

Department for Education

Supplementary Estimate 2021-22: 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.

In relation to 2021-22, DfE has four key priority outcomes that were set as part of the 2020 Spending Review (SR20). These were set out in HMT's [Provisional priority outcomes and metrics.pdf \(publishing.service.gov.uk\)](#) document, which was published in December 2020. The latest Outcome Delivery Plan for DfE can be found here: [DfE Outcome Delivery Plan: 2021 to 2022 - \(www.gov.uk\)](#). It includes the following main priority outcomes:

1. Drive economic growth through improving the skills pipeline, levelling up productivity and supporting people to work.
2. Level up education standards so that children and young people in every part of the country are prepared with the knowledge, skills, and qualifications they need.
3. Support the most disadvantaged and vulnerable children and young people through high-quality local services so that no one is left behind.
4. Provide the best start in life through high-quality early education and childcare to raise standards and help parents to work.

An updated Outcome Delivery Plan will be published later in 2022, which will reflect details of the latest Spending Review (SR21).

1.2 Spending controls

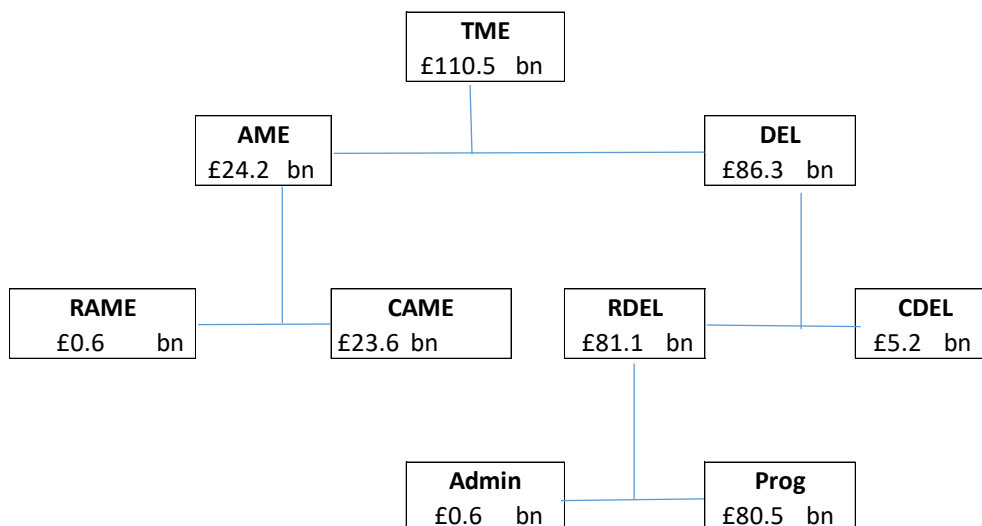
DfE's spending is broken down into several different spending totals, for which Parliament's approval is sought. Parliament votes the following spending totals:

