



Education Charity Sub (Education Board) Committee

Date: WEDNESDAY, 3 JULY 2019
Time: 9.00 am
Venue: COMMITTEE ROOMS, WEST WING, GUILDHALL

Members: Henry Colthurst
Ann Holmes
Caroline Haines
Ruby Sayed
Deputy Philip Woodhouse
Benjamin Murphy

Enquiries: Polly Dunn
polly.dunn@cityoflondon.gov.uk

NB: Part of this meeting could be the subject of audio or video recording

**John Barradell
Town Clerk and Chief Executive**

AGENDA

1. **APOLOGIES**

2. **MEMBERS' DECLARATIONS UNDER THE CODE OF CONDUCT IN RESPECT OF ITEMS ON THE AGENDA**

3. **MINUTES**

To agree the public minutes of the meeting held on 12 November 2018.

For Decision
(Pages 1 - 6)

4. **GRANT RECOMMENDATIONS - CITY EDUCATIONAL TRUST FUND (290840) & CITY OF LONDON CORPORATION COMBINED EDUCATION CHARITY (312836)**
Report of the Chief Grants Officer.

For Decision
(Pages 7 - 12)

- a) Appendix 1 - Eligibility Criteria - The City of London Corporation Combined Education Charity and the City Educational Trust Fund & Revised Criteria for the Combined Education Charity (Pages 13 - 24)
- b) Appendix 2 - The City of London Corporation Combined Education Charity- Grant Recommendations (Pages 25 - 46)
- c) Appendix 3 - The City Educational Trust Fund - Grant Recommendations (Pages 47 - 56)

5. **GRANT MONITORING - REPORTING BACK ON PROJECTS SUPPORTED BY THE EDUCATION CHARITY SUB-COMMITTEE**
Report of the Chief Grants Officer.

For Information
(Pages 57 - 58)

- a) Appendix 1 - Spitalfields Music - Learning and Participation Evaluation Report (Pages 59 - 66)
- b) Appendix 2 - Roundhouse Trust Learning Visit Report (Pages 67 - 68)

6. **QUESTIONS**

7. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT**

EDUCATION CHARITY SUB (EDUCATION BOARD) COMMITTEE

Monday, 12 November 2018

Minutes of the meeting of the Education Charity Sub (Education Board) Committee held at the Guildhall EC2 at 1.00 pm

Present

Members:

Henry Colthurst
Ann Holmes
Ruby Sayed

Veronica Wadley
Deputy Philip Woodhouse

Officers:

Alistair MacLellan
Emily Rimington
Jack Joslin

- Town Clerk's Department
- Comptroller & City Solicitor's Department
- Central Grants Team, Town Clerk's Department

1. APOLOGIES

Apologies were received from Tim Campbell.

2. MEMBERS' DECLARATIONS UNDER THE CODE OF CONDUCT IN RESPECT OF ITEMS ON THE AGENDA

Henry Colthurst declared a non-pecuniary interest in Item 5d (Grant Recommendations – Combined Education Charity), specifically the application from City of London Academy Islington (Ref: 15033) and noted that he would give up the Chair and not participate in the Sub-Committee's deliberations regarding that application.

3. MINUTES

RESOLVED, that the minutes of the meeting held on 17 July 2018 be approved as a correct record.

4. OUTSTANDING ACTIONS

Members considered a report of the Town Clerk regarding outstanding actions from previous meetings and the following points were made.

Sub-Committee Vacancies

- Members noted that the vacancies on the Sub-Committee had not yet been advertised to that Committee for appointment. The Town Clerk agreed to ensure they were advertised to the next meeting of that Committee.

Grant Application Form Amendments

- The Chief Grants Officer noted that the existing grant form application had not been amended as it was a template shared across several funds

overseen by the Central Grants Team and therefore could not be easily changed. That said, the Central Grants Team was adopting a new Customer Relationship Management system in April 2019 which would provide an opportunity to revisit the potential to amend the format of the application forms.

Eligibility Criteria for Individual Applicants

- Members discussed the wording of the current eligibility criteria for individual applicants to the City of London Corporation Combined Education Charity and queried various forms of wording – for example, whether ‘resident and...’ could be removed, or ‘and/or proposing to study’ being inserted. The Chief Grants Officer noted that any monies disbursed were given to the institution that the applicant was attending, and therefore the applicant had to be studying at the institution in question. The Chief Grants Officer noted that he could ensure a degree of flexibility in the application of monies through providing informal feedback to potential applicants that expressed an interest in applying.
- The Chairman concluded by noting that the wording of the eligibility criteria needed to make explicit that applicants who were not resident in London must be or proposing to study in London. The word ‘resident’ should be retained.

RESOLVED, that the report be received.

5. **GRANT RECOMMENDATIONS - CITY EDUCATIONAL TRUST FUND (290840) & CITY OF LONDON CORPORATION COMBINED EDUCATION CHARITY (312836)**

Members considered a report of the Chief Grants Officer regarding Grant Recommendations – City Educational Trust Fund (290840) & City of London Corporation Combined Education Charity (312836). The Chairman noted that circa £60,000 remained in each charity for allocation in the current financial year, and that the Sub-Committee was under no obligation to carry any of those funds forward.

5.1 **Appendix 1a - Eligibility Criteria - The City Educational Trust Fund**

RESOLVED, that the eligibility criteria for the City Educational Trust Fund (290840) be received.

5.2 **Appendix 1b - Eligibility Criteria - The Combined Education Charity**

RESOLVED, that the eligibility criteria for the City of London Corporation Combined Education Charity (312836) be received.

5.3 **Appendix 2 - City Educational Trust Grant Recommendations**

Members considered the grants recommendations regarding the City Educational Trust Fund (290840) and the following points were made.

City of London Academies Trust (Galleywall Primary City of London Academy) (Ref: 15030)

- The Chief Grants Officer noted the application was designed to improve the singing 'offer' at the school and included a proposal to construct a stage in the school playground and enable the creation of a parent/child choir.
- In response to a comment from a Member, the Chief Grants Officer agreed that visuals regarding proposals, and a breakdown of proposed spending on proposals included in applications going forward.

RESOLVED, that £11,565 be granted to the City of London Academies Trust (Galleywall Primary City of London Academy) for application ref. 15030.

Queen Mary University (Ref: 14293)

- The Chief Grants Officer noted that the maths programme that was the subject of the application had received funding from the City Educational Trust for the past two years. On this occasion, no financial information had been received as part of the application and therefore, if Members agreed the application, they should make the receipt of satisfactory financial information a condition of the grant being made.
- A Member emphasised the request that future applications put before the Sub-Committee include a detailed breakdown on how the applicant proposed spending the grant monies.
- Members endorsed a suggestion by the Chairman that consideration of this application be deferred and the applicant be required to provide the requested financial application prior to 15 December. The application would then be considered by the Town Clerk under delegated authority in consultation with the Chairman and the Deputy Chairman.

RESOLVED, that

- The applicant be given a deadline of 15 December 2018 to provide the requested financial information in support of their application;
- authority be delegated to the Town Clerk to consider, in consultation with the Chairman and Deputy Chairman of the Education Board, the Queen Mary University application (Ref: 14293)

Spitalfields Music (Ref: 15027)

- The Chief Grants Officer noted that Spitalfields Music had been in receipt of City Educational Trust funding for the past three years.

- In response to questions from Members the Chief Grants Officer replied that monitoring information was due from the charity at the end of the financial year, and he had reviewed the charity's funding strategy and was confident that it was a going concern, with an effective Director of Fundraising.
- In response to a question from a Member, the Chief Grants Officer replied that the charity designed its charging policy to be as affordable for as many people as possible.
- Members noted that Spitalfields Music had been in receipt of City Educational Trust monies for a considerable period of time and felt that the charity should, on this occasion, be granted a larger figure than requested on the proviso that it consider fresh funding opportunities going forward, as they would not be funded by the charity during the next funding round.

RESOLVED, that £25,000 be granted to Spitalfields Music (Ref: 15027) subject to the comments made by Members.

5.4 **Appendix 3 - Combined Education Charity Grant Recommendations and Rejections**

Members considered the grants recommendations and rejections regarding the City of London Corporation Combined Education Charity (312836) and the following points were made.

