Briefing Note: Distribution of the Urgent Response Fund (COVID-19)

To: Hon Chris Hipkins, Minister of Education
Cc: Hon Jan Tinetti, Associate Minister of Education
    Hon Kelvin Davis, Associate Minister of Education
    Hon Aupito William Sio, Associate Minister of Education

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Purpose

This briefing provides information on the distribution of the $50 million Urgent Response Fund (URF) at national and regional levels for the financial year 2020/2021. It also provides information on fund distribution relating to equity and attendance; a summary of insights from regional advisory groups; and next steps for understanding the impact of the URF.

Agree that this Briefing will be proactively released.

Agree / Disagree

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Associate Deputy Secretary
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Hon Chris Hipkins
Minister of Education

12/8/21

31/08/2021
Summary

1. We distributed $50 million in URF funding to support children and young people’s attendance, re-engagement in learning and wellbeing after the COVID-19 lockdowns.

2. Low decile schools and kura, and early learning services me ō kōhanga reo with a low equity index rating received a greater proportion of URF funding than the proportion of learners at these institutions.

3. Attendance data for 2019-2021 (Term 1) shows an association between schools and kura with URF funding and regular attendance for their learners.

4. Regional advisory groups provided positive feedback on the URF funding allocation model and felt that trust between the Ministry and the sector grew through the URF.

5. We will report to you in October on the impact of the URF.

Background

6. The Urgent Response Fund (URF) provided $50 million in 2020/21 to support children and young people’s attendance, re-engagement in learning and wellbeing after the COVID-19 lockdowns.

7. We used the Equity Index (EI) to allocate the URF funding to regions\(^1\). The regional Directors of Education approved applications, working with regional advisory groups, to ensure that local knowledge and priorities informed funding decisions.

8. This briefing note provides information on the distribution of the fund. It follows previous monthly reports since September 2020\(^2\) and regular updates in the Education Weekly Update (EWU).

Distribution of URF funding to 30 June – key metrics

9. Annex 1 (page 1) provides a national summary of the distribution of URF funding for the financial year 2020/2021. Directors of Education have approved 5,186 applications to the URF totalling $49.8 million. Together, these applications were to support 507,100 ākonga, across 1,861 schools and kura and 898 early learning services me ō kōhanga reo.

10. A further $0.2 million of funding was distributed before 4 August 2020, through paper-based forms. No monitoring data is available for this funding and so it is not included in this briefing or the related annexes.

11. In total, $6.7 million of the URF was distributed to early learning services me ō kōhanga reo. The proportion of funding for early learning services and kōhanga reo increased through implementation, from under 10% in September 2020 to 14% by 30 June.

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\(^1\) The Equity Index weights funding to regions with relatively higher levels of disadvantage, where the impact of COVID-19 on wellbeing, attendance, and engagement will be most significant.

\(^2\) METIS 1239151, 1242538, 1244130, 1246690, 1249648, 1251861, 1255294, 1258707 and 1260509 refer. No report was provided in January 2021.
12. Schools and kura applications were typically higher value, with an average\(^3\) of $9,602 approved for each application, compared with $6,754 for early learning services. The average number of learners to be supported for each school and kura application was more than double the number for early learning; 109 learners compared with 51. This resulted in an average value per learner of $94 for learners at schools and kura and $135 for learners at early learning services me ngā kōhanga reo.

13. As a COVID-19 response, the one-year fund was designed to provide immediate support for children and young people who needed extra help after the COVID-19 lockdowns. Applications reflect this, with almost half of all applications submitted before the end of Term 3 2020 (25 September). Over half the funding was distributed before the middle of Term 4 2020.

14. Overall, 69% of the 7,466 applications submitted were approved. Applications not approved include those that were ineligible, out of scope, duplicates and those submitted in error. Regional staff worked closely with applicants to help them to refocus their application and resubmit, where their application was out of scope or needed amendment.

15. In total, 71% of the funds distributed were to support needs relating to attendance (including the Wellbeing to support attendance and Cultural wellbeing to support attendance categories). The Wellbeing to support attendance category of need made up the largest proportion of the funding approved, though it reduced from over 50% at the start of the fund to 37% of the total by 30 June 2021.

16. The proportion of funding distributed to needs relating to the Attendance category remained consistent at around 20% of the fund. Funding distributed to needs under the Re-engagement in learning and Cultural wellbeing to support attendance categories both increased over the life of the fund.

**Schools and kura in receipt of URF funding**

17. Annex 1 provides analysis on the profile of the schools and kura with approved URF applications. This analysis has been used through the implementation of the fund to support local decision making and identify opportunities for directing the URF to areas of greatest need.

18. At 30 June, 76% of eligible schools and kura had received URF funding as the main applicant. This is slightly lower for Decile 1 schools and kura (73%) as this group includes specialist schools and Teen Parent Units, some of which accessed other funding, such as the At Risk COVID-19 fund.

19. At 30 June, the percentage of Māori learners in schools and kura with approved URF applications was the same as the percentage of Māori learners in all eligible schools and kura (25%). The percentage of Pacific learners in schools and kura with approved

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\(^{3}\) Mean averages are used.
URF applications continued to be slightly higher than the percentage of Pacific learners in all eligible schools and kura (11% compared with 10%).

**Early learning services me ngā kōhanga reo in receipt of URF funding**

20. Annex 1 provides analysis of the profile of early learning services me ngā kōhanga reo with approved URF applications.

21. At 30 June, the percentage of both Māori and Pacific learners in early learning services me ngā kōhanga reo with approved URF applications was higher than the percentage of Māori and Pacific learners in all eligible early learning services me ngā kōhanga reo.