- 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 2021-22



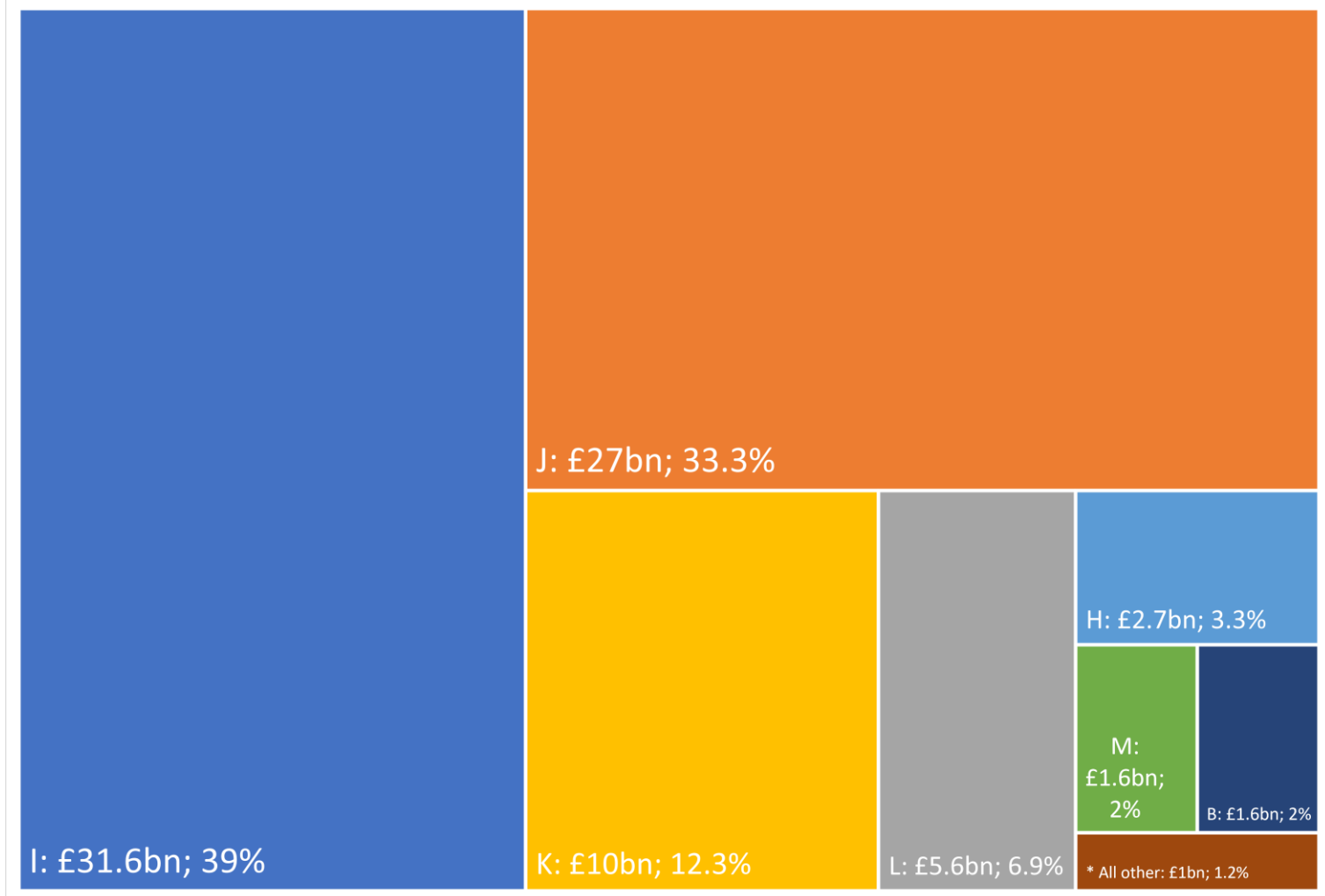
Totals do not all sum due to rounding

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 2021-22

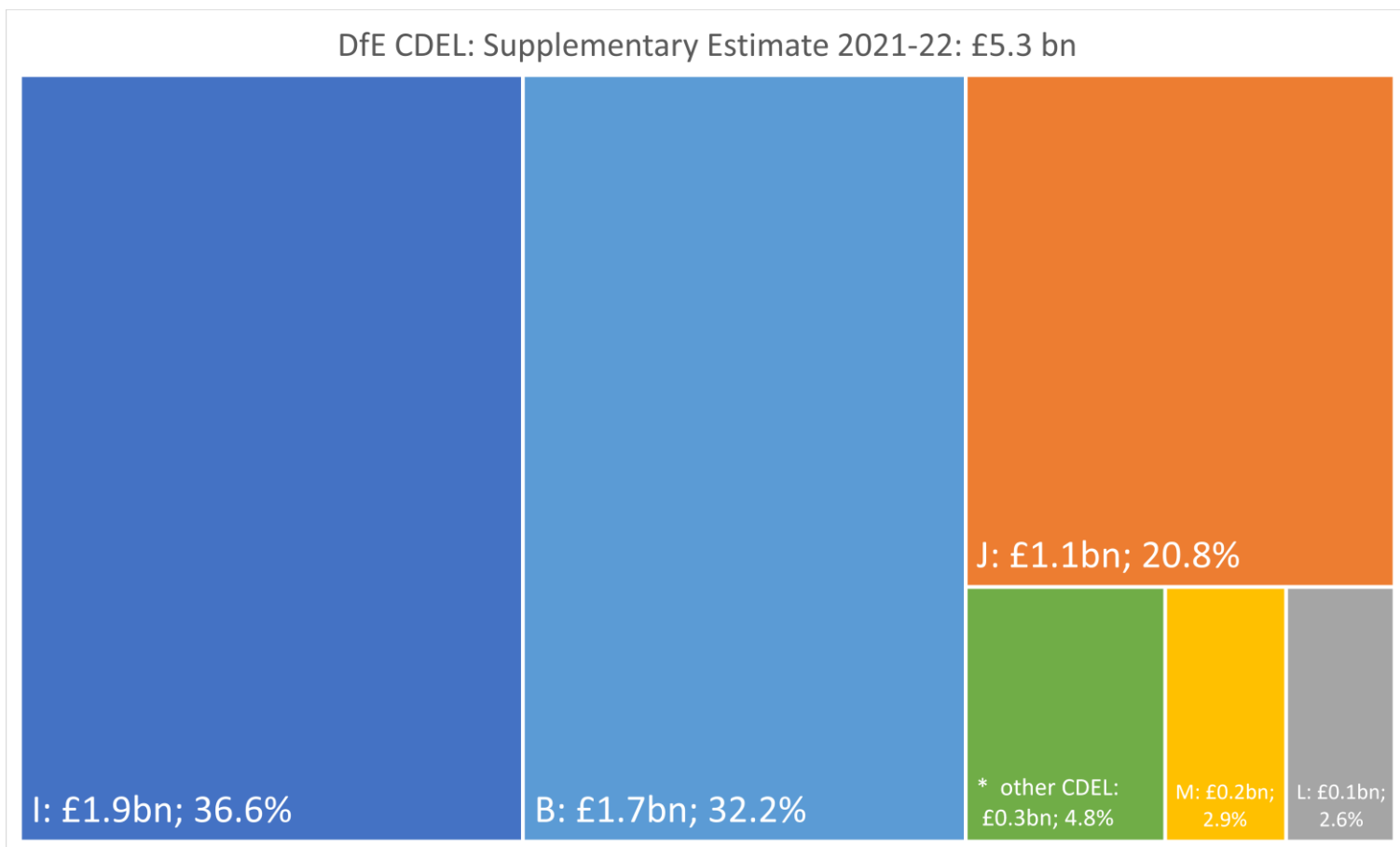
DfE Supplementary Estimate 2021-22; RDEL: £81.1bn



Estimate rows: Estimate Row letter reference followed by Row title

- | | |
|---------------------------------|--------------------------------------|
| I Grants to LA Schools | H ESFA |
| J Grants to Academies | B Early Years & Schools (Department) |
| K Higher Education (Department) | M Higher Education (ALB) (net) |
| L Further Education | * All other RDEL Estimate lines |

Table 2 Capital DEL Supplementary Estimate 2021-22



Estimate rows: Estimate Row letter reference followed by Row title

- | | |
|--------------------------------------|---------------------------------|
| I Grants to LA Schools | * All other CDEL Estimate lines |
| B Early Years & Schools (Department) | M Higher Education (ALB) (net) |
| J Grants to Academies | L Further Education |

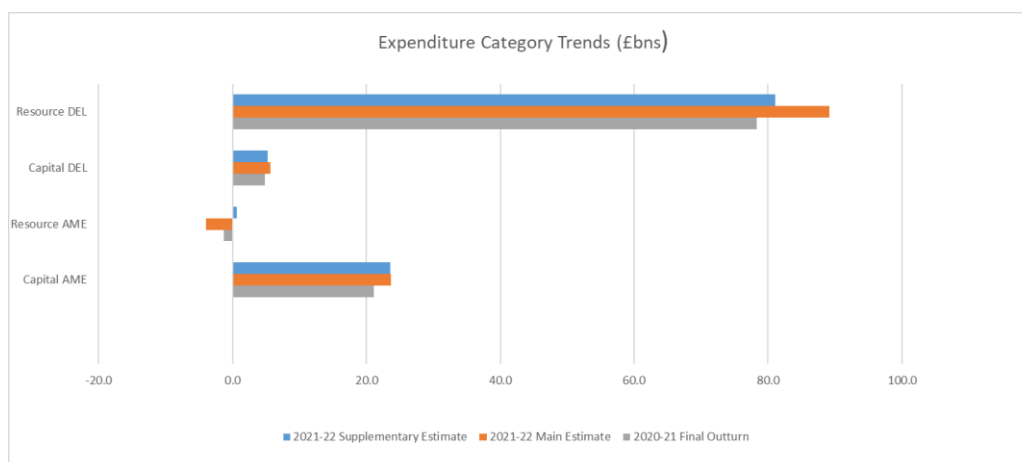
Descriptions of the activities within each estimate line are included in section 3.1.

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	Supp' Estimate 21-22	Main Estimate 21-22	Difference between Supplementary total and original budget this year 2021-22 (reductions in brackets)		Difference between Supplementary total and final <i>outturn</i> last year 2020-21 (reductions in brackets)	
	£bn	£bn	£bn	%	£bn	%
Resource DEL	81.1	89.2	(8.1)	(9.1)	2.8	3.6
Capital DEL	5.3	5.6	(0.3)	(6.2)	0.5	9.7
Resource AME	0.6	(4.0)	4.6	115.3	1.9	146.7
Capital AME	23.6	23.6	(0.0)	(0.2)	2.5	11.8

Totals do not all sum due to rounding



1.5 Key drivers of spending changes since original budget

Resource DEL

The main driver of the £8.1 billion decrease in Resource DEL since the 2021-22 original budget is the reduction in the RDEL ringfenced budget (£8.4 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.

There are two main drivers of the student loan book change. First, a reduction in the discount rate applied means the expected movement in fair value of the student loan book is an increase, leading to a lower in-year impairment. Second, a review of accounting treatment this year has identified elements previously accounted for as RDEL which should be accounted for in RAME. This has also reduced the budget requirement for RDEL.