Prisoners of Conscience (PoC) Appeal Fund (Ref: 15024)

- The Chief Grants Officer noted that the application fell outside the current eligibility criteria but did meet the overall objects of the charity.
- In response to a question from a Member, the Chief Grants Officer noted that PoC vetted the individuals they sponsored to ensure they were appropriate recipients of charitable funding. He agreed to request an impact assessment of Combined Education Charity funding in two years' time (2020).

RESOLVED, that £15,000 be granted to the Prisoners of Conscience (PoC) Appeal Fund (Ref: 15024).

City of London Academy Islington (Ref:15033)

Henry Colthurst did not participate in consideration of this item. Deputy Philip Woodhouse was in the chair.

- A Member commented that charitable support should not duplicate any support the academy received from the City of London Corporation in its capacity as co-sponsor and noted the advice set out within the report that there was no overriding conflict of interest for the City of London

Corporation in discharging its trustee duties in considering the application. The Chief Grants Officer replied that he had liaised with the Education Team to ensure that there was no duplication of funding and that the charity's funds are applied effectively and in the best interests of the charity.

- In response to a question from a Member, the Chief Grants Officer replied that financials had not been provided by the applicant as it was not a requirement on the current application form, but that he was happy to amend the form for future applications to make the provision of financial information a requirement. He was attempting to raise awareness of the charity among a wider range of London schools.

RESOLVED, that £2,200 be granted to City of London Academy Islington (Ref: 15033).

Performing Productions (Ref: 15029)

RESOLVED, that the application be rejected.

City of London Academies Trust (City of London Academy Shoreditch Park) (Ref: 15032)

- The Chairman commented that he was surprised the applicant had not approached the City of London Corporation's School Visits Fund.
- The Chief Grants Officer noted that he would work with the City of London Corporation's Education Unit to encourage a more holistic approach to applications to the charities from London schools.

RESOLVED, that the application be rejected.

Applicant 1 (Ref: 15023)

RESOLVED, that the application be rejected.

Applicant 2 (Ref: 15025)

RESOLVED, that the application be rejected.

Applicant 3 (Ref: 15026)

RESOLVED, that the application be rejected.

6. QUESTIONS

There were no questions.

7. ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT

Date of Next Meeting

The Chairman requested that the Town Clerk liaise with Members of the Sub-Committee to convene a meeting in May 2019.

The meeting closed at 1.51 pm

Chairman

Contact Officer: Alistair MacLellan / alistair.maclellan@cityoflondon.gov.uk

Committee Education Charity Sub (Education Board) Committee	Dated: 3rd July 2019
Subject Grant Recommendations – City Educational Trust Fund (290840) & City of London Corporation Combined Education Charity (312836)	Public
Report of: Chief Grants Officer	For Decision
Report author: Jack Joslin, Head of Central Grants Programme	

Summary

The City of London Corporation is the sole corporate trustee of the following two small charities which operate to further education for the public benefit: the City Educational Trust Fund (290840) and the City of London Corporation Combined Education Charity (312836).

Following a review of the City Corporation's grant-making activities, the City Corporation, as charity trustee of each charity, has resolved that it is expedient and in the best interests of those small charities for their funds to be applied within the administrative framework of the City Corporation's new Central Grants Programme (CGP) which last opened to applications in March 2018. Operating within the charitable objects of each charity, a policy has been set to guide the application of those funds under an 'Education and Employment' funding theme and this Sub-committee has been given delegated authority to make grants in accordance with the agreed eligibility criteria. Those policies remain under review. **(Appendix 1A & 1B)**

The first closing date for the 'Education and Employment' theme grant applications under the Central Grants Programme for 2019 took place on 26th April 2019. These applications have been assessed and this report makes recommendations in respect of funding awards from both charities **(Appendices 2 & 3)**

Recommendations

- To note the Central Grants Programme eligibility criteria and budget.
- To recommend the amendment to the eligibility criteria for the Combined Education Charity shown at **Appendix 1C** to the Community & Children's Services Committee and Education Board for consideration and approval.
- To review the recommendations for the grant funding from the Combined Education Charity **Appendix 2A & 2B** and to make funding decisions
- To review the recommendations for grant funding from the City Educational Trust Fund at **Appendices 3** and to make funding decisions.

Main Report

Background

1. Following the corporate cross-cutting review of grant-making by the City Corporation in 2015/16, responsibility for the management of the City of London Corporation Combined Education Charity (Combined Education Charity) (312836) and the City Educational Trust Fund (290840) has been delegated to the Education Board, subject to consulting with the Community and Children's Services Committee as to any policy to be adopted for the application of each charity's funds, it being considered to be expedient and in the best interests of each charity that they be administered by the City Corporation as trustee through a centrally managed grant-making programme. The City Corporation, as trustee of each charity, in delegating the exercise of these functions also resolved that this sub-committee should be established with membership drawn from both Grand Committees and which takes grants decisions for each charity.
2. The current eligibility criteria for both charities, together with the charitable purposes of each, are provided at **Appendix 1A & 1B**. Since the last meeting of this Committee where Members requested amendments to widen the Combined Education Charity's eligibility criteria relating to beneficiaries being required to have a connection to London through their residence or location of study, officers have updated this charity's eligibility criteria to incorporate these comments. The updated eligibility criteria are presented at **Appendix 1C** for your consideration and approval. If this Sub-Committee approves these amendments, they will then be submitted to the Community & Children's Services Committee and Education Board for consideration and approval. Applicants have not been disadvantaged by this delay as all grants to individuals met the existing criteria. These policies remain under review to ensure that they remains effective in supporting the relevant charity's objectives.

Central Grants Assessment Process

3. The Central Grants Unit (CGU) grant assessment process draws on City Bridge Trust's expertise in the field of charitable grant-making and demonstrates good practice in the sector. Due diligence checks are undertaken by the CGU to ensure any application recommended for approval meets the proposed funding charity's objects and complies with the agreed eligibility criteria.
4. Recommendations to this Sub-Committee are based on an assessment of how well applicants have demonstrated that their application aligns with the relevant charity's criteria, the required evidence to support the application having been provided, and a satisfactory financial assessment by the Head of Charity and Social Investment Finance in the Chamberlain's Department.
5. All individual applicants to the Combined Education Charity are requested to provide proportionate information regarding their personal circumstances to evidence need. The criteria provide that exceptional applications from individuals

may be considered on provision of proof that the applicant has made determined efforts to access sufficient funds from elsewhere (“the exceptional circumstances” criteria). The information provided in support of the application is then assessed, in addition to the matters noted above, in line with the Joseph Rowntree Minimum Income Standards.¹

6. The deadline for applications received under the ‘Education and Employment’ theme of the CGP (second funding round) was 26th April 2019. All were assessed by the Central Grants Unit (CGU) overseeing the CGP in the six week period following the closing date. They were subsequently reviewed and approved by the Head of Charity and Social Investment Finance in the Chamberlain’s Department.
7. Since the last meeting on the 28th September 2018 the CGU has worked on the reporting format for all grants outlined to the Education Charity Sub-Committee and ensured that applicants are working to establish the educational benefit of the work they are applying for. In addition to the standard grant committee report prepared by Officers, the CGU has combined parts of the application outlining the Educational benefit of each application. This format is consistent across all of the grant programmes and in line with how grants are presented to the City Bridge Trust Committee.

Education and Employment’ Programme Budget

8. The tables below outline the budget for the ‘Education and Employment’ programme for 2019/20 based on current income and carry forward from 2018/19. Please note that these figures include estimated income from investments and interest on cash balances due to be received later in the year. These have been based on last year’s receipts and any change in rates would have an affect on the amount of available funds.

City Educational Trust

	Unrestricted Income Fund	Expendable Endowment	Total
Balance b/f 01/4/18	£75,367	£57,209	£132,576
Income	£136,345	£0	£136,345
Expenditure Grants including admin fee	-£252,911		-£252,911
Carry Forward 31/03/19	-£41,199	£57,209	£16,010
Estimated Income 19/20	£136,345	£0	£136,345
Total	£95,146	£57,209	£152,355

¹ The Minimum Income Standard for the UK shows how much money people need, so that they can buy things that members of the public think that everyone in the UK should be able to afford.

