

Change Control Notice – Ref: TLIF / RD1000845 / CNN / 002

Contract Number	RD1000845	DfE Contract / Programme Manager	Barry Durrans; Laverne Levick
Contractor	Ruth Miskin Training	Original Contract Value (£)	£1,056,290.00
Contract Start Date	14/09/2017	Contract Expiry Date	31/03/2020

Variation Requested	Recruitment of a third cohort of 36 schools
Originator of Variation (tick as appropriate)	DFE <input checked="" type="checkbox"/> Contractor <input type="checkbox"/>
Date	11 July 2018
Reason for Variation	<p>The first round of the Teaching and Leadership Innovation Fund (TLIF) was launched in Spring 2017. Following a competitive procurement process, the Contractor was awarded a contract in September 2017 to deliver a whole school literacy professional development programme to support systematic synthetic phonics teaching.</p> <p>The Contractor have achieved early their contracted recruitment target of 72 priority schools in priority areas. Recruitment of the first cohort of 36 schools was achieved in January 2018, with the second cohort of 36 priority schools due to start the programme no later than the end of September 2018.</p> <p>Current data suggests there are approximately 750 TLIF eligible schools (priority schools in priority areas) that could benefit now from phonics provision. These are schools that are below average with reading and writing at KS2. Under the current contract, the Contractor has targeted 9.6% (72 schools) of these eligible schools. Offering a further cohort of 36 schools will enable the Contractor to target an additional 4.7% schools, helping to further meet the need for phonics provision.</p>
Summary of Variation (e.g. specification, finances, contract period)	<p>In order to meet a proportion of unmet demand for Continuous Professional Development in systematic synthetic phonics, the Contractor will recruit a third cohort of 36 schools (1044 teachers and leaders) to their Read Write Inc TLIF programme. Recruitment of schools will commence from Summer 2018 with all 36 schools recruited by 31 December 2018 and delivery of the training completed in full by 31 March 2020.</p> <p>In line with their current contract, the Contractor will provide each school with:</p> <ul style="list-style-type: none"> • Two-day literacy training for the Reading Leader prior to in-school training, to provide knowledge

	<p>of assessment processes and implementation plans.</p> <ul style="list-style-type: none">• Two-day literacy (phonics and early reading) training for all staff, including teaching assistants and Headteacher.• Two one-day leadership professional development training for the Headteacher and Reading Leader.• 16 in-school professional development days with the leadership team and reading teachers to ensure high quality data-driven teaching with a focus on the slowest progress 20% of children and to establish a weekly coaching cycle to drive effective teaching. <p>Key Performance Indicators (KPIs)</p> <p>KPIs will be measured in line with the current contract and agreed structure in place for the first two cohorts.</p> <p>Schedule 4 table 3 has been updated to reflect the recruitment of an additional third cohort of 36 schools. Amendments to the KPI table can be found below in the supporting documentation.</p> <p>Milestone Plan</p> <p>A revised milestone plan will replace the milestone plan at Schedule 5, Paragraph 4 of the current contract to reflect the inclusion of an additional third cohort of 36 schools. This reflects a contract variation award date of no later than 31 Aug 2018 with delivery of the programme to commence no later than 31 Jan 2019 and end by 31 March 2020, in line with the expiry date of the current contract.</p> <p>Amendments to the Milestone Plan are included in the supporting documentation section below.</p> <p>Cost Matrix</p> <p>A revised cost matrix reflecting the additional cost of £516,820, for the recruitment and delivery of a third cohort of 36 schools will replace the existing cost matrix at Schedule 9 of the current contract. This will bring the total contract spend to £1,573,110.</p> <p>The revised cost matrix is included in the supporting documentation section below.</p>
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	<p>The Contractor's Solution - RMT Variation Proposal</p> <p>The variation proposal will be added as an annex to Schedule 10 of the current contract, to reflect the detail of the proposal to recruit a third cohort of 36 schools. The proposal is included in the supporting documentation section below.</p>
<p>Date of Variation commencement</p>	<p>11 July 2018.</p>
<p>Date of Variation expiry (if applicable)</p>	<p>31 March 2020.</p>
<p>Total Value of Variation £</p>	<p>£516,820</p>
<p>Payment Profile (if applicable) e.g. milestone payments</p>	<p>See cost matrix below for details of payment amounts and dates</p>
<p>Revised daily rate (if applicable)</p>	<p>N/A</p>
<p>Impact on original contract (if applicable)</p>	<p>This variation allows for the recruitment and delivery of the Read, Write, Inc programme to a third cohort of 36 schools by 31 March 2020. The recruitment and delivery of a third cohort of schools through this variation will not impact on the delivery model for cohorts one and two.</p>
<p>Supporting Information (Please attach all supporting documentation for this Change Control)</p>	<p>Please refer to the supporting documents inserted below.</p> <p>Schedule 4 – Table 3 KPIs</p> <p> RMT draft KPI's for additional cohort.doc</p> <p>Schedule 5 - Paragraph 4 of the Milestone Plan</p> <p> 20180620 Wave 3 Revised Milestone PI</p> <p>Schedule 9 – Commercially Sensitive Information, RMT Revised Cost Matrix</p> <p> 20180620 RMT Revised Cost Matrix.</p> <p>Schedule 10 – The Contractor's Solution, RMT Variation Proposal:</p>

