

MEI OPERATING BUDGET AND ANNUAL PLAN 2021/22 [publication]

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ANNUAL PLAN OVERVIEW

Changes to planned activity over the past financial year caused by the Covid-19 crisis, together with a better than projected financial performance in 2019/20, mean we will be starting financial year 2021/22 from a much stronger financial position than we had anticipated at this time last year¹. This means we have been able to set an ambitious investment budget for 2021/22².

MEI is already part-way through a process of significant change. Consistent with our Strategic Goals³, over the coming year we will concentrate our efforts across the following 6 priorities:

- a) Working with the DfE to focus the work of the Advanced Mathematics Support Programme (AMSP)⁴ and the National Centre for Excellence in the Teaching of Mathematics (NCETM)⁵ on supporting young people across England to recover from the disruption to their mathematics education caused by the Covid-19 pandemic.
- b) Positioning ourselves to continue and to expand our government funded work to support mathematics education after the AMSP and NCETM contracts end in summer 2022.
- c) Widening our sources of income through an increased emphasis on fundraising, informed by the Philanthropy Company report.
- d) Developing MEI's website and external communications to support b) and c) above.
- e) Using our experience of supporting schools and colleges, teachers and students during the pandemic to maximise the reach and impact of our work to improve maths education across all strands of our work.
- f) Continuing to develop our operational systems and infrastructure.

a) **Recovery of young people's mathematics education from Covid-19 disruption**

This must be our top priority. It is crucial for young people, and for our country, that the negative impact on maths education arising from the pandemic is minimised. Furthermore, because MEI currently leads the major government-funded initiatives to support maths education, strong performance from the AMSP and NCETM over the next year will strengthen our position to secure any successor government contract(s).

b) **New government contract**

This is a central priority for 2021/22. It provides the greatest potential for MEI to improve mathematics education. The AMSP contract ends on 31 July 2022 and the NCETM contract on 31 August 2022. It is likely that the tender for a future contract will run during the 2022 spring term. CONFIDENTIAL

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¹ See page 16 for a breakdown of actual performance vs budget for FY 2020/21.

² See 18 for a summary of the 2021/22 budget.

³ See appendix 1.

⁴ See appendix 2.

⁵ See appendix 2.

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c) **Fundraising**

MEI is highly dependent on government funding (over 90% of income in 2020/21). To secure our ability to pursue innovative work to improve mathematics education, we need to develop additional funding streams. In 2020/21 we started work to increase our emphasis on fundraising by commissioning a report from the Philanthropy Company on how we might go about developing greater levels of charitable funding. In 2021/22 we will use this report to take our fundraising work forward.

In 2021/22 we want to pave the way for major fundraising in 2022/23 and improve the positioning of MEI to win any future government contract in the spring of 2022. There are close synergies between these objectives, which focus on developing strategic relationships, improving the presentation and 'brand' of MEI as a charity, crystallising our purpose and social mission and working up related propositions. [MINOR CHANGE]

MEI's government-funded work supports our Mission and Vision, in accordance with our Values⁶, and the scale of government funding allows us to have enormous impact. However, such work is dependent on government contracts that have a limited, government-agreed remit, are generally short-term and do not allow for significant innovation. MEI requires independent funding to pursue its innovative aspirations to improve mathematics education.

MEI's SLT and trustees agree that we are not yet ready to employ dedicated fundraising staff. However, during 2021/22 MEI will increase fundraising capability through existing staff and by investing in external consultancy. This will enable us to renew and develop our relationships with key funding foundations and to construct up to five funding proposal ideas for innovative projects to improve mathematics education.

This work, along with the website development described below, will prepare us to employ one or more dedicated fundraising staff in financial year 2022/23. It will also enable us to present MEI in a way that emphasises how well-suited we are to play a leading role in any future government-funded programme.

[MINOR CHANGE]

d) **New website**

MEI's website is in urgent need of renewal. We had planned to update it in 2020/21 but the Covid-19 crisis meant that capacity was diverted to help adapt the AMSP's work to support the immediate needs of schools and colleges.

MEI's website is our 'shop window'. It is the key source of information about MEI for teachers, students, the wider mathematics and education communities and potential funders. Currently, it serves none of these audiences well. In 2021/22 we will develop and publish a new website, with sections designed to meet the needs of all our

⁶ [MEI Mission, Vision and Values](#)

audiences. It will present MEI as an educational charity with a passion for mathematics at its heart and the expertise and drive to fulfil its mission to improve maths education for all, so supporting a fairer and more equitable society. A key message to communicate is that MEI believes that an appreciation of and success in mathematics enhances people's lives and that equal access to high-quality mathematics education is crucial for both individual and national success.

e) **Implementing lessons from the pandemic**

MEI will use what we have learned from the pandemic as a catalyst to help develop our work. Over the coming year we will:

- Build from teachers' positive experiences of online professional development by developing further high quality online and blended learning programmes that will widen teacher engagement by making PD easier to access.
- Develop our education technology offer to leverage teachers' and students' receptiveness to online tools such as Integral and Desmos classroom, accelerating adoption of online learning technologies to enhance mathematics education. This will aim to future-proof our online offer, including through mobile and smartphone-friendly learning content that will also increase accessibility for socio-economically disadvantaged students.
- Provide online programmes to scaffold students' potentially difficult transition from GCSE to level 3 mathematics to maintain and ideally increase participation in level 3 mathematics.
- Similarly, support student transition from A level Mathematics to university and expand our work with universities to enable successful transition, particularly for students from underrepresented groups.
- Use the current breakdown of the examination system to argue for much-needed reforms to curriculum and assessment.

f) **Operational infrastructure**

We have made considerable progress in developing MEI's digital infrastructure. In 2021/22 we will complete our transition to the Cloud , which already covers Microsoft 365 and SharePoint; Finance, payroll and HR; and GEMS for school, teacher and student data. The final stage is a move our Integral learning platform and data to the Azure Cloud platform.