CoLC Combined Education Charity

	Unrestricted Income Fund	Expendable Endowment	Total
Balance b/f 01/4/18	£27,285	£21,278	£48,563
Income	£41,226	£0	£41,226
Expenditure Grants	-£45,721	£0	-£45,721
Carry Forward 31/03/19	£22,790	£21,278	£44,068
Estimated Income 19/20	£41,226	£0	£41,226
Total	£64,016	£21,278	£85,294

9. The table below outlines the applications received, the amount of grants recommended and the anticipated balance or carry forward at the end of the year for each of the Charities. The balance is based on expenditure from the Unrestricted Income Fund only.

Charity	No. of Applications	Amount Requested	No. Recommended	Amount Recommended	Balance
CET	4	£76,250	4	£88,250	£6,896
CEC	8	£64,000	5	£49,000	£15,016

Chamberlain's comment

10. The total funds of the City Educational Trust are split between an unrestricted general fund and an expendable endowment fund. The Reserves policy of the charity is "to maintain the expendable endowment of the charity in investments in the Charities Pool administered by the City of London Corporation and use the investment income in accordance with the objectives of the charity." The Trustee has discretion to distribute the expendable endowment if appropriate. The two funds are represented by the assets of the charity, with the endowment fund holding fixed asset investments and a small amount of cash. At the start of the 18/19 financial year, the CGU was informed of how much cash was held by the charity to enable the unit to decide the monetary level of grants that could be committed. The cash held by the expendable endowment was included within this total by error, which has led to the CGU making grant commitments which exceeded the funds held within the unrestricted general fund. As a result, this fund is currently in deficit by £41,199. The Trustees are requested to consider whether this deficit should be funded from the expendable endowment fund in 2018/19, which would result in a nil year-end balance on the unrestricted general fund. The Trustees should be aware that by utilising their endowment fund, there will be a reduced cash balance held to generate future income for the charity. The investments will continue to be held in the endowment fund. The alternative option would be that the City Educational Trust would carry forward a deficit on its unrestricted income fund into 2019/20, and would have a reduced amount to distribute as grants in that year, so aiming to return this fund to having a surplus. If this option is preferable Trustees should consider whether it is necessary to have a further funding round this year.

11. The cash held in relation to the Combined Education Charity is held in both an unrestricted fund and an expendable endowment fund. As at 31st April 2019, the expendable endowment had available cash (excluding commitments) of £21,278 whereas the general fund had available cash of £22,790.

Conclusion

12. This report asks Members responsible for discharging the City Corporation's grant-making functions as charity trustee of the Combined Education Charity and the City Educational Trust Fund, to consider the funding applications which have been assessed and which are now recommended for approval.

Appendices

Appendix 1A &1B & 1C	Eligibility Criteria – The City of London Corporation Combined Education Charity and the City Educational Trust Fund & Revised Criteria for the Combined Education Charity
Appendix 2	The City of London Corporation Combined Education Charity– Grant Recommendations
Appendix 3	The City Educational Trust Fund – Grant Recommendations

Background Papers

- Report and Minute of the Community and Children's Services Committee, 09 February 2018.
- Report and Minute of the Education Board, 08 March 2017.

Jack Joslin

Head of Central Grants Programme

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City Educational Trust Fund (290840)

Charitable Purposes

The purposes of the charity are for the advancement of education for the public benefit by:

1. The advancement of the objects of The City University or for other educational purposes connected with or related to the University; and
2. The advancement of:
 - (i) education in science and technology, business management and commerce by the promotion of research, study, teaching and training in any of them; or
 - (ii) the study and teaching of biology and ecology; or
 - (iii) research, study and teaching in the cultural arts.

The City Educational Trust Fund is a small charity and operates by making grants. In normal years approximately £130,000 is available for distribution. Grants will be made twice a year. The charity makes grants up to £25,000 per grant which must be spent within 2 years of the grant being awarded.

Eligibility

Grants will be given to organisations rather than individuals (however, please note organisations can apply on behalf of individuals, or groups of individuals).

Organisations include, but are not limited to, the following:

- Educational Charities
- Educational Establishments

Beneficiaries must be resident and studying in the City of London or London Boroughs.

Applicants will need to provide proof of financial need, and to demonstrate how the grant, if awarded, will achieve the desired educational outcomes for the beneficiary/ies.

Applications that benefit groups of individuals will be given priority over applications that benefit one individual.

The trustee always retains the discretion to award funding outside the policy criteria in accordance with the charity's objects where it is considered to be in the best interests of the charity.

Funded activities

The Charity will fund:

Applications that advance education in the cultural arts or Science and Technology subjects. This may include course costs and necessary expenses such as travel, equipment, material and maintenance costs.

Application Guidelines

1. How do you apply for a grant?

To apply for a City of London Corporation (“CoLC”) grant, applicants need to complete an online application form by the corresponding deadline and submit this electronically with supporting documents to the Central Grants Unit. Applications should be sent to the Central Grants Unit ahead of the stated deadline to allow applications to be processed in time. Only one application from an organisation or individual (in exceptional circumstances) will be considered at any one time. All application forms should be completed through the online CoLC Grants web portal. Application forms in large print, Braille or audio tape are available to applicants by special request.

2. How are applications assessed?

All completed applications will be assessed by one of the CoLC’s Grant Officers. As part of this process, applicants may be contacted for more information. Receipt of applications will be acknowledged within 10 working days of it being received. Incomplete applications will be returned, and applicants will have a further 10 working days to send the missing information to the CoLC. After being assessed, applications are referred to the decision-making Committee. The timescale to process applications will vary; however, The CoLC endeavours to ensure applications are assessed within 12 weeks of the closing date.

3. How do we monitor and evaluate grant recipients once an award has been made?

Grant recipients will be requested to complete an end of grant monitoring report to confirm how the grant has been spent and what was achieved. Please make sure receipts are kept for all the items or services bought with the grant as we may ask for them to be provided. Please keep The CoLC up to date if contact details change at any stage during the period of the grant.

4. If your grant application is successful

Successful applicants will be sent an initial offer letter detailing the level of grant awarded. This may contain special conditions relating to the grant award or pre-agreement grant conditions. Grant acceptance terms and conditions will be subsequently issued which should be signed and returned within 20 working days. Once all documentation has been received and approved you would be asked to formally request payment of your grant award.

5. If your grant application is unsuccessful

Unfortunately, due to the limited budget available and the number of applications for funding we receive, the CoLC cannot provide funding to every applicant that applies for a grant and no further correspondence will be entered into in respect of unsuccessful grants. Grants are therefore awarded on a discretionary basis, there is no appeal process and the decision of the CoLC is final.

6. Support with your application

We urge all applicants that are unsure about whether to submit an application to read all available eligibility criteria on the CoLC website and attend one of our Grant Officer led workshops; dates for which will be publicised on our website throughout the year. If you have an enquiry that is not covered within the online guidance, please contact the Grants Unit directly, who will be able provide answers to general queries regarding the application process.

7. Can you reapply for funding?

Those who are awarded a grant from the Charity will be required to take a one-year break after a maximum two years of consecutive funding. Further applications for support will be considered after one year from the date the Trust receives a satisfactory monitoring report.

Further information

If you have questions about how to apply or about the status of an application, you can contact us on 020 7332 3712, email us at grants@cityoflondon.gov.uk, or visit our website www.cityoflondon.gov.uk/centralgrantsprogramme to find out more.

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The City of London Corporation Combined Education Charity (312836)

Grants Policy and Funding Eligibility Criteria

Charitable objects

The objects of the Charity are for the public benefit:

1. To further the education of persons (including persons born or resident in the City of London and those attending educational institutions in the City of London or the other London Boroughs) attending or proposing to attend secondary, further or higher educational institutions by the provision of grants or financial assistance and by arranging or supporting education and training to extend or complement courses provided by such institutions.
2. To provide grants for staff at maintained schools and Academies in the City of London and the other boroughs of London to undertake studies either at educational institutions or at other establishments provided that such study furthers their development as teachers.