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	 20180612 RMT Variation Proposal.pd
Terms and Conditions	Save as herein amended all other terms and conditions of the Original Contract shall remain in full force and effect.
Variation Agreed	
For the Contractor: Signature.....  Full Name.....MELANIE ERWIN Title.....DIRECTOR Date.....11 July 2018	For the DFE: Signature.....  Full Name.....VERITY REBECCA PRIME Title.....DEPUTY DIRECTOR Date.....16 July 2018

Please note that no works/services described in this form should be undertaken, and no invoices will be paid until both copies of the CCN are signed, returned and counter-signed.

To be entered by the Commercial department:			
Commercial Contact		Reference Number	
Date received		EC Reference	

	KPI	Measure	Monitoring Method	Financial Consequence	Service Credit Mechanism (SCM)	Target and Measure for application of SCM
1	Recruitment	<p>A minimum of 72 schools are recruited over two cohorts</p> <p>An additional cohort of 36 schools are recruited by end of December 2018</p>	<p>Monthly monitoring during the recruitment cycle.</p> <p>Success against target will be measured for this cohort at the start of the first year of the programme.</p>	Yes	<p>SCM 1a Recruitment Cohort 1</p> <p>SCM 1b Recruitment Cohort 2</p> <p>SCM 1c Recruitment Cohort 3</p>	<p>100% of cohort of 36 schools to be recruited by, and have had the first training day, by the end of February 2018</p> <p>100% of cohort of 36 schools to be recruited by the end of September 2018, and have had the first training day by the end of December 2018</p> <p>100% of cohort of 36 schools to be recruited by the end of December 2018, and have had the first training day by the end of January 2019.</p>
2	Recruitment	<p>A minimum of 216 school leaders over three cohorts (72 to start by the end of February 2018 a further 72 by the end of September 2018 and the final cohort of 72 by December 2018).</p> <p>A minimum of 1404 classroom teachers over three cohorts (468 to start by January 2018, a further 468 by September 2018 and the final cohort of</p>	<p>Monthly monitoring during the recruitment cycle.</p> <p>Success against target will be measured for this cohort at the start of the first year of the programme.</p>	No		<p>First cohort measured by the end of February 2018, but not in relation to service credits.</p> <p>Second cohort measured by the end of September 2018, but not in relation to service credits.</p> <p>Third cohort measured by the end of January 2019, but not in relation to service credits.</p>

		468 by December 2018). A minimum of 1404 teaching assistants over three cohorts (468 to start by January 2018, a further 468 by September 2018 and the final cohort of 468 by December 2018).				
3	Geographical spread of participants	At least 70% of schools must be in priority areas. At least 70% of schools in priority areas will also be priority schools. All schools outside priority areas will be priority schools.	Success against target will be measured for each cohort at the start of the first year of the programme	Yes	SCM 3a geographical participant target Cohort 1 SCM 3b geographical participant target Cohort 2 SCM 3c geographical participant target Cohort 3	Targets as specified by the end of January 2018 Targets as specified by the end of September 2018 Targets as specified by the end of January 2019.
4	Retention	Recruit the best candidates and engage them throughout so that 95% of schools complete the programme	Retention rates will be measured for each cohort from the start of the programme each year through to the end of the academic year, for each year of the programme The retention KPI will measure withdrawals for reasons	Yes	SCM 4a - 34 of 36 cohort 1 schools complete year 1 of the programme SCM 4b - 34 of 36 cohort 1 schools complete year 2 of the programme SCM 4c - 34 of 36 cohort 2 schools complete	Targets as specified in July 2018 Targets as specified in July 2019 Targets as specified in July 2019