This ringfenced reduction has been offset by a £300 million uplift of non-ringfenced Resource DEL relating to additional agreed budget for elements of catch up and recovery, some of which was previously announced at Main Estimate and formally reflected in DfE's control totals at Supplementary Estimate, and some of which was included in the June 2021 announcement of catch-up funding.

Resource AME

The £4.6 billion increase in Resource AME since the 2021-22 Main Estimate 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 both Resource DEL (RDEL) and Resource AME (RAME). The final position for 2021-22 reflects this review and the change to RAME relates to an increase in the budget required to cover the management charge, plus the budget cover and contingency for volatility in the effective interest rate.

Further details are included in Section 2.

1.6 New policies and programmes; ambit changes

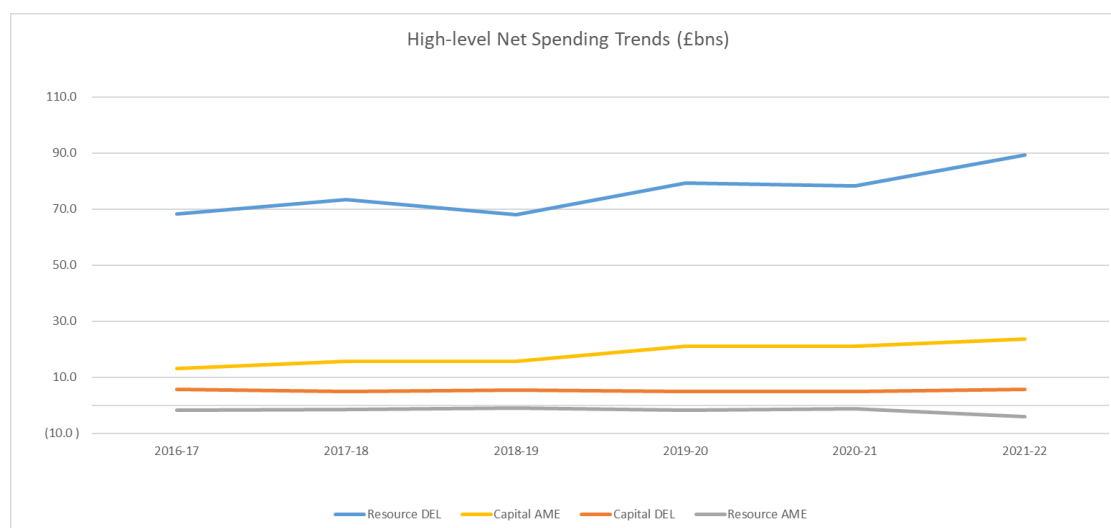
The Estimate structure is based on the programme activities of Groups within the Department, with each Executive Agency having its own budget line. Since the Main Estimate, DfE management accounting has been updated to reflect alterations in the responsibilities of individual Groups.

DfE has added a footnote to its Ambit to support some changes incorporated at Supplementary Estimate 2021-22. These are to reflect the continued work undertaken in respect of the Covid 19 response.

DfE has sought voted non budget in respect of a prior period adjustment following a correction in treatment of the student loans management charge. The effect of this is to move costs from RDEL ringfenced to RAME and RDEL non-ringfenced.

1.7 Spending trends

The charts below show overall spending trends for the last six years, based on outturn data for years 2016-17 to 2020-21 and the agreed final Estimate for 2021-22.



- The 2016-17 to 2020-21 figures have been taken from DfE's published core tables https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1041108/2020-21_DfE_core_tables.xlsx

- Figures for 2021-22 are based on DfE's Supplementary Estimate, whilst figures prior to 2021-22 are based on outturn.

1.8 Administration costs

Amounts sought this year at Supplementary Estimate (£m)	Difference between Supplementary Estimate and initial budget this year (2021-22 Main Estimate)		Difference between Supplementary and final outturn last year 2020-21 (reductions in brackets)		
	£m	£m	%	£m	%
Administration costs	555.2	20.9	3.9	45.8	9.0

Changes since the 2021-22 Main Estimate

The 3.9% change in the Department's Admin budget since Main Estimate has been driven by two main areas.

Firstly, an uplift to the admin budget (£7.3 million) to support Shared Outcome Fund work. These are pilot projects to test innovative ways of working across the public sector, for example in supporting vulnerable families.

Secondly, some one-off 'switches' of spending from programme to admin budgets in relation to technical reclassifications of budgets for Adult Skills and Further Education communications campaigns (£3.5 million) and in relation to the Student Loans Company IT spend (£8.7 million).

Changes since the 2020-21 final outturn

DfE is committed to managing administration costs carefully. The difference between the budget in 2021-22 and the 2020-21 outturn is driven by two factors which reduced administration spending in 2020-21. These are a one-off benefit to the financial position in respect of notional rents for DfE buildings and a year-end underspend against the DfE's depreciation budget of £46 million, which largely relates to DfE buildings. Underlying core departmental admin spend, excluding depreciation, remains broadly flat between the two years.

1.9 Funding: Spending Review and Budgets

The level of DEL funding for DfE in 2021-22 is mainly based on a single-year Spending Round set out in 2020 (SR20) to cover the 2021-22 financial year. The latest Spending Round (SR21) covers a three year settlement for years 2022-23 to 2024-25 and budgets will be reflected in future Estimates, beginning with Main Estimate 2022-23.

1.10 Other funding announcements

Since the Main Estimate 2021-22 the Government has announced additional spending allocations in respect of education catch up and recovery (June announcement). £180 million relating to this package in 2021-22 has been allocated as part of the Supplementary Estimate.

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

Resource DEL: £1.906 billion, (2020-21 £1.906 billion), covering academy sector depreciation, which is the same as the Main Estimate figure.

Resource AME: £8.051 billion, (2020-21 £8.188 billion) primarily covering movements in academy sector pension costs and land and buildings impairments. This has increased from £1.990 billion in the 2021-22 Main Estimate.

The total adjustment to Budgetary control totals since the 2021-22 Main Estimate is an addition of £6.061 billion (net) relating to Academy AME elements 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 2021-22 Supplementary Estimate compare with DfE's Main Estimate for this year.

Resource DEL		Supplementary Estimate 2021-22	Main Estimate 2021-22	Change from Main Estimate 2021-22 (decrease in brackets)		Note number
Sub-headings	Description	£m	£m	£m	%	
A	Activities to Support all Functions	515.1	465.5	49.6	10.7	1
B	Early Years & Schools Group (Department)	1,616.2	2,124.2	(507.9)	(23.9)	2
C	Early Years & Schools Group (ALB) (Net)	0.9	0.9	0.0	0.0	
D	Social Care, Mobility and Disadvantage (Department)	409.4	412.9	(3.5)	(0.8)	
E	Social Care, Mobility and Disadvantage (ALB) (Net)	11.5	11.5	0.1	0.5	
F	Standards and Testing Agency	27.1	35.3	(8.2)	(23.1)	
G	Teaching Regulation Agency	8.5	9.3	(0.8)	(9.1)	
H	Education and Skills Funding Agency (ESFA)	2,651.2	2,663.7	(12.5)	(0.5)	
I	Grants to LA Schools	31,605.4	31,191.9	413.5	1.3	
J	Grants to Academies	27,019.0	26,580.5	438.5	1.6	
K	Higher Education	9,986.7	18,367.1	(8,380.4)	(45.6)	3
L	Further Education	5,586.6	5,796.7	(210.1)	(3.6)	
M	Higher Education (ALB) (net)	1,617.7	1,514.6	103.1	6.8	
N	Further Education (ALB) (net)	25.3	27.0	(1.7)	(6.2)	
	Total Resource DEL	81,080.8	89,201.1	(8,120.3)	(9.1)	

The details of spend included in each Estimate line are explained in Section 3.