22. Early learning services me ngā kōhanga reo with an EQI rating of 1-4 received a higher proportion of URF funding than those with an EQI rating of 5+. In total, 58% of the funding to the early learning sector went to organisations with an EQI rating of 1-4. Only 31% of learners are enrolled in services with an EQI rating of 1-4.

**Additional metrics**

23. Annex 1 (page 2) provides additional metrics on the distribution of the URF, including distribution and attendance data.

**Distribution of funding by main recipient**

24. The URF was used for very targeted support to individual learners, as well as more universal support across a school, service or cluster. Generally, the average value of funding per learner was higher where the support was more targeted.

25. In total, 250 applications were approved for clusters of schools and services. These applications were some of the largest, including seven applications each with a value of over $150,000. As a result of these 250 applications, URF support was accessed by 161 schools and kura, and 402 early learning services me ngā kōhanga reo that did not apply individually.

**Distribution of funding and attendance data**

26. We analysed weekly regular attendance\(^5\) for the 2019-2021 (Term 1) period for cohorts of schools and kura, based on when the school or kura first received URF funding\(^6\):
   - Cohort A – no URF received
   - Cohort B – URF received Term 3 2020
   - Cohort C – URF received Term 4 2020
   - Cohort D – URF received Term 1 2021
   - Cohort E – URF received Term 2 2021.

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\(^4\) The Early Childhood Education (ECE) Service EQI measure the extent to which an ECE service draws its children from low socio-economic communities (using five socio-economic factors). It is calculated on the basis of child address data gathered through a family survey and is matched to Census data. ECE Services (including kōhanga reo) with an EQI between 1 and 4 are eligible for Equity Funding.

\(^5\) Termly attendance is a mean of weekly attendances. Weekly attendances are calculated as a weighted sum (based on roll size) of school/kura regular attendance percentages. School/kura regular attendance is the percentage of learners who attend regularly (greater than 90% of the time). This would normally be the school week but would be adjusted according to days available and justified absences.

\(^6\) Cohorts are based on expected payment date by term, inclusive of the end of term break. Cohorts B (Term 3 2020) and E (Term 2 2021) reflect a part term due to the start and end dates for the URF. Attendance data is not available for all schools and kura.
27. We were particularly interested in schools and kura that received URF funding in Term 3 2020 (cohort B). This group has been implementing the URF support for longer and so any correlation between URF support and attendance data up to Term 1 2021 is likely to be most visible. Cohort B is also the largest group of 964 schools and kura and is therefore more reliable for trend analysis.

28. Weekly regular attendance was lower in every term for cohorts of schools and kura that received URF funding, than for the cohort that did not receive URF funding. This indicates that there were attendance challenges in these schools and kura before COVID-19.

29. In 2019 and 2020, weekly regular attendance reduces for all cohorts between Terms 3 and 4. The gap between the weekly regular attendance for schools and kura that received URF funding in Term 3 2020 (cohort B), and schools and kura that did not receive URF funding (cohort A) widened in Term 4 2020. By Term 1 2021 however, weekly regular attendance improved for cohort B, narrowing the gap in the percentage of learners regularly attending to within 0.5% of cohort A.

30. Cohorts that first received URF funding in Term 4 2020 and Terms 1 and 2 2021 (cohorts C, D and E respectively) also saw an increase in weekly regular attendance from Term 4 2020 to Term 1 2021. For cohort D, which includes 159 schools and kura, the rate of increase was slightly higher than cohort B (11% compared with 10%).

31. While it is not possible to imply causation, the data shows the following associations:
   - Schools and kura that received URF had lower levels of attendance both prior to and after COVID-19 than those that did not receive URF funding.
   - The decline in the attendance between Terms 3 and 4 2020 was greater for schools and kura that received URF than for those that did not.
   - The increase in attendance between Term 4 2020 and Term 1 2021 was greater for schools and kura that received URF than for those that did not.
   - This association between URF and attendance was evident for schools and kura that had not yet received funding, indicating there may be other effects in play.

32. School-level data on regular attendance is likely to mask what could be significant improvements for small groups of learners receiving URF support, or learners not meeting the ‘regular’ attendance threshold. The URF Outcomes Survey will provide more focused information on the impact on attendance for learners that received URF support.

**Distribution of funding and priority learners**

33. Data on the number of priority learners supported was collected on the URF application form from September 2020. Applications that had already been submitted did not have the missing data retrospectively populated. As such, there was approximately 6 weeks at the start of the fund where applications were submitted with no valid data on priority learners.

34. The initial rationale was to make the application process as short and streamlined as possible so that funding could be distributed quickly. These 2,067 approved applications were worth a combined total of $21 million, highlighting the importance of collecting this data from the start of implementation.

35. At 30 June 2021, the percentage of learners to be supported through approved URF funding applications for schools and kura was much higher for Māori learners, and higher for Pacific learners than the percentage of Māori and Pacific learners in eligible schools and kura. This percentage increased over time, which may indicate that
targeting improved over the course of the fund but could also suggest that some Māori and Pacific students’ needs were identified and/or responded to less quickly.

36. The percentage of priority learners supported by approved applications for early learning services me ngā kōhanga reo over time was much more mixed. At 30 June 2021 however, it was much higher for Māori learners and higher for Pacific learners than the percentage of Māori and Pacific learners in eligible services.

Regional variations in the distribution of URF funding

37. Annex 3 provides a regional summary for each of the ten Education regions. Directors of Education worked with their regional advisory groups to distribute the funding according to local needs and priorities. As such, we can see regional variations in the key metrics for URF distribution.

Understanding the URF in Auckland

38. Auckland, which was affected by multiple local lockdowns, had a greater focus on schools and kura with 90% of its regional allocation, compared with 85% nationally, going to schools and kura. The URF in Auckland was distributed more widely to learners, resulting in an average spend per learner of $74, compared with $98 nationally.