			within the Contractor's control (e.g. those leaving due to issues with programme quality or appropriateness of the programme to their needs).		<p>year 1 of the programme</p> <p>SCM 4d - 34 of 36 cohort 2 schools complete year 2 of the programme</p> <p>SCM 4e - 34 of 36 cohort 3 schools complete year 1 of the programme</p> <p>SCM 4f - 34 of 36 cohort 3 schools complete year 3 of the programme</p>	<p>Targets as specified in March 2020</p> <p>Target as specified by end of July 2019.</p> <p>Targets as specified in March 2020</p>
5	Satisfaction	80% of participants rate the programme as good or above overall	Satisfaction will be measured through a survey completed by all participants at the end of the academic year, for each year of the programme.	Yes	<p>SCM 5a - Satisfaction - 80% of participants rate the programme as good or above – cohort 1 at the end of year 1 of the programme</p> <p>SCM 5b - Satisfaction - 80% of participants rate the programme as good or above – cohort 1 at the end of year 2 of the programme</p> <p>SCM 5c - Satisfaction - 80% of participants rate the programme as good or</p>	<p>Target as specified by end July 2018</p> <p>Target as specified by end July 2019</p> <p>Target as specified by end July 2019</p>

					<p>above – cohort 2 at the end of year 1 of the programme</p> <p>SCM 5d - Satisfaction - 80% of participants rate the programme as good or above – cohort 2 at the end of year 2 of the programme</p> <p>SCM 5e - Satisfaction - 80% of participants rate the programme as good or above – cohort 3 at the end of year 1 of the programme</p> <p>SCM 5f- Satisfaction - 80% of participants rate the programme as good or above – cohort 2 at the end of year 2 of the programme</p>	<p>Target as specified by end March 2020</p> <p>Target as specified by end July 2019</p> <p>Target as specified by end of March 2020</p>
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SERVICE CREDITS

- 1 Accrual of Service Credits shall entitle the DFE to a reduction in the Charges. The Contractor shall set-off the value of any Service Credits against the appropriate invoice in accordance with schedule 3. The mechanism for recovery of any Service Credits will be developed and agreed with the Contractor within the first 3 months of the Contract.
- 2 The Contractor confirms that it has modelled the Service Credits and has taken them into account in calculating the Charges. Both Parties agree that the Service Credits are a reasonable method of adjusting the Charges to reflect poor performance.
- 3 The Contractor has agreed to put 8% of the contract value, £125,848.80 at risk or £41,949.60 each

financial year of contract. The key performance indicators where financial consequences will be applied are listed in Table 3

- The Service Credit Mechanism will be cumulative for the academic year. Table 1 provides a breakdown of the financial consequences that will be applied in the event of KPI failure(s) and Table 2 sets out the Service Credits that will apply to this contract.

Table 1 - Financial Consequences

	Year 1	Year 2	Year 3
1 x KPI missed	5/8 x (cost at risk per year)	5/8 x (cost at risk per year)	5/8 x (cost at risk per year)
2 x KPIs missed	6/8 x (cost at risk per year)	6/8 x (cost at risk per year)	6/8 x (cost at risk per year)
3 x KPIs missed	7/8 x (cost at risk per year)	7/8 x (cost at risk per year)	7/8 x (cost at risk per year)
4 x KPIs missed	8/8 x (cost at risk per year)	8/8 x (cost at risk per year)	8/8 x (cost at risk per year)

Table 2 - Service Credits that will apply to this contract

Ruth Miskin Training cost at risk per academic year	For one KPI missed 5/8	For Two KPIs missed 6/8	For three KPIs missed 7/8	For Four KPIs missed 8/8
41,949.60	26,218.50	31,462.20	36,705.90	41,949.60