Differences of more than 10% and which are more than £10 million are explained below. Numbers relate to the relevant row in the table above.

1. Activities to support all functions

The budget for this sub-head has increased by £49.6 million from £465.5 million in the 2021-22 Main Estimate to £515.1 million. The main movements relate to increases in the budget for the shared outcomes fund of £7.3 million and movement of £35.7 million of budget to this area from other sub-heads, the majority of which was for the corporate response to Covid-19 including elements of the catch up and recovery expenditure.

2. Early Years & Schools Group (Department)

The budget for this sub-head has decreased by £507 million from £2,124.2 million in the 2021-22 Main Estimate to £1,616.2 million. This largely relates to movements of budgets to other sub-heads and an adjustment for income. £348 million of spending related to Catch up, recovery and the National Tutoring Programme has been moved to “Grants to schools” (line I & J). Income from the Department for Health and Social care in relation to the PE and Sport premium has also been added on to this line. The remaining movement relates to internal movement of budgets to the correct lines.

3. Higher Education

The budget for this sub-head has decreased by £8,380 million from £18,367.1 million in the 2021-22 Main Estimate to £9,986.7 million. This is primarily driven by revaluation of the student loan book – which is always reviewed between Main Estimate and the Supplementary Estimate. The reduction in the budget cover has come about mainly from the changes in the measurement of the fair value of the loans, and the original contingency element set at Main Estimate has now been reduced by £8,422 million. This is due to the impact of the management charge, which has led to costs being scored through RAME instead of RDEL, as well as an increase in the fair value of the loan book due to discount rate changes.

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 2021-22	Main Estimate 2021-22	Change from Main Estimate 2021-22 (decrease in brackets)		Note number
Sub-headings	Description	£m	£m	£m	%	
A	Activities to Support all Functions	69.2	69.5	(0.3)	(0.5)	
B	Early Years & Schools Group (Department)	1,696.1	1,680.3	15.8	0.9	
C	Early Years & Schools Group (ALB) (Net)	(15.6)	(15.2)	(0.4)	2.3	
D	Social Care, Mobility and Disadvantage (Department)	16.1	30.5	(14.4)	(47.1)	4
E	Social Care, Mobility and Disadvantage (ALB) (Net)	1.9	2.2	(0.3)	(12.4)	
F	Standards and Testing Agency	0.8	0.9	(0.0)	(1.3)	
H	Education and Skills Funding Agency (ESFA)	150.2	191.1	(40.9)	(21.4)	5

I	Grants to LA Schools	1,927.4	1,992.0	(64.6)	(3.2)	
J	Grants to Academies	1,097.3	1,097.3	0.0	0.0	
K	Higher Education	30.3	32.6	(2.3)	(7.2)	
L	Further Education	138.0	318.8	(180.8)	(56.7)	6
M	Higher Education (ALB) (net)	153.8	214.0	(60.2)	(28.1)	7
N	Further Education (ALB) (net)	1.0	1.0	0.0	0.0	
	Total Capital DEL	5,266.5	5,614.9	(348.4)	(6.2)	

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

4. Social Care, Mobility and Disadvantage (Department)

The budget for this sub-head has decreased by £14.4 million from £30.5 million in the 2021-22 Main Estimate to £16.1 million. This is largely related to secure accommodation.

5. Education and Skills Funding Agency

The budget for this sub-head has decreased by £40.9 million from £191.1 million in the 2021-22 Main Estimate to £150.2 million. The majority of this (£33.7 million) is related to T-Levels.

6. Further Education

The budget for this sub-head has decreased by £180.8 million from £318.8 million in the 2021-22 Main Estimate to £138.0 million. This is largely driven by Transformation and Capacity funds in further education (£139.4 million) and a reduction in the budget for insolvency.

7. Higher Education (ALB) (net)

The budget for this sub-head has decreased by £60.2 million from £214.0 million in the 2021-22 Main Estimate to £153.8 million. This has been driven by a reduction in the SLC capital budget for expenditure that has been reclassified to RDEL.

Resource AME

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

Resource AME		Supplementary Estimate 2021-22	Main Estimate 2021-22	Change from Main Estimate 2021-22 (decrease in brackets)		Note number
Sub-headings	Description	£m	£m	£m	%	
O	Activities to Support all Functions	(9.8)	(8.2)	(1.6)	19.0	
P	Executive Agencies AME	0.4	0.3	0.1	20.0	
Q	Higher Education AME	552.4	(4,016.6)	4,569.1	(113.8)	8
R	Further Education AME	0.4	0.0	0.4	0.0	
S	Higher Education (ALB) (net) AME	2.8	2.8	0.0	0.0	
T	Further Education (ALB) (net) AME	61.4	61.4	0.0	0.0	
	Total Resource AME	607.6	(3,960.3)	4,567.9	(115.3)	

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

8. Higher Education (ALB) (net)

The budget for this sub-head has increased by £4,569.1 million from £ (4,016,6) million to £552.4 million. DfE expects to receive income throughout 2021-22 for Resource AME in the form of Student Loan interest repayments and effective interest on Student Loans. The review of final budgets for Student Loan Resource AME has been completed in line with the annual revaluation of the student loan book – see section 1.5 above for more detail.

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 2021-22	Main Estimate 2021-22	Change from Main Estimate 2021-22 (decrease in brackets)		Note number
	Description	£m	£m	£m	%	
	Activities to Support All Functions					
Q	Higher Education	23,441.2	23,472.9	(31.7)	(0.1)	
R	Further Education	126.2	131.2	(5.0)	(3.8)	
T	Further Education (ALB) (net)	14.6	14.6	0.0	0.0	
	Total Capital AME	23,581.9	23,618.6	(36.7)	(0.2)	

There are no differences of more than 10% and 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.

Since the publication of the Main Estimate for 2021-22 the Department has restructured, updating one Group's name and responsibility.

Social Care, Mobility and Disadvantage Group has been updated to reflect changes to its responsibilities, with the Social Mobility Commission transferring to Cabinet Office. The Group is now called *Children's Services, Communications and Strategy Group (CSCSG)*, and leads work to deliver major reforms to children's social care and increasing social mobility through Opportunity Areas around the country. It also provides essential corporate services including running Ministers' private offices, communications and department of state functions.

The CSCSG Estimate line remains under its former name (SCMD) in this Supplementary Estimate and will be updated in the Main Estimate for the 2022-23 financial year.