Once completed we will be in a strong position to leverage the opportunities this brings in terms of scaling up, high standards of security, integration of information, access to resources across platforms and improved efficiency and automation.

PRIORITY ACTIVITY BY STRAND

The priority activities by strand set out in this section describe the priority activities for each strand, the rationale for them and the major investments proposals included in the budget for each strand. These investment proposals are separated into investment that we consider essential to MEI's work, and discretionary spend.

- Our discretionary spend proposals involve
 - Development Projects: £122.5k
 - Additional Capacity and Support: £138k
 - Fundraising: £40k

Total value £300.5k

- They are designed to address our priorities for the year.
- Development projects could be staggered or suspended should the need arise.
- Long-term financial commitment year on year from these proposals is minimal.

Operations & Finance

Key Priorities:

- a. We will continue our transition to Cloud IT systems and infrastructure with a focus on a secure migration of Integral to Azure. We will also complete an IT audit and review further work and opportunities to improve access to information and resources, and achieve process efficiencies.
- b. We will seek efficiencies through the integration of IT systems, including roll out of an online leave booking and HR system, delayed from last year due to other HR priorities, and a charge card system integrated with Xero (Soldo) to streamline travel and expenses management.
- c. We will introduce measures to improve MEI's diversity. This includes changes to how we recruit to roles with the aim of attracting more diverse candidates and the introduction of diversity monitoring across staff groups, including associates.
- d. We want to continue to improve the skills and effectiveness of MEI staff to conduct their roles effectively, through an effective training and development policy and implementation of MEI's annual training plan.
- e. Staff engagement during the Covid transition remains a high priority. We will consult on and introduce new terms of employment for office teams to encompass flexible working, update the employment agreement for all staff in light of current practice and introduce a health benefits plan. We will also work closely with the Staff Focus Group to agree and implement priorities for action in response to the 2021 staff survey.

Major Investment, including discretionary spend:

- i. £40,000 for platform and security review and technical migration of Integral to Azure (Bristol IT Company) – **essential spend**.
- ii. Recurring Operations and Finance costs are allocated across MEI's other strands of activity and include: Legal services (Commercial and HR partners); Finance Director (Purple Lime retainer); IT Support services (Nebula); Training Plan budget – **essential spend**.
- iii. £5000 Employee healthcare scheme⁷ – **discretionary spend**.

⁷ Discretionary spend 2c], see appendix 4.

Business Development & Communication

Key priorities:

- a. We will ensure that MEI's work to support young people's maths education to recover from the disruption caused by the pandemic is communicated effectively. Communication will be channelled through the MEI, AMSP and NCETM websites.
- b. We will coordinate the implementation of MEI's fundraising strategy for 2021-22, as approved by the Board. This work will focus on improving MEI's readiness and positioning for both a possible new government contract and fundraising with charitable foundations. This work will be informed by expert advice from fundraising and communications consultants [MINOR CHANGE]
- c. We will develop and publish a new MEI website, designed with a structure that enables all our audiences, including potential funders, to see how MEI can support their needs and aspirations.
- d. We will develop up to five fundraising proposals that align closely with MEI's charitable aims and which are likely to attract funding from potential funders. These will include:
 - o The continued development of MEI's work on the development of data science education
 - o Targeted support for improving maths education in specific areas of England that target funding from place-based charitable foundations.
- e. We will identify a shortlist of charitable foundations whose aims align with our own, and we will work with members of MEI's SLT and Board to support the development and maintenance of strategic relationships with them.
- f. We will improve the effectiveness of our marketing and communications activities by expanding the team's capacity. By appointing a Web Content Developer, we will free up the time that our two Marketing Assistants are spending on web maintenance, enabling them to focus on more consistently and effectively on promotion and marketing activities that supports both our charitable aims and income generation.
- g. We will improve the quality of MEI's teaching and learning resources by appointing an Educational Resources Quality Assurance Coordinator to support MEI's maths education experts in their development of new resources.
- h. We will coordinate with the Operations and Finance strand to implement a Customer Relationship Management (CRM) system. This will enable more efficient and effective recording and analysis of MEI's relationships with potential and current customers, donors and funders.

Major Investment, including discretionary spend:

- i. £20k for IT work on the development of the new MEI website – **essential spend**.
- ii. £40k for consultancy services related to the readiness and positioning of MEI for both bidding for a new government contract and fundraising with charitable foundations – **discretionary spend**. [MINOR CHANGE]
- iii. £24k for the appointment of a full-time Web Content Developer⁸ from 1 May 2021 – **discretionary spend**.
- iv. £26k for the appointment of a full-time Educational Resources Quality Assurance Coordinator⁹ from 1 May 2021 – **discretionary spend**.
- v. £10k for the implementation of a CRM system¹⁰, including IT consultancy support for and the licence fee for the first year – **discretionary spend**.

⁸ Discretionary spend 2a], see appendix 4.

⁹ Discretionary spend 2b], see appendix 4.

¹⁰ Discretionary spend 2f], see appendix 4.