2018				
	31-Aug-18	31-Oct-18	31-Oct-18	31-Dec-18
Milestone	Sign contract variation and begin recruiting for wave 3	Half wave 3 schools recruited	First participant session to have been delivered for wave 3	All wave 3 schools recruited
Notes	Latest possible date if contract is likely to be ready in August	18 schools		18 schools (total 36)

2019						
	31-Jan-19	28-Feb-19	28-Feb-19	30-Apr-19	30-Jun-19	31-Jul-19
Milestone	All wave 3 schools to have had Day 1 whole-school training	All wave 3 schools to have had Day 2 whole-school training	All wave 3 schools to have submitted staff data and signed memorandum of understanding	All wave 3 Headteachers and Reading Leaders invited to attend half-day transformational leadership session with Ruth Miskin	All wave 3 Reading Leaders and Headteachers (or other member of SLT) to have attended Reading Leader Day 1 training	All wave 3 schools to have had a minimum of 5 Development Days
Notes				At least 70% participation. At least 2 locations. Distance may be a barrier to attendance for some delegates	15% slippage risk due to cancellation by school. In the case of cancellation the delegate's booking will be moved to the next available training	

2020			
	31-Mar-20	31-Mar-20	31-Mar-20
Milestone	All wave 3 schools to have had full allocation of 16 Development Days	All wave 3 schools to have finished programme and move to legacy phase.	Duration of proposal - end date
Notes	If contractually required by this date or by end June 2020 if there is a possibility to 'carry over'.	If contractually required by this date or by end June 2020 if there is a possibility to 'carry over'.	The date you assume to finish your contract and for final invoice.



School/Participant cohort size

Details of how you will recruit and deliver the programme to a further cohort of 36 schools and a minimum of 900 participants by 30 March 2020.

Aim and prior success

The purpose of the PD programme is to:

1. Provide a sustainable leadership model of ongoing professional development for middle leaders and Headteachers
2. Enable middle leaders to establish effective weekly coaching systems to include practice, observation and feedback to increase teacher effectiveness
3. Increase teachers and teaching assistants' knowledge and skills in the teaching of phonics and early reading
4. Raise standards in literacy for Key Stage 1 pupils and pupils in Key Stage 2 not yet meeting expected standards.

RMT proposes to recruit a total of 36 priority schools in Opportunity Areas (OA) and Category 5 and 6 areas during the Autumn term 2018.

According to our data, 36 schools represent ~8% of eligible priority primary and special schools in priority areas (that RMT is not already working with). We aim to recruit from across England, satisfying the requirement to balance recruitment across Lots. We will prioritise the North to align with the Northern Powerhouse Strategy.

We estimate 36 schools will proffer an average of 1,044 trainable staff¹ (leaders, teachers and teaching assistants) so it is highly likely we will work with a minimum of 900 participants. For the original two cohorts, we recruited 72 schools in total proffering 1,116 and 1,126 participants respectively, exceeding expectations and making it likely further recruitment will have the necessary reach.

Recruitment

We anticipate recruiting 36 schools will be achievable in the given time frame. We have clear insights into the areas and numbers of schools available for the programme and our experience recruiting for Waves 1 and 2 includes creating the structures and networks for further recruitment.

We have strong working relationships with OA leads, some Local Authority educational advisors, academy network leads and school alliances and clusters with whom we already work. This network of contacts was invaluable in recruiting for Waves 1 and 2. We will utilise this network to recruit for Wave 3 in addition to our online profile raising activities – Facebook, Twitter, email campaigns, the RMT Newsletter and RMT Reading Leader Newsletter – and our colleagues in the Oxford University Press (OUP) sales team. The OUP sales team have representatives in every region who regularly meet with schools who do not use *Read Write Inc. Phonics* already. They will be able to help spread information about the offer and guide schools to contacting RMT.

¹ Using [Maintained schools and academies inspections and outcomes as at 31 December 2016](#) we estimated the number of classroom teachers and leaders per priority school in the priority areas. Average number of leaders: 3. Average number of classroom teachers: 13. 36 schools yield 108 leaders and 468 classroom teachers. All teaching assistants will be trained to teach literacy – a potential additional 468 staff (assuming schools have one TA per class).