39. Auckland also had a greater focus on attendance, with 88% of funds distributed to support needs relating to attendance (including the Wellbeing to support attendance and Cultural wellbeing to support attendance categories of need), compared with 71% nationally. Overall, 28% of funding in Auckland was specifically for the Attendance category of need, compared with 20% of national funding.

40. The speed at which the URF was applied for and distributed was also greater in Auckland. In the five weeks from 19 August to 16 September 2020, 1,150 applications (50% of the total submitted overall) were received by the Auckland region. This resulted in half of the regional allocation being distributed by 4 November 2020.

Insights from Regional Advisory Groups

41. At the conclusion of the URF, Directors of Education met with their regional advisory groups to collect group members’ insights on the URF. Overall, feedback on the model of the funding allocation was positive. The URF provided the chance for schools and early learning services to ‘solve their own problems’ and demonstrate how innovative the sector could be.

42. Having cross-sector voices on the groups worked well and meant there was good coverage; ECE felt heard, included and connected to the rest of the sector. Iwi were an important partner, especially at the beginning when regional processes were being designed. Overall, it was felt that trust between the Ministry and the sector grew through the URF.

43. Several regional advisory groups commented on the availability of ‘real-time support’ and opportunities applicants were given to work with a Ministry adviser to complete their applications. Regional advisory groups also noted that regional offices processed applications in a timely way.

44. In one region, the advisory group suggested that future funding has specific criteria tailored to the respective parts of the sector (i.e. school, early learning, kōhanga reo and
kura) as they found the single criteria provided challenges for most settings apart from English Medium schools. Another region perceived an increased focus on attendance over the life of the fund, which they felt could have been better communicated.

45. On a practical level, regional advisory groups reflected on the benefits of their own local processes around decision making. For example, scaling up (and down) the number of groups and group meetings in response to the volume of applications, and making use of technology (e.g. Zoom) to minimise the time and travel commitments for URF meetings.

46. Feedback highlighted the question of ‘Where to next?’ noting that the issues and concerns relating to learners’ needs have not gone away, and that important data and learning has been captured through the process.

The URF and Ka Hikitia - Ka Hāpaiitia

47. The URF commenced before the refreshed Ka Hikitia became available, however, the Ka Hikitia - Ka Hāpaiitia framework and some of the outcome domains are evident in the way the URF was implemented, both at a Ministry and sector level. Feedback from the regional advisory groups highlighted the importance of early involvement on the regional advisory groups including in the identification of local needs and priorities and advice on local funding decisions. The outcome domains of Te Whānau and Te Tuakiritanga can be seen through the examples of support described in Annex 2.

48. To understand how the URF has contributed to outcomes for ākonga Māori our analysis of the URF Outcomes Survey results (see paragraph 47a) will include a view across the Ka Hikitia - Ka Hāpaiitia outcomes.

Next steps: Understanding the impact of the URF

49. There are two post-hoc activities still underway to support our understanding of the impact of URF:

a. The URF Outcomes Survey has been sent to all schools, kura and early learning services me nga kōhanga reo that received URF funding to understand how the URF has contributed to outcomes for attendance, wellbeing and engagement. This survey closes in September; we will report to you on the results in October.

b. To ensure information of public interest is made available as soon as possible, we are preparing updated information on education institutions that received URF funding, to be published on the Ministry website. This update will provide a complete view of URF funding. Education institutions are currently being consulted on the detail of this release. For this reason, we intend to publish the information in late October.
50. We will consider lessons from the URF when planning for and providing advice on any future funds of this nature.

Proactive Release

51. We recommend that this Briefing is proactively released as per your expectation that information be released as soon as possible. Any information which may need to be withheld will be done so in line with the provisions of the Official Information Act 1982.

Annexes

Annex 1: National summary of URF distribution
Annex 2: Examples of URF support
Annex 3: Regional summaries of URF distribution
Nationally, $49.8 million was distributed through 5,186 applications to support 507,100 learners.

Early learning services me ō kōhanga reo
- $6.7m distributed through 989 approved applications
- To support 50,107 learners across 896 services
- Average funding of $135 per learner

Schools and kura
- $43.1m distributed through 4,188 approved applications
- To support 456,993 learners across 1,861 schools and kura
- Average funding of $94 per learner

69% of the 7,466 applications submitted were approved.

Of the 795 eligible decile 1-3 schools and kura, 78% (621) received URF funding.

By 30 June, 71% of the funds distributed were to support needs relating to attendance (including the wellbeing to support attendance categories).

The percentage of Māori and Pacific learners in schools and kura with URF funding is slightly higher than the percentage of Māori and Pacific learners in all eligible schools.

Nationally, 86% ($43.1m) of funding was distributed to schools and kura. Wellington distributed the highest proportion funding to early learning me ō kōhanga reo – 24% of its total.

The percentage of Māori and Pacific learners in early learning services me ō kōhanga reo with URF funding is higher than the percentage in all eligible services.

Of the 795 eligible schools and kura, 23% (184) received URF funding approved for early learning services me ō kōhanga reo for deciles 1-3. Decile 1-3 schools and kura account for 23% of all students.

Nationally, 98% of the URF funding approved for early learning services me ō kōhanga reo has been for deciles 1-3. Decile 1-3 schools and kura account for 23% of all students.

The proportion of learners in early learning me ō kōhanga reo with approved URF applications is 24%.

The percentage of learners in early learning me ō kōhanga reo with approved URF applications is 24%.

Of the 795 eligible schools and kura, 78% (621) received URF funding.

The percentage of learners in early learning me ō kōhanga reo with approved URF applications is 24%.