The City of London Corporation Combined Education Charity is a small charity and operates by making grants. In normal years approximately £30,000 is available for distribution. Grants will be made twice a year. The charity makes grants ranging between £2,500 and £10,000 per grant as per the following criteria:

Smaller grants (up to £5,000) will need to be spent within 1 year of being awarded. Larger grants (from £5,000 to £10,000) will need to be spent within 2 years of being awarded.

Eligibility

Grants will be given to organisations. Grants may also be given directly to individuals in exceptional circumstances.

Organisations include, but are not limited to, the following:

- Education Charity
- Education Establishment

Beneficiaries must be (1) resident and studying at secondary, further or higher educational institutions in the City of London or London Boroughs or (2) teaching at a maintained or academy school in the City of London or London Boroughs.

Grants will be primarily given to organisations, and organisations applying on behalf of individuals or groups of individuals. Applicants will need to provide proof of financial need, and to demonstrate how the grant, if awarded, will achieve the desired educational outcomes for the beneficiary/ies.

In exceptional circumstances applications from individuals may also be considered at the trustee's discretion and such applications should be supported by proof that the individual applicant has unsuccessfully made determined efforts to access sufficient funds from elsewhere to enable them to attend or continue to attend secondary, further or higher educational institutions to further their education.

Applications that benefit groups of individuals will be given priority over applications that benefit one individual.

The trustee always retains the discretion to award funding outside the policy criteria in accordance with the charity's objects where it is considered to be in the best interests of the charity.

Funded activities

The Charity will fund:

- Applications that deliver education in Cultural Arts and Science and Technology subjects to the first group of beneficiaries or enable the first group of beneficiaries to access education and training opportunities in cultural arts and Science and Technology subjects which extend or complement courses provided by secondary, further or higher educational institutions. This may include course costs and necessary expenses such as travel, equipment, material and maintenance costs.
- Applications for courses and study for the purposes of professional development of the second group of beneficiaries.

Application Guidelines

1. How do you apply for a grant?

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2. How are applications assessed?

All completed applications will be assessed by one of the CoLC's Grant Officers. As part of this process, applicants may be contacted for more information. Receipt of applications will be acknowledged within 10 working days of it being received. Incomplete applications will be returned, and applicants will have a further 10 working days to send the missing information to the CoLC. After being assessed, applications are referred to the decision-making



Committee. The timescale to process applications will vary; however, The CoLC endeavours to ensure applications are assessed within 12 weeks of the closing date.

3. How do we monitor and evaluate grant recipients once an award has been made?

Grant recipients will be requested to complete an end of grant online monitoring report to confirm how the grant has been spent and what was achieved. Please make sure receipts are kept for all the items or services bought with the grant as we may ask for them to be provided. Please keep The CoLC up to date if contact details change at any stage during the period of the grant.

4. If your grant application is successful

Successful applicants will be sent an initial offer letter detailing the level of grant awarded. This may contain special conditions relating to the grant award or pre-agreement grant conditions. Grant acceptance terms and conditions will be subsequently issued which should be signed and returned within 20 working days. Once all documentation has been received and approved you would be asked to formally request payment of your grant award.

5. If your grant application is unsuccessful

Unfortunately, due to the limited budget available and the number of applications for funding we receive, the CoLC cannot provide funding to every applicant that applies for a grant and no further correspondence will be entered into in respect of unsuccessful grants. Grants are therefore awarded on a discretionary basis, there is no appeal process and the decision of the CoLC is final.

6. Support with your application

We urge all applicants that are unsure about whether to submit an application to read all available eligibility criteria on the CoLC website and attend one of our Grant Officer led workshops; dates for which will be publicised on our website throughout the year. If you have an enquiry that is not covered within the online guidance, please contact the Grants Unit directly, who will be able provide answers to general queries regarding the application process.

7. Can you reapply for funding?

Individuals who are awarded a grant from the Charity (which may be directly or through an organisation) will not be eligible for further funding within 5 (five) years of the decision to award the grant. Organisations applying on behalf of groups, individuals and groups of individuals are not subject to this restriction, although these organisations should note that the individuals benefiting from the grant are.

8. Further information

If you have questions about how to apply or about the status of an application, you can contact us on 020 7332 3712, email us at grants@cityoflondon.gov.uk, or visit our website www.cityoflondon.gov.uk/centralgrantsprogramme to find out more.

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The City of London Corporation Combined Education Charity (312836)

Grants Policy and Funding Eligibility Criteria

Charitable objects

The objects of the Charity are for the public benefit:

1. To further the education of persons (including persons born or resident in the City of London and those attending educational institutions in the City of London or the other London Boroughs) attending or proposing to attend secondary, further or higher educational institutions by the provision of grants or financial assistance and by arranging or supporting education and training to extend or complement courses provided by such institutions.
2. To provide grants for staff at maintained schools and Academies in the City of London and the other boroughs of London to undertake studies either at educational institutions or at other establishments provided that such study furthers their development as teachers.

The City of London Corporation Combined Education Charity is a small charity and operates by making grants. In normal years approximately £30,000 is available for distribution. Grants will be made twice a year. The charity makes grants ranging between £5,000 and £10,000 per grant as per the following criteria:

Smaller grants (of around £5,000) will need to be spent within 1 year of being awarded. Larger grants (of around £10,000) will need to be spent within 2 years of being awarded.

Eligibility

Grants will be given to organisations. Grants may also be awarded to individuals in exceptional circumstances.

Organisations include, but are not limited to, the following:

- Education Charity
- Education Establishment

Beneficiaries must be (1) resident [in the City of London or London Boroughs and studying or proposing to study at secondary, further or higher educational institutions OR and/or studying or proposing to study](#) at secondary, further or higher educational institutions in the City of London or London Boroughs or (2) teaching in the City of London or London Boroughs.

Grants will be primarily given to organisations, and organisations applying on behalf of individuals or groups of individuals. Applicants will need to provide proof of financial need, and to demonstrate how the grant, if awarded, will achieve the desired educational outcomes for the beneficiary/ies.

In exceptional circumstances applications from individuals may also be considered at the trustee's discretion and such applications should be supported by proof that the individual applicant has unsuccessfully made determined efforts to access sufficient funds from elsewhere to enable them to attend or continue to attend secondary, further or higher educational institutions to further their education.

Applications that benefit groups of individuals will be given priority over applications that benefit one individual.

The trustee always retains the discretion to award funding outside the policy criteria in accordance with the charity's objects where it is considered to be in the best interests of the charity.

Funded activities

The Charity will fund:

- Applications that deliver education in Cultural Arts and Science and Technology subjects to the first group of beneficiaries or enable the first group of beneficiaries to access education and training opportunities in cultural arts and Science and Technology subjects which extend or complement courses provided by secondary, further or higher educational institutions. This may include course costs and necessary expenses such as travel, equipment, material and maintenance costs.
- Applications for courses and study for the purposes of professional development of the second group of beneficiaries.

Application Guidelines

1. How do you apply for a grant?

To apply for a City of London Corporation ("CoLC") grant, applicants need to complete an online application form by the corresponding deadline and submit this electronically with supporting documents to the Central Grants Unit. Applications should be sent to the Central Grants unit ahead of the stated deadline to allow applications to be processed in time. Only one application from an organisation or individual (in exceptional circumstances) will be considered at any one time. All application forms should be completed through the online CoLC Grants web portal. Application forms in large print, Braille or audio tape are available to applicants by special request.

2. How are applications assessed?

All completed applications will be assessed by one of the CoLC's Grant Officers. As part of this process, applicants may be contacted for more information. Receipt of applications will be acknowledged within 10 working days of it being received. Incomplete applications will be returned, and applicants will have a further 10 working days to send the missing information to the CoLC. After being assessed, applications are referred to the decision-making



Committee. The timescale to process applications will vary; however, The CoLC endeavours to ensure applications are assessed within 12 weeks of the closing date.

3. How do we monitor and evaluate grant recipients once an award has been made?

Grant recipients will be requested to complete an end of grant online monitoring report to confirm how the grant has been spent and what was achieved. Please make sure receipts are kept for all the items or services bought with the grant as we may ask for them to be provided. Please keep The CoLC up to date if contact details change at any stage during the period of the grant.