We will recruit through these channels:

Activity type	Description	Audience	% of schools recruited through this channel in previous cohorts
School network	Trained schools to spread word (now including current TLIF project schools)	School leaders, teachers, TAs	Up to 34%*
Contacts	OA Leads, Local Authority educational advisors	School leaders	20%
Trainer/Rep network + print flyers	RMT trainers and OUP reps to spread word and leave printed flyers when they visit schools	School leaders, teachers, TAs	Trainers: 10% OUP: 6%
E-Campaigns	Emails to targeted demographics, e.g. primary schools in Doncaster. Distribution list reach to named contacts at 'non-RWI' schools has been drastically reduced due to GDPR	School leaders, teachers, TAs	17%
Twitter	Free posts on RMT Twitter page (over 2,800 followers)	Experts, journalists and press organisations, education charities and businesses, schools, school leaders, teachers	4%
RMT Website	1,343,384 page views and 248,605 users in period 1 June 2017 - 31 May 2018	School leaders, teachers, TAs	4%
RMT Newsletter	Monthly newsletter to over 1,197 subscribers – reach has been reduced due to GDPR	School leaders, teachers, TAs	Unknown
Facebook	Free posts on RMT Facebook page (over 12,800 followers)	Teachers, TAs, parents and carers	Unknown

* The most common response to the question 'How did you hear about this opportunity?' on our original expression of interest form was 'word of mouth' (34%). This is likely to reflect a number of sources.

The DfE website was attributed with 5% of the responses.

Delivery

The programme will provide for each school:

- Two-day literacy training for the Reading Leader prior to in-school training to provide knowledge of assessment processes and implementation plans
- Two-day literacy (phonics and early reading) training for all staff, including teaching assistants and Headteacher
- Two one-day leadership PD trainings for Headteacher and Reading Leader

- 16 in-school PD days with the leadership team and reading teachers to ensure high quality data-driven teaching with a focus on the slowest progress 20% of children and to establish a weekly coaching cycle to drive effective teaching.

Schools will be trained and supported in the use of the existing *Read Write Inc.* Phonics programme, meaning there will be no additional development costs incurred.

Training and PD will be booked by the Ruth Miskin Training administration team and delivered by RMT Consultant Trainers. Consultant Trainers are based in all regions of England (and Wales) with a combined capacity to train and support a further 36 schools according to the geographical reach outlined below and in the original TLIF bid.

We plan to begin delivery to Wave 3 schools by November 2018 and to ensure all Wave 3 schools have had their two in-school training days by 28 February 2019. We anticipate that most training days will take place in December 2018, January and February 2019.

As per Wave 1, RMT will need to recruit mid-way through a financial year and potentially after the start of an academic year, meaning that school INSET dates will be set and many already booked. As we found with the previous two cohorts, some schools are able to be flexible and change or call an extra INSET day for staff training, but others cannot. In this situation, we can:

- explore all date options further
- suggest Headteachers contact their MAT CEO or LA for permission to add a training day
- consider regional training for a school with very small staff group
- offer training dates on Saturdays or in school holidays
- consider booking training on days when the school is open, and duplicating one of the training dates, i.e. whole-school training for Phonics Day 1 on an INSET, then half the staff attend Phonics Day 2 on one (normal school) day and half on another**

** We do not have additional budget set aside for this scenario, and would need to charge a school the discounted rate of £1,000 +VAT per additional training day, which could be a barrier to participation. We propose that the DfE considers allowing a school to 'trade' two funded Development Days for one additional training day. The school would receive 14 Development Days rather than 16. Whilst we acknowledge this changes the original model slightly, we do not anticipate a large effect because Wave 3 schools will be fitting their Development Days into a shorter time period than the other two cohorts, and therefore having as or more regular support from their Consultant Trainer. It will not affect the children's outcomes substantially as we will still have 14 Development Days to work intensively with staff and children. We would explore all other solutions first but this would help to mitigate the risk of not recruiting due to lack of available school training days.

We may be approached by Ofsted 'Good' schools with literacy data causing concern in priority areas, as happened previously. We will prioritise schools in Requires Improvement and below, and request the relevant OA lead or DfE team to consider the inclusion of Good schools as priority schools on a case by case basis.

Assumptions (with evidence)

- Schools are likely to respond positively to funded PD and RMT will give clear guidance on commitment required thus reducing risk of attrition.
 - There is a marked demand for PD in the education press and in DfE research. We have a wealth of positive feedback from schools and teachers we already work with indicating PD is always positively received.