Nationally, 59% of the URF funding approved for early learning services me ō kōhanga reo has been for those with an equity index (EQI) rating of 2-4. These services account for 31% of all learners.

The percentage of learners in early learning me ō kōhanga reo with approved URF applications is 24%.

**Notes:**
- All figures are rounded to the nearest whole number.
- URF funding is calculated as the product of the total funding awarded and the proportion of learners supported.
- Decile and EQI ratings are based on the latest available data.
Almost half of the funds were distributed for support that was targeted at a group or class of learners. While applications targeted at clusters of schools, kura and early learning services me ngā kōhanga reo accounted for 16% of funding distributed, these made up 32% of the total learners supported.

250 approved applications were to support learners across clusters of schools, kura and early learning services me ngā kōhanga reo.

An additional 161 schools and kura, and 402 early learning services me ngā kōhanga reo were supported through approved cluster applications, but did not receive URF funding directly.

At 30 June, the percentage of learners to be supported through approved URF funding applications for schools and kura was much higher for Māori learners and higher for Pacific learners than the percentage of Māori and Pacific learners in eligible schools and kura. This percentage increased over time.

We analysed weekly regular attendance for the 2019-2021 (Term 1) period for cohorts of schools and kura, based on when they first received URF funding.

- Cohorts B-E, comprising school and kura that received URF, had lower levels of weekly regular attendance than cohort A over the time series.
- The gap between the average regular attendance for cohort A and cohort B widened in Term 4 2020.
- By Term 1 2021 average regular attendance rates improved for cohort B to within 0.5% of cohort A.
- Cohorts C, D and E also saw increased rates of average attendance from Term 4 2020 to Term 1 2021, although cohort E did not receive funding until Term 2 2021.

At 30 June, the percentage of learners in early learning services me ngā kōhanga reo was much higher for Māori learners and Pacific learners than the percentage of Māori and Pacific learners in eligible services.

<table>
<thead>
<tr>
<th>Icon</th>
<th>Cohort</th>
<th>Description</th>
<th>Number of schools and kura</th>
<th>Percentage of school and kura</th>
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</thead>
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<td>Cohort A</td>
<td>No URF received</td>
<td>964</td>
<td>23%</td>
<td></td>
</tr>
<tr>
<td>Cohort B</td>
<td>URF first received Term 3 2020</td>
<td>964</td>
<td>41%</td>
<td></td>
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<tr>
<td>Cohort C</td>
<td>URF first received Term 4 2020</td>
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<tr>
<td>Cohort D</td>
<td>URF first received Term 1 2021</td>
<td>159</td>
<td>7%</td>
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<tr>
<td>Cohort E</td>
<td>URF first received Term 2 2021</td>
<td>90</td>
<td>4%</td>
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</tr>
</tbody>
</table>

Note: Data is not available for 2 schools and kura.

Additional data is not available for 1 school and kura.

This data includes the final data updates as of the release date. These changes will be reflected in the published data.

Tai Tokerau, Wellbeing to support attendance
A primary school used the URF for music therapy for a group of whānau identified as having emotional, intellectual, physical and social needs. In particular, the school wanted to respond to the large number of new entrants starting after COVID-19 with delayed learning and oral language skills, and extreme anti-social behaviours. Registered music therapists worked alongside the SENDCO team to provide tailored support for each student. Through this support, the school sought to increase their engagement and access to the curriculum as well as improve their wellbeing and attendance.

Waiwai, Wellbeing to support attendance
The Waiwai Women’s Refuge – Te Whakaruruhau worked with the regional office to access the URF to support a group of children who were not engaged in education of any sort. The children had been affected by trauma experienced through family harm as a result of COVID-19 lockdowns. Their whānau were living in either safe houses or community houses and being supported by Te Whakaruruhau. Because of the nature of this application, it was managed by the regional office through a contracting arrangement.

The URF was used to fund a child-advocate service for the children. The service worked with whānau to support their tamariki at all stages of a family’s journey. This initiative included, a holistic wellbeing programme administered after school, support for school readiness using holiday periods (including support in early learning), and helping whānau to navigate the complex nature of accessing school resources (for example, uniforms or fees). Staff in the different early learning centres and schools who worked with the child advocates indicated they were grateful for the support the advocates provided and for having one point of contact. By the end of the contract, all 45 children supported were successfully re-engaged in education.

Taranaki, Whangawenu, Manawatu, Wellington, Wellbeing to support attendance
A kura set up a nurture space classroom for ninety minutes each afternoon in response to students presenting with challenging behaviour, including aggression and hitting, post-COVID. The nurture space was designed to be short-term with dedicated staffing, although it can be used as long as needed. It was managed by a Teacher Aide experienced with working with children who have challenging behaviour.

The children were carefully selected so that they were in the nurture space with children who would work well together and so that the environment could be geared for their success without any inflammatory triggers. Children were transitioned back into their classrooms when they were ready.

Nevis, Marlborough West Coast, Attendance
Local high schools working together used the URF for a school/employer pathway programme to support students who were at risk of not attending, not engaging and, as a result, unemployment.

Collaborative industry and school pathway opportunities have been established for further development and integration into local curriculum. The Education to Employment broker for Marlborough is creating the opportunities and coordinating with the schools to ensure positive pathway options are being developed.

For example, a cross-school aquaculture excursion opened specific pathway opportunities for two students being connected directly with career possibilities (one as a deck hand and the other towards an electrical engineering).

Otago, Southland, Cultural wellbeing to support attendance
A high school working with local primary schools and kindergarten used URF funding to set up a culturally responsive support programme for Pānga Māori, after identifying that their use of existing counselling and support programmes was low. The programme was run during school sessions and after school sessions. A termly wānanga offered ikanga the opportunity to learn alongside whānau and the community.

