirements.

Our training providers collect data information about learners, in accordance with the ILR requirements; containing relevant evidence relating to learner eligibility/initial assessments, attendance records, achieved learning aims and certification, progress and exit reviews, progression destination through an online enrolment process in line with the ILR data management principles. Information is held securely within a Management Information System (MIS) and providers make sure that all learners have seen the Privacy Notice, which informs them about how their data will be used.

All ILR data is completed accurately using the correct DAM codes (specifically for Multiply) and reported electronically to the ESFA via Submit Learner Data for validation.

Performance data is validated monthly by our providers' Compliance & Administration team and externally by the ESFA – producing monthly error reports for internal action. This ensures final submissions have as few errors as possible.



Also, we ensure that providers final ILR return include all Learner, Learning Delivery and Learner Destination and Progression data that has been returned during the year, including any records that have been amended during the year due to correct data errors.

*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)*

Our commissioned providers will capture contextual data from the learners and tutor's perspective and assessments. We will capture learner perceptions and feedback and individual learner distance-travelled, recognising the diverse cohorts will have different starting points. We will agree the distance-travelled diagnostic tools with our providers, to enable us to learn which tools are most effective.

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)

Some of the additional local measures of success include:

1. Shifting of learner perceptions of numeracy
2. Creating a ‘buzz’ around maths/numeracy skills and their relevance/application
3. Capacity building – number of new entrants into FE and confidence of existing workforce
4. Implementation of new pedagogy
5. Partnership, collaboration and sharing of best practice across the system through Communities of Practice
6. Improvement in literacy and numeracy skills across Key Stages in target schools.
7. Website and engagement analytics from awareness campaigns and through the Digital Talent Platform our online Skills Brokerage.

## 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 Combined Authority had engaged with many stakeholders in the development of this plan. We have actively engaged through our Skills Advisory Panel which has representation from providers, business, Employer Representative bodies and community based organisations.

We have also run engagement workshops with our provider base to further understand the current challenges with existing provision and capacity issues.

We have engaged with colleagues at DWP, and the local provider of our Restart programme.

We have recently undertaken extensive engagement workshops for the development of the new Employment and Skills Strategy – that work further informs the shape of this investment plan.

*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 leaders of the five district Councils and two unitary authorities, who are constituent members of the Combined Authority have been proactively engaged throughout the process of developing this investment plan. The plan has been approved through formal governance at the Combined Authority Board. Lead Members for Skills at each constituent authority, who are members of the Combined Authority Skills Committee have also contributed. The Skills Committee will provide the governance for Multiply and so their early engagement is key. In addition, Officers within the district and unitary authorities have been engaged and provided valuable contributions to our proposals.

## 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	Lack of capacity: training providers not having enough Maths teachers and experienced staff.	Use limited portion of the funding to develop staffing and capacity.  Specialist staff currently delivering to full-time learners could be utilised in emergencies.	Possible	Low
2	Lack of engagement from provider in delivering Multiply.	CPCA to engage with key stakeholders and get their "buy in" to the opportunities as well as the challenges Multiply offers.	Possible	Low
3	DfE/ESFA take too long to communicate the direction of travel and meeting the readiness conditions is not achievable and Government delay/cancel transfer of funds.	Ensure that we continually push DfE/ESFA colleagues on the timelines to enable CPCA to meet and escalate at the appropriate time.	Possible	Medium
4	Communication breakdown between stakeholders due to lack of understanding of Multiply processes, timescales and deadlines.	Develop a communications strategy for both internal/external stakeholders.	Unlikely	Low

5	Delay in Procurement of ITPs and Grant Agreements process.	Procurement Team to provide support and Officers to develop a comprehensive Programme Plan, Delivery Plan Template and Process Map for Multiply.	Possible	Low
6	CPCA underspend and unable to fully allocate/spend the full amount of £3,999,186 million due to lack of providers coming forward in the procurement exercise.	<p>Undertake a Light Touch procurement exercise to bring new contracted providers onboard quickly.</p> <p>Provide further grant funding to FE colleges and LAs within the CPCA for their delivery to residents.</p> <p>Widen market looking at Magazines/Websites, Specific publications, social media, and Campaigns.</p>	Possible	Low
7	Not recruiting enough students to take part in the Multiply programme.	Providers to work with all referral partners, seek engagement, utilise existing marketing channels to promote the programme, invest into digital and other marketing campaigns to raise awareness and recruit learners on to the programme.	Possible	Low



## 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)*

As a Combined Authority wishing to access Multiply funding to benefit residents within our region, we have begun engagement with a wide range of stakeholders and our existing Adult Education Budget providers. We wish to work collaboratively to the full benefit of our residents.

In terms of capacity - to successfully deliver interventions under Multiply, we will enter into Grant Funding Agreements (GFAs) with our existing AEB providers where appropriate as soon as July 2022 (or as soon as we are notified of our success in this process), and we are intending to award Contract for Services to newly commissioned Independent Training Providers (ITPs) as soon as August 2022, with the intention of delivery commencing from the Autumn.

The Combined Authority will be responsible for data collection and contract management of the new delivery arrangements as mentioned above, and we are already scoping out as a Skills Directorate how much additional resource we may need to bring onboard. We do however have enough capacity for the time being to receive and administer funding.

*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)*

Cambridgeshire and Peterborough Combined Authority would welcome the opportunity to take a leading role in a peer-to-peer network. The Combined Authority have managed the devolved Adult Education Budget in Cambridgeshire and Peterborough since 2019, therefore having valuable experience as a commissioner of adult learning provision as well as the role as a strategic convenor.

We would be willing to host a shared Teams channel for sharing or good practice, also with a chat facility for real time peer-to-peer support. We would also be willing to chair and co-ordinate network forum meetings, as we currently do for AEB.

*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)*

We are confident in our capability to programme manage. We are concerned about the lack of maths tutors and Multiply funding has been allocated to recruit new tutors and upskill vocational trainers and teachers to improve maths mastery. CPD for tutors in the community, delivering informal learning and therefore CPD support to this cohort including coaching to build confidence, improve and embed numeracy will be provided. In addition, the availability of online teaching resources and software for adults such as 'My Tutor', Maths Pro and GCSE Pod. CPD will improve online teaching skills, better personalised to the learner.

*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)*

Regarding FE maths (and English) tutor recruitment, funding should be devolved to MCAs to build capacity, additionally to national FE Teacher recruitment. Taking a local approach and targeting specific groups through business and neighbourhood networks, would attract non-traditional entrants into FE teaching – both informal and formal learning. The Combined Authority would be able to pilot this approach for DfE.

Funding to facilitate ongoing Continuing Professional Development (CPD) of teachers and tutors would enable the sharing of best practice, improving quality. Finally, funding for practitioner-based research and field work into adult learning and skills, to identify interventions and pedagogy that works.

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

At the Combined Authority we are keen to explore working with neighbouring authorities to widen the scope of a regional awareness campaign. In addition we would also like to see whether there is opportunity for a pan regional campaign to attract new maths tutors into the sector.

Time did not allow for these conversations to take place prior to this plans submission, however we will continue to explore these ideas.

In partnership with

## 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	
Signature	
Date (DD/MM/YYYY)	



Department  
for Education

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