Curriculum & Resources

Key priorities:

- a. We will continue the development of Integral, completing the NESTA funded project and learning from that work to further develop Integral. Our Integral development will ensure that it continues to support students and teachers through recovery from Covid-19 and transition to A level and beyond, and that it also meets the needs of the AMSP.
- b. We will continue to develop the Core Maths Platform, in line with AMSP KPIs, to ensure that it meets the needs of students and teachers for learning resources and support with recovery from Covid-19.
- c. We will work with other subject associations, in line with AMSP plans, to support and promote the uptake of Core Maths by students taking A levels with significant quantitative content such as Geography, Biology and Psychology.
- d. We will develop our links with universities by appointing an MEI Universities lead who will develop relationships with HEIs and promote Integral for HE, as well as seeking opportunities to become involved in other projects to support student transition to HE.
- e. We will build on the work we have done in supporting GCSE Mathematics resit and Functional Skills in Stoke-on-Trent by seeking and pursuing opportunities to link with other Opportunity Areas and to work with the Centres for Excellence in Mathematics to support Covid-19 recovery. This will enable us to develop deeper relationships and enhance our reputation with the FE sector.
- f. We will build on the resource development which has already taken place in Data Science to develop a short course for post-16 students that includes assessment of their learning. This development will allow us to explore the most appropriate ways of bringing Data Science into the school curriculum, putting MEI at the forefront of innovation and opening up potential for working with others.

Major Investment, including discretionary spend:

- i. £42k Integral development¹¹ to ensure that development can continue in line with the Integral development plan – **discretionary spend**.
- ii. £30k MEI Universities Lead¹² to allow for a salary increment for an internal appointment and to backfill capacity – **discretionary spend**.
- iii. £32k Data science¹³ to fund a part-time appointment to allow the data science work to continue (0.5 FTE) – **discretionary spend**.

¹¹ Discretionary spend 1b], see appendix 4.

¹² Discretionary spend 2e], see appendix 4.

¹³ Discretionary spend 1d], see appendix 4.

Raising Participation

Key priorities:

- a. We will continue to work to ensure that all AMSP KPIs relating to student enrichment, FM tuition and support for preparation for university entrance tests are met.
- b. We will coordinate the AMSP's ongoing student support activity to help maths education recover from the Covid-19 disruption.
- c. We will provide enhanced support for KS4 to level 3 maths transition to help ensure that students feel confident in choosing level 3 maths options.
- d. We will provide enhanced support for A level to university transition to help ensure that students feel confident in choosing STEM degree courses.
- e. We will continue to coordinate the AMSP's work to increase girls' participation in maths.
- f. We will continue to work with HEIs and employers to promote participation in level 3 maths and ensure clear information, advice and guidance is provided to students.
- g. We will work in conjunction with others strands to develop MEI's work to support equality of opportunity for learners of maths from all ethnic backgrounds.
- h. We will appoint a Deputy Strand Leader for the Raising Participation team, to provide necessary additional management capacity.

Major investment:

- i. £15k Deputy Programme Lead¹⁴ (0.2 FTE) to allow for a salary increment for an internal appointment and to backfill capacity – **discretionary spend**.

¹⁴ Discretionary spend 2d., see appendix 4.

Teacher Support

Key priorities:

- a. We will continue to work to ensure that all AMSP KPIs relating to teachers' professional development are met.
- b. We will coordinate the AMSP's ongoing teacher support activity to help level 3 maths education recover from the Covid-19 disruption.
- c. We will work to ensure the NCETM meets its KPIs to embed the Teaching for Mastery pedagogy in primary and secondary schools throughout England and to coordinate the work of the Maths Hubs Network.
- d. We will coordinate the NCETM/Maths Hub work to help maths education in primary and secondary schools to recover from the Covid-19 disruption.
- e. Building on what we have learned so far during the Covid-19 pandemic, we will develop and expand our online and blended provision for teachers' professional development. This will improve access to high-quality professional development and widen the reach of MEI's professional development programmes.
- f. We will develop ready-to-use [Desmos classroom](#) resources to support recovery of lost learning. These resources will provide free, top quality teaching and learning resources targeted at key curriculum areas for Key Stage 3 mathematics. They will support deep, sustainable learning of fundamental topics, consistent with MEI's Deeper Maths materials and with the secondary 'Teaching for Mastery' pedagogy MEI is promoting through its NCETM work. They will be clearly identifiable as being created by MEI. This will ensure that teachers accessing them directly through Desmos classroom from anywhere in the world will know they were developed by MEI.
- g. We will continue with MEI's 'Deeper Maths' teaching resources development work. This work, alongside MEI's 'Teaching for Mastery' work through the NCETM, has the potential to transform the way mathematics in England is taught at Key Stages 3 and 4. The Deeper Maths materials develop teachers' pedagogical subject knowledge and provide detailed teaching resources. The resources encourage teachers to teach maths in a rigorous, connected way that promotes deep understanding for all and supports students' transition to higher-level mathematical study.
- h. We will appoint a Deputy Strand Leader for the Teacher Support team, to provide necessary additional management capacity.

Major investment, including discretionary spend:

- i. £32.5k Desmos resource development for KS3 mathematics¹⁵ (0.5 FTE) – **discretionary spend.**

¹⁵ Discretionary spend 1a], see appendix 4.

- ii. £16k Additional Deeper Maths development¹⁶ (up to 40 days of Associate costs) – **discretionary spend**.
- iii. £28k Deputy Programme Lead¹⁷ (0.4FTE) to allow for a salary increment for an internal appointment and to backfill capacity – **discretionary spend**.

¹⁶ Discretionary spend 1c], see appendix 4.

¹⁷ Discretionary spend 2d, see appendix 4.

MEI ANNUAL PLAN ACTIVITY TABLES 2021/22

The annual plan activity tables set out the key activities for the year according to MEI's five strands, referenced to MEI's Strategic Objectives. Progress against each of these activities will be monitored by the strand leaders throughout the year and reported to the MEI SLT and the MEI Board.