As part of the programme, the high school employed a Tāmiko role model from within their own local community who worked with others skilled and knowledgeable members of the community to build trusting and supportive relationships with Pānga, while providing them with the opportunity to extend their Te Ao Māori knowledge, understandings, and skills. It also incorporated Pānga Māori (skills), kōrero (stories), pūrakau (legends) in a relaxed and supportive context.

Auckland, Cultural wellbeing to support attendance
A Kāhui Ako which included a primary school, intermediate school, high school and early learning services provided Āra Waharoa tātakawa across the cluster. These tātakawa were referred by the schools when there were concerns with attendance, lateness and/or behaviour. They visited whānau in their homes to provide information about support in their community and offered the opportunity to work alongside whānau in their journey to Māori Ora. By supporting the āra waharoa, the Hope Navigators were able to reduce anxiety and increase the likelihood of whānau attending and engaging in school.

Auckland, Re-engagement in learning
A primary school used URF funding to support the re-engagement in learning of their Pacific students and families by delivering a programme focusing on arts in schools. Teacher Aides were employed to support the programme, working alongside teachers and facilitators. Experts Pacific islanders taught weaving to their Pacific students and students from the local high school took weekly drama sessions with the primary and lower contributing college students.

Through the programme the school sought to dispel any anxieties their Pacific families had around COVID-19 lockdowns and large families getting sick.

Bay of Plenty, Waikato, Attendance
A primary school used URF funding to improve attendance, targeting support at both whānau and ikanga. The school employed a qualified teacher with local whānau connections as a “bus driver” to pick up absent children. As part of their role, they also assisted and liaised with ikanga where they needed advocacy or help attending appointments, and provided additional support to children with learning support needs and their whānau.

The school recognised that sports and activities were an important way to increase attendance. They used URF funding to cover set up costs and help learners participate both in-school and after school.

Hawke’s Bay, Tairāwhiti, Wellbeing to support attendance
A primary school employed hiltōn and Sanoa mentors who connected with whānau and tamariki through Te Ao Māori and Te Ao Pacific, building on what was established through lockdown to help improve relationships and attendance.

The school also used the URF for additional Teacher Aide time to tackle inappropriate behaviours tamariki presented with after lockdown, and support those that had fallen behind in their learning.

Wellington, Cultural wellbeing to support attendance
A Pacific early learning service used URF funding to work with children and families to develop strategies to support the building of social competence following the disruptive impacts of COVID. Through rebuilding social connections and understanding individual families’ pressures and stresses, the service sought to increase and sustain attendance.

This application was part of an approach by the regional advisory group in Wellington to target URF funding to Kōhanga Reo, Puna Reo and Pacific early learning services. In total, $0.3 million was provided to 45 services to support over 1,500 learners.

Canterbury, Chatham Islands, Cultural wellbeing to support attendance
A kura in a rural community used URF funding for two days a week ‘Rich’ curriculum. This involved the employment of local artists (painters, weavers, carvers), Māori rākau and Papa Hika tutors. The whole school experienced working with these arts at different times over the year and a group of ikanga worked with the carver to create a “Ngaru” for the front entrance of the school.

Throughout the direct and shared experiences of “Rich” cultural contexts the kura aimed to enrich ikanga, and support attendance and wellbeing. The programme was based on the Drurie (1984) model of Te Whare Tapa Whā. Kaiako will also add to this programme through a gardening project, sport and community engagement. By adding these rich components, all four pou (Taha Tawānui, Taha Wairua, Taha Hinengaro and Taha Whānau) were catered for.

In Tai Tokerau, $2,903,335 (100%) was distributed through 189 approved applications to support 18,624 learners.

Early learning services me ngā kōhanga reo
- $384,153 distributed through 28 approved applications
- To support 920 learners across 26 services
- Average funding of $418 per learner

Schools and kura
- $2,519,182 distributed through 161 approved applications
- To support 17,704 learners across 95 schools and kura
- Average funding of $142 per learner

63% of the 298 applications submitted were approved.

By 30 June, 95% of the funds distributed in Tai Tokerau were to support needs relating to attendance (including the wellbeing to support attendance categories).

86% of URF funding approved for early learning services me ngā kōhanga reo has been for those with an equity index (EI) rating of 1-4. These services account for 55% of all learners in Tai Tokerau.

In Auckland, $14.5m was distributed through 1,568 approved applications to support 195,719 learners.

- $1.4m distributed through 242 approved applications
- To support 15,937 learners across 226 services
- Average funding of $89 per learner

**Schools and kura:** $13.1m distributed through 1,326 approved applications
- To support 179,782 learners across 446 schools and kura
- Average funding of $75 per learner

69% of the 2,279 applications submitted were approved.

**Pipeline of URF applications**

- 1,558 applications approved
- 711 applications not approved

- Number of applications approved □ Number of applications not approved

Over half of the submitted applications were submitted before the end of Term 3.

**Applications submitted and approved (cumulative)**

Of the 198 eligible deciles 1-3 schools and kura in Auckland, 82% (164) received URF funding.

**Distribution of URF by region ($ Millions)**

- Auckland: $1.4
- Waitakere: $0.8
- Waiuku: $0.5
- Manukau: $0.5
-av: $0.3
- Wesley: $0.2
- West Auckland: $0.2
- Auckland: $0.2
- Manukau: $0.2
- Waitakere: $0.2
- Waiuku: $0.2
-av: $0.2

By 30 June, 88% of the funds distributed in Auckland were to support needs relating to attendance (including the wellbeing to support attendance categories).

**Distribution of URF by category of need (cumulative)**

- Attending
- Wellbeing to support attendance
- Culture wellbeing to support attendance
- Non-engagement with learning

In Auckland, 53% of the funding distributed to schools and kura was for deciles 1-3. Decile 1-3 schools and kura account for 30% of all students.