- Schools will be flexible regarding training dates. The speed required to recruit and book PD dates means that key dates (e.g. popular INSETs) may be unavailable. We will make this clear in all communication with schools.
 - This was not a problem with Wave 1 and 2 recruitment. Most schools proved flexible where possible and rearranged conflicting commitments to timetable training. We anticipate this will hold true for Wave 3.
- Reading Leaders will be willing to establish a weekly coaching cycle once they have had substantial guidance and PD from Consultant Trainer.
 - *Read Write Inc.* Phonics reduces teacher workload overall (even including weekly coaching sessions) as planning of one-hour daily Phonics and early reading lessons is already done for staff and included in teaching handbooks.

Geographical targeting

Details of how you will continue to prioritise recruitment in the most disadvantaged areas and how you will ensure that a minimum of 70% of the additional cohort of priority schools are recruited from Category 5 and 6 areas (including Opportunity Areas (OAs)).

RMT will recruit priority schools (Ofsted 3 or 4) in priority areas (Opportunity Areas and Category 5 and 6 areas).

For TLIF Waves 1 and 2 we recruited 91% of schools from priority areas, exceeding the 70% minimum requirement.

RMT has a list of all the category 5 and 6 areas and information about the number of schools in each area, including Ofsted status where it is available, summarised in Table 1. Schools that have had in-school *Read Write Inc.* training or PD in the last two years, or have future training booked, have not been included (total 209).

	North	Central	South	Total
Opportunity Areas	75	31	41	147
Category 5 and 6 Areas	97	304	269	670
Total Priority Schools by Lot	172	335	310	817

N.B. According to our records, there are 310 (non-*Read Write Inc.* trained) schools in OAs and Category 5 and 6 areas that do not currently have an Ofsted status (e.g. recent academy conversions). These have been included in the above figures.

To maintain a balance across lots we aim to recruit 15 schools from the North Lot, 11 from the Central, and 10 from the South. This may change as we respond to demand, however we will meet the minimum stipulation that 15% of recruited schools come from each Lot.

We will prioritise recruitment in the Opportunity Areas because the DfE has identified these areas as the neediest. We have strong working relationships with most OA Leads who, due to time constraints, were unable to extend the Wave 1 and 2 offer to as many OA schools as planned. However, given the opportunity arising from this contract variation, those schools in OAs that missed out will be offered entry to the project for Wave 3.

Where it is not possible to recruit in Opportunity Areas we will recruit in Category 5 and 6 areas. This was previously a successful approach: 38% of Wave 1 and 2 schools were from

Opportunity Areas and 53% were from Category 5 and 6 areas. (The remaining 9% were recruited from outside both Opportunity and Priority Areas.) Any schools recruited outside of Priority and Opportunity Areas will always be priority schools, i.e. Ofsted Requires Improvement or below.

School contributions

Under the current contract agreement each of the 72 schools recruited received a 30% discount on the purchase of Oxford University Press materials. Our expectation is that this discount is also offered to the additional cohort of schools. Can you please confirm as part of your proposal that this will be the case?

The Director of Content & Strategy at Oxford University Press has confirmed in writing that OUP will provide a 30% discount on *Read Write Inc. Phonics* (and Fresh Start) resources for schools recruited to the TLIF project, for the length of the schools' involvement. Schools will need to contribute 70% of the cost of resources. We believe this financial buy-in will act as an incentive to schools to commit to the programme fully because their stake in the project is greater.

The cost of resources could present a risk to initial recruitment as a disincentive, however, it does not appear to have hindered our recruitment of 72 schools for Wave 1 and 2.

To mitigate this risk, we will:

- **Carefully write recruitment documents** to make costs clear relative to normal costs of implementing *Read Write Inc. Phonics*
- **Put interested schools in touch with OUP immediately** to get a quote for resources so they can consider budget before committing
- **Make it clear that pupil premium money can be spent on *Read Write Inc. Phonics* – [the EEF rates Phonics as a low cost use of PP funding](#)** with a very secure evidence base. *Read Write Inc.* fits a number of other EEF approved uses of PP funding, e.g. small group tuition, oral language intervention, behaviour intervention, feedback.