Operations & Finance

Activity		Strategic Objectives
i.	Migration of Integral to Azure and completion of Cloud infrastructure move.	C4a, C4b
ii.	Review of opportunities for IT process improvements from common Azure platform.	C4c
iii.	IT Audit and Cyber Essentials+ accreditation.	C4b
iv.	Revised recruitment and appointment processes and introduction of diversity monitoring.	C2a, C2b
v.	Roll out of charge card system (Soldo) for travel and expenses management.	C4c, C5a
vi.	Scoping and implementation of MEI training plan.	C3a
vii.	Introduction of flexible working terms and updated employment agreement.	C5b
viii.	Measures in response to 2021 staff survey findings, working with MEI Staff Focus Group.	C1a, C1c
ix.	Roll-out of annual leave booking system, HR portal and health benefits system.	C4c
x.	ISO 9001 Quality Management and ISO 14001 Environmental Management accreditation.	C3b

Business Development & Communications

Activity		Strategic objectives
i.	Support the external communications aspects of all MEI's work, including Covid-19 recovery support and the AMSP's work to promote participation in level 3 mathematics.	B1d, B2d, B3a, B3b, C6a, C6b
ii.	Provide effective, targeted marketing of MEI's services and resources, including AMSP events and resources, Integral, and MEI's mathematics specifications.	C6a
iii.	Maintain and extend existing income streams, including increasing income from sales of products and services, sponsorships, and partnerships, and developing new markets for existing products and services.	C6a
iv.	Identify and pursue new sources of income, including applying for external sources of income and supporting the development of new products and services.	C6a, C6b
v.	Coordinate the development and implementation of MEI's fundraising strategy, including the development of fundraising proposals.	C6b, C6c
vi.	Coordinate the organisation of the MEI virtual conference 2021.	C6a
vii.	Coordinate with the <i>Operations & Finance</i> strand to develop a new MEI website.	B2d, B3, C6a, C6b
viii.	Coordinate with the <i>Operations & Finance</i> strand to implement a CRM system.	B1b, B2e, B3a, B3b, C6a, C6b

Curriculum and Resources

Activity		Strategic objectives
i.	Ensure that the AMSP KPIs for Core Maths Platform development are met.	A2b, A5b, B2d
ii.	Contribute towards the AMSP's work with other subject organisations in promoting uptake of level 3 Maths.	A2b, A2c, A2f, B2e
iii.	Successfully complete the NESTA funded Integral project.	A5a, B2c, B2d
iv.	Continue the development of Integral according to the Integral development plan, taking account of lessons learned during the NESTA project and lockdown.	A5a, B2c, B2d, C6a
v.	Develop links with universities to promote Integral HE and seek other opportunities to support student transition to HE.	B2c, B2e, C6a
vi.	Continue support for the teaching of the OCR/MEI mathematics AS/A level and Core Maths specifications by providing definitive information and advice to teachers.	A3b, C6c
vii.	Fulfil the contract to support the provision of GCSE Mathematics resit and Functional Skills in Stoke-on-Trent.	A4d, C6c
viii.	Continue to respond to national consultations related to mathematics education.	A3d
ix.	Investigate and develop ways to support the teaching and learning of the mathematics elements of T level qualifications	A4d
x.	Seek and pursue opportunities to support GCSE Mathematics resit, building from our Nuffield and Stoke-on-Trent development projects.	A3a, B2f
xi.	Build on the work in data science and seek opportunities to take this forward.	A3c, A3d, B1d, B2c

Raising Participation

	Activity	Strategic objectives
i.	Work to ensure the AMSP's KPIs for student tuition are met.	A2c, A2d, B2d
ii.	Manage MEI's online student tuition work.	A2c, A2d, B2d
iii.	Work to ensure the AMSP's KPIs relating to university entrance tests are met.	A2d, B2d
iv.	Work to ensure the AMSP's KPIs for student enrichment are met.	A2a, A2b, A2c, A2d, B2d
v.	Coordinate MEI's work with students and teachers to help more students from state funded institutions succeed in accessing places on prestigious degree courses in mathematics and mathematics-related disciplines.	A2d, A4a, B2d
vi.	Liaise with universities to better communicate the mathematical requirements of their degree programmes.	A2f, B1b, B1d, B2e, B3a
vii.	Manage the work of the AMSP in supporting schools to meet Gatsby benchmarks 4 (linking curriculum learning to careers), 5 (encounters with employers and employees), 6 (experiences of workplaces) and 7 (encounters with further and higher education).	A2a, A2d, A2f, A3d, B2d
viii.	Work with the <i>Business Development and Communications</i> strand to promote level 3 mathematics education, including links with employers.	A2a, A2b, A2c, A2d, A2f, A3d, B1b, B1d, B2e
ix.	In partnership with the AMSP Regional Leads team, lead the AMSP's work to address regional differences in educational opportunities in post-16 mathematics.	A2d, A2f
x.	Lead the AMSP's work to increase girls' participation in level 3 mathematics.	A2a, A2d, A2f
xi.	Support development of MEI's work to support equality of opportunity for learners of mathematics from all ethnic backgrounds.	A2a, A2d, A2f
xii.	Work to achieve a fuller understanding of the impact of school and college funding and accountability measures on level 3 participation and seek to influence this.	B1c
xiii.	Make an internal appointment of a Deputy Programme Leader for Raising Participation and ensure that appropriate additional capacity is in place to enable MEI's Raising Participation strand to function effectively.	C5a