**Distribution of URF in schools and kura by decile**

- URF - Percentage of funding
- URF - Percentage of learners supported
- All schools - Percentage of all learners

Of the 198 eligible decile 1-3 schools and kura in Auckland, 82% (164) received URF funding.

50% of URF funding approved for early learning services me nga kōhanga reo has been for those with an equity index (EQI) rating of 1-4. These services account for 31% of all learners in Auckland.

**Distribution of URF in early learning services me nga kōhanga reo by percentage of priority learners**

Notes:
- Applications made before the online process (4 August 2020) are not included.
- Cluster applications are distributed to the main applicant.
- Number of learners are based on the main application. Some education institutions face multiple applications and that when that occur, the same learners may be counted more than once.
- School data is from July 2020 and will return.
- Decile bands apply to total number of schools and kura supported as there was one new school, two schools funded by Auckland but not in the region and one school with no decile rating.
- Early learning role data is from EUI, the Early Learning Information System from September 2020.

In Waikato, $5.2m was distributed through 430 approved applications to support 23,642 learners.

- Early learning services me ngā kōhanga reo
  - $0.3m distributed through 35 approved applications
  - To support 593 learners across 30 services
  - Average funding of $484 per learner

- Schools and kura
  - $4.9m distributed through 395 approved applications
  - To support 23,049 learners across 194 schools and kura
  - Average funding of $213 per learner

64% of the 674 applications submitted were approved.

Pipeline of URF applications

<table>
<thead>
<tr>
<th>Number of applications approved</th>
<th>Number of applications not approved</th>
</tr>
</thead>
<tbody>
<tr>
<td>430</td>
<td>244</td>
</tr>
</tbody>
</table>

Over 40% of the submitted applications were submitted before the end of Term 3.

Applications submitted and approved (cumulative)

- Of the 98 eligible decile 1-3 schools and kura in Waikato, 78% (76) received URF funding.

- The percentage of priority learners in schools and kura with URF funding is higher than the percentage in all eligible schools and kura.

- The percentage of priority learners in early learning services me ngā kōhanga reo with URF funding is higher than the percentage in all eligible services.

- 73% of URF funding approved for early learning services me ngā kōhanga reo has been for those with an equity index (EQI) rating of 1-4. These services account for 33% of all learners in Waikato.

In Bay of Plenty, Waiariki, $4.4m was distributed through 253 approved applications to support 36,365 learners.

- Early learning services me ngā kōhanga reo
  - $0.4m distributed through 35 approved applications
  - To support 2,267 learners across 34 services
  - Average funding of $197 per learner

- Schools and kura
  - $4.0m distributed through 218 approved applications
  - To support 34,098 learners across 130 schools and kura
  - Average funding of $117 per learner

59% of the 426 applications submitted were approved.

Pipeline of URF applications

- Number of applications approved
- Number of applications not approved

Over half of the submitted applications were submitted before the end of Term 3.

Applications submitted and approved (cumulative)

Of the 92 eligible decile 1-3 schools and kura in Bay of Plenty, Waiariki 70% (64) received URF funding.

In Bay of Plenty, Waiariki, 90% ($4.0m) of funding was distributed to schools and kura. This compares with 86% nationally.

Distribution of URF by region ($ Millions)

<table>
<thead>
<tr>
<th>Region</th>
<th>Funding ($ Millions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bay of Plenty, Waiariki</td>
<td>$4.0m</td>
</tr>
<tr>
<td>Auckland</td>
<td>$1.4</td>
</tr>
<tr>
<td>Wellington</td>
<td>$1.1</td>
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<tr>
<td>Tauranga, Whangamata</td>
<td>$0.6</td>
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<tr>
<td>Hamilton</td>
<td>$0.2</td>
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<tr>
<td>Rotoki, Whakatane, Waitomo</td>
<td>$0.2</td>
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<tr>
<td>Rotorua</td>
<td>$0.2</td>
</tr>
<tr>
<td>Edgecumbe, Katikati, Thames Valley</td>
<td>$0.1</td>
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<tr>
<td>Dargaville</td>
<td>$0.02</td>
</tr>
<tr>
<td>Taumarumaru, Ōpōtiki, Katikati, Thames Valley</td>
<td>$0.02</td>
</tr>
<tr>
<td>Tauranga</td>
<td>$0.02</td>
</tr>
</tbody>
</table>

By 30 June, 87% of the funds distributed in Bay of Plenty, Waiariki were to support needs relating to attendance (including the wellbeing to support attendance categories).

Distribution of URF by category of need (cumulative)

- 63% of URF funding approved for early learning services me ngā kōhanga reo has been for those with an equity index (EQI) rating of 1-4. These services account for 39% of all learners.

Distribution of URF in early learning services me ngā kōhanga reo by the equity index

Notes:
- Applications made before the online process (4 August 2020) are not included.
- Cluster applications are attributed to the main applicant.
- Numbers of learners are based on data provided in each application. Some education institutions had multiple applications approved and that where that occurs, the same learners may be counted multiple times.
- School rolls data is from July 2020 roll returns.
- Early learning rolls data is from EQI, the Early Learning Information System from September 2019.

In Hawke’s Bay, Tairāwhiti, $3.3m was distributed through 382 approved applications to support 42,273 learners.

**Early learning services me ngā kōhanga reo**
- $0.7m distributed through 94 approved applications
- To support 6,704 learners across 70 services
- Average funding of $107 per learner

**Schools and kura**
- $2.6m distributed through 288 approved applications
- To support 35,569 learners across 135 schools and kura
- Average funding of $74 per learner

78% of the 492 applications submitted were approved.