4. If your grant application is successful

Successful applicants will be sent an initial offer letter detailing the level of grant awarded. This may contain special conditions relating to the grant award or pre-agreement grant conditions. Grant acceptance terms and conditions will be subsequently issued which should be signed and returned within 20 working days. Once all documentation has been received and approved you would be asked to formally request payment of your grant award.

5. If your grant application is unsuccessful

Unfortunately, due to the limited budget available and the number of applications for funding we receive, the CoLC cannot provide funding to every applicant that applies for a grant and no further correspondence will be entered into in respect of unsuccessful grants. Grants are therefore awarded on a discretionary basis, there is no appeal process and the decision of the CoLC is final.

6. Support with your application

We urge all applicants that are unsure about whether to submit an application to read all available eligibility criteria on the CoLC website and attend one of our Grant Officer led workshops, dates for which will be publicised on our website throughout the year. If you have an enquiry that is not covered within the online guidance, please contact the Grants Unit directly, who will be able provide answers to general queries regarding the application process.

7. Can you reapply for funding?

Individuals who are awarded a grant from the Charity (which may be directly or through an organisation) will not be eligible for further funding within 5 (five) years of the decision to award the grant. Organisations applying on behalf of groups, individuals and groups of individuals are not subject to this restriction, although these organisations should note that the individuals benefiting from the grant are.

8. Further information

If you have questions about how to apply or about the status of an application, you can contact us on 020 7332 3712, email us at grants@cityoflondon.gov.uk, or visit our website www.cityoflondon.gov.uk/centralgrantsprogramme to find out more.

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Combined Education Charity - Application Extracts & Assessment Report

Birkbeck, University of London - Application

Detail of the Proposal

In 1823, Dr George Birkbeck founded the London Mechanics' Institute, today Birkbeck, University of London. Dr Birkbeck set out a radical vision to educate working people of London. Nearly 200 years later, Birkbeck holds true to its founding principles of accessibility and academic excellence for the public benefit.

Birkbeck established Foundation Years (FY) in Cultural Arts, Science and Technology to give non-traditional students a second chance at education. Though FY courses have increased in attendance each year, more than 60% of students forego progression to undergraduate study due to financial insecurity. We have identified a need to provide FY students with financial assistance.

We would be delighted if the Charity would support our FY students through the provision of eight bursaries (£3,000 each) for eight FY students over two years. These bursaries will empower excellent students to continue in education and enable them to pay for necessary study expenses like travel, equipment, material and maintenance costs.

These bursaries will help us to achieve the following key outcomes: recruitment of non-traditional students to higher education, retention of students with the potential to succeed, increased diversity in Cultural Arts, Science and Technology sectors and improved student experience through alleviation of financial stress.

Detailed Breakdown of Budget

Birkbeck will provide £24,000, equivalent to eight £3,000 bursaries, to eight different students. The bursary recipients will be able to use this funding toward school materials and other maintenance costs, including books, travel and childcare.

Relevant FY course directors will nominate students for these bursary awards based on the following criteria: overall academic performance; academic improvement; and commitment to the programme, including attendance and class participation. To be eligible for these awards, students must be progressing from their FY in 2019-2020 and 2020-2021 to their undergraduate degrees.

A panel of academic and professional services will determine the eight students who will receive these awards. The College will distribute bursaries (£3,000 each) to four students in June 2020 and again to four further students in June 2021.

The bursary offering will be available to all FY students at Birkbeck. In order to make the selection process as fair and open as possible, the bursary scheme is not designed to target specific ethnicity groupings or persons with disabilities. Given the College's commitment to opening education to students from widening participation backgrounds, our proactive outreach work throughout London boroughs and our already diverse student body, it is likely that our beneficiaries will come from equally diverse backgrounds.

Educational Benefit:

Birkbeck established FY courses to further open up higher education to students of all backgrounds. FY courses are one-year programmes designed to prepare students who do not yet have the required qualification level for an undergraduate degree or for students who want to ease into study. FY courses offer a second chance for students who have the greatest potential for transformation through education and who often have the highest ambition to excel in their studies. We support these students through targeted academic

training, personalised tutoring and careers guidance.

In FY courses, students will take modules at Level 3 or Level 4 to prepare for university study. Upon successful completion of the FY, students will automatically progress onto a 3-year, full-time evening study BA/BSc/LLB degree. These courses will help build students' confidence and give them the core knowledge and key academic skills they need at university. Through targeted coursework and trainings, students will improve their essay-writing and coursework skills, develop their IT and library skills and give them a taste of the subject area that most interests them.

The demand for FY courses is growing. In the 2018-2019 academic year, more than 80 students began a FY with us, an increase of 47% from the previous academic year. There are currently 291 new and continuing students doing degrees with FY at Birkbeck, and we expect more than 80 students to begin their FY with us in 2019-2020.

We now offer the following FY courses: BA Arts & Humanities; BSc Business; BSc Computing; BSc Economics; BSc Information Systems & Management; BSc Mathematics; LLB Law; BSc Biomedicine; and BSc Psychology. Through these offerings in Cultural Arts, Science and Technology, we inspire people to pursue university study and empower these students to make such industries more diverse.

We have identified a key need for financial support for students who progress from FY courses to undergraduate studies. Despite the increase in student numbers on FY courses, more than 60% of students forego undergraduate studies after the completion of their FY. College leadership investigated the reasons for student dropout and found that FY students were most likely to give up university study owing to financial worry and aversion to debt.

Students are significantly less likely to drop out when they receive financial support. We already help our students by concentrating on challenges present within our students' lives: childcare, mental health, disability, dyslexia and financial worry. We provide extra academic support, mental health counselling, careers training and financial support when possible. However, we believe that bursaries for FY students will make an immense difference to these students and empower them to progress to their undergraduate studies.

The provision of bursaries for FY students is a new project for Birkbeck. FY students often do not have the confidence or knowledge to apply to other funding sources, so the distribution of £3,000 bursaries will give these students the self-assurance and financial security necessary to tackle their next years of undergraduate study. These bursaries will allow students to pay for study materials and costs, including books, travel and childcare, and in turn improve their student experiences.

We would be delighted if the Charity were to support eight student bursaries over the next two years. Though the bursaries programme is new at Birkbeck, we are confident that the programme will be successful in attracting and retaining excellent students. We will follow students to track their academic performance, monitor and evaluate the impact of bursaries on bursary recipients and report our findings to the Charity. Based on the programme's success, we will then seek to scale up the number of bursaries available for FY students.

CENTRAL GRANTS PROGRAMME

ASSESSMENT CATEGORY: e) Combined Education Charity

Birkbeck, University of London (ref. 15441)

Amount requested: £24,000

Amount recommended: £24,000

Purpose of grant request: Financial assistance, in the form of bursaries, for students progressing from their Foundation Year courses to undergraduate studies at Birkbeck University.

The Applicant

Birkbeck, University of London (formally Birkbeck College), is a public research university located in Bloomsbury, London, and a constituent college of the federal University of London. Established in 1823 as the London Mechanics' Institute by its founder, Sir George Birkbeck, and its supporters, Jeremy Bentham, J. C. Hobhouse and Henry Brougham, Birkbeck has been one of the few institutions to specialise in evening higher education.

Background and detail of proposal

Birkbeck has a strong tradition of helping people to access higher education, especially underrepresented groups, such as students with non-traditional qualifications, students with negative educational experiences and students lacking strong support networks. Birkbeck does not define its applicants based on their prior academic records and takes a more rounded view considering each application on the merit of the individual. As a result of this holistic approach to education, Birkbeck is very accessible: more than 60% of its undergraduate students come from low-income backgrounds, 16% of its students have declared a disability and more than 40% are from black and minority ethnic (BME) backgrounds. These numbers are much higher than across other UK universities where 25% of UK domiciled students come from BME backgrounds and 12% have declared a disability.