Teacher Support

Activity		Strategic objectives
i.	Work to ensure that the AMSP's KPIs for the delivery of teachers' professional development are met.	A4a
ii.	Work to ensure the NCETM KPIs are met.	A4a
iii.	Expand MEI's online and blended learning provision for teachers' professional development.	
iv.	Develop ready-to-use Desmos classroom resources to support recovery of lost learning due to the Covid crisis, targeted at key areas of the Key Stage 3 mathematics curriculum.	A2a, A5d, C6c
v.	Further develop MEI's work to support those teaching mathematics at the transition between Key Stages 2 and 3, consistent with the NCETM's 'Teaching for Mastery' approach to mathematics teaching.	A4a, C6c
vi.	Continue with and expand MEI's 'Deeper Maths' project to develop teaching and learning resources for Key Stages 3 and 4, consistent with the NCETM's 'Teaching for Mastery' approach to mathematics teaching.	A2a, A5c, C6c
vii.	Explore possibilities to capitalise on existing expertise, providing bespoke support to all schools including those in MATs and the independent sector.	A4a, C6c
viii.	Complete contracted work in partnership with Imperial College to develop a programme of online professional development for teachers who are supporting state-educated students to achieve the A* grade in A level Mathematics/Further Mathematics and continue development of the associated MOOCs.	A4a, C6c
ix.	Make an internal appointment of a Deputy Programme Leader for Teacher Support and ensure that appropriate additional capacity is in place to enable MEI's Teacher Support strand to function effectively.	C5a

Projection for 2020/21: Income and Expenditure account

Latest projections for 2020/21 indicate an overall deficit of £45k (19/20: surplus of £11k), with general reserves seeing a £41k deficit (2019/20: £35k surplus).

	2019/20 ACT £000	2020/21 BUD £000	2020/21 PROJ £000	VAR £000
Income & expenditure (+/-)				
General funds	35	-208	-41	167
Designated funds	-24	-138	-4	134
Surplus/(deficit)	11	-346	-45	301
Net income & expenditure (+/-) analysed by strand				
Curriculum & resources	128	-9	126	135
Teacher support	-56	-80	-58	22
AMSP	0	-138	-4	134
Business Devt & Comms	-61	-119	-109	10
Total	11	-346	-45	301
Reserves				
General funds	990	666	948	282
Designated funds	344	201	340	139
Total	1334	867	1288	421*

*The variance between budgeted closing reserves is £120k greater than the in-year activity variance of £301k because the 2019/20 actual result was £120k better than the forecast that was used when setting the 2020/21 budget.

Key assumptions

- OCR contract income of £34k is forecast for March 2021 but Covid-19 disruptions mean the contract is still being finalised and we are unsure of the final income amount.
- Accrued staff leave at the year-end will not be materially different from January 2021.
- Integral income includes £29k for the period January to March 2021, but this is difficult to predict this year due to Covid-19.
- Royalty income is forecast at £15k based on 2019/20 but the impact of the pandemic on book sales is unknown.

Variance Analysis	£000
a) Saving on budgeted AMSP clawback	46
b) Recovery of budgeted AMSP overspend	88
c) MEI costs saved due to COVID	124
d) Other income stream improvements	1
e) Other budgeted cost savings	42
Total	301

- a) Clawback for the AMSP contract year 2019/20, which was charged to MEI in 2020/21, was budgeted at £50k. The actual clawback charge was £3,619, resulting in a £46k saving against budget.
- b) The 2020/21 budget charged these AMSP costs against MEI's designated reserves, to allow the AMSP to maintain capacity despite a reduction in DfE funding. In the event, this was unnecessary. In-year changes in AMSP activity caused by the Covid-19 crisis meant that all AMSP costs for 2020/21 were fully recovered.
- c) The £124k of MEI costs saved due to Covid-19 consists of:
 - o Additional £24k in governance costs allocated to AMSP and recovered
 - o Salaries were overall on budget, but allocation to AMSP was £55k higher than budget because MEI staff were used for additional AMSP activities in response to the Covid crisis.
 - o £45k in non-AMSP travel savings
- d) Non-AMSP income was budgeted at £1,088k and forecast is £1,089k.
- e) The balancing £42k is made up of a number of offsetting variances.

Budget for 2021/22: Income and Expenditure Account

	2019/20 ACT £000	2020/21 PROJ £000	2021/22 BUD £000	VAR £000
Surplus/(deficit)				
General funds	35	-41	-275	-234
Designated funds	-24	-4	-28	-24
Total	11	-45	-303	-258
Net income/expenditure (+/-) analysed by strand				
Curriculum & resources	128	126	-165	-291
Teacher support	-56	-58	10	68
AMSP	0	-4	-28	-24
Business Devt & Comms	-61	-109	-120	-11
Total	11	-45	-303	-258
Reserves				
General funds	990	948	673	-275
Designated funds	344	340	312	-28
Total	1334	1288	985	-303

Key assumptions

- a) No clawback provision is budgeted for AMSP contract year 2020/21 (this cost would be incurred in MEI's 2021/22 accounts) because the DfE has given assurance that clawback is unlikely to be imposed because of the Covid disruption.
- b) £285k in Annual Plan discretionary activities is included, subject to Board approval (£270k of this is funded from MEI's General Reserves, £15k from Designated Reserves).
- c) Unidentified income of £50k is included.
- d) A salary increase equivalent to 1% on total base salaries is budgeted, to be implemented in September 2021.
- e) Inflation of 2% applied to cost base, with a general return to 75% of office based and face-to-face activity from September 2021.