We know that more schools have bought *Read Write Inc.* resources than the accompanying training. This indicates schools make space in their budgets for resources, but neglect to invest in the training and PD. We infer that:

- a) schools are willing to spend money on resources already, which reduces the severity of this risk, and
- b) some target schools will already have *Read Write Inc.* resources, which will increase the likelihood of uptake.

Costs / Cost matrix

We are seeking to achieve cost savings on the per participant / per school costs based on the original contract value, which could be realised as a result of RMT resources and administration processes already having been developed for cohorts 1 and 2. We therefore ask that you take this into consideration when developing your variation cost proposal.

See *attached* updated cost matrix that reflects the proposed changes to recruit and deliver to a further 36 schools. Please note that the price of any Variation may not exceed 50% of the value of the original Contract. Therefore, we expect that the unit cost per school must not exceed £14,222.

Overview / Financial Summary

Ruth Miskin Training is seeking an additional **£516,820** (excluding VAT) to work with a further 36 schools and:

- Provide a professional development (PD) and leadership development offer that meets the needs of schools in challenging areas
- Improve the quality of teachers and effective teaching in classrooms.

The PD will be based upon *Read Write Inc.* Phonics to improve literacy outcomes for children.

This increases the total value of the Contract from **£1,056,290** to **£1,573,110** (excluding VAT). The cost of the Variation would therefore represent a 48.9% increase on the value of the original Contract.

Amended costs per financial year:

Year 1	July 2017 – March 2018	***£167,450
Year 2	April 2018 – March 2019	£751,300
Year 3	April 2019 – March 2020	£654,360

*** Actual invoiced amount in 2017/18 was £157,800 (+VAT).

Wave 3 costs:

Total cost (including 10% discount on all delivery charges)	£516,820
Cost per school	£14,356
Cost per participant (average 29 staff per school)	£495
Total cost including VAT	£620,184

Value for money

RMT has continued to include the discount of 10% on all delivery charges, taking the cost per school from £15,949 to £14,356 – a saving of **£1,593** per school overall, or **£315** per school between the original TLIF cohorts and Wave 3.

Original cost per school (without project discounts): £15,949

Wave 1 and 2 cost per school: £14,671

Wave 3 cost per school: **£14,356**

The suggested unit cost per school from the Department is no more than £14,222, however this is not achievable without changing the delivery model, for the reasons set out below.

The Department has suggested that per school/participant cost savings could be realised *“as a result of RMT resources and administration processes already having been developed for cohorts 1 and 2”* – however, there were no additional resources developed for the first cohorts. As the literacy programme is already developed, and consistently updated as part of standard practice, the following continues to be included at no cost:

- Updates to content of PD training and in-school PD days
- Updates to professional development films on RMT School Portal.

As RMT is part of an existing trial with the Education Endowment Foundation and had already developed evaluation materials, RMT continues to include the following at no cost:

- Fidelity to teaching survey
- Data gathering system for tracking pupil progress.

Ruth Miskin will again lead a half-day transformational leadership training for all Headteachers and Reading Leaders of recruited schools at no charge.

Aside from direct cost of PD delivery, other costs (recruitment, marketing) for Wave 3 amount to just **£1,750** – 0.34% of the total Variation cost. Charges for survey development and data mining have been removed, and marketing time has been reduced from 4 days to 1, as e-campaigns and flyers have already been developed so will only need updating, alongside scheduling posts for social media, etc.

RMT increased the charges for regional training places in 2017 (from £250 to £260, and £150 to £160) but the original charges (plus discount) have been honoured in this budget.

As per the recommendation from the Department and learnings from the first two cohorts, the charge for supply has been reduced by 10%. This is because some schools do not claim supply cover for their Reading Leader – for example, if they are also Deputy Head and do not have classes to cover.

The charge for Head of Operations' time for recruitment has not been increased, despite this taking more time in reality than was budgeted for.

VAT

All figures stated here and on the revised cost matrix are exclusive of VAT. We expect to charge VAT at the standard rate of 20%.

Risk register

Identifying key risks, their impact and your proposed mitigation actions.

See **attached** an amended Risk and Mitigation plan adapted to include risks and mitigations for Wave 3. An additional two risks have been added to the end of the original document, totalling 14.

Project implementation plan

To include key milestones, timescales and dependencies.

See **attached** updated milestone plan for TLIF Waves 1-3.