Pipeline of URF applications

![Pipeline chart]

Almost half of the submitted applications were submitted before the end of Term 3.

Applications submitted and approved (cumulative)

![Graph showing applications submitted and approved]

Of the 92 eligible decile 1-3 schools and kura in Hawke’s Bay, Tairāwhiti, 79% (73) received URF funding.

Payroll out of 382 approved URF applications $3.3m

86% of URF funding approved for early learning services me ngā kōhanga reo has been for those with an equity index (EI) rating of 1-4. These services account for 58% of all learners.

Distribution of URF in early learning services me ngā kōhanga reo by the equity index

![Graph showing distribution by EI and number of learners]

Note:
- Applications made before the online process (4 August 2020) are not included.
- Claims applications are attributed to the main applicant.
- Number of learners are based on data provided in each application. Some education instructions had multiple applications approved and that where that occurs, the same learner may be supported.
- School refusal data is from July 2020 post return.
- Decile table differs from total number of schools and kura supported as there are two schools including Te Aheke o Te Haerenga that do not have decile information.
- Early learning only data is from EEL, the Early Learning Information System from September 2020.

In Taranaki, Whanganui, Manawatū, $4.0m was distributed through 412 approved applications to support 29,412 learners.

**Early learning services me ngā kōhanga reo**
- $0.9m distributed through 111 approved applications
- To support 4,191 learners across 109 services
- Average funding of $220 per learner

**Schools and kura**
- $3.1m distributed through 301 approved applications
- To support 25,221 learners across 176 schools and kura
- Average funding of $123 per learner

60% of the 683 applications submitted were approved.

**Pipeline of URF applications**
- Number of applications approved: 412
- Number of applications not approved: 271

Over half of the submitted applications were submitted, and over half the total value was approved before the end of Term 3.

Applications submitted and approved (cumulative)

<table>
<thead>
<tr>
<th>Decile</th>
<th>Total Grade 1-10</th>
<th>Grade 10 Only</th>
<th>Grade 9 Only</th>
<th>Grade 8 Only</th>
<th>Grade 7 Only</th>
<th>Grade 6 Only</th>
<th>Grade 5 Only</th>
<th>Grade 4 Only</th>
<th>Grade 3 Only</th>
<th>Grade 2 Only</th>
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</tbody>
</table>

Of the 71 eligible deciles 1-3 schools and kura in Taranaki, Whanganui, Manawatū 79% (56) received URF funding.

In Taranaki, Whanganui, Manawatu, 78% ($3.3m) of funding was distributed to schools and kura. This compares with 84% nationally.

Distribution of URF by region ($ Millions)

By 30 June, 84% of the funds distributed in Taranaki, Whanganui, Manawatū, were to support needs relating to attendance (including the wellbeing to support attendance categories).

Distribution of URF by category of need (cumulative)

By 30 June, 66% of URF funding approved for early learning services me ngā kōhanga reo has been for those with an equity index (EI) rating of 1-4. These services account for 37% of all learners.

Distribution of URF in early learning services me ngā kōhanga reo by the equity index

Notes:
- Applications made before the online process (4 August 2020) are not included.
- Decile, equity index and learner ethnicity data are from the Māori population only.
- The percentage of learners in eligible early learning services me ngā kōhanga reo with URF funding is slightly higher than the percentage in all eligible schools and kura.
- The percentage of Māori learners in eligible early learning services me ngā kōhanga reo with URF funding is higher than the percentage in all eligible services. It is slightly less for Pacific learners.

In Wellington, $5.2m was distributed through 794 approved applications to support 60,641 learners.

Early learning services me ngā kōhanga reo
- $1.2m distributed through 207 approved applications
- To support 8,731 learners across 194 services
- Average funding of $140 per learner

Schools and kura
- $3.9m distributed through 587 approved applications
- To support 51,930 learners across 231 schools and kura
- Average funding of $76 per learner

81% of the 976 applications submitted were approved.

Pipeline of URF applications

- Number of applications approved: 794
- Number of applications not approved: 182

Over a third of the submitted applications were submitted before the end of Term 3.

Applications submitted and approved (cumulative)

Out of the 77 eligible decile 1-3 schools and kura in Wellington, 94% (72) received URF funding.

Of the 77 eligible decile 1-3 schools and kura in Wellington, 94% (72) received URF funding.

In Wellington, 76% ($3.9m) of funding was distributed to schools and kura, compared with 86% nationally. This reflects a strong focus on supporting early learning.

Distribution of URF by region ($ Millions)

By 30 June, 88% of the funds distributed in Wellington, were to support needs relating to attendance (including the wellbeing to support attendance categories).

Distribution of URF by category of need (cumulative)

In Wellington, 40% of the funding distributed to schools and kura was for deciles 1-3. Decile 1-3 schools and kura account for 19% of all learners.

Distribution of URF in schools and kura by decile

The percentage of priority learners in schools and kura with URF funding is slightly higher than the percentage in all eligible schools and kura.

Distribution of URF in schools and kura by percentage of priority learners

The percentage of priority learners in early learning services me ngā kōhanga reo with URF funding is higher than the percentage in all eligible services.

Distribution of URF in early learning services me ngā kōhanga reo by priority of learners

50% of URF funding approved for early learning services me ngā kōhanga reo has been for those with an equity index (EIQ) rating of 1-4. These services account for 23% of all learners.

Distribution of URF in early learning services me ngā kōhanga reo by the equity index

Notes:
- Applications made before the online process (4 August 2020) are not included.
- Cluster applications are attributed to the main applicant.
- Numbers of learners are based on data provided in each application. Some education institutions had multiple applications approved and that where that occurs, the same learners may be supported.
- School funding data is from July 2020 to June 2021.
- Figures in the first row of the table are not applicable to any decile range.
- Early learning WA data is from ELS, the Early Learning Information System from September 2020.
(4 August 2020 to 30 June 2021)

In Nelson, Marlborough, West Coast, $1.9m was distributed through 212 approved applications to support 12,459 learners.