MEI Budget 2021/22: Budget by strand

Profit & loss	Curriculum & Resources	Teacher Support	Advanced Maths Support Programme	Business Development & Communications	Governance	21/22 Total Budget	20/21 Forecast	19/20 Actual
Income								
Grant income	122,207	361,823	7,826,909	-	-	8,310,939	7,558,560	8,985,563
Integral and apps	401,396	-	-	-	-	401,396	399,397	375,365
Other income	71,895	52,209	-	50,000	-	174,105	253,249	454,380
Total income	595,498	414,032	7,826,909	50,000	-	8,886,439	8,211,206	9,815,308
Expenditure								
Salaries	397,544	350,922	2,519,918	36,616	36,311	3,341,311	3,234,815	3,033,426
Overheads	27,052	22,149	271,315	13,786	15,951	350,253	323,129	286,132
Travel & subsistence	7,442	7,850	152,000	2,422	875	170,588	31,285	306,970
Area coordinators	-	-	2,261,623	-	-	2,261,623	2,325,925	2,222,856
Tribal subcontract	-	-	1,291,922	-	-	1,291,922	1,283,888	1,285,307
Other expenditure	183,887	600	1,255,017	18,400	18,375	1,476,279	1,053,888	2,669,330
Clawback provision	-	-	-	-	-	-	3,619	-
Annual plan proposed activities	137,754	15,589	49,429	95,061	-	297,833	-	-
Total expenditure	753,679	397,110	7,801,225	166,284	71,512	9,189,810	8,256,550	9,804,021
Surplus / (deficit) before transfers	(158,181)	16,922	25,684	(116,284)	(71,512)	(303,371)	(45,343)	11,287
Allocation of governance costs	(7,151)	(7,151)	(53,634)	(3,576)	71,512	-	-	-
Surplus / (deficit) after transfers	(165,332)	9,771	(27,950)	(119,860)	-	(303,371)	(45,343)	11,287

Reserves	General	Designated	Total unrestricted
As at 1 Apr 20	989,767	343,730	1,333,497
Forecast 20/21 deficit	(41,724)	(3,619)	(45,343)
Budgeted 21/22 deficit	(275,421)	(27,950)	(303,371)
As at 31 Mar 22	672,622	312,161	984,783
<i>Reserves policy</i>	519,838	-	519,838
<i>Capacity above reserves threshold</i>	152,784	312,161	464,945

MEI Budget 2021/22: Budget by month

Income statement	Apr-21	May-21	Jun-21	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	21/22 Total	20/21 Forecast	19/20 Actual
Income															
Grant income	525,963	578,717	681,247	632,454	547,306	783,742	694,028	736,799	734,638	767,479	767,668	860,898	8,310,939	7,558,560	8,985,563
Integral and apps	4,690	3,935	7,720	36,147	24,960	203,124	65,772	22,150	1,476	13,715	6,135	11,573	401,396	399,397	375,365
Other income	5,979	6,929	9,629	30,429	5,029	7,529	6,234	6,234	7,529	5,029	8,029	75,529	174,105	253,249	454,360
Total income	536,632	589,580	698,596	699,029	577,295	994,394	766,034	765,183	743,642	786,223	781,832	948,000	8,886,439	8,211,206	9,815,308
Expenditure															
Salaries	276,503	276,503	276,503	276,503	276,503	279,828	279,828	279,828	279,828	279,828	279,828	279,828	3,341,311	3,234,815	3,033,426
Overheads	42,876	26,925	26,925	26,925	26,925	28,168	28,168	28,168	28,168	28,168	28,168	30,668	350,253	323,129	286,132
Travel & subsistence	2,200	7,361	7,361	7,361	2,880	18,831	22,610	20,841	17,331	18,591	18,591	26,630	170,588	31,285	306,970
Area coordinators	99,442	192,401	192,401	192,401	192,401	198,939	198,939	198,939	198,939	198,939	198,939	198,939	2,261,623	2,325,925	2,222,856
Tribal subcontract	106,953	107,724	107,724	107,724	107,724	107,724	107,724	107,724	107,724	107,724	107,724	107,724	1,291,922	1,283,888	1,285,307
Other expenditure	72,033	48,168	64,077	57,681	16,668	128,646	136,541	182,078	110,542	215,526	214,489	229,829	1,476,279	1,053,888	2,669,330
Clawback provision	-	-	-	-	-	-	-	-	-	-	-	-	-	3,619	-
Annual plan proposed activities	15,500	22,712	28,129	28,129	28,129	28,129	28,129	28,129	22,712	22,712	22,712	22,712	297,833	-	-
Total expenditure	615,507	681,795	703,121	696,725	651,230	790,266	801,940	845,707	765,246	871,489	870,452	896,331	9,189,810	8,256,550	9,804,021
Surplus / (deficit)	(78,875)	(92,215)	(4,526)	2,305	(73,935)	204,127	(35,906)	(80,524)	(21,603)	(85,265)	(88,621)	51,668	(303,371)	(45,343)	11,287

Appendix 1

MEI STRATEGIC GOALS

MEI's strategic goals are grouped under 3 headings:

A: Mathematics education – how we would like mathematics education to develop

B: MEI's place in mathematics education – the role we would like MEI to play in improving mathematics education

C: The type of organisation MEI needs to be – how we need to develop MEI to ensure it can support its goals for mathematics education

A: Mathematics education

- A1. All students, at all levels, have equitable access to high quality mathematics teaching, are engaged by mathematics and learn it effectively
- A2. All students study mathematics to at least age 18 enabling them to use mathematics with confidence to support their needs and aspirations
- A3. The mathematics curriculum and qualifications meet the needs of all students, at all levels, and prepare them for the future
- A4. High quality, subject-specific professional development is embedded into the work of all teachers of mathematics
- A5. All students and teachers of mathematics, at all levels, have access to high quality learning and teaching resources