2.3 Ring-fenced budgets

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

	Amounts sought this year (£m) RDEL		Change compared to Main Estimate 2021-22		Change compared to final 2020-21 outturn		Note number
		£m	£m	%	£m	%	
Other Depreciation*		94.4	10.0	10.6	(130.3)	(138.0)	
Adult Education		96.4	(10.5)	(10.9)	96.4	100.0	
Higher Education		9,216.8	(8,411.5)	(91.3)	(295.5)	(3.2)	

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

2.4 Changes to contingent liabilities (CL)

The following changes have occurred since the publication of the 2021-22 Main Estimate.

Academy closure costs (this CL has now expired)

To provide an indemnity of up to £2 million to protect against potential closure costs of an Academy in the event that the Foundation withdrew consent for the Academy to operate from the current site. All £2 million expired during 2021-22.

Principal designates (this CL value has changed since Main Estimate 21-22)

The majority of contingent liabilities recorded by Early Years and Schools Group (EYSG) currently relate to the potential costs that may be incurred as a result of engaging 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 at the Free School. The DfE 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. Decrease in 2021-22 of £117k, from £711k to £594k.

Academy Indemnities (new CL)

Related to the development of two schools. The planning consent for the schools includes land owned by other legal parties. In addition to DfE, there are two trusts which own land that sits under the highways associated with the schools and to be developed by DfE. New for 2021-22. The total value is unquantifiable.

Asset protection agreement (new CL)

A basic asset protection agreement between DfE and Network Rail whilst work is undertaken at a college. The value is unquantifiable.

Data protection indemnity (new CL)

For both the Early Career Framework and National Professional Qualification contracts, DfE used model government clauses on indemnity limits and since the introduction of the revised Data

Protection legislation under the GDPR it has been standard practice to include unlimited liability relating to data protection fines. The value is unquantifiable.

Contract early termination (new CL)

As part of a ten-year service contract, one of the Group's NDPBs has agreed to compensate the counterparty should the contract be ended early to compensate for their investment in systems and people due to be used over the life of the contract. The maximum liability has been assessed at £1.8 million. This obligation has been assessed as remote due to the very low expectation of cancelling the contract early.

3. Priorities and performance

3.1 How spending relates to objectives

Departmental objectives and performance measures

The Department has published an Outcome Delivery Plan, which replaced the Single Departmental Plan and includes performance measures against Departmental objectives. The table below shows the link between DfE's budget lines, set out in full in section 2 above, and departmental objectives

Outcome Estimates subheads	1: Drive economic growth through improving the skills pipeline, levelling up productivity and supporting people to work.	2: Level up education standards so that children and young people in every part of the country are prepared with the knowledge, skills, and qualifications they need.	3: Provide the best start in life through high-quality early education and childcare to raise standards and help parents to work.	4: Support the most disadvantaged and vulnerable through high quality local services so that no one is left behind.
A, O, P	X	X	X	X
B		X	X	X
C, I, J		X		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 school catch up 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 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 including the following performance metrics:

Priority outcome	Performance metrics
Drive economic growth through improving skills pipeline, levelling up productivity and supporting people to work	Total number of starts and total number of completions on apprenticeships standards
	Number of 19+ and 25+ Further Education and Skills learners in the 20 per cent most disadvantaged areas
	Percentage of recent Higher Education (HE) graduates in high skilled employment
Level up education standards so that children and young people in every part of the country are prepared with the knowledge, skills, and qualifications they need	Percentage of schools, further education and skills providers rated good or outstanding by Ofsted, by region
	Percentage of Level 3 attainment by age 19
	Percentage of young people achieving GCSEs in English and Maths by age 19
	Percentage of schools, further education and skills providers rated good or outstanding by Ofsted by region
	Postgraduate Initial Teacher Training applications compared to previous year
	Postgraduate Initial Teacher Training starts by subject compared to target set using the Teacher Supply Model
	Disadvantage gap index (Key Stage 4) - national
	Percentage of pupils entered for the EBacc suite of qualifications (national – all and for disadvantaged pupils)
Provide the best start in life through high-quality early education and childcare to raise standards and help parents to work	Percentage of eligible children taking up the early education entitlements (15 hours for disadvantaged 2-year-olds; universal entitlement for 3- and 4-year-olds), including by region
	Percentage of registered early years settings rated as Good or Outstanding by Ofsted
Support the most disadvantaged and vulnerable through high quality local services so that no one is left behind	Percentage attendance in school (absence rates by group: children who receive Free School Meals (FSM), children who have an Education Health and Care Plan (EHCP), and children who are 'in need'), and the overall persistent absence rate
	Percentage of Alternative Provision schools rated Good or Outstanding by Ofsted
	Percentage of local authorities with Written Statement of Actions (or equivalent) for Special Educational Needs and Disability services issued by Ofsted
	Percentage of local authority Special Educational Needs and Disability services with a Written Statement of Action (or equivalent) that are revisited and have made sufficient progress (or equivalent judgment)

	Percentage of local authorities rated Inadequate for Children's Social Care services
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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 2021 - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

The qualifying criteria for the Government's Major Project Portfolio (GMPP) is projects over the Treasury Delegated Authority Limit (£50m for DfE) or projects that are significantly repercussive and/or transformational.

Student Loans Company (SLC) Evolve (Higher and Further Education 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 has 7 outcomes:

- Customer Engagement Management (CEM) - Enhance SLC's online offering for customers by delivering a customer engagement platform (CEM), which sequentially delivers self-service for customers, and reduces calls, peak processing and the reliance on manual work.
- Data - Build quality, integrity, and accuracy in SLC's data to deliver better customer experience, better user experience and enhanced collections.
- People – Working through People at SLC to build transparency and consistency in pay and progression and targeted learning.
- Product 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.
- Working Practices Transformation – A change to the way in which SLC delivers change including the introduction of automated testing, how we contract with partners, the change lifecycle.
- Accelerated Service Improvement – Continue to continuously improve, fix defects, embed Lean ways of working and to extend the Risk Protection Arrangement (RPA), with a focus on activities that return the strongest and quickest benefits.

- Apps and Portals - To simplify and standardise the architecture of SLC's applications and to make it easier to change and implement new applications when needed.

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 (Education Skills Funding Agency)

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 2023-24.

Teacher Recruitment and Retention - Early Career Framework (ECF) / National Professional Qualification (NPQ) (Early Years and Schools Group)

Scope:

The ECF and NPQ sub-programmes are part of the wider reforms to Teacher Continual Professional Development (CPD) as well as part of the DfE Teacher Recruitment and Retention Strategy. Teachers deserve high-quality support throughout their careers; the ECF and NPQs root trainee, teacher and school leader development in the best available evidence. The key aims are to improve teacher quality and retention. The ECF/NPQ report as sub-programmes and form part of the wider Teacher Development Reform programme. This includes other significant delivery vehicles covered by the Teacher Recruitment and Retention portfolio within scope such as Institute of Teaching.

ECF is the flagship reform of a wider overhaul of teacher CPD. The objective of the ECF reforms is to raise teacher quality by strengthening induction support for Early Career Teachers, it aims to improve the retention and quality of teachers right at the beginning of their career and, in turn, contribute to improving pupil outcomes.