**Early learning services me nga kōhanga reo**
- $0.2m distributed through 36 approved applications
- To support 3,688 learners across 31 services
- Average funding of $45 per learner

**Schools and kura**
- $1.7m distributed through 176 approved applications
- To support 8,761 learners across 93 schools and kura
- Average funding of $194 per learner

66% of the 320 applications submitted were approved.

**Pipeline of URF applications**

![Graph showing approved and not approved applications](Graph)

Over half of the submitted applications were submitted before the end of Term 3.

![Graph showing applications submitted and approved](Graph)

Of the 12 eligible decile 1-3 schools and kura in Nelson, Marlborough, West Coast, 75% (9) received URF funding.

![Table showing URF distribution by decile](Table)

The percentage of priority learners in schools and kura with URF funding is the same as the percentage in all eligible schools and kura.

![Graph showing distribution of URF in schools and kura by percentage of priority learners](Graph)

The percentage of priority learners in early learning services me nga kōhanga reo with URF funding is the same as or slightly higher than the percentage in all eligible services.

![Graph showing distribution of URF in early learning services me nga kōhanga reo by percentage of priority learners](Graph)

30% of URF funding approved for early learning services me nga kōhanga reo has been for those with an equity index (EI) rating of 1-4. These services account for 20% of all learners.

![Graph showing distribution of URF in early learning services me nga kōhanga reo by the equity index](Graph)

**Notes:**
- Applications made before the online process (4 August 2020) are not included.
- Cluster applications are attributed to the main applicant.
- Numbers of learners are based on data provided in each application. Some education institutions had multiple applications approved and where that is the case, the same learners may be supported.
- School early data is from July 2020 only.
- Early LearningNZ data is from ELIS, the Early Learning Information System from September 2020.

In Canterbury, Chatham Islands, $5.2m was distributed through 423 approved applications to support 69,836 learners.

Early learning services me nga kāhōanga reo
- $0.7m distributed through 97 approved applications
- To support 3,983 learners across 88 services
- Average funding of $173 per learner

Schools and kura
- $4.5m distributed through 326 approved applications
- To support 65,873 learners across 191 schools and kura
- Average funding of $69 per learner

77% of the 587 applications submitted were approved.

Pipeline of URF applications

Number of applications approved: 423

Number of applications not approved: 164

Over half of the submitted applications were submitted before the end of Term 3.

Applications submitted and approved (cumulative)

Of the 34 eligible decile 1-3 schools and kura in Canterbury, Chatham Islands, 76% (26) received URF funding.

By 30 June, 77% of the funds distributed in Canterbury, Chatham Islands were to support needs relating to attendance (including the wellbeing to support attendance categories).

Distribution of URF by category of need (cumulative)

In Canterbury, Chatham Islands, 22% of the funding distributed to schools and kura was for deciles 1-3. Decile 1-3 schools and kura account for 9% of all learners.

Distribution of URF in schools and kura by decile

The percentage of priority learners in schools and kura with URF funding is slightly higher than the percentage in all eligible schools and kura.

Distribution of URF in schools and kura by percentage of priority learners

The percentage of priority learners in early learning services me nga kāhōanga reo with URF funding is higher than the percentage in all eligible services.

Distribution of URF in early learning services me nga kāhōanga reo by percentage of priority learners

49% of URF funding approved for early learning services me nga kāhōanga reo has been for those with an equity index (EQI) rating of 1-4. These services account for 14% of all learners in Canterbury, Chatham Islands.

Distribution of URF in early learning services me nga kāhōanga reo by the equity index

Note: Applications made before the online process (4 August 2020) are not included. Cluster applications are attributed to the main applicant. Numbers of learners are based on data provided in each application. Some education institutions had multiple applications approved and that where that occurs, the same learners may be supported. School rolls data is from July 2020 roll returns. Early learning rolls data is from ELL: Early Learning Information System from September 2020.

In Otago Southland, $3.2m was distributed through 523 approved applications to support 18,109 learners.

- Early learning services me nga kōhanga reo
  - $0.5 m distributed through 113 approved applications
  - To support 3,083 learners across 90 services
  - Average funding of $173 per learner

- Schools and kura
  - $2.6 m distributed through 410 approved applications
  - To support 15,026 learners across 175 schools and kura
  - Average funding of $175 per learner

72% of the 731 applications submitted were approved.

Pipeline of URF applications

Over a third of the submitted applications were submitted before the end of Term 3.

Applications submitted and approved (cumulative)

Of the 25 eligible decile 1-3 schools and kura in Otago Southland, 92% (23) received URF funding.

Distribution of URF by decile

34% of URF funding approved for early learning services me nga kōhanga reo has been for those with an equity index (EI) rating of 1-4. These services account for 19% of all learners.

The percentage of priority learners in schools and kura with URF funding in Otago Southland is slightly higher than the percentage in all eligible schools and kura.

The percentage of priority learners in early learning services me nga kōhanga reo with URF funding is also slightly higher than the percentage in all eligible services.

Number of applications approved: 123
Number of applications not approved: 200

Notes:
- Applications made before the online process (4 August 2020) are not included.
- Cluster applications are attributed to the main applicant.
- Decile numbers are based on data provided in each application. Some education institutions had multiple applications approved and where that occurred, the same learners may be supported.
- School rolls this is from July 2020 roll returns.
- Early learning rolls are from ELS, the Early Learning Information System from September 2020.