B: MEI's place in mathematics education

- B1. MEI holds a secure position of leadership and influence in mathematics education, respected for its expertise, integrity and independence
- B2. MEI has extensive reach and influence in mathematics education through partnerships and collaboration, as well as through direct leadership
- B3. MEI is widely known for supporting and leading improvements in all aspects of mathematics education through innovative development

C: The type of organisation MEI needs to be

- C1. MEI's staff enjoy their work, are well-supported and highly motivated, and are proud to work for MEI
- C2. MEI is a diverse organisation which promotes equality, diversity and inclusion
- C3. MEI staff are highly-skilled experts who continually develop their professional expertise
- C4. MEI's infrastructure and systems allow it to operate efficiently and effectively
- C5. MEI has excellent leadership and effective governance
- C6. MEI has diverse sources of income which enable long-term financial sustainability

Appendix 2

The Advanced Mathematics Support Programme (AMSP) and the National Centre for Excellence in the Teaching of Mathematics (NCETM)

The AMSP and the NCETM are the two major government-funded contracts to support mathematics education in England.

AMSP

- The AMSP aims to increase uptake of level 3 mathematics qualifications (AS/A level Mathematics, AS/A level Further Mathematics and Core Maths), to improve the teaching and learning of level 3 mathematics and to support increased student progression to mathematics and mathematics-related degree programmes.
- It provides extensive professional development for level 3 and higher tier GCSE mathematics teachers, enrichment events to promote the study of level 3 mathematics and STEM subjects at degree level to students in Key Stage 4 and post-16, support for students taking university maths admissions tests and tuition in AS/A level Further Mathematics for students who cannot access Further Mathematics teaching in their own school or college.
- The AMSP contract is held by MEI, with Tribal as a major subcontractor. The contract is currently worth £8 million per year and runs to 31 July 2022.

NCETM

- The NCETM aims to improve the teaching of mathematics from early years through to post-16 (for post-16 level 3 it works to support the AMSP through the Maths Hubs).
- It developed and is rolling out nationally a 'Teaching for Mastery' (TfM) pedagogy programme for mathematics teaching at primary and secondary school level, informed by mathematics teaching practices used by jurisdictions in the Far East, which consistently achieve the best results in international comparisons of mathematics education. So far, the programme has reached over well over 9,000 primary schools and 1000 secondary schools (more than 50% and 30% of the respective totals).
- The NCETM set up and coordinates the work of the Maths Hubs Programme, a national network of 40 Maths Hubs, each led by a high-performing school. The original idea for the programme came from MEI's NCETM work and has influenced the development of other DfE-funded subject hub programmes in English, Music and Computing. The Maths Hubs encourage collaborative working within and between schools to improve mathematics education. The Maths Hubs enable the NCETM to implement its professional development programmes for teachers of mathematics nationally.
- The NCETM contract is held by Tribal, with MEI as a major subcontractor. The contract is currently worth £3.8 million per year and runs to 31 August 2022. The Maths Hubs are funded separately through government grant. Current funding is over £25 million per year

Appendix 3

Reconciliation between 2020/21 budget forecast and 2021/22 budget

	C&R	TS	AMSP	BDC	Total	Notes
	£000	£000	£000	£000	£000	
20/21 budget forecast	126	(58)	(4)	(109)	(45)	
21/22 Income and expenditure changes						
Income changes						
Unidentified income to be raised	-	-	-	50	50	
Increases in grant income	16	22	-	-	38	Nesta, Data Science, Imperial/ other grants
Decreases in AMSP recharges	(17)	-	-	-	(17)	MEI surpluses from AMSP laptop purchases
AMSP additional income to reflect cost changes			275		275	
Other	(8)	(5)	-	-	(13)	
Expenditure changes						
Annual plan proposed discretionary spend activities	(138)	(16)	(49)	(95)	(298)	All AMSP costs covered by DfE other than £28k of Deputy roles
Changes in salary allocation*	(103)	78	(108)	22	(109)	Cumulative Sept 20 and Sept 21 pay rises, plus new roles; allocation weighted more heavily towards C&R and AMSP
Travel & subsistence	(1)	(7)	(129)	(2)	(139)	Return to 75% of usual activity from Sep-21
Fundraising savings	-	-	-	38	38	Philanthropy Company costs, offset by £40k in discretionary spend above
Increase in Integral investment	(47)	-	-	-	(47)	In addition to Integral discretionary spend
Increases in overhead and governance	(2)	(4)	(13)	(10)	(30)	Includes additional legal and IT costs
Other	8	(1)	-	(14)	(7)	
21/22 budget	(166)	10	(28)	(120)	(304)	

* The 'big picture' here is that (a) excluding the discretionary spend, non-AMSP salaries are budgeted to change hardly at all, and (b) an additional £108k of salaries will be charged to AMSP, reflecting that more MEI staff time will be spent working on AMSP activity.