Birkbeck established Foundation Years (FY) in Cultural Arts, Science and Technology to give non-traditional students a second chance at education. Though FY courses have increased in attendance each year, more than 60% of students forego progression to undergraduate study due to financial insecurity. Funding is sought to support FY students through the provision of eight bursaries (£3,000 each) for eight FY students over two years. These bursaries will empower excellent students to continue in education and enable them to pay for necessary study expenses like travel, equipment, material and maintenance costs. Birkbeck would act as bursar for these grants and has a clear assessment framework for awarding bursaries. Birkbeck hope these bursaries will help to achieve the following key outcomes: recruitment of non-traditional students to higher education, retention of students with the potential to succeed, increased diversity in Cultural Arts, Science and Technology sectors and improved student experience through alleviation of financial stress.

As this is the first time the University have offered these bursaries, they will monitor the success closely and track the educational attainment of the applicants. It is hoped that if this scheme is a success, they will look for funding from other foundations to increase its remit.

Financial Information

Birkbeck University has a large turnover and holds reserves to cover its assets. The amount of monies held in reserve by the University far exceeds that of this project. It is deemed that the university is financially viable for the duration of this project.

Year end as at 31st July	2018	2019	2020
	Signed Accounts	Draft Accounts	Forecast
	£	£	£
Income & expenditure:			
Income	108,984,000	100,650,000	105,975,000
Expenditure	(106,155,000)	(106,150,000)	(108,975,000)
Total surplus/(deficit)	2,829,000	(5,500,000)	(3,000,000)
Split between:			
- Restricted surplus/(deficit)	1,362,000	(5,500,000)	(3,000,000)
- Unrestricted surplus/(deficit)	1,467,000	0	0
	2,829,000	(5,500,000)	(3,000,000)
Total expenditure	106,155,000	108,975,000	108,975,000
Free unrestricted reserves:			
Free unrestricted reserves held at year end	10,283,000	10,283,000	10,283,000
No of months of operating expenditure	1.2	1.1	1.1

Recommendation

Birkbeck is a long-established educational institution that has pioneered and approach of offering inclusive higher education. This project will provide valuable financial support to individuals studying foundation year at Birkbeck who are looking to progress into a higher education course. This bursary programme meets the objects of the Combined Education Charity as it will further the education of persons attending higher Educational Institutions by the provision of financial assistance. The grant meets the policy as they will specifically target those looking to study topics in the Cultural Arts, Science and Technology. As Birkbeck will be distributing grants to individuals they can also demonstrate how the individuals that are successful are likely to have limited access to other funds to aid their study. Funding is recommended as follows:

£24,000 over two years (£12,000; £12,000) to provide financial assistance, in the form of bursaries, for students progressing from their Foundation Year courses to undergraduate studies at Birkbeck University.

London South Teaching School Alliance (Charles Dickens Primary School) – Application

Detail of Proposal

Many pupils in London schools experience deprivation and there is a close link between deprivation at home and impoverished language use, which limits learning. This project will enable 20 teachers from 10 London schools to benefit from professional development supported by academics from the University of Cambridge which will improve the quality of classroom talk in their classrooms and hence raise the attainment of pupils in their care. Teachers will attend six half day sessions in which they will be supported to benchmark the quality of talk in their own classroom, to engage with what is known from research about best practice in classroom 'talk moves' and the creation of a supportive climate for dialogic talk. They will then make changes to their own practice and measure the impact of this on pupils in their care, with a focus on pupils from deprived backgrounds. They will also present their findings to a wider group of schools so that this good practice is shared across local schools.

The project will use the University of Cambridge Teacher Scheme for Educational Dialogue Analysis (T-SEDA), a practical tool kit to support teachers in engaging with enquiry projects around dialogic teaching in their classrooms.

Detailed Budget

Six half day sessions led by Director @ £400 per day = £1,200.00

10 schools, teachers attending in pairs, six half days' supply cover 50% covered @ £180 per day = £5,400.00

Design, collection, analysis of baseline-impact data, report writing TSA Programme Manager 2 days @ £300 per day = £600.00

Refreshments £3 per half day per person, 6 half days = £360.00

University of Cambridge support 2 days @ £550 per day = £1,100.00

Report printing = £40.00

Project management: TSA Programme Manager @ £300 per day, 3 days = £900

Project administration: TSA Administrator at £200 per day, 2 days = £400

Total = £10,000

Educational Benefit:

Teachers to develop an improved understanding of research approaches to professional learning that can support improved teaching and learning e.g designing a research question, gathering baseline and impact data, reviewing the literature, designing a relevant change to practice. The T-SEDA pack provided by the University of Cambridge provides tools to support teachers in constructing their own classroom research including coding transcripts of classroom dialogue and managing the enquiry cycle. Sessions will support them to apply this learning to their own context and to jointly problem solve any challenges that arise as they conduct their research.

Produce a report that can be shared with other London schools and run a free event for schools at which some of the teachers on the project can showcase their findings. The project would also seek to deploy some of the strongest teachers on the project as Lead Practitioners or Specialist Leaders in Education once the project has ended. All these activities are designed to ensure the project has a legacy and an impact on schools beyond the participating group.

We would want teachers to be able to present evidence of improved progress for pupils in their classes due to improved classroom talk. This could be seen in academic progress but also soft skills that enable learning, e.g engagement, motivation, confidence. We would want

teachers to state that they feel more confident and to have a wider range of strategies for enabling effective classroom talk that supports learning.

The outcomes we would seek from the project would include changes not only within the individual teachers' classrooms, but at whole school level. We would encourage participants to present their findings to the school and/or to support other teachers as the project unfolds. We would want teachers to explain how and with what degree of success they are enabling these new good practices to be used by staff across the school.

CENTRAL GRANTS PROGRAMME

ASSESSMENT CATEGORY: e) Combined Education Charity

London South Teaching School Alliance, Charles Dickens Primary School (ref. 15438)

Amount requested: £10,000

Amount recommended: £10,000

Purpose of grant request: Talk Matters: A research project for 20 teachers from 10 London schools to ensure effective classroom talk for better learning and teaching.

The Applicant

London South Teaching School Alliance (LSTSA), formerly Southwark Teaching School Alliance, was established in January 2015. The alliance brings together schools and selected partners committed to working together to achieve its vision: an education system where children and young people are nurtured and challenged to flourish in all aspects of their life, academic, cultural, personal and social. LSTSA is based at the Charles Dickens Primary School in Southwark. Charles Dickens Primary School leads the LSTSA, a hub for the professional development of educators.

Background and detail of proposal

This project will enable 20 teachers from 10 London schools in the LSTSA network to engage in a training programme to improve and develop oracy – the ability to express oneself fluently and grammatically in speech - in the classroom. Working with academics from the University of Cambridge, the teachers involved in the scheme will learn about dialogic teaching methods and how to implement them into everyday lessons. The programme will take place over a full year with the recruitment of participants taking place in September. Over the course of the year the teachers will attend six half day sessions in which they will be supported to benchmark the creation of a supportive climate for dialogic talk in the classroom. Each session will help the teachers to inform their practice and trial and implement new methods in the classroom. The Teachers will have access to journal and articles and will be tasked with analysing the impact of the implementation. Academics from Cambridge University will work closely with teachers and have devised a bench marking and coding process to run alongside the programme, to measure success.

Each school involved will put forward two teachers to take part in the programme. Greater success will be achieved this way as there will be peer-support amongst teachers involved. The programme is also designed to ensure that the practice can be adopted across as school, which is more likely to succeed if more than one person is leading and initiating the new approach.

Financial Information

For the purposes of assessment, the accounts of Charles Dickens Primary School have been analysed as they are the legal entity that will manage the budget. The school is deemed as outstanding by Ofsted and has 100% of its funding confirmed for the 2019/2020 school year, therefore no financial risk posed by offering this grant.

Year end as at 31st July	2018	2019	2020
	Signed Accounts	Draft Accounts	Forecast
	£	£	£
Income & expenditure:			
Income	2,965,461	3,106,115	3,137,829
- % of Income confirmed as at 10/06/2019	N/A	100%	100%
Expenditure	(2,961,154)	(3,009,356)	(3,118,859)
Total surplus/(deficit)	4,307	96,759	18,970
Split between:			
Total expenditure	2,963,224	3,009,356	3,118,859
Free unrestricted reserves:			
Free unrestricted reserves held at year end	(8,120)	88,639	107,609
No of months of operating expenditure	0.0	0.4	0.4

Recommendation

This application clearly meets the objects of the Combined Education Charity as it will provide a grant for staff at a maintained schools and academies in London to undertake study that will further their development as teachers. At assessment it was clear that this was a well thought through application that will have a benefit for the teachers and schools involved in the scheme as well as the pupils attending the schools involved. Funding is recommended as follows:

£10,000 over 12 months to cover the costs of a research project for 20 teachers from 10 London schools implement effective classroom talk for better learning and teaching.

Combined Education Charity – Recommended Grants from Individuals

15429	Applicant 1	<p>Purpose: Towards paying the school fees for my Masters in Acting at the Royal Central School of Speech & Drama for the 2019/2020 academic year.</p> <p>Educational Merit: A year's intensive training, at a highly reputable school, with comparably small classes, will afford me the time and space to focus on honing my craft and developing my skills as an actor. This time, dedicated to practising, experimenting, creating and making mistakes, is invaluable, because once I re-enter the professional world, I will be expected to deliver. The training will provide me with a competitive edge and a solid network of future collaborators, upon graduation.</p> <p>Whilst I currently work part-time and will be working full-time in the months leading up to my course (to save more money towards living costs), this funding would give me peace of mind to focus entirely on my studies. As it is an extremely demanding, full-time course, there is no time available to work alongside my studies and students are in fact advised against doing so, by the tutors.</p>
		<p>Officer Comment: The applicant is seeking £5,000 towards paying the school fees for a Masters in Acting at the Royal Central School of Speech & Drama. The applicant has provided a detailed statement at Appendix A outlining how a bursary will benefit their study. It is clear from assessment that the applicant is passionate about the topic and a bursary will advance their education by allowing them to focus on the course full-time. The applicant has indicated that the Royal Central School of Speech and Drama are happy to act as the bursar of the grant.</p> <p>The applicant has outlined in detail the total cost of study for the course. The total cost of study for the year will be £29,739, of which £18,882 will be course fees. The applicant will be applying their own savings, student loan and earnings from part time work during the year. The applicant anticipates having a £6,000 deficit in funding for the course. A grant would go a substantial way</p>

		<p>to ensuring the applicant can focus on their studies on a full-time basis. The applicant has sought funding from other small Trusts and Foundations with little success, some decisions are still pending however. From assessment this application has met the criteria of the Combined Education Charity and provided a great level of detail about how this grant will further their education. At assessment your officer received a glowing reference from the applicant's prospective tutor. Funding is recommended as follow:</p> <p>£5,000 contribution to the course fees for a Masters in Acting at the Royal Central School of Speech and Drama.</p>
15430	Applicant 2	<p>Purpose: If I was fortunate enough to receive funding from the City of London Corporation. It will be used towards covering the tuition fees and day-to-day costs of being a Masters Architecture student at The Architectural Association, London.</p> <p>Educational Merit: As a Nigerian, I have aspirations to explore the potential of practicing Architecture within the country and the continent. The AA is known to be conscious of African Architecture, through their numerous hosted lectures and various publications. I intend to direct the focus of my Masters towards tackling a brief that is situated within the continent.</p> <p>I view Nigeria and Africa with a far more critical and observant lens than ever before. I've always appreciated the innate beauty of the proverbial 'motherland'. I passionately believe that there is much to be unlocked through subtle and far less conventionally evasive methods. Through my realised determination to utilise Architecture as a force for real change within the continent. Serving as a catalyst that forms the foundations for a brighter future. Although I'm excited with the prospect that this kind of Architecture will be one that I'm as of yet unfamiliar with.</p>

		<p>Officer Comment: This application is seeking £5,000 towards the course fees and materials for a Fourth Year of a five-year ARB/RIBA recognised course in architecture leading to the AA Final Examination (ARB/RIBA Part 2) and the AA Diploma. The applicant is passionate about Architecture and how it could be explored and applied in their home country of Nigeria. Further detail on the applicant's achievements to date are detailed in Appendix B.</p> <p>The total course costs for the year are just under £22,000 with additional living, transport and course costs additional to this. The applicant has been turned down for a bursary from the Architectural Association and is awaiting a decision from RIBA on whether they have received a grant to contribute to the fees. The applicant's income in the last year was £23,000 however this will reduce when studying as they will be focusing on study full-time. This will take them below the minimum income standard. From assessment this application has met the criteria of the Combined Education Charity and partially met the exceptional circumstances criteria as they have partially demonstrated how they have made determined efforts to access enough funds from elsewhere. Funding is recommended if the Trustees are happy to award funding outside the policy criteria in accordance with the objects of the Charity.</p> <p>£5,000 towards the course fees and materials for a Fourth Year of a five-year ARB/RIBA recognised course in architecture leading to the AA Final Examination (ARB/RIBA Part 2) and the AA Diploma at the Architectural Association.</p>
15433	Applicant 3	<p>Purpose: The purpose of this grant application is to raise funds for an LLM course in Human Rights Law at Queen Mary University in year 2019/20. I currently hold an unconditional offer for the course.</p> <p>Educational Merit: I need to obtain a postgraduate qualification in human rights law in order to further my career as a human rights and public law solicitor in London. The selected area of practice is intellectually rigorous and highly competitive and as a result, I have been advised by other practitioners to further my knowledge of the same before commencing work as a trainee solicitor.</p>

		<p>Officer Comment:</p> <p>This application is for £5,000 to support the course costs of an ILM FT in Human Rights Law at Queen Mary University. The applicant has provided substantial information about how a bursary will help develop their knowledge of Human Rights Law and pave a way for a Law career focusing on this topic. Additional statement has been provided at Appendix C outlining the applicants academic commitment to the subject. It is clear funding will allow the applicant to focus on their study.</p> <p>Substantial additional information has been provided about the applicant's financial situation. The Course fees are just over £15,000. The applicant is currently in full-time employment and lives with their partner who have a combined income of £2,900 per month. The applicant has pointed out that this will significantly reduce once the course begins as they will be giving up their full-time employment to focus on study and will work part-time to supplement living expenses. This is likely to reduce household income by over half which will mean they will struggle to meet the course fees. The applicant has applied to 14 other Trust and foundations for support and has been turned down by at least 6 of them. They have some decisions pending and have been awarded £1,000 from the Sidney Perry Foundation. As the policy for the Combined Education Charity outlines that it is interested in assisting individuals that study subjects in the Cultural Arts, Science and Technology subjects then this application falls outside of policy. However, this application fits with and will advance the objects of the Combined Education Charity. Funding is recommended if the Trustees are happy to award funding outside the policy criteria in accordance with the objects of the Charity.</p> <p>£5,000 to support the course costs of an ILM FT in Human Rights Law at Queen Mary University.</p>
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Combined Education Charity – Grants from Individuals recommended for rejection

15428	Applicant 4	<p>Purpose: To help fund and cover university tuition and travel costs.</p> <p>Educational Merit: It would mean I could use my maintenance loan to help cover my food and travel costs instead of using it for tuition fees.</p>
		<p>Officer Comment: This application is incredibly brief and has not outlined how a bursary grant will improve educational outcomes for the applicant. No additional information was provided at assessment after being requested by an officer on several occasions. A full assessment of the applicants need could not be carried out. Application is recommended for rejection.</p>
15431	Applicant 5	<p>Purpose: Rent and equipment required to ensure stability in university.</p> <p>Educational Merit: This funding would allow me to maintain good mental health without any long-term stress whilst at university, allowing more help to control my anxiety.</p>
		<p>Officer Comment: This application is incredibly brief and has not outlined how a bursary grant will improve educational outcomes for the applicant. No additional information was provided at assessment after being requested by an officer on several occasions. A full assessment of the applicants need could not be carried out. Application is recommended for rejection.</p>

15432	Applicant 6	<p>Purpose: The applicant is applying on the behalf of their daughter who has been offered a place at the City of London School for Girls. A full scholarship has been offered but the applicant is seeking funding to support the costs of attending the school and to ensure their daughter can access trips during the year.</p> <p>Educational Merit: My Daughter has achieved this offer of a place at City of London School for Girls on merit having worked hard at school and scoring extremely well in her 11+ exam in January at the City of London School for Girls. The school believe that "education opportunities must be open to girls who will benefit most from learning here, not just those who can afford the fees". In my daughters offer letter the school has said "my daughter is a very able student, and we are certain she will thrive here at City of London School for Girls".</p>
		<p>Officer Comment: The original application was to request support towards the annual fees for the applicant's daughter to attend the City of London Girls School. Since the application was submitted the City of London Girls school has offered the applicants daughter a full bursary place. The applicant still wanted to have the application considered and instead contribute to the cost of fees for school trips and equipment additional to the scholarship. This application falls out of the policy as this application now does not meet your Committee's exceptional policy, as the individual applicant has provided proof that they have found sufficient funds from elsewhere in the form of a full bursary place. It is also not clear how the additional trips will further the Education of the applicant's daughter. The application is recommended for rejection.</p>

Appendix A

Bursary Statement: £5,000 contribution to the course fees for a Masters in Acting at the Royal Central School of Speech and Drama.

Dear Sir/Madam,

I wish to apply for sponsorship in order to pursue a Master of Arts degree in Acting (Classical) at the Royal Central School of Speech & Drama in London, England.

I have a passion for storytelling and the performing arts and wish to dedicate myself to working in theatre. As part of my Master's, I aim to pose the following question: what place does theatre hold in society, as an agent of social change, and how can it be used as a tool to promote peace and foster progressive discourse to better understand each other and increase empathy on a global scale?

My previous studies in physical theatre at the Jacques Lecoq school, have provided me with a solid foundation in collaborative and devised theatre where creation is achieved through improvisation. The school teaches actors how to use nature and the world around, as inspiration and constant stimuli for character creation, with a view to better simulating and expressing every aspect of human nature. There is great emphasis placed on body conditioning (basic acrobatics and daily movement analysis), making us acutely aware of the fact that, as actors, our bodies are our primary tool for creation. It is here I was taught that "the body knows things that the head has yet to learn," as Jacques Lecoq wrote.

I now seek to complement this training with a more profound study in classical theatre. I envision multi-disciplinary theatre pieces and believe that the pioneering spirit and the plethora of opportunities present in London, will be the ideal place to take this next step. The rigorous programme on offer at Central will prepare me for the professional world at an international and national level, with important links being made via the school, amongst my peers and through the end-of-year showcase. I wish to work towards making theatre accessible to a wider audience and your assistance would also be contributing to increasing inclusion and representation at institutions of higher education, where it is often lacking.

From a financial point of view, though I have some savings that will go towards living costs whilst studying and I will be applying for a Post-graduate Loan, my financial resources beyond this would not allow me to pursue this Master's degree. As such, I would like to submit an application for a grant to be put towards the tuition fees. With your assistance, I will be able to devote myself entirely to my studies, with peace of mind.

Finally, the arts and culture sector in the UK, play a vital and increasing role in the UK economy. Based on the Arts Council England report, commissioned from the Centre for Economic & Business Research, the arts and culture industry were responsible for £21.2bn in direct turnover, £10.8bn in Gross Added Value and 137,250 jobs.

Theatres in London and across the UK attracted more than 34m visitors in 2018, generating ticket revenues of £1.28bn from 62,945 performances, according to figures from UK Theatre and the Society of London Theatre. London's West End theatres drew in more than 15.5m theatre-goers and generated £127m in VAT for the Treasury. The report also claims the Treasury is now making back £5 in taxes for every £1 invested by the government into the arts, while in 2015, 131,200 people were employed in the arts and culture industry, the highest proportion of which – 35% – worked in the performing arts.

The above is merely to clarify just how important the UK's cultural sector is to the prosperity of the economy. Arts Minister, John Glen, stated: not only does arts and culture have a positive impact on the lives of individuals who participate¹, but it demonstrates how far public investment in the arts goes to stimulate growth in the creative industries.

In helping me pursue this MA course, you will also inevitably be helping the UK economy; because upon graduation, I will be entering the professional work-force and not only contributing to inspiring London through culture, but also impacting its economy. I have no shortage of ideas and ambitions of the kind of work I want to go on to create, I simply require your support in order to fulfil my dream of working full-time as an actor-writer.

I thank you in advance for the attention you will bring to my application. I look forward to hearing from you, should my request receive your positive consideration.

Appendix B

Bursary Statement: £5,000 towards the course fees and materials for a Fourth Year of a five-year ARB/RIBA recognised course in architecture leading to the AA Final Examination (ARB/RIBA Part 2) and the AA Diploma at the Architectural Association.

I literally fell into the world of design rather by accident. I was on track to start Eton College in 2007, as a former state school student who was able to successfully pass the King's Scholarship Exam earlier in the year. Having captained the renowned St George's first XI football team that only lost one match and won two tournaments. Subsequently, I was scouted for the International Schools' Football Squad. I was looking forward to forging my promising footballing career at Eton. However shortly before my first day, I suffered a severe avulsion fracture in my hip that prevented me from playing sports for nine months.

During the afternoon I felt like a prisoner in my own dorm, overcome with self-pity knowing that my peers were galivanting across the football pitches. In my tiny room, I was trapped in the most uncomfortable chair that was blocked off by an inconveniently placed folding desk. Distraught and frustrated, I limped into the school design department with a sketch of a chair I had drawn out of sheer boredom.

I was instantly hooked, and my quick sketch developed into the manufacture of "The Rib chair" for which I was awarded the coveted school design prize in 2008. Even though I was able to play football the following year (albeit with a new found aptitude for further injuries), my new found love for design spurred me on to design and manufacture "The Lounge chair" which was awarded the same prize in 2009. The hands-on design process guided me to work within the confines of ergonomics whilst also aiming to maintain aesthetic value. Opting to spend the majority of my free time either in the Art or Design Schools, I left Eton College as Keeper of the Art Schools in my final year.

My subsequent successful careers at Kingston University and then the Bartlett afforded me the opportunity to establish a strong foundation in both architecture and design. I was able to develop a rigorous approach in attempts to resolve spatial proposals through the tactility of material models. Intuitive investigation and a keen focus to the precision of technical detail. I've honed my aptitude towards becoming highly skilled in crafting scaled models and also fabrication on a 1:1 scale. I enjoyed learning to manage conceptual spatial investigations and resolve community-based architecture imbued with a cultural agenda. Both with the use of my analogue skills and the assistance of various digital and mechanical technologies. I realised that I am capable of consistently generating original solutions towards design-based problems. Through an array of alternative forms of expression such as fashion, stop motion, videography and film.

Our 3D Group at Kingston University was able to create a rendition of Lady Gaga's – Bad Romance music video on a £100 budget, which has since drawn over 80,000 views on YouTube. During my second year at the Bartlett, myself and my fellow Unit 1 members were awarded the New London Architecture Award in 2016. Having designed and constructed of the new site of the Skip Garden in King's Cross.

Having graduated from the Bartlett, I was fortunate to obtain employment at Thorp Design in Knightsbridge in London. Working to meet the demands of clients, contractors and deadlines on numerous high-end residential projects helped me to significantly improve my productivity and nurture my creativity. The constructive pressure that is fostered in the office has forced me to improve my aptitude for time keeping which was an area that I hoped to improve. As a consequence, I was recently designated the responsibility of overseeing the renovation of a property in Buckinghamshire with little supervision. I was recently told by some colleagues that my unique approach to drawing presentation and style will be adopted by the practice.

Opting to widen my horizons for masters, I received offers from both the RCA and AA. Admittedly they are both highly regarded institutions, although my preference is the AA. I feel that I will benefit greatly not just as an architect, but also as a creative thinker from their highly theory-based approach. I'm eager to truly comprehend the impact a built form has on its occupants and surroundings. With a determination to acquire the skills to utilise architecture as a driver for future change.

As a Nigerian, I have aspirations to explore the potential of practicing Architecture within the country and its wider continent. The AA have been quite conscious and vocal of African Architecture, through a number

of their hosted lectures and various publications. Given the opportunity, I will hope to direct the focus of my Masters towards tackling a brief that is situated within the continent. The bursary would be of great assistance towards covering the cost of their tuition fees. Not forgetting the day-to-day expenses of being a student in London.

Although I was born in the UK, I'm fortunate that my parents made concerted efforts to imