

# Department for Education

## Supplementary Estimate 2022-23: Estimates memorandum

### 1 Overview

#### 1.1 Objectives

The Department for Education (DfE) is responsible for children’s services and education, including early years, schools, further and higher education, apprenticeships and wider skills in England.

DfE enables children and students to thrive, by protecting the vulnerable and ensuring the delivery of excellent standards of education, training and care. This helps realise everyone's potential – powering our economy, strengthening society, and increasing fairness.

All departments produced a draft Outcome Delivery Plan (ODP) for 2022-23. However, with the announcement of Civil Service 2025 in May 2022, Cabinet Office and HM Treasury Ministers agreed to pause the publication of ODPs to ensure that the ODPs could reflect any workforce changes.

On 17 November 2022, the Chancellor of the Exchequer delivered the Autumn Statement and this needs to be reflected in plans. The government has agreed that departments will not be required to publish ODPs for 2022-23 but to concentrate on the production of ODPs for 2023-24.

For 2022-23 DfE revised its four key priority outcomes to the following three outcomes:

Skills - Level up productivity and employment by improving the skills pipeline and supporting people to work;

Schools - Level up education standards in every part of the country, and support children and young people to recover from the Covid-19 pandemic; and

Families - Support families and protect young people through high quality local services, early education and childcare.

These align with the DfE’s new internal structure.

#### 1.2 Spending controls

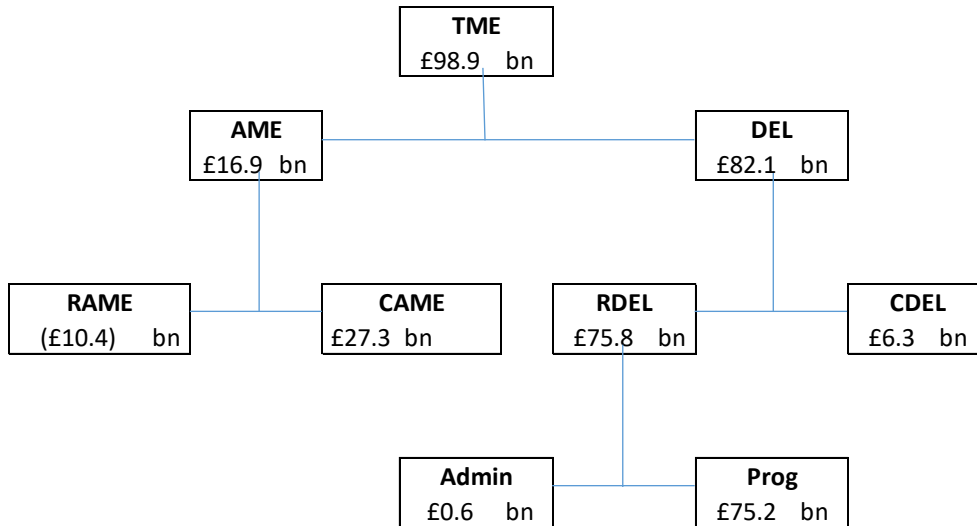
DfE’s spending is broken down into several different spending totals, for which Parliament’s approval is sought. Parliament votes the following spending totals:

- Resource Departmental Expenditure Limit (“**Resource DEL**”) - day to day running costs. This includes Programme DEL, which goes to the sectors DfE works with and also covers a portion of the impairment charge for Student Loans, and Administration DEL, which relates to the running of the Department and its agencies;
- Capital Departmental Expenditure Limit (“**Capital DEL**”) - investment in infrastructure;
- Resource Annually Managed Expenditure (“**Resource AME**”) - in DfE’s case this is mainly repayments of interest by students on their loans, and changes in the estimated value of the student loan book; and
- Capital Annually Managed Expenditure (“**Capital AME**”) - in DfE’s case this covers payments of loans to students, less capital repayments from past students.

- The aggregate of the above categories is known as Total Managed Expenditure ("**TME**").

In addition, Parliament votes a net cash requirement, designed to cover the elements of the above budgets where DfE pays out cash during the year.

**Spending totals: DfE Supplementary Estimate 2022-23**

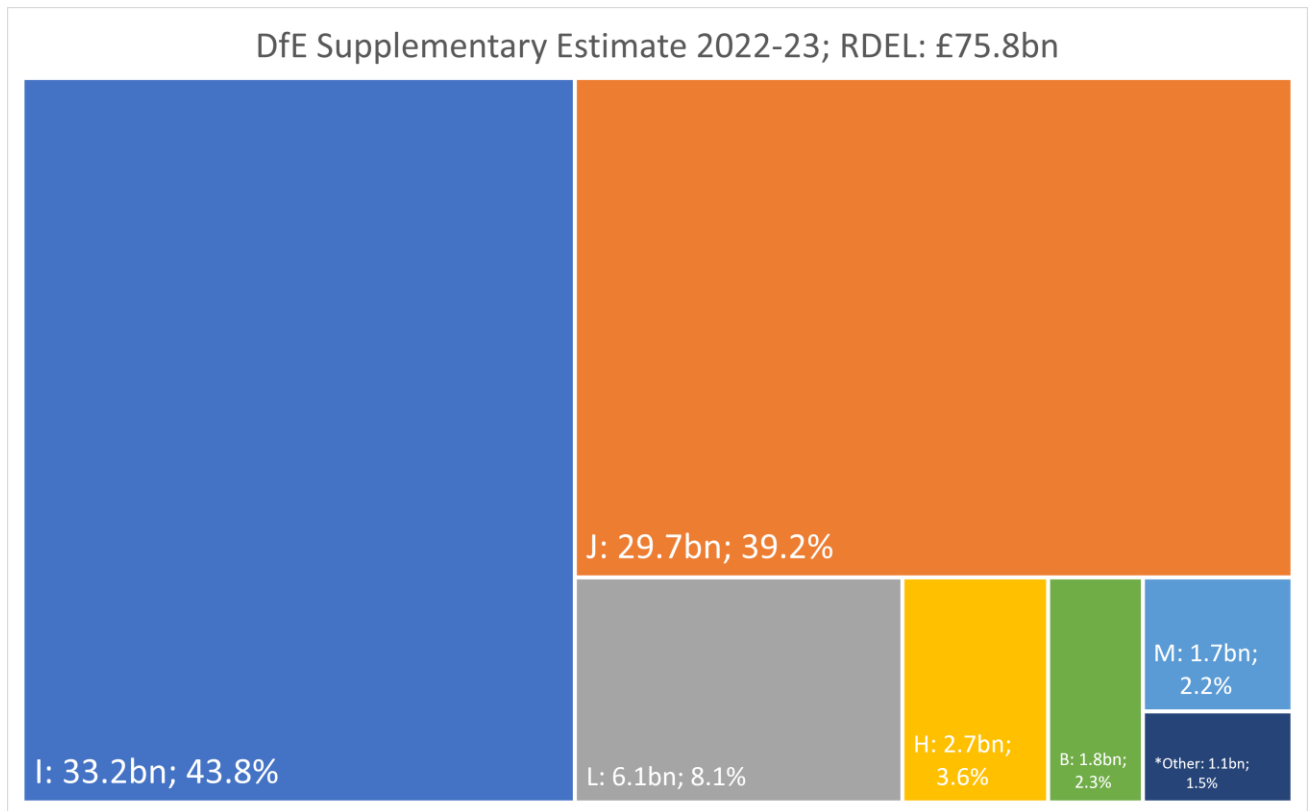


To note, not all totals sum due to rounding

**1.3 Main areas of spending**

The graphics below show the main components of DfE’s DEL budget included in the latest Estimate, and the proportions spent on its main activities. Further details of budgets by programme can be found in Annex A.

**Table 1: Resource DEL Supplementary Estimate 2022-23**



Estimate rows: Estimate Row letter reference followed by Row title

I: Grants to LA Schools

J: Grants to Academies

K: Higher Education

L: Further Education

H: ESFA

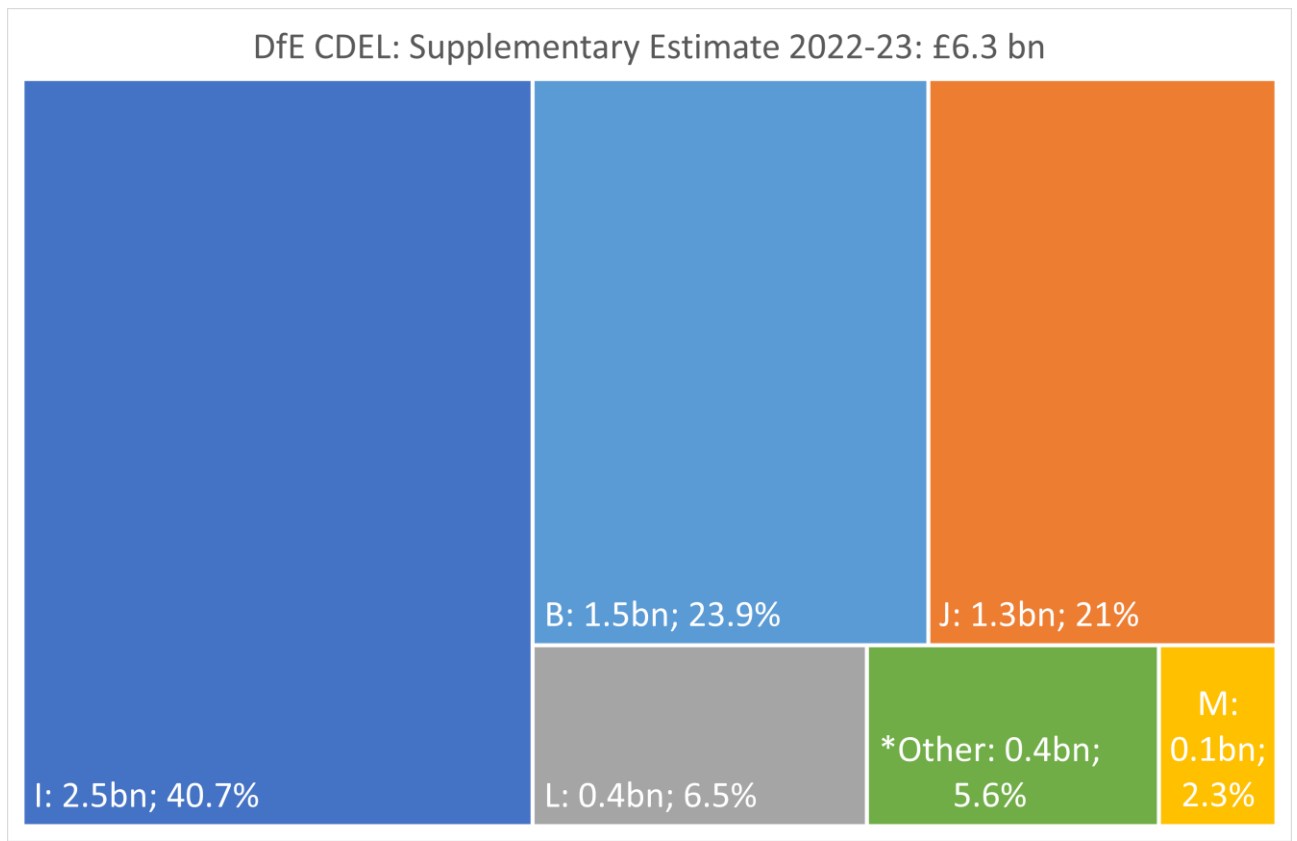
B: Early Years & Schools Group (Department)

M: Higher Education (ALB) (net)

\*Other: All other RDEL Estimate lines

*To note – the diagram doesn't sum as it does not include the negative value in line K totalling £-0.5bn.*

**Table 2 Capital DEL Supplementary Estimate 2022-23**



Estimate rows: Estimate Row letter reference followed by Row title

I: Grants to LA Schools

B: Early Years & Schools Group (Department)

J: Grants to Academies

L: Further Education

M: Higher Education (ALB) (net)

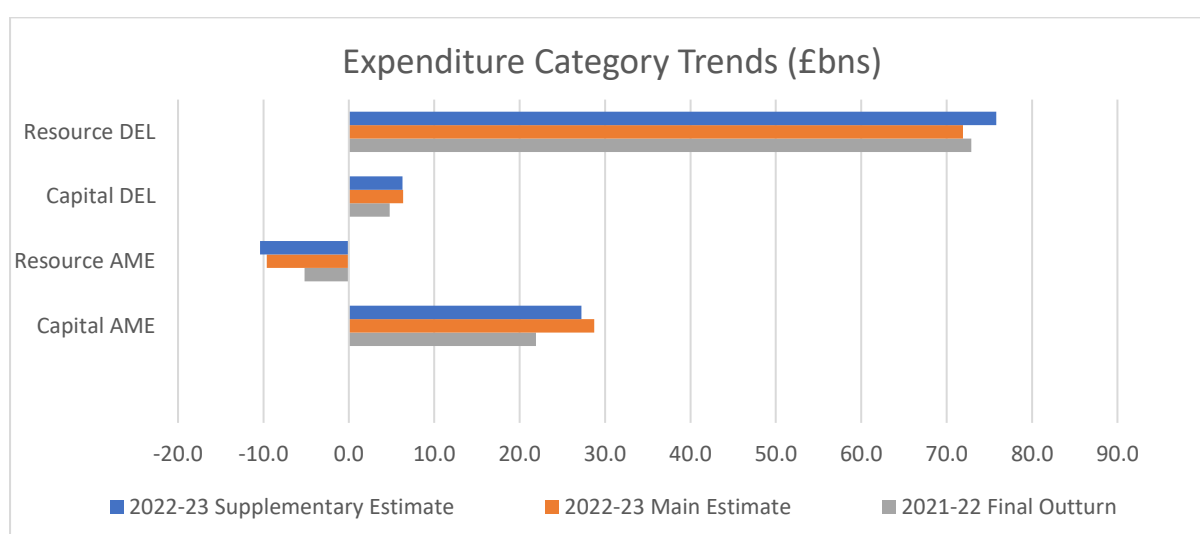
\*Other: All other RDEL Estimate lines

Descriptions of the activities within each estimate line are included in section 3.1.

## 1.4 Comparison of spending totals sought

The table and graphic below show how the totals sought for the Department compare with last year. These figures are net of income:

Amounts sought this year	Supplementary Estimate 22-23	Main Estimate 22-23	Compared to original budget this year 2022-23 (reductions in brackets)		Compared to final outturn last year 2021-22 (reductions in brackets)	
	£bn	£bn	£bn	%	£bn	%
Resource DEL	75.8	71.9	3.9	5.4	2.9	4.0
Capital DEL	6.3	6.4	(0.1)	(1.5)	1.5	30.6
Resource AME	(10.4)	(9.6)	(0.8)	(8.3)	(5.2)	(99.8)
Capital AME	27.3	28.7	(1.5)	(5.2)	5.4	24.4



## 1.5 Key drivers of spending changes since original budget

### Resource DEL

The main driver of the £3.9 billion increase in Resource DEL since the 2022-23 original budget is the increase in the RDEL ringfenced budget (£4.0 billion) required to cover the annual revaluation of the student loan book and its impairment charge. This is a highly variable area as it is sensitive to wider economic variables, and the budget set at Main Estimate is always reviewed as part of the Supplementary Estimate to ensure appropriate budget cover for the remainder of the year.

The central student loan forecast has reduced since Main Estimate, due to a new repayments model and change in the discount rate which have increased the fair value of the student loan book and therefore reduced the budget requirement. However, the increase in budget obtained at Supplementary Estimate reflects contingency obtained for changes between the Estimate and the year end that are outside of the Department's control, such as changes to economic variables. This is in line with usual practice.

## Resource and Capital AME

The £797 million reduction in Resource AME since the 2022-23 Main Estimate and the £1.5 billion reduction in Capital AME is expenditure relating to the student loan book. As mentioned above, the budget required to cover the annual revaluation of the student loan book is always set at Main Estimate, with a review at Supplementary. This revaluation affects Resource DEL (RDEL), Resource AME (RAME) and Capital AME (CAME). The final position for 2022-23 reflects this review. The change to RAME relates to the budget cover and contingency required to account for volatility in the effective interest rate. The change in the CAME is due to our current forecast for the expected capitalised interest.

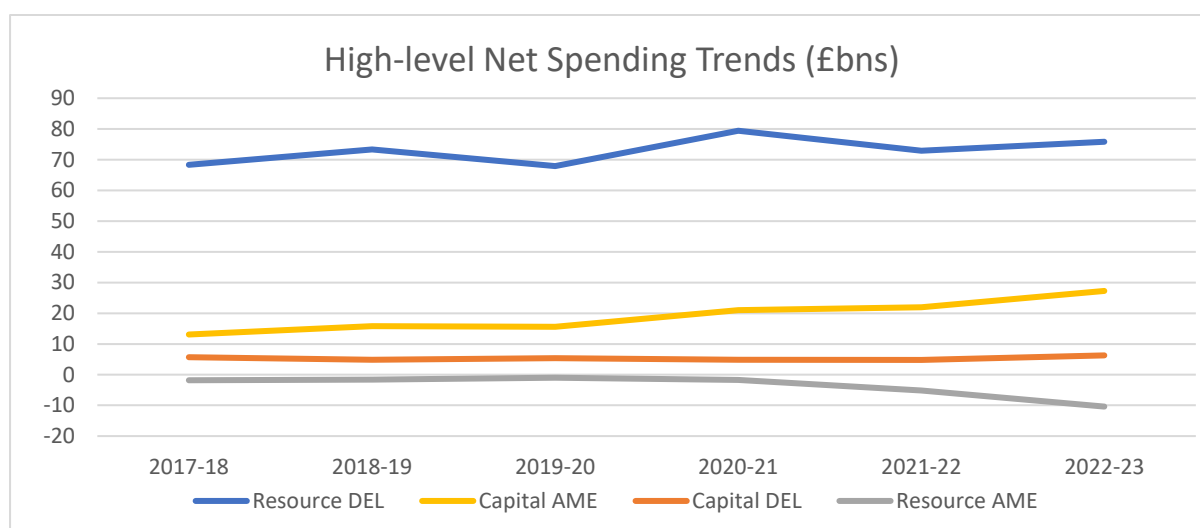
## 1.6 New policies and programmes; ambit changes

The Estimate structure is based on the programme activities of Groups within the Department, with each Executive Agency having its own budget line. Since the Main Estimate, DfE management accounting has been updated to reflect alterations in the responsibilities of individual Groups as set out in section 2.2 below. This has not currently been reflected in the format of the Estimate but will be from the Main Estimate 2023-24

DfE has added a footnote to its Ambit to support some changes incorporated at Supplementary Estimate 2022-23. These are to clarify wording and to reflect the reclassification of FE colleges to central government by the Office for National Statistics.

## 1.7 Spending trends

The chart below shows overall spending trends for the last six years, based on outturn data for years 2017-18 to 2021-22 and the agreed final Estimate for 2022-23.



- The 2017-18 to 2021-22 figures have been taken from the DfE's published core tables, which include Higher and Further Education functions (which moved to the DfE in 2016-17).

- Figures for 2022-23 are based on the DfE’s Supplementary Estimate, whilst figures prior to 2022-23 are based on outturn.
- The changes in Resource DEL, Capital AME and Resource AME are driven by changes in student loan book revaluation.

## 1.8 Administration costs

Amounts sought this year (£m) Supplementary Estimate	Difference compared to initial budget this year (Main Estimate)		Difference compared to final outturn last year 2021-22 (reductions in brackets)		
	£m	£m	%	£m	%
Administration costs	570.1	16.8	3.0	30.2	5.6

### Changes since the 2022-23 Main Estimate

The 3% change in the Department’s Admin budget since Main Estimate has been driven by the following main areas.

We have made some one-off movements of spending from programme to admin budgets, including in relation to technical reclassifications of budgets for Adult Skills and Further Education communications campaigns (£2.9 million), in relation to IT spend (£8.2 million) and IFRS16 accounting adjustments (£2.2m).

### Changes since the 2021-22 final outturn

DfE is committed to delivering efficiently. The increase in the year-on-year administration budget since the 2021-22 final outturn is largely due to an increase in the depreciation budget compared to prior year’s outturn and to reflect the impact of reclassifications of budgets as outlined above.

## 1.9 Funding: Spending Review and Budgets

The level of DEL funding for DfE in 2022-23 is based on the three-year Spending Review set out in 2021 (SR21) to cover the financial years 2022-23, 2023-24 and 2024-25.

### 1.10 Other funding announcements

Since the Main Estimate 2022-23 the Autumn Statement announced the core schools’ budget will increase by £2 billion in each of 2023-24 and 2024 25, over and above totals announced at the 2021 Spending Review.

In addition to the voted Parliamentary control totals detailed in this Memorandum, DfE’s resource budget in 2022-23 includes the following additional amounts relating to the academy sector:

**Resource DEL:** £1.906 billion, (2021-22 £1.906 billion), covering academy sector depreciation, which is the same as the Main Estimate figure.

**Resource AME:** £4.058 billion, (2021-22 £8.044 billion) primarily covering movements in academy sector pension costs and land and buildings impairments.

The total adjustment above to Budgetary control totals since the 2022-23 Main Estimate is a reduction of £3.993 billion (net) relating to those Academy AME elements (pensions and impairments) that are not reflected in the DfE grants. This affects the difference between DfE's Parliamentary control totals and resource budget.

## 2 Spending detail

### 2.1 Explanations of changes in spending

#### Resource DEL

The table below shows how DfE's spending plans for Resource DEL following the 2022-23 Supplementary Estimate compare with DfE's Main Estimate for this year.

Resource DEL	Description	Supplementary Estimate 2022-23 £m	Main Estimate 2022-23 £m	Change from Main Estimate 2022-23 (decrease in brackets)		Note number
				£m	%	
A	Activities to Support all Functions	580.3	551.8	28.5	5.2	
B	Early Years & Schools Group (Department)	1,768.1	1,788.1	(20.1)	(1.1)	
C	Early Years & Schools Group (ALB) (Net)	7.2	0.8	6.4	757.4	
D	Social Care, Mobility and Disadvantage (Department)	436.4	469.3	(32.9)	(7.0)	
E	Social Care, Mobility & Disadvantage (ALB) (Net)	18.9	18.6	0.3	1.5	
F	Standards and Testing Agency	45.8	50.8	(5.0)	(9.8)	
G	Teaching Regulation Agency	11.3	11.3	(0.0)	(0.0)	
H	Education and Skills Funding Agency (ESFA)	2,719.8	2,775.0	(55.2)	(2.0)	
I	Grants to LA Schools	33,215.7	34,210.8	(995.1)	(2.9)	
J	Grants to Academies	29,725.5	28,744.9	980.6	3.4	
K	Higher Education	(540.5)	(4,537.6)	3,997.2	88.1	1
L	Further Education	6,115.3	6,194.2	(79.0)	(1.3)	
M	Higher Education (ALB) (net)	1,664.4	1,596.2	68.2	4.3	
N	Further Education (ALB) (net)	29.2	29.4	(0.2)	(0.8)	
	<b>Total Resource DEL</b>	<b>75,797.4</b>	<b>71,903.7</b>	<b>3,893.7</b>	<b>5.4</b>	

Totals do not all sum due to rounding.

The Department has restructured in 2022. These estimate lines reflect the previous structure. See section 2.2 for more detail.

Differences of more than 10% which are more than £10 million are noted in the table and explained below.

#### 1. Higher Education

The budget for this sub-head has increased by £3997.2 million from negative £4,537.6 million in the 2022-23 Main Estimate to negative £540.5 million. This variance has been driven by the change in budget for the Student Loans, relating primarily to contingency obtained for changes to the valuation of the student loan book outside of the Department's control.



## Capital DEL

The table below shows how spending plans for Capital DEL compare with DfE's original (Main Estimate) budget for this year.

In common with many other departments and sectors, DfE has experienced some market and supply issues across a number of capital programmes which have introduced some delays this financial year.

Capital DEL		Supplementary Estimate 2022-23	Main Estimate 2022-23	Change from Main Estimate 2022-23 (decrease in brackets)		Note number
Sub-headings	Description	£m	£m	£m	%	
A	Activities to Support all Functions	127.6	174.4	(46.8)	(26.8)	2
B	Early Years & Schools Group (Department)	1,499.5	1,689.7	(190.2)	(11.3)	3
C	Early Years & Schools Group (ALB) (Net)	(11.9)	(15.8)	3.9	24.5	
D	Social Care, Mobility and Disadvantage (Department)	59.5	75.5	(16.0)	(21.2)	4
E	Social Care, Mobility & Disadvantage (ALB) (Net)	2.8	2.8	0.0	0	
F	Standards and Testing Agency	4.1	5.1	(1.0)	(19.5)	
H	Education and Skills Funding Agency (ESFA)	148.7	154.4	(5.7)	(3.7)	
I	Grants to LA Schools	2,549.8	2,542.1	7.7	0.3	
J	Grants to Academies	1,318.6	1,132.5	186.1	16.4	5
K	Higher Education	21.2	29.2	(8.0)	(27.4)	
L	Further Education	404.9	405.8	(1.0)	(0.2)	
M	Higher Education (ALB) (net)	142.1	167.0	(24.9)	(14.9)	6
N	Further Education (ALB) (net)	1.9	1.6	0.3	16.4	
	<b>Total Capital DEL</b>	<b>6,268.7</b>	<b>6,364.3</b>	<b>(95.6)</b>	<b>(1.5)</b>	

Totals do not all sum due to rounding.

Differences of more than 10% which are more than £10 million are noted in the table and explained below.

### 2. Activities to Support all Functions

The budget for this sub-head has decreased by £46.8 million from £174.4 million in the 2022-23 Main Estimate to £127.6 million. This is due to a movement in the digital budget to line J offset with an increase to the Risk Protection Arrangement scheme.

### 3. Early Years & Schools Group

The budget for this sub-head has decreased by £190.2 million from £1,689.7 million in the 2022-23 Main Estimate to £1,499.5 million. This is due to a reduction in the schools budget due to wider delivery challenges.

#### 4. Social Care, Mobility and Disadvantage (Department)

The budget for this sub-head has decreased by £16.0 million from £75.5 million in the 2022-23 Main Estimate to £59.5 million. This is largely related to secure accommodation due to wider delivery challenges.

#### 5. Academies

The budget for this sub-head has increased by £186.1 million from £1,132.5 million in the 2022-23 Main Estimate to £1,318.6 million. This is largely made up of the energy efficiency grants paid to the sector.

#### 6. Higher Education (ALB) (net)

The budget for this sub-head has decreased by £24.9 million from £167.0 million in the 2022-23 Main Estimate to £142.1 million. This is due to a reduction in the Office for Students budget reflecting updated delivery profiles following the completion of the recent bidding competition. The total budget across the SR21 period has not changed.

### Resource AME

The table below shows how spending plans for Resource AME compare with DfE's Main Estimate for this year.

Resource AME	Description	Supplementary Estimate 2022-23 £m	Main Estimate 2022-23 £m	Change from Main Estimate 2022-23 (decrease in brackets)		Note number
				£m	%	
O	Activities to Support all Functions	10.8	13.9	(3.1)	(22.5)	
P	Executive Agencies AME	0.4	0.4	0.0	0.0	
Q	Higher Education AME	(10,350.6)	(9,615.4)	(735.2)	(7.6)	
R	Further Education AME	(75.2)	(16.5)	(58.7)	(354.9)	7
S	Higher Education (ALB) (net) AME	0.6	0.6	0.0	0.0	
T	Further Education (ALB) (net) AME	22.6	22.6	0.0	0.0	
	<b>Total Resource AME</b>	<b>(10,391.4)</b>	<b>(9,594.4)</b>	<b>(797.0)</b>	<b>(8.3)</b>	

Differences of more than 10% which are more than £10 million are noted in the table and explained below.

#### 7. Further Education AME

The budget for this sub-head is forecast to change by £58.7 million from an income budget of £16.5 million in the 2022-23 Main Estimate to an income budget of £75.2 million. This reflects the current forecast for Advanced Learner Loans.

## Capital AME

The table below shows how spending plans for Capital AME compare with DfE's Main Estimate for this year.

Capital AME		Supplementary Estimate 2022-23	Main Estimate 2022-23	Change from Main Estimate 2022-23 (decrease in brackets)		Note number
	Description	£m	£m	£m	%	
Q	Higher Education	27,068.1	28,546.9	(1,478.9)	(5.2)	
R	Further Education	182.5	188.2	(5.6)	(3.0)	
T	Further Education (ALB) (net)	2.6	2.6	0.0	0.0	
	<b>Total Capital AME</b>	<b>27,253.2</b>	<b>28,737.6</b>	<b>(1,484.4)</b>	<b>(5.2)</b>	

Totals do not all sum due to rounding.

There are no differences of more than 10% which are more than £10 million.

## 2.2 Restructuring

Estimate structure is based on the programme activities of the Groups within the Department, with each Executive Agency having its own budget line.

### Future DfE – internal restructuring

Under the Future DfE programme the department has made changes to its structure from 1 April 2022 onwards.

Work on the re-organisation has taken place with staff, partners and alongside the Arm's Length Body review of the Education and Skills Funding Agency, an Executive Agency of the department, led by Sir David Bell KCB DL.

In line with the DfE's response to the review recommendations, the new Education and Skills Funding Agency (ESFA) will focus on high-quality funding delivery. The ESFA will continue to focus on making sure that public funds are properly spent and that value for money for the taxpayer is achieved, while helping to inform policy and delivery activity and ensuring the financial health and sustainability of providers. Other changes included the creation of a new Regions Group, aligned to the 9 regions used across the rest of government from July 2022.

- North East
- North West
- Yorkshire and the Humber
- West Midlands
- East Midlands
- East of England
- South East
- South West

- London

This supports integrated delivery for schools and local authorities, including children’s social care and Special Educational Needs and Disabilities.

A new strategic centre is in place to create better oversight, drawing together DfE’s work and setting strategy, working alongside Operations and Infrastructure, which retains its focus on running the DfE, capital funding and sustainability.

There are also dedicated groups focussed on the following areas:

- Families, which includes children’s social care, safeguarding, special educational needs and disabilities and early years, focussed on ensuring that no matter where they live, children receive the same high quality of care and support;
- Schools, dedicated to ensuring that every child will get a great education and the right support; and
- Skills, in line with the Education and Skills Funding Agency review recommendations, this Group will consolidate all post-16 work in one place to enable a high quality, outcomes-focused post-16 system that gives learners the skills and knowledge they need to succeed in their working lives and meet the needs of the economy.

There are no changes to the Department’s other Executive Agencies, the Standards and Testing Agency and the Teaching Regulation Agency.

The impact of these changes will be reflected in the 2023-24 Main Estimate.

## 2.3 Ring-fenced budgets

Within these totals, the following elements are ring-fenced to cover depreciation / amortisation – meaning that any savings in these budgets may not be used to fund pressures on other budgets:

Ring-fenced Control Budget - Depreciation						
Amounts sought this year (£m) RDEL	Compared to Original Main budget 2022-23			Compared to final 2021-22 outturn		Note number
	£m	£m	%	£m	%	
Other Depreciation *	108.5	(2.7)	(2.4)	32.4	42.6	
Adult Education	70.9	(32.6)	(31.5)	541.6	763.7	
Higher Education	(1,341.1)	4,046.2	(75.1)	(870.4)	64.9	

\*Administration and Programme depreciation for the DfE Group, excluding Higher Education and Further Education, which are listed separately.

## 2.4 Changes to contingent liabilities (CL)

The following changes have occurred since the publication of the 2022-23 Main Estimate.

### Rent deposit deed (this CL has now expired)

Rent deposit deed for a school – indemnity in relation to a rent deposit.

### Principal designates (this CL value has changed since Main Estimate 22-23)

This CL relates to the potential costs that may be incurred resulting from the engagement of staff prior to the opening of a Free School e.g. head teacher /deputy head teacher who will, in many cases, have had to tender their resignation at an existing school to take up their post in the Free School. The Department has agreed to underwrite the salaries of these staff for up to two terms in the event that the Free School does not open as planned. Each potential liability is calculated on an individual basis for each project. Once the Free School opens the liability will expire. This CL has increased to £823k since the Main Estimate.

#### **Junior Individual Savings Account (JISA) (this CL value has changed since Main Estimate 22-23)**

The Department for Education has contracted a charity to manage the Junior Individual Savings Account (JISA) scheme on its behalf. Using an initial £200 payment from the Department, the contractor opens and manages JISAs on behalf of looked after children while they remain in care. The government made a commitment in 2011 to provide £200 to set up a JISA for each child in care across the UK. Local authorities have identified around 16,000 young people who left care before a JISA could be opened for them, of which around 8,000 have already claimed and received their £200 payments in lieu, leaving around 7,926 potential retrospective claims which equates to a potential liability of up to £1.6m. This CL has increased to that value since the Main Estimate.

#### **Curriculum Body asset transfer (new CL)**

Conditions set by previous provider for the asset transfer state that the DfE must indemnify the Foundation to cover all related liabilities for the assets transferring (including IP infringement liabilities). The maximum liability has been assessed at £10 million.

#### **Section 184 (s184) agreement (new CL)**

S184 Agreement: S184(9) of the Highways Act allows the highways authority to permit a developer to undertake crossover works and the S184 Agreement sets out the terms on which the works shall proceed. The maximum liability has been assessed at £10 million.

#### **Letter of comfort (two new CL)**

A letter of comfort has been issued relating to the novation of grant funding contractual arrangements from the incumbent supplier to the newly appointed supplier. The maximum liability has been assessed as £6m.

A letter of comfort has been issued relating to opening school facilities. This is to allow active partnership to undertake preparatory works, prior to a contract being signed. The maximum liability has been assessed as £546k.

#### **Section 185 (s185) agreement (new CL)**

Uncapped indemnity related to Section 185 (s185) agreements entered into as part of school builds. S185 of the Water Industry Act 1991 relates to loss or damage caused to property and interruption to services (including third party claims) as a result of sewer works. The total value is unquantifiable.

#### **Asset protection agreement (An additional school has been added to this CL)**

A basic asset protection agreement (BAPA) between DfE and Network Rail whilst work is undertaken. The total value is unquantifiable.

#### **Section 278 (s278) agreement (An additional school has been added to this CL)**

Uncapped indemnity related to Section 278 (s278) agreements entered into as part of school builds. A s278 is a section of the Highways Act 1980 that allows developers to enter into a legal agreement with a council (in its capacity as the Highway Authority) to make permanent alterations or improvements to a public highway, as part of the planning approval for free school projects. The total value is unquantifiable.

**Coal Authority Permit (four additional schools have been added to this CL)**

Coal Authority Permit - the permit is required to undertake a ground investigation (GI) survey as part of the delivery of a free school project. The total value is unquantifiable.

### 3. Priorities and performance

#### 3.1 How spending relates to objectives

##### Departmental objectives and performance measures

The Department has published an Outcome Delivery Plan for 2021-22, which replaced the Single Departmental Plan and includes performance measures against Departmental objectives. The government has agreed that departments will not be required to publish ODPs for 2022-23 but to concentrate on the production of ODPs for 2023-24.

For 2022-23 DfE has revised its four key priority outcomes to the following three. The table below shows the link between DfE's budget lines, set out in full in section 2 above, and the current departmental objectives as revised in 2022-23.

Outcome  <b>Estimates subheads</b>	1: <b>Skills</b> - Level up productivity and employment by improving the skills pipeline and supporting people to work	2: <b>Schools</b> - Level up education standards in every part of the country, and support children and young people to recover from the Covid-19 pandemic	3: <b>Families</b> - Support families and protect young people through high quality local services, early education and childcare
A, O, P	X	X	X
B		X	X
C, I, J		X	
F, G		X	
D, E			X
H	X	X	
K, L, M, N, Q, R, S, T	X		

## Key

Estimate Line	DEL / AME	Title	Explanation
A	DEL	Activities to Support All Functions	This is the budget set to support delivery of all functions and cannot be allocated to a specific estimate line. This includes corporate services and the running of the Department.
B	DEL	Early Years & School Group (Dept)	This is the budget set for funding provided by the DfE directly to the education system, rather than being distributed via grants to local authorities or Academy Trusts. For example, some expenditure on education recovery is included in this estimate line.
C	DEL	Early Years & School Group ALBs	This is the budget set for LocatED Property Ltd and Aggregator Vehicle PLC.
D	DEL	Social Care, Mobility & Disadvantage (Dept)	This is the budget set for expenditure by the department directly on Social Care and work to tackle disadvantage. For example, expenditure on Social Work reform is included in this estimate line.
E	DEL	Social Care, Mobility & Disadvantage ALBs	This is the budget set for Social Work England.
F	DEL	Standards & Testing Agency	This is the budget line for the Standards and Testing Agency.
G	DEL	Teaching Regulation Agency	This is the budget line for the Teaching Regulation Agency.
H	DEL	Education & Skills Funding Agency	This is the budget line for the Education and Skills Funding Agency.
I	DEL	Grants to LA Schools	This is the budget set for grants paid to local authority schools for every day running costs and capital expenditure.
J	DEL	Grants to Academies	This is the budget set for grants paid to Academies and Academy Trusts for every day running costs and capital expenditure.
K	DEL	Higher Education (Dept)	This is the budget set for expenditure on Higher Education, including DEL spend on student loans.
L	DEL	Further Education (Dept)	This is the budget set for expenditure on 16-19 Further Education and Adult Education.
M	DEL	Higher Education ALBs	This is the budget set for the Student Loans Company and the Office for Students.
N	DEL	Further Education ALBs	This is the budget set for the Institute for Apprenticeships & Technical Education.
O	AME	Activities to Support All Functions	This is the budget set for provisions expenses.
P	AME	Executive Agencies	This is the budget set for provisions expenses for ESFA.
Q R	AME	Q. Higher Education (Dept) R. Further Education (Dept)	These budgets relate to the AME costs of Student Loans.
S	AME	Higher Education ALBs	This is the AME budget set for the Student Loans Company.
T	AME	Further Education ALBs	This line includes the budget set for the Construction Industry Training Board and the Engineering Construction Industry Training Board.

## 3.2 Measures of performance against each priority

DfE published its Outcome Delivery Plan for 2021-22 on 15 July 2021. The outcomes include the following performance metrics:

Priority outcome	Headline performance metrics
<b>Skills</b> - Level up productivity and employment by improving the skills pipeline and supporting people to work	Further Education Skills index
	Value added per further education learner
	Percentage of recent Higher Education (HE) graduates entering work in high skilled employment
<b>Schools</b> - Level up education standards in every part of the country, and support children and young people to recover from the Covid-19 pandemic	Percentage meeting expected standard in reading, writing and maths by end of primary (overall, disadvantaged pupils, by Education Investment Areas, Special Educational Needs pupils, Children in Need)
	Average grade in GCSE English Language and maths by age 16 (across English state schools)
	Disadvantage gap index Key Stage 2
	Disadvantage gap index Key Stage 4
<b>Families</b> - Support families and protect young people through high quality local services, early education and childcare	Percentage of 5-year-olds achieving expected level on communication and language, literacy and maths early learning goals
	Outcomes gap between children eligible for free school meals and peers, and pupils with special educational needs or disabilities and peers in Early Years Foundation Stage Profile assessment at age 5
	Percentage of local authorities rated as inadequate for children's social care services

## 3.3 Major projects

### 3.3 Major projects

#### Major Projects Authority Reports

The Department has several major projects which are financed from Resource and Capital DEL. Details of the project aims, timescales and scope are given below.

#### Infrastructure and Projects Authority (IPA) Reports

The IPA reports on the delivery of major projects annually. The latest report can be found here:

[Infrastructure and Projects Authority annual report 2022 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97422/ipa-annual-report-2022.pdf)

The qualifying criteria for the Government's Major Project Portfolio (GMPP) is projects over the Treasury Delegated Authority Limit, projects that are significantly repercussive and/or transformational, projects that are Prime Ministerial priorities.



## Student Loans Company (SLC) Evolve (Skills Group, SLC is an ALB)

**Scope:** This portfolio of change is an enterprise-wide transformation which enables SLC's corporate strategy. The strategy has 5 key objectives:

- An Outstanding Customer Experience;
- An Enabler of Opportunity;
- Leaner, Better, Doing more for less;
- A Great place to work; and
- Trusted delivery partner.

The Evolve programme is delivered across six interconnected and dynamic workstreams:

- Data - Build quality, integrity, and accuracy in SLC's data to deliver better customer experience, better user experience and enhanced collections.
- Customer Engagement Management (CEM) - Enhance SLC's online offering for customers by delivering a customer engagement platform, which sequentially delivers self-service for customers, and reduces calls, peak processing and the reliance on manual work. The new platform will also introduce case management, putting all customer data in one place so that SLC can track the full customer journey.
- People – Working through people at SLC to build transparency and consistency in pay and progression and targeted learning.
- Policy Commissioning and Product Simplification – With DfE and the devolved administrations of Wales, Northern Ireland and Scotland, improve the commissioning process such that we can better manage the policy 'ask' and build better products. A review of the range of products which SLC provides is being undertaken, with a view to simplifying and rationalising where possible.
- Working Practices Transformation – Improving the way in which SLC delivers change including the introduction of consistent and lean processes, systems and metrics, enhancing the software delivery process and changing the way we contract with partners to deliver more capacity to the organisation.
- Apps and Portals – To commence the simplification and standardisation of the architecture of SLC's applications to support the broader aims of the programme e.g., CEM, Data, Working Practices. This includes new integration services to move data around SLC systems and new document management systems.

**Timing:** SLC Evolve became one of DfE's GMPP projects in the third quarter of the 2019-20 financial year, the expected end date is the fourth quarter of the 2023-2024 reporting period.

## T-Levels (Skills Group)

**Scope:** This programme aims to increase the economic value of skills being supplied by the post 16 system, increasing take-up of high-quality qualifications to improve skills, productivity and social mobility. The programme will enable the sustainable delivery of new high-quality T-Levels for 16–19-year-olds.

**Timing:** This programme is expected to exit GMPP in the second quarter of 2025-26.

### Teacher Development Reform Programme (formerly Early Career Framework (ECF) / National Professional Qualification (NPQ)) (Schools Group)

**Scope:** The Teacher Development Reform (TDR) Programme is part of the wider reforms to Teacher Continual Professional Development (CPD) as well as part of the DfE Teacher Recruitment and Retention Strategy. The TDR Programme includes, the Early Career Framework (ECF), National Professional Qualifications (NPQ) and National Institute of Teaching (IoT) projects. These exciting innovations are part of the investment in our teachers and leaders which includes: a new two year induction for Early Career Teachers (ECT), with mentors trained and provided to support those new teachers; new Specialist NPQs; and reforms to our existing Leadership NPQs. Alongside this, the Institute of Teaching will become England's flagship teacher training and development provider, showcasing exemplary delivery of the ECF and NPQs, delivering evidence-based approaches to teacher training, as well as leadership courses and continued professional development, building on existing high-quality provision. The driving force behind these reforms is to ensure an excellent teaching profession, and ultimately improve pupil outcomes. We will deliver this through high quality, evidence based CPD for teachers and leaders.

**Timing:** The Teacher Development Reform Programme joined the GMPP in Q2 2020-21 and is scheduled to run until 2025-26.

### FE Capital Transformation (FECT) (Skills Group)

**Scope:** The FE Capital Transformation programme will deliver the government's manifesto commitment to upgrade the further education college estate, supporting the FE sector to deliver on its reform agenda and the levelling up of learner and labour market needs across the country, with greater emphasis on technical education and vocational training.

Sixteen capital projects addressing some of the worst condition sites nationally are being delivered centrally by DfE, in partnership with colleges. Most of these projects are now in procurement or under construction, with the remaining ones due to follow in 2023.

The department announced grant awards to 62 colleges, and 78 projects that were successful in the bidding process and will receive funding of up to £405 million. The department also announced a further 2 condition improvement projects where colleges are involved with ESFA specialist restructuring. Most of these projects are now in procurement or under construction with grant funding expected to be drawn by 2024-25.

An announcement is expected in Spring 2023 on proposals for the remainder of the programme funding.

**Timing:** FECT became a GMPP project in the third quarter of 2020-21 and is scheduled to run until 2025-26.

### Skills Bootcamps and Free Courses for Jobs (formerly National Skills Fund (NSF)) (Skills Group)

**Scope:** Skills Bootcamps and Free Courses for Jobs will help people retrain and upskill into better, more productive jobs through developing higher and intermediate skills, and aligned with Further Education (FE) reform, ensure that the skills system better works for adults.

- Skills Bootcamps have the potential to transform the skills landscape for adults and employers. They offer free, flexible courses of up to 16 weeks, giving people the opportunity to build up sector-specific skills with an offer of a job interview with an employer on completion.

- The Free Courses for Jobs offer launched on 1 April 2021. This policy enables any adult aged 19 and over, who does not have an advanced technical certificate, diploma, or equivalent level 3 qualification, to access a range of fully funded level 3 qualifications. These qualifications have been identified for their strong wage outcomes and ability to meet key skills priorities.
- In April 2022 eligibility for the offer was expanded to also include any adult who earns below the annual National Living Wage (£18,525 in FY22-23) or is unemployed, regardless of their prior qualification level. Mayoral Combined Authorities and the Greater London Authority can determine the low wage threshold in their areas.
- Prior to the introduction of Free Courses for Job, adults aged 24+ had to self-fund or take out a loan to access these qualifications. Adults aged 19-23 also have access to their first full Level 3 qualifications for free via the Adult Education Budget, but the Free Courses for jobs offer gives them access to additional work-focused Level-3 qualifications.

**Timing:** Skills Bootcamps and Free Courses for Jobs became one of DfE's GMPP projects in the third quarter of 2020-21 and is expected to exit GMPP in 2023-24

#### Schools Commercial (Operations and Infrastructure Group)

**Scope:** The Schools Buying Programme is designed to support schools in achieving value for money and directly contributes to delivery of both the efficiency and sustainability portfolios. The Strategy is designed to support schools to achieve value for money on their non-staff spend, be more sustainable and change the behaviours of buyers in schools to ultimately achieve value for money and enable more spend to be focused on improving educational outcomes.

**Timing:** Schools Commercial became one of DfE's GMPP projects in the third quarter of 2020-21 and is expected to exit GMPP in 2024-25.

#### Institutes of Technology (IoT Wave 2) (Skills Group)

**Scope:** The Institutes of Technology programme is designed to establish high-quality institutes of technology (IoTs), which are collaborations between further education (FE) providers, universities and employers. They will specialise in delivering higher technical education (at Levels 4 and 5) with a focus on STEM (science, technology, engineering and mathematics) subjects.

**Timing:** IoT Wave 2 became one of DfE's GMPP projects in the third quarter of 2020-21 and is expected to exit GMPP in 2025-26.

#### School Rebuilding Programme (SRP) (Operations and Infrastructure Group)

**Scope:** The School Rebuilding Programme was announced in June 2020 to carry out major rebuilding and refurbishment projects at primary, secondary and sixth form college buildings across England, with buildings prioritised based on their condition. The ten-year programme launched with a commitment to 500 rebuilding projects over the next decade, replacing poor condition and ageing school buildings with modern, energy efficient designs.

**Timing:** SRP became one of DfE's GMPP projects in the third quarter of 2020-21. and is expected to exit GMPP in 2022-23

## National Tutoring Programme (NTP) (Schools Group)

### Scope:

The NTP is a multi-year programme, with a key objective of sustaining a high-quality tutoring market and embedding a culture of schools using tutoring support for their pupils.

In Academic Years 22/23 and 23/24, the Department is providing funding directly to schools to subsidise the cost of tuition, principally for disadvantaged pupils. Schools will receive £358m in AY22/23 and £149m in AY23/24, which they can use to:

- Deliver tuition through a Tuition Partner – high-quality subsidised tuition available to all schools.
- Employ an Academic Mentor –in-school tutors to provide intensive support in schools with acute levels of disadvantage.
- Deliver tuition using existing staff – flexibility for schools to choose their own subsidised tutors.

**Timing:** NTP became one of DfE’s GMPP projects in the fourth quarter of 2020-21. and is expected to exit GMPP in 2024-25

## Initial Teacher Training Market Review (ITT Market Review) (Schools Group)

### Scope: ITT provision in England that leads to Qualified Teacher Status

- The implementation of the recommendations from the Initial Teacher Training (ITT) Market Review is designed to complement a suite of reforms already underway to improve teaching quality, including the introductions of the ITT Core Content Framework (CCF), Early Career Framework (ECF), reformed National Professional Qualifications (NPQs) and Teaching School Hubs (TSHs).
- The recommendations from the ITT Market Review aim to increase the quality and consistency of ITT in a more effective and efficient market from September 2024. It will do so by ensuring ITT providers adopt a series of new 'Quality Requirements' and recommendations to be assessed through a market-wide re-accreditation process.
- The DfE ran two accreditation rounds (Stage 1) between February and September 2022. Applicants were assessed on their capacity to deliver against the DfE’s new ITT Criteria, which incorporates the Quality Requirements, covering the key areas of curriculum, mentoring, and partnerships.
- A total of 179 providers have been successful following the accreditation process. We are encouraging accredited providers to build partnerships with unsuccessful applicants to help retain local expertise and maximise the offer of high-quality ITT provision in all regions.
- We are also working with the accredited providers through our supportive follow-up phase (stage 2), during which the DfE will work with them to ensure that they are ready for delivery from September 2024.

**Timing:** the ITT Market Review became one of DfE’s GMPP projects in the fourth quarter of 2021-22. and is expected to exit GMPP in 2024-25

## Lifelong Loan Entitlement (LLE) (Skills Group)

**Scope:** In April 2022 the Skills and Post-16 Education Act was signed into law, building on the reforms set out in the Government’s Skills for Jobs White Paper published in January 2021. This Act

underpins the Lifetime Skills Guarantee, as part of our blueprint for a post-16 education system that seeks to ensure that everyone, no matter where they live or their background, can gain the skills they need to progress in work at any stage of their lives. The LLE will support study throughout a learner's life, with the opportunity to train, retrain and upskill as needed in response to changing skills needs and employment patterns.

From its introduction in 2025, the LLE will give individuals access to a loan entitlement equivalent to four years of post-18 education (£37,000 in today's fees) to use over their lifetime. It will be available for both modules and full years of study regardless of whether they are provided in colleges or universities. The Government wants to drive a transformative impact on post-18 study, bringing FE and HE closer together. The LLE also aims to create a more streamlined funding system and make it easier for students to navigate the options available.

On 6th May 2022 we [concluded our consultation](#) on the Lifelong Loan Entitlement, as part of our planned pathway to delivery from 2025. This consultation and other ongoing sector engagement is a critical part of delivering a transformation of student finance. We are carefully considering the contributions and will publish our response in due course.

**Timing:** LLE joined GMPP in the second quarter of 2022-23. and is expected to exit GMPP in 2024-25

### Major projects joining or scheduled to do so in 2022-23

#### Higher Technical Qualifications (HTE) (Skills Group)

**Scope:** The Higher Technical Education reforms are underpinned by the 2016 Sainsbury Review into Technical Education with the aim to grow the provision and raise the uptake of high-quality Levels 4/5 courses, with Higher Technical Qualifications (HTQs) as flagship technical courses offering attractive, employer-focussed alternatives to traditional 3-year degrees.

**Timing:** HTE joined GMPP in the third quarter of 2022-23.

### Major projects recently completed / closed or scheduled to do so in 2022-23

#### The Priority School Building Programme phase two (PSBP2) (Operations and Infrastructure Group)

**Scope:** The Priority School Building Programme is meeting the condition need of the school buildings in the very worst condition across the country.

There are two phases of the programme, covering a total of 532 schools:

- Under the first phase of the programme, known as PSBP1, 260 whole schools are being rebuilt and/or refurbished. 214 schools through Capital grant and 46 using private finance. The vast majority of schools in PSBP1 were handed over by the end of 2017, two years earlier than originally announced. All schools under private finance were delivered by April 2018.
- Under the second phase known as PSBP2, individual blocks of accommodation at 272 schools are being rebuilt and/or refurbished using capital grant.

**Timing:** The Programme was expected to exit the GMPP in 2021-22 with the Schools Rebuilding Programme (SRP) replacing it. Whilst SRP has joined, IPA and the programme agreed to keep PSBP2 live on the system whilst the final outputs for PSBP2 are confirmed. PSBP2 exited GMPP in Q2 2022-23.

## 4. Other information

### 4.1 Additional specific information required by the Select Committee.

#### Breakdown of Schools budgets and expected spending per pupil

The table below shows data published in January 2023 on revenue funding to state-funded schools for pupils aged 5-16 in England by financial year. The figures for 2010-11 to 2022-23 are based on the latest funding allocations that have been issued to schools and local authorities. The figures for 2023-24 are based on a combination of published funding allocations, the budget settlements agreed at the 2021 Spending Review and 2022 Autumn Statement, and some estimates of small grant and high needs spending.

Revenue funding to state-funded schools for pupils aged 5-16, in cash and real terms, by financial year (1)(2)						
Description	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24 (3)
School funding, cash	£42,500m	£44,400m	£47,600m	£49,600m	£53,500m	£57,300m
annual growth in funding	3.9%	4.6%	7.3%	4.1%	8.0%	7.0%
School funding, 2022-23 terms	£48,200m	£49,100m	£49,600m	£52,000m	£53,500m	£55,500m
annual growth in funding	2.1%	1.9%	1.0%	4.8%	3.0%	3.6%
cumulative growth since 2010-11	6.7%	8.7%	9.8%	15.1%	18.5%	22.8%
cumulative growth since 2015-16	1.5%	3.5%	4.5%	9.5%	12.8%	16.9%
Per pupil funding, cash	£5,730	£5,920	£6,280	£6,510	£6,980	£7,460
annual growth in funding	2.5%	3.2%	6.2%	3.6%	7.1%	6.9%
Per pupil funding, 2022-23 terms	£6,510	£6,550	£6,540	£6,830	£6,980	£7,220
annual growth in funding	0.7%	0.6%	-0.1%	4.4%	2.2%	3.5%
cumulative growth since 2010-11	-2.6%	-2.0%	-2.1%	2.2%	4.4%	8.1%
cumulative growth since 2015-16	-3.1%	-2.5%	-2.6%	1.6%	3.8%	7.5%

Revenue funding to state-funded schools for pupils aged 5-16, in cash and real terms, by financial year (1)(2)						
Description	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24 (3)
Pupil number, FTE (4)	7,404,000	7,502,000	7,581,000	7,613,000	7,673,000	7,680,000
GDP deflator index (5)	88.1	90.4	96.1	95.4	100.0	103.2

<https://explore-education-statistics.service.gov.uk/find-statistics/school-funding-statistics>

1. Funding covers the following grants: dedicated schools grant (excluding early years and post-16 high-needs funding); grants outside the DSG to the City of London, Isles of Scilly and City Technology Colleges; pre-16 high-needs funding in non-maintained special schools, special and alternative provision free schools; pupil premium (all pupil ages); schools supplementary grant (reception to year 11); mainstream schools additional grant; supplementary free school meals grant; teachers' pay grant (reception to year 11); teachers' pension employer contribution grant (TPECG) (reception to year 11).
2. State-funded providers, including mainstream primary and secondary schools, special schools, alternative provision, pupil referral units and non-maintained special schools.
3. Funding in 2023-24 is based on a combination of published funding allocations, and the budget settlement agreed at the 2021 Spending Review, and some estimates of small-grant and high needs spending.
4. Pupil number counts are taken from the January preceding each financial year.
5. Published in January 2023 by HM Treasury.

To calculate inflation-adjusted school funding figures in this report, we use the GDP deflator, for which the most recent figures were published in January 2023 by HM Treasury (HMT).

The GDP deflator is the broadest measure of inflation in the domestic economy. It is commonly used to indicate price changes in public sector expenditure and is the most suitable for this national-level time series. Price inflation experienced by individual schools may be different.

The series displays atypical year-on-year movement in the data for years 2020-21 and 2021-22, which has arisen as a result of the impact of the COVID-19 pandemic. The deflator series indicates like-for-like price increases of about 5.5% over the two year period overall, equivalent to increases of 2.7% in each year.

## 5. Accounting Officer Approval

This memorandum has been prepared according to the requirements and guidance set out by the House of Commons Scrutiny Unit, available on the Scrutiny Unit website.

The information in this Estimates Memorandum has been approved by me as Departmental Accounting Officer.

Susan Acland-Hood  
Accounting Officer  
Permanent Secretary

Department for Education

Date: 06 February 2023



## Analysis of Schools Capital Budgets

Schools capital funding is broadly spent on three categories:

- enabling local authorities to discharge their duty to ensure there are enough school places;
- maintaining the school estate, including rebuilds and refurbishments through the Priority Schools Building Programme and School Rebuilding Programme; and
- facilitating education reform.

The budgets listed represent our best estimate of how money will be spent this year. While formulaic and bid-based lines are unlikely to change significantly, estimates relating to construction programmes are more likely to experience in-year changes, going up or down depending on, for example, the price of land and construction costs, and the quality and mix of applications to receive funding.

Programme	Open to new applications?	Type of school/body eligible	Funding allocation approach	2021-22 budget (£m)	2022-23 budget (£m)
<i>Ensuring there are enough school places</i>					
<b>Basic Need Funding</b> This funding is provided to local authorities to support the provision of new school places. It includes funding for additional mainstream primary and secondary school places for 5-16 year olds to meet demographic demand. Local authorities can work with any and all taxpayer-funded schools to deliver the new places, including voluntary-aided schools, open academies, and new free schools.	N/A	Local authorities	Formulaic	<b>751</b>	<b>528<sup>1</sup></b>

<sup>1</sup> The total value of Basic Need allocations fluctuates year-by-year as they are determined by the changing need for school places.

Programme	Open to new applications?	Type of school/ body eligible	Funding allocation approach	2021-22 budget (£m)	2022-23 budget (£m)
<p><b>High Needs</b></p> <p>This funding is provided to local authorities to support the provision of new school places for children and young people with special educational needs and disabilities (SEND) or who require alternative provision (AP).</p>	N/A	Local authorities	Various	<b>300</b>	<b>1262</b>
<p><b>Maintaining the School Estate</b></p> <p>Maintenance funding is apportioned, based broadly on pupil numbers and building condition, to local authorities, multi-academy trusts, schools and sixth-form colleges through the main funding routes below. These are Devolved Formula Capital, School Condition Allocations and the Condition Improvement Fund.</p>					

Programme	Open to new applications?	Type of school/body eligible	Funding allocation approach	2021-22 budget (£m)	2022-23 budget (£m)
<p><b>School Condition Allocations (SCA)</b> (formerly Maintenance Allocations)</p> <p><u>Local Authority School Condition Allocations</u></p> <p>This funding is to support the maintenance needs of schools and institutions. Funding is passed to local authorities for them to allocate to the needs of the schools that they maintain and for the Sure Start children’s centres in their area. Non-maintained special schools and specialist post-16 institutions receive funding directly.</p> <p><u>Multi-Academy Trust School Condition Allocations</u></p> <p>Funding allocated directly to multi-academy trusts with 5 or more schools and at least 3,000 pupils. (Funded in this way from 2015-16).</p> <p>From 2020-21, larger Voluntary-Aided school bodies meeting the size criteria (5 or more schools and 3,000 pupils) also receive direct school condition allocations.</p>	N/A	SCA - local authorities, large academy trusts, large voluntary aided school bodies, Sure Start centres, non-maintained special schools, specialist post-16 institutions	Formulaic	<b>1,074</b>	<b>1,097</b>
<p><b>Devolved Formula Capital (DFC)</b></p> <p>This funding is given to schools to spend on maintenance. Local authorities are required to pass on the DFC allocation to each of their maintained schools. Voluntary-aided schools and academies receive their allocation directly from the ESFA.</p>	N/A	DFC – all schools	Formulaic	<b>214</b>	<b>215</b>

Programme	Open to new applications?	Type of school/body eligible	Funding allocation approach	2021-22 budget (£m)	2022-23 budget (£m)
<p><b>Condition Improvement Fund (CIF)</b></p> <p>This bid-based funding is awarded to projects that address condition and/or buildings compliance issues at academies in trusts that do not meet eligibility criteria for School Condition Allocations and colleges. A small proportion of the fund is used for projects to expand existing facilities to accommodate more pupils or address a lack of specialist facilities. The overall allocations include the remaining proportion of the Healthy Pupils Capital Fund.</p>	Annually	CIF – Academies and voluntary aided schools not part of bodies eligible for SCA, sixth form colleges and City Technical Colleges	Bid-based	563	462

Programme	Open to new applications?	Type of school/ body eligible	Funding allocation approach	2021-22 budget (£m)	2022-23 budget (£m)
<p><b><u>School Rebuilding</u></b></p> <p><b>Priority School Building Programme 1</b></p> <p>This programme is rebuilding or refurbishing the schools in the poorest condition around the country. PSBP will also provide additional school places, by expanding schools when they are rebuilt.</p> <p><b>Priority School Building Programme 2</b></p> <p>The second phase of the programme, targeting individual school buildings rather than whole school projects.</p> <p><b>School Rebuilding Programme</b></p> <p>This is a ten-year rebuilding programme, replacing many poor condition and ageing school buildings with modern, energy efficient designs.</p>	No	All	<p>PSBP - Bid based</p> <p>SRP – There are currently 400 projects in the programme, announced in four waves across 2021 and 22. Schools were prioritised on the basis of need and the 300 schools prioritised in 2022 were identified from nominations received from schools’ responsible bodies.</p>	423	440
<p><b>Smaller Programmes and Additional Capital Spend</b></p> <p>New demands or unpredictable events can cause additional pressures on maintenance spending. The department will allocate this funding as appropriate during the year.</p>	N/A	Various / all	Various	109	512 <sup>2</sup>

<sup>2</sup> This includes the £447 million of additional capital funding allocated in 2022-23 for eligible schools and sixth form colleges to spend on capital improvements to buildings and facilities, prioritising works to improve energy efficiency.

Programme	Open to new applications?	Type of school/ body eligible	Funding allocation approach	2021-22 budget (£m)	2022-23 budget (£m)
<i>Facilitating education reform through Free Schools provision and selective schools expansion</i>					
<p><b>Free Schools, University Technical Colleges (UTCs) and Studio Schools</b></p> <p>This capital budget covers the costs of purchasing and refurbishing sites to make them fit for purpose for a new school. Similar funding for maths schools, UTCs and Studio Schools also comes from this budget. This also includes funding for the Selective Schools Expansion Fund (SSEF), which supports the expansion of selective schools where there is a need for additional places and plans are in place to increase access for disadvantaged pupils.</p>	Yes	New schools proposers for FS, UTCs and studio schools and selective schools	Bid based	<b>1,028</b>	<b>876</b>
<b>Total</b>				<b>4,462</b>	<b>5,392</b>

## Annex A - Resource DEL Expenditure Categorisation

To help the reader of the Supplementary Estimate Memorandum understand how the Department spends resources, the table below has been designed to set out the total RDEL spending of £ 75,797 million in a way that shows spending on major policies or programmes, for example the Apprenticeship Programme – which is not separately identifiable in the main RDEL table in section 2.1

Resource DEL expenditure category	Outcome	Mains 22-23 £000	Supp 22-23 £000	Variance £000	Variance %
16-19 Education	Schools	6,423,918	6,437,065	13,147	0.2%
Apprenticeships	Skills	2,588,636	2,595,190	6,554	0.3%
Careers and Skills	Skills	151,217	116,246	(34,971)	-23.1%
Children and Social Care	Families	366,232	343,990	(22,242)	-6.1%
Corporate Services	Cross Cutting	551,832	571,272	19,440	3.5%
Curriculum and Qualifications	Schools	229,113	222,466	(6,647)	-2.9%
Early Years Education	Families	123,727	141,009	17,282	14.0%
Early Years Education	Schools	3,657,337	3,692,195	34,858	1.0%
Further Education (FE)	Schools	347,660	327,360	(20,300)	-5.8%
Further Education (FE)	Skills	1,570,000	1,527,882	(42,118)	-2.7%
Higher Education (HE)	Skills	1,792,100	1,849,521	57,421	3.2%
International Education	Skills	21,328	21,328	0	0.0%
Pupil Health and Wellbeing	Schools	300,630	300,630	0	0.0%
School Funding and Analysis	Families	242,594	210,936	(31,658)	-13.0%
School Funding and Analysis	Schools	56,167,773	56,138,051	(29,722)	-0.1%
School Funding and Analysis	Skills	571,621	571,803	182	0.0%
School Quality and Safeguarding	Schools	6,773	5,843	(930)	-13.7%
School System and Infrastructure	Schools	853,250	854,316	1,066	0.1%
Social Mobility	Families	6,349	743	(5,606)	-88.3%
Special Education Needs	Families	118,469	113,416	(5,053)	-4.3%
Standards and Testing	Schools	50,763	45,795	(4,968)	-9.8%
Student Loans	Skills	(4,747,115)	(739,165)	4,007,950	-84.4%
T-Levels	Skills	54,216	57,553	3,337	6.2%
Teaching Workforce	Schools	455,282	391,976	(63,306)	-13.9%
<b>Total</b>		<b>71,903,705</b>	<b>75,797,421</b>		

### Key - Full outcome description

Skills	Skills - Level up productivity and employment by improving the skills pipeline and supporting people to work;
Schools	Schools - Level up education standards in every part of the country, and support children and young people to recover from the Covid-19 pandemic; and
Families	Families - Support families and protect young people through high quality local services, early education, and childcare.
Cross Cutting	Cross cutting activities that support the three main outcomes

### Changes since Main Estimate 2022-23

- 16-19 Education & T-Levels are now being reported separately.
- Child Protection, Children in Care and Permanence and Social Care have been combined in the single Children and Social Care category.
- Restated the following activities from Higher Education (HE) to Student Loans (£543.6m)

- Restated the following activities from 16-19 Education & T-Levels to Apprenticeships (£5.5m)
- Restated the following activities from Teaching Workforce to Early Years Education (£0.9m)



**Annex B: Control total changes during Spending Review period**

**Spending Review (SR21) 2022-23 CONTROL TOTALS - DfE Parliamentary Voted Control Totals 2022-23**

	RDEL	RDEL	RDEL	CDEL	RAME	CAME	Voted-Non-Budget
	Admin £000	Programme £000	TOTAL (1) £000	Programme (2) £000	Resource (3) £000	Capital (4) £000	i.e. Grant in Aid £000
Control Totals at start of Spending Review							
SR 21 Control Total - non-ring-fenced	499,927	76,460,429	76,960,356	6,332,800	0	0	0
SR 21 Control Total - ring-fenced (depreciation)	46,070	19,679,138	19,725,208	0	0	0	0
<b>Control Totals at SR</b>	<b>545,997</b>	<b>96,139,567</b>	<b>96,685,564</b>	<b>6,332,800</b>	<b>0</b>	<b>0</b>	<b>0</b>
Changes since SR to Main Estimate							
Control Total adjustment for ring fenced (depreciation)		(10,316,553)			(9,594,400)	28,737,600	
Further adjustment to RF depreciation		(14,597,985)					
<b>Control Totals at Main Estimate</b>							
Main Estimate - non-ring-fenced	499,927	76,460,429	76,960,356	6,332,800	(9,594,400)	28,737,600	
Main Estimate - ring-fenced (depreciation)	46,070	(5,235,400)	(5,189,330)	0			

	RDEL	RDEL	RDEL	CDEL	RAME	CAME	Voted-Non-Budget
	Admin £000	Programme £000	TOTAL (1) £000	Programme (2) £000	Resource (3) £000	Capital (4) £000	i.e. Grant in Aid £000
<b>Control Totals at Main Estimate</b>	<b>545,997</b>	<b>71,225,029</b>	<b>71,771,026</b>	<b>6,332,800</b>	<b>-9,594,400</b>	<b>28,737,600</b>	<b>0</b>
Changes made for Main Estimate 2022-23							
Budget Cover Transfers (BCT) Out							
BCT OUT to Cabinet Office - Spads	(457)		(457)				
BCT OUT to Cabinet Office - CS Live event	(14)		(14)				
BCT Out to DLUHC Financial Transparency of LA Maintained Schools		(772)	(772)				
BCT OUT to DCMS Diploma in Sporting Excellence		(5,616)	(5,616)				
BCT OUT to Ofqual - Technical Education		(300)	(300)				
BCT OUT to Ofqual - Digital Functional skills		(220)	(220)				
BCT OUT to Ofqual - Qualification review		(500)	(500)				
BCT OUT to MOD, Ship building		(100)	(100)				

	RDEL	RDEL	RDEL	CDEL	RAME	CAME	Voted-Non-Budget
	Admin £000	Programme £000	TOTAL (1) £000	Programme (2) £000	Resource (3) £000	Capital (4) £000	i.e. Grant in Aid £000
BCT OUT to Ofsted - Inspect all schools		(2,400)	(2,400)				
BCT OUT to Ofsted - Grade 2 school inspections		(2,000)	(2,000)				
BCT OUT to Ofsted - 3-year cycle for college, 6th form colleges and special designation institutes		(400)	(400)				
BCT OUT to Ofsted - short to full inspections, for colleges, 6th form colleges and special designation institutes		(800)	(800)				
BCT OUT to Ofsted - enhanced inspections of colleges, 6th form colleges and special designated institutes to cover local skills needs		(1,900)	(1,900)				
BCT OUT to Ofsted - Further Education providers (exc colleges)		(500)	(500)				
BCT OUT to Ofsted - Inspection goods providers (exc colleges)		(300)	(300)				
BCT OUT to Ofsted - Routine inspection of outstanding schools and FES providers		(5,000)	(5,000)				
BCT OUT to Ofsted - EY shortfall		(4,500)	(4,500)				

	RDEL	RDEL	RDEL	CDEL	RAME	CAME	Voted-Non-Budget
	Admin £000	Programme £000	TOTAL (1) £000	Programme (2) £000	Resource (3) £000	Capital (4) £000	i.e. Grant in Aid £000
BCT OUT to Ofsted - SC fee shortfall		(500)	(500)				
Shared Outcome Fund BCTs OUT							
BCT Out to DLUHC (SOF 1 GuW)	(81)		(81)				
BCT Out to DWP (SOF 1 Family Hubs)	(38)		(38)				
BCT Out to DLUHC (SOF Data Improvement)	(50)	(3,900)	(3,950)				
BCT Out to Home Office (SOF Data Improvement)	(156)		(156)				
BCT Out to DLUHC (SOF 2 Family Hub/ GuW)	(37)		(37)				
MOG IN							
MOG IN from DHSC - Historic Child Migrants		600	600				
BCT IN							
BCT IN from DLUHC for Multiply		45,000	45,000	4,000			

	RDEL	RDEL	RDEL	CDEL	RAME	CAME	Voted-Non-Budget
	Admin £000	Programme £000	TOTAL (1) £000	Programme (2) £000	Resource (3) £000	Capital (4) £000	i.e. Grant in Aid £000
BCT IN from DLUHC for Multiply, additional		82,240	82,240				
BCT IN from DCMS OfS - AI Conversion Courses		6,261	6,261				
BCT IN from DHSC for the Mental Health Challenge Fund		500	500				
<b>Subtotal Mains BCT In and Out and MOG</b>	<b>-833</b>	<b>104,893</b>	<b>104,060</b>	<b>4,000</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Other agreed HMT funding</b>							
Reserves - Shared Outcome Funding (phase 1&2) (SOF)	5,416	20,894	26,310				
IFRS 16 conversion RF	16,817	0	16,817				
IFRS 16 conversion NRF	(14,079)	(450)	(14,529)	27,500			
GIA funding for ALBs							1,781,947
<b>Subtotal Mains Other agreed HMT Funding</b>	<b>8,154</b>	<b>20,444</b>	<b>28,598</b>	<b>27,500</b>	<b>0</b>	<b>0</b>	<b>1,781,947</b>

	RDEL	RDEL	RDEL	CDEL	RAME	CAME	Voted-Non-Budget
	Admin £000	Programme £000	TOTAL (1) £000	Programme (2) £000	Resource (3) £000	Capital (4) £000	i.e. Grant in Aid £000
Final changes during Main Estimate 2022-23	<b>7,321</b>	<b>125,337</b>	<b>132,658</b>	<b>31,500</b>	<b>0</b>	<b>0</b>	<b>1,781,947</b>
<i>Of which</i>							
<i>non-ringfenced</i>	7,321	125,337	132,658	31,500	0	0	1,781,947
<i>ringfenced</i>	0	0	0	0	0	0	0
<b>Final Control Totals at Main Estimate 2022-23</b>	<b>553,318</b>	<b>71,350,366</b>	<b>71,903,684</b>	<b>6,364,300</b>	<b>-9,594,400</b>	<b>28,737,600</b>	<b>1,781,947</b>
<b>Of which</b>							
<i>non-ringfenced</i>	490,431	76,585,766	77,076,197	6,364,300	-9,594,400	28,737,600	1,781,947
<i>ringfenced</i>	62,887	(5,235,400)	(5,172,513)	0	0	0	0
<b>Changes during Supplementary</b>							
<b>Student Loan reserve changes</b>							
Reserve claim for the student loan book, totalling £4,103.5m. Consisting of three main areas:							
i) Increase in the fair value revaluation for the student loan book		3,249,453	3,249,453				

	RDEL	RDEL	RDEL	CDEL	RAME	CAME	Voted-Non-Budget
	Admin £000	Programme £000	TOTAL (1) £000	Programme (2) £000	Resource (3) £000	Capital (4) £000	i.e. Grant in Aid £000
ii) Increase in the RAB Charge (impairment) for the student Loan book		910,471	910,471				
iii) Decrease in the in-year operational costs for the student loan book		(146,375)	(146,375)				
Reserve claim for the student loan book, totalling -£782m. Consisting of four main areas:							
i) A change to the Effective interest					(621,940)		
ii) A reduction of the Retention Note valuation					12,956		
iii) Regulation 25 write-offs					239		
iv) Changes to discount rate for RAB					(173,215)		
Reserve claim for the student loan book, totalling -£1,484.4m. Consisting of four main areas:							
i) Loan Outlay						(256,633)	
ii) Repayments						539,729	
iii) Credit Balances						7,399	

	RDEL	RDEL	RDEL	CDEL	RAME	CAME	Voted-Non-Budget
	Admin £000	Programme £000	TOTAL (1) £000	Programme (2) £000	Resource (3) £000	Capital (4) £000	i.e. Grant in Aid £000
iv) Capitalised Interest						(1,774,942)	
<b>Subtotal</b>	<b>0</b>	<b>4,013,549</b>	<b>4,013,549</b>	<b>0</b>	<b>(781,960)</b>	<b>(1,484,447)</b>	<b>0</b>
<b>Other changes</b>							
The Department's annual cash management rebate: increase in admin budget	1,251	0	1,251				
Discount rate changes RAME					(11,169)		
Unwinding of discount RAME					(3,901)		
Depreciation admin, additional budget following summer exercise for SR	1,464		1,464				
Depreciation prog, reduction of budget following summer exercise for SR		(4,146)	(4,146)				
<b>Subtotal</b>	<b>2,715</b>	<b>(4,146)</b>	<b>(1,431)</b>	<b>0</b>	<b>-15,070</b>	<b>0</b>	<b>0</b>
<b>Reserve claim</b>							



	RDEL	RDEL	RDEL	CDEL	RAME	CAME	Voted-Non-Budget
	Admin £000	Programme £000	TOTAL (1) £000	Programme (2) £000	Resource (3) £000	Capital (4) £000	i.e. Grant in Aid £000
Reserve claims for Northern Ireland Office (NIO) in respect of Integrated Education funding	60	480	540				
Reserve claim in respect of Devolved Administrations for 'Homes for Ukraine' educational tariff	0	34,970	34,970				
Reserve claim for Afghanistan resettlement education grant for Devolved Administrations	0	2,702	2,702				
Switches of classification							
Agreed budget switches from programme to admin in respect of Cloud Infrastructure as service	1,700	(1,700)	0				
Agreed budget switches from programme to admin in respect of Student Loan Company (SLC) – Software as a Service (SAAS) (£6.500m) and Student Loans Company DA income (£5.599m)	12,099	(12,099)	0				
Agreed budget switches from programme to admin in respect of Further Education (FE) comms for adult skills (£2.700m) and Lifelong Loan Entitlement (LLE) (£0.200m)	2,900	(2,900)	0				

	RDEL	RDEL	RDEL	CDEL	RAME	CAME	Voted-Non-Budget
	Admin £000	Programme £000	TOTAL (1) £000	Programme (2) £000	Resource (3) £000	Capital (4) £000	i.e. Grant in Aid £000
Agreed budget switches from programme to admin in respect of IFRS 16 adjustment	2,200	(2,200)	0				
Agreed budget switches from admin to programme in respect of Independent Education & Boarding Schools and Subject Knowledge Enhancement (SKE) integration	-603	603	0				
Agreed budget switches from programme to admin in respect of Government Property Agency freehold rebate for St Paul's Place	1,227	(1,227)	0				
Agreed budget switches from admin to programme in respect of the changes for future DFE - regions group.	-5,519	5,519	0				
<b>Subtotal</b>	<b>14,064</b>	<b>24,148</b>	<b>38,212</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Budget exchange /surrenders</b>							
Surrender of funding to HM Treasury to assist with Ukraine projects				(95,000)			

	RDEL	RDEL	RDEL	CDEL	RAME	CAME	Voted-Non-Budget
	Admin £000	Programme £000	TOTAL (1) £000	Programme (2) £000	Resource (3) £000	Capital (4) £000	i.e. Grant in Aid £000
Surrender of National Training Programme 'policy ringfence' consisting of clawback and changes in budget requirements for school led tuition and core activity		(165,000)	(165,000)				
Surrender of budget to HMT for Early Years training recovery		(10,000)	(10,000)				
<b>Subtotal</b>	<b>0</b>	<b>(175,000)</b>	<b>(175,000)</b>	<b>(95,000)</b>	<b>0</b>	<b>0</b>	<b>0</b>
Other agreed funding changes							
Additional grant in aid to manage additional resource to ALBs							75,273
<b>Subtotal</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>75,273</b>
<b>Sub Subtotal</b>	<b>16,779</b>	<b>3,858,551</b>	<b>3,875,330</b>	<b>(95,000)</b>	<b>(797,030)</b>	<b>(1,484,447)</b>	<b>75,273</b>
Supplementary BCTs							
BCT OUT							

	RDEL	RDEL	RDEL	CDEL	RAME	CAME	Voted-Non-Budget
	Admin £000	Programme £000	TOTAL (1) £000	Programme (2) £000	Resource (3) £000	Capital (4) £000	i.e. Grant in Aid £000
Budget cover transfer (OUT) to DLUHC in relation to a reimbursement for Multiply programme adjustment for Main Estimate		(481)	(481)				
Budget cover transfer (OUT) to DHSC for School fruit and veg scheme		(21,000)	(21,000)				
Budget cover transfers out to Cabinet Office for new digital appointment system (direct appointments) (£0.014m) and T Level costs (£0.300m)	(14)	(300)	-314				
Budget cover transfer (OUT) to Ofsted for unregulated secure accommodation IT work				(1,400)			
Budget cover transfers (OUT) to Dept. Health, Social Care (NHS) as part of Shared Outcome Fund (SOF) Data Improvement project	(10)		(10)				
Budget cover transfers (OUT) to Devolved Administrations for Afghanistan resettlement education grant to Scotland and Wales		(2,702)	(2,702)				

	RDEL	RDEL	RDEL	CDEL	RAME	CAME	Voted-Non-Budget
	Admin £000	Programme £000	TOTAL (1) £000	Programme (2) £000	Resource (3) £000	Capital (4) £000	i.e. Grant in Aid £000
Budget cover transfers (OUT) to Devolved Administrations for 'Homes for Ukraine' educational tariff to Scotland, Wales and Northern Ireland		(34,970)	(34,970)				
<b>BCT IN</b>							
Budget cover transfer (IN) from Dept. Health and Social Care (DHSC) for Family Hubs & Start for Life programme		34,746	34,746				
Budget cover transfer (IN) for Office for Students (OfS) from DHSC for medics		40,200	40,200				
Budget cover transfers (IN) from Department for Levelling Up, Housing and Communities (DLUHC) as part of Levelling Up White Paper (LUWP) on food education (£1.600m) and for Oak National Academy (ONA) to develop stretch materials for curriculum (£0.333m)		1,933	1,933				

	RDEL	RDEL	RDEL	CDEL	RAME	CAME	Voted-Non-Budget
	Admin £000	Programme £000	TOTAL (1) £000	Programme (2) £000	Resource (3) £000	Capital (4) £000	i.e. Grant in Aid £000
Budget cover transfer (IN) from Cabinet Office (CO) from the Evaluation Task Force				75			
Budget cover transfer (IN) from Ofqual returning Qualification Funding		150	150				
Budget cover transfer (IN) for OfS from Dept. Culture, Media and Sport (DCMS) for Artificial Intelligence (AI) trials		20	20				
Budget cover transfer (IN) from HM Treasury for Private Finance 2 awards		814	814	730			
<b>Subtotal Supps BCT In and Out</b>	<b>-24</b>	<b>18,410</b>	<b>18,386</b>	<b>-595</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Changes during Supp Estimate 2022-23</b>	<b>16,755</b>	<b>3,876,961</b>	<b>3,893,716</b>	<b>-95,595</b>	<b>-797,030</b>	<b>-1,484,447</b>	<b>75,273</b>
Of which							
non-ringfenced	15,291	(132,442)	(117,151)	(95,595)	(797,030)	(1,484,447)	75,273
ringfenced	1,464	4,009,403	4,010,867	0	0	0	0

	RDEL	RDEL	RDEL	CDEL	RAME	CAME	Voted-Non-Budget
	Admin £000	Programme £000	TOTAL (1) £000	Programme (2) £000	Resource (3) £000	Capital (4) £000	i.e. Grant in Aid £000
<b>Final Control Totals at Supp Estimate 2022-23</b>	<b>570,073</b>	<b>75,227,348</b>	<b>75,797,421</b>	<b>6,268,705</b>	<b>-10,391,430</b>	<b>27,253,153</b>	<b>1,857,220</b>
Of which							
non-ringfenced	505,722	76,453,345	76,959,067	6,268,705	(10,391,430)	27,253,153	1,857,220
ringfenced	64,351	(1,225,997)	(1,161,646)	0	0	0	0