Proposed MEI discretionary spend 2021/22

1. Development Projects

Project	Cost	Impact on capacity		Benefits						Notes
	Estimated additional cost from reserves	Added capacity for other work	Management overhead	MEI Strategic Goal	Ease of generating income	MEI's charitable aims	Covid recovery	Position for future DfE contract	Ease of measuring impact	
1a] Desmos KS3 resources	£32.5 (0.5 FTE) Temporary appointment	0	More	A5	Medium From funding	High	High Benefits large numbers of students	Medium Supports Teaching for Mastery and Deeper Maths	Low	Start fulltime ASAP (i.e. front load). MEI to underwrite but will try for DfE Covid recovery or other funding. Will demonstrate what could be achieved for KS4/5.
Desmos KS4/5 resources	£32.5 (0.5 FTE)	0	More	A5	High From funding	High	High Benefits large numbers of students	Medium Adds further value	Low	Will only proceed if external funding obtained. Has potential for DfE Covid-recovery funding.
Yr 10/11 contextualised resources	£15k (36 Associate Days)	0	More	A5	Medium From sales	High	High Would help to engage students	Low Some added value	Low	Will only proceed if funded, e.g. as part of bespoke package for HEI Widening Participation support.
1b] Integral platform enhancements	£42k (105 Associate days)	0	Neutral	A5	Low May increase sales	High	High Better mobile accessibility	Medium Adds value	High Nesta evaluation	Complete A level Mathematics videos (£10k); continue Nesta project from August (£32k)
1c] Deeper Maths development	£16k (105 Associate days)	0	Neutral	A5	Low From funding	High	Medium Improves teaching	Medium Adds value	Low	
1d] Data Science	£32k (0.5 FTE) Temporary appointment	0	More	B2	High From funding	High	Low	Low	Medium	Start from 1/4
Developing MEI ODPD courses	£13k (0.2 FTE)	0	More	A4	TBC	None	None	None	N/A	AMSP developments will inform future work.
Development projects total	£122.5k (For 1 FTE + 145 AD)	0								

Cyan highlighting = Will only do if able to obtain external funding

Red highlighting = Not planned for 2021/22

Notes

- All these projects could operate flexibly. We could scale down activity on them if changing circumstances meant capacity were needed for other work.
- None of the R&D projects require MEI to commit to ongoing costs beyond financial year 2021/22.
- The costs are all proposed maximum amounts.
- 1a] and 1d] could be staffed through short-term (0.5 FTE) employment contracts or through expert MEI associates.
- The starts of these projects could be staggered, subject to capacity, but we would hope to start them ASAP.

2. Additional capacity and support

Capacity/support	Cost	Impact on capacity		Benefits						Notes
	Estimated additional cost from reserves	Added capacity for other work	Management overhead	MEI Strategic Goal	Ease of generating income	MEI's charitable aims	Covid recovery	Position for future DfE contract	Ease of measuring impact	
2a] Website maintenance role	£24k	+1 FTE	More	B3	Not quantified General	Increases capacity, especially for marketing and resources development, enabling MEI to be more effective			Assumes employ from 1/5	
2b] Resources QA Coordinator	£26k	+1 FTE	More	A5		Increases capacity, especially for marketing and resources development, enabling MEI to be more effective			Assumes employ from 1/5	
2c] Employee healthcare scheme	£5k pa	+0.1 FTE	N/A	C1		Increases capacity, especially for marketing and resources development, enabling MEI to be more effective			May reduce staff absence	
2d] Deputy Programme Leader roles (0.4 FTE for Teacher Support and 0.2 FTE for Raising Participation)	£43k* (0.6 FTE)	0	Less	C5	Alleviates workload issue			Part-funded from AMSP designated reserves.		
2e] Appointing MEI HEI Lead	£30k (0.4 FTE)	Relieves some BDC workload	More	B2, B3	High Integral and other sales	Supports sales of Integral HE and other services				
2f] CRM system set up/licence	£10 (then £4k pa licence)	0	More	B2, B3,C6	Medium General	Supports fundraising and marketing			Ongoing £4k licence cost.	
Capacity and support total	£138k	2.1 FTE								

Notes

- Roles 2a] and 2b] would be recruited on 1 year contracts, so no long-term commitment necessary.
- 2c] might also have a positive impact on staff morale and well-being – the proposal is that staff would need to opt in, and MEI would pay half the cost.
- 2d] and e] would be permanent internal promotions
- 2d] the deputies are necessary to alleviate unsustainable workload in the AMSP. Backfill is included in the cost.
- 2e] has potential to develop significant income for MEI through selling MEI services to universities. Backfill is included in the cost.
- Backfill for 2d] and 2e] could be achieved through the appointment of a maths educator on a temporary contract to 31 August 2022*.
- The long-term salary commitment from these proposals is the cost of the three internal promotions in 2d] and 2e], roughly £6k.
- Ideally, these proposals would be implemented ASAP to provide much-needed extra capacity.

* Temporary posts likely to be filled by practicing teachers need a commitment to 31 August to fit in with the teacher recruitment cycle.

3. Fundraising support

Fundraising	Cost	Impact on capacity		Benefits						Notes
	Estimated additional cost from reserves	Added capacity for other work	Management overhead	MEI Strategic Goal	Ease of generating income	MEI's charitable aims	Covid recovery	Position for future DfE contract	Ease of measuring impact	
Employ Head of Fundraising	£50k (1 FTE)	0	More	C6	N/A	Improves MEI's readiness and positioning for fundraising with charitable foundations and a future DfE contract.				Salary +20% oncosts. Assumes start 1/4
Employ Fundraising Coordinator	£22.5 (1 FTE)	0	More	C6	N/A					Salary +20% oncosts. Assumes start 1/6
3a] Fundraising consultancy	£7.5k £40k	0	More	C6	N/A					Budget agreed by FT&FG
Other fundraising costs	£8k	0	N/A	C6	N/A					Travel, events, payment gateway, marketing
Fundraising total	£40k	0								

Yellow highlighting = As recommended by Fundraising Task and Finish Group, subject to Board approval

Notes

- Fundraising consultancy requires no financial commitment beyond financial year 2021/22.

Discretionary spend		
GRAND TOTAL	£300.5k	+2.1 FTE

Of this total, the ongoing cost commitment would be for the promoted posts in 2d] and 2e], a total of roughly £6k p.a., together with an ongoing p.a. licence fee for the CRM system of £4k.