NPQs are a national, voluntary suite of qualifications designed to support the professional development of teachers and leaders. The aim is to deliver an excellent teaching profession, through high quality, evidence based CPD for teachers, leading to improved teacher quality and retention and, in turn, pupil outcomes. From September 2021, a reformed suite of NPQs will be available for teachers and leaders who want to develop their knowledge and skills in school leadership and specialist areas of teaching practice.

Timing: ECF/NPQ programme joined the GMPP in Q2 2020-21.

FE Capital Transformation (FECT) (Higher and Further Education Group)

Scope: The £1.5 billion 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.

Timing: FECT became a GMPP project in the third quarter of 2020-21 and is scheduled to run until 2025-26. £200 million of initial funding allocations to colleges were made in 2020. Sixteen capital projects addressing some of the worst condition sites nationally are being delivered centrally by DfE, in partnership with colleges. An initial bidding round was launched in January 2021 alongside

publication of the further education white paper “Skills for Jobs: Lifelong Learning for Opportunity and Growth”. The department is planning to announce grant awards to colleges in March 2022.

National Skills Fund (NSF) (Higher and Further Education Group)

Scope: The National Skills Fund (NSF) 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 and fast-track to an interview with a local employer.
- The first wave of Skills Bootcamps concentrated on digital skills including cyber security, coding, software development and engineering, data analysis and digital marketing. There were also some technical Skills Bootcamps in rail engineering, engineering construction, photonics, broadband installation, specialist welding and advanced brickwork.
- Skills Bootcamps are now available across the country, covering digital, technical, and green skills, we expect there will be approximately 16,000 Skills Bootcamp places available across the country in FY 21-22, supported by £43 million of funding from the National Skills Fund.
- A further expansion of Skills Bootcamps was announced at Budget in October, this will ensure that more adults will be able to access the training in areas across the country, in a wider range of skills.
- The Free Courses for Jobs offer launched on 1 April 2021. This policy enables any adult aged 24 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 returns and ability to meet key skills priorities.
- In April 2022 eligibility for the offer will expand to also include any adult who earns below the annual National Living Wage or is unemployed, regardless of their prior qualification level. Mayoral Combined Authorities and the Greater London Authority will be able to determine the low wage threshold in their areas.

Timing: NSF became one of DfE’s GMPP projects in the third quarter of 2020-21.

Schools Commercial (Operations Group)

Scope: The Schools Commercial Programme is one of several programmes operating within the DfE designed to support schools in achieving value for money. The Schools Commercial Strategy is designed to support schools to achieve value for money on their non-staff spend and change the behaviours of those in scope to become more proactive in reviewing their spend and methods with which they can reduce it.

Timing: Schools Commercial became one of DfE’s GMPP projects in the third quarter of 2020-21.

Institutes of Technology (IoT Wave 2) (Higher and Further Education 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. The first wave of 12 IoTs were selected through competition, 11 commenced live delivery from September 2019 and the final wave 1 IoT will be open to learners from September 2022. The wave 2 competition concluded recently and on 17 December 2021 DfE announced 9 successful applications, who now move into the pre-award phase.

Timing: IoT Wave 2 became one of DfE's GMPP projects in the third quarter of 2020-21.

School Rebuilding Programme (SRP) (Operations 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.

The first 100 projects announced in 2021 are in delivery. On 8 October 2021, the consultation on future prioritisation of projects closed. We plan to set out our response and details of further rounds of the programme in early 2022.

Timing: SRP became one of DfE's GMPP projects in the third quarter of 2020-21

National Tutoring Programme (NTP) (Early Years and 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.

There are three subsidised tutoring routes:

- Tuition Partners – high-quality subsidised tuition available to all schools.
- Academic Mentors – employed to work as in-school tutors to provide intensive support in schools with acute levels of disadvantage.
- School-Led Tutoring – 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

Major projects joining or scheduled do so in 2021-22

Initial Teacher Training Market Review (ITT) (Early Years and Schools Group)

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

The intended outcome of the project is to increase the quality and consistency of ITT provision through:

- Developing a new set of ITT criteria based on Government's response to the ITT review recommendations
- Accrediting all ITT providers to ensure their ability to deliver these quality requirements

Timing: ITT is to join the GMPP portfolio in Q4 2021-22.

Major projects recently completed / closed or scheduled do so in 2021-22

Apprenticeships (Education Skills Funding Agency)

Scope: A multifaceted transformation programme, aiming to deliver against 4 key strategic objectives:

- To meet the skills needs of employers - and the country, by being high quality, relevant programmes that result in apprentices becoming fully competent in their occupation.
- To create progression for apprentices - by creating high quality programmes that result in apprentices becoming fully competent with transferrable skills in an occupation that offers progression.
- To widen participation and social mobility in apprenticeships – to ensure that more people from a diverse range of backgrounds have access to the benefits of apprenticeships at all levels.
- To create more high-quality apprenticeships - through our campaign work and by creating a sustainable funding system and a high-quality apprenticeships offer.

Timing: The Apprenticeship Reform Programme formally exited the GMPP in Quarter 4 2020-21.

The Priority School Building Programme phase two (PSBP2) (Operations 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 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 is on track to deliver against programme targets with over 95% of projects in contract). PSBP2 is scheduled to exit the GMPP by 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 extracts from Resource DEL (RDEL) budget data, based on the School Funding Statistics tables published in January 2022:

<https://explore-education-statistics.service.gov.uk/find-statistics/school-funding-statistics/2021-22>

Revenue funding to state-funded schools for pupils aged 5-16, in cash and real terms (1)(2)					
Description	2017-18	2018-19	2019-20	2020-21	2021-22
School funding, cash	£40,900m	£42,500m	£44,400m	£47,600m	£49,600m
annual growth in funding	1.7%	3.9%	4.6%	7.3%	4.1%
School funding, 2021-22 terms	£44,900m	£45,700m	£46,700m	£47,300m	£49,600m
annual growth in funding	0.0%	1.9%	2.2%	1.2%	4.8%
cumulative growth since 2010-11	4.1%	6.1%	8.5%	9.8%	15.0%
cumulative growth since 2015-16	-0.7%	1.1%	3.4%	4.7%	9.6%
Per pupil funding, cash	£5,590	£5,730	£5,920	£6,280	£6,510
annual growth in funding	0.0%	2.5%	3.2%	6.2%	3.6%
Per pupil funding, 2021-22 terms	£6,140	£6,180	£6,230	£6,240	£6,510
annual growth in funding	-1.7%	0.5%	0.9%	0.2%	4.3%
cumulative growth since 2010-11	-3.6%	-3.1%	-2.3%	-2.1%	2.2%
cumulative growth since 2015-16	-4.0%	-3.5%	-2.7%	-2.5%	1.7%
Pupil number, FTE (3)	7,305,000	7,404,000	7,502,000	7,581,000	7,613,000
GDP deflator index (4)	91.0	92.8	95.0	100.7	100.0

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);
 - Supplementary free school meals grant;
 - Teachers' pay grant (reception to year 11);
 - Teachers' pension employer contribution grant (TPEG) (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. Pupil number counts are taken from the January preceding each financial year.
 4. Published in January 2022 by HM Treasury.

To calculate the inflation-adjusted school funding figures in the table, we use the GDP deflator, for which the most recent figures were published in January 2022 by HM Treasury (HMT).

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

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. Given the atypical year-on-year movement in the deflator data, it is appropriate to consider real terms changes over that two-year period as a whole, rather than for each of the individual years. The deflator series indicates like-for-like price increases of 5.27% over the two-year period overall, equivalent to increases of 2.60% 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: 22 February 2022

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	2020-21 budget (£m)	2021-22 budget (£m)
<i>Ensuring there are enough school places</i>					

Programme	Open to new applications?	Type of school/body eligible	Funding allocation approach	2020-21 budget (£m)	2021-22 budget (£m)
<p>Basic Need Funding</p> <p>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. There is additional funding for a small number of eligible local authorities to support the cost of delivering presumption schools. 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.</p>	N/A	Local authorities	Formulaic	220	751 ¹
<p>High Needs</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).</p>	N/A	Local authorities	Various	-	300
<p>Maintaining the School Estate</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>					

¹ The total value of Basic Need allocations fluctuate 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	2020-21 budget (£m)	2021-22 budget (£m)
<p>School Condition Allocations (SCA) (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	1,176	1,074

Programme	Open to new applications?	Type of school/body eligible	Funding allocation approach	2020-21 budget (£m)	2021-22 budget (£m)
<p>Devolved Formula Capital (DFC)</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	210	214
<p>Condition Improvement Fund (CIF)</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	586 ²	563

² In 2020-21, an additional boost of £560 million was announced for essential maintenance and upgrades as part of support for the economic recovery from Covid.

Programme	Open to new applications?	Type of school/body eligible	Funding allocation approach	2020-21 budget (£m)	2021-22 budget (£m)
<p>School Rebuilding</p> <p>Priority School Building Programme 1</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>Priority School Building Programme 2</p> <p>The second phase of the programme, targeting individual school buildings rather than whole school projects.</p> <p>School Rebuilding Programme</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	PSBP - Bid based SRP – waves 1 and 2 selected on basis of need; consultation due later in 2021 on process for further waves	543	423
<p>Smaller Programmes and Additional Capital Spend</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	139	109
Facilitating education reform through Free Schools provision and selective schools expansion					

Programme	Open to new applications?	Type of school/body eligible	Funding allocation approach	2020-21 budget (£m)	2021-22 budget (£m)
<p>Free Schools, University Technical Colleges (UTCs) and Studio Schools</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	1,109	1,028
Total				3,983	4,589

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 £ 81,080 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	Final Budgets 21-22 £000	Main Estimate 21-22 £000s	Variance £000s	Variance %
16-19 Education & T-Levels	Driving economic growth	5,986,854	6,075,181	(88,327)	(1.45%)
Apprenticeships	Driving economic growth	2,489,251	2,502,145	(12,894)	(0.52%)
Careers and Skills	Driving economic growth	177,273	147,676	29,597	20.04%
Child Protection	Support for the most disadvantaged and vulnerable	47,879	30,186	17,693	58.61%
Children in Care and Permanence	Support for the most disadvantaged and vulnerable	167,440	125,692	41,748	33.21%
Corporate Services	Cross cutting across several all objectives and cannot be defined to one	529,035	495,485	33,550	6.77%
Curriculum and Qualifications	Levelling up education standards	196,965	205,283	(8,318)	(4.05%)
Early Years Education	Providing the best start in life	3,622,977	3,481,438	141,539	4.07%
Further Education (FE)	Driving economic growth	1,846,862	2,218,803	(371,941)	(16.76%)
Higher Education (HE)	Driving economic growth	2,221,377	2,124,001	97,376	4.58%
International Education	Driving economic growth	27,913	28,258	(345)	(1.22%)
Pupil Health and Wellbeing	Levelling up education standards	271,115	280,870	(9,755)	(3.47%)
School Funding and Analysis	levelling up education standards /support for the most disadvantaged and vulnerable	52,651,230	52,146,856	504,374	0.97%
School Quality and Safeguarding	levelling up education standards /support for the most disadvantaged and vulnerable	5,983	10,238	(4,255)	(41.56%)
School System and Infrastructure	Levelling up education standards	871,119	871,119	0	0.00%
Social Care	Support for the most disadvantaged and vulnerable	116,411	180,839	(64,428)	(35.63%)
Social Mobility	Support for the most disadvantaged and vulnerable	47,475	22,200	25,275	113.85%
Special Education Needs	Support for the most disadvantaged and vulnerable	64,554	65,464	(910)	(1.39%)
Standards and Testing	Levelling up education standards	27,145	35,314	(8,169)	(23.13%)
Student Loans	Driving economic growth	9,317,679	17,739,642	(8,421,963)	(47.48%)
Teaching Workforce	Levelling up education standards	394,280	414,459	(20,179)	(4.87%)
Total		81,080,817	89,201,149	(8,120,332)	2.88%

Annex B: Control total changes during Spending Review period

NB The majority of DfE funding in 2021-22 is based on the single-year Spending Review set out in 2020 (SR20) to cover the 2021-22 financial year.

	DfE Parliamentary Voted Control Totals 2021-22						Voted NON Budget £000
	RDEL	RDEL	RDEL	CDEL	RAME	CAME	
	Admin	Programme	TOTAL	Programme	Resource	Capital	
	£000	£000	£000	£000	£000	£000	
SR 20 Control Total - non-ring-fenced	487,800	70,647,907	71,135,707	5,614,900	(3,960,339)	23,618,644	0
SR 20 Control Total - ring-fenced (depreciation)	46,070	17,773,548	17,819,618	0	0	0	0
Control Totals at Main Estimate	533,870	88,421,455	88,955,325	5,614,900	(3,960,339)	23,618,644	-
Changes during 2021-22							
BCT Out							
BCT Out to CO - SPADS pay and GaE	(253)		(253)				
BCT Out to CO - CS Live funding contribution	(10)		(10)				
BCT out to DHSC - Fruit & Veg scheme		(6,850)	(6,850)				
BCT Out to Ofsted - EY and Entitlement Shortfall		(4,500)	(4,500)				
BCT Out to Ofqual - T Levels Accreditation,		(840)	(840)				
BCT Out to Ofqual - Qualifications review,		(720)	(720)				
BCT Out to Ofqual - Post-16 basic digital skills team		(220)	(220)				
BCT Out to Ofqual - strengthening of performance table qualifications at key stage 4		(20)	(20)				
BCT out to Ofqual - external quality assurance (EQA) of apprenticeships		(3,860)	(3,860)				

BCT out to HO - Security and Counterterrorism. Jewish Schools		(3,000)	(3,000)				
MOG OUT							
MOG OUT to CO for Social Mobility (from 1.4 21)	(637)	(2,000)	(2,637)				
BCT IN							
BCT In from DCMS AI Conversion Courses		4,253	4,253				
BCT In from DHSC - mental health funding for a challenge competition (OFS)		500	500				
Subtotal Mains BCT In and Out and MOG	(900)	(17,257)	(18,157)	0	0	0	0
Other agreed HMT funding							
HMT funding - HFE Traineeships		83,000	83,000				
HMT funding - catch up		122,000	122,000				
HMT funding - Plan for Jobs/ Summer Economic update		57,700	57,700				
HMT reserve claim - Leasehold property for transfer	1,281						
Subtotal Mains Other agreed HMT Funding	1,281	262,700	262,700	0	0	0	0
Changes during Main Estimate 2021-22	381	245,443	245,824	-	-	-	-
<i>Of which</i>							
<i>non-ringfenced</i>	<i>381</i>	<i>245,443</i>	<i>245,824</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>ringfenced</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
Control Totals at Main Estimate 2021-21	534,251	88,666,898	89,201,149	5,614,900	(3,960,339)	23,618,644	-
Of which							
<i>non-ringfenced</i>	<i>488,181</i>	<i>70,893,350</i>	<i>71,381,531</i>	<i>5,614,900</i>	<i>(3,960,339)</i>	<i>23,618,644</i>	<i>-</i>
<i>ringfenced</i>	<i>46,070</i>	<i>17,773,548</i>	<i>17,819,618</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>

Changes during Supplementary							
Reserve claims Catch up and recovery							
Reserve Claim - National Training Prog (NTP) Boost		47,000	47,000				
Reserve Claim - Early Language in Nurseries		3,200	3,200				
Reserve Claim - Academic Summer School		78,100	78,100				
Reserve Claim - National Training Prog (NTP) 3rd Pillar		157,700	157,700				
Reserve Claim - ECF year 1		12,300	12,300				
Reserve Claim - NPQs		5,000	5,000				
Reserve Claim - Training for early years staff		3,500	3,500				
Reserve Claim - Ofsted - thematic reviews		1,500	1,500				
Other reserve claims							
Student Loan reserve changes							
Student Loan - capitalised interest reserve claim					2,476,404		
Student Loan - additions/repayments reserve claim						(36,699)	
Student Loan RAB charge reserve		(8,421,963)	(8,421,963)				
Management Charge SL (21-22 & 20-21)		240,900	240,900		2,087,322		
SL PPA (non-budget RDEL RF) Management Charge							9,454
SL PPA (non-budget RAME NRF)							3,058,154
Other reserve/changes							
Cash Management rebate	2,018	0	2,018				
Afghan refugees		21,013	21,013				

Other Depreciation (increase for ESFA)		10,000	10,000				
HE restructuring				10,000			
Discount Rate changes - Core & agencies (exc SL)					4,199		
Reserve claim - Shared Outcomes Fund							
SOF R1 - Growing up Well	3,416	1,250	4,666				
SOF R1 - Data Improvement	808	3,906	4,714				
SOF R1 - Data Improvement (DI) - element	62		62				
SOF R2 - Alternative Provision Specialist Taskforces CSCSG	1,000	4,000	5,000			0	
SOF R2 - Family Hubs EYSG	2,030	389	2,419			0	
Subtotal reserve changes	9,334	(7,832,205)	(7,822,871)	10,000	4,567,925	(36,699)	3,067,608
Budget exchange /surrenders							
Over allocation from HMT of funding at Mains - Plan for (Traineeships) Jobs/ Summer Economic		(57,700)	(57,700)				
Erasmus +		(49,000)	(49,000)				
Capital DfE				(300,000)			
Capital SLC				(60,070)			
Capital R&D				(2,000)			
Surrender SL Management Fee 21-22		(240,900)	(240,900)				
Subtotal surrenders	0	(347,600)	(347,600)	(362,070)	0	0	0
Other agreed funding changes							
Budget reserve (RDEL prog & admin) SLC	8,700	34,500	43,200				
Budget Switches (prog to admin) FE Comms	2,500	(2,500)	0				

Budget Switches (prog to admin) Adult Skills	1,000	(1,000)	0				
Subtotal other changes	12,200	31,000	43,200	0	0	0	0
Supplementary BCTs							
BCT OUT							
BCT out to DEFRA - DEFRA Friendly Schools programme		(813)	(813)				
SOF Growing Up Well BCT out to DHSC	(66)		(66)				
SOF Growing Up Well BCT out to DLUHC (MCHLG)	(40)		(40)				
SOF Data Improvement BCT out to MOJ	(135)		(135)				
SOF Data Improvement BCT out to DLUHC (MCHLG)	(50)	(3,900)	(3,950)				
SOF R2 Family Hubs BCT out to DWP	(37)		(37)				
BCT out HO LB Croydon UASC		(1,175)	(1,175)				
BCT out - Ofsted - budget shortfall		(1,015)	(1,015)				
BCT out - Fruit and veg to DHSC		(13,262)	(13,262)				
BCT out - schools exemption funding to Ofsted		(4,000)	(4,000)				
BCT out - Ellie programme - BCT out to DHSC		(253)	(253)				
BCT OUT to CO for Civil service HR work		(328)	(328)				
BCT OUT to Ofqual for National Reference tests		(325)	(325)				
BCT OUT to CO - PSGA contract				(50)			
BCT OUT to CO Spads	(130)		(130)				
BCT out to CO - Consult hubs	(195)		(195)				
BCT OUT from DfE to MOD - new shipbuilding office		(37)	(37)				
BCT IN							

BCT in from DHSC - Historic child migration	36		36				
BCT in from CO GEO to DfE		444	444				
BCT In - HO funding for SAFE		1,348	1,348				
BCT in Medical school places - from DHSC		29,841	29,841				
BCT In from DCMS - AI & Conversion centres		97	97				
BCT In from DCMS - Building Hubs in Schools				3,720			
BCT in from DCMS - Foundation data Skills (to OFS)		313	313				
BCT in from Ofqual - digital functional skills programme		170	170				
BCT in: DHSC Bradford - opportunity area autism		100	100				
BCT in: MOD Defence Foresighting		45	45				
BCT in: CO (Security & Intelligence)		306	306				
Subtotal Supps BCT In and Out	<i>(617)</i>	<i>7,556</i>	<i>6,939</i>	<i>3,670</i>	<i>0</i>	<i>0</i>	<i>0</i>
Changes during Supplementary Estimate 2021-22	20,917	(8,141,249)	(8,120,332)	(348,400)	4,567,925	(36,699)	3,067,608
<i>Of which</i>							
<i>non-ringfenced</i>	<i>20,917</i>	<i>(8,141,249)</i>	<i>(8,120,332)</i>	<i>(348,400)</i>	<i>4,567,925</i>	<i>(36,699)</i>	<i>3,067,608</i>
<i>ringfenced</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
Control Totals at Supp Estimate 2021-22	55,168	80,525,649	1,080,817	5,266,500	607,586	23,581,945	3,067,608
<i>Of which</i>							
<i>non-ringfenced</i>	<i>509,098</i>	<i>71,164,064</i>	<i>71,673,162</i>	<i>5,266,500</i>	<i>607,586</i>	<i>23,581,945</i>	<i>3,067,608</i>
<i>ringfenced</i>	<i>46,070</i>	<i>9,361,585</i>	<i>9,407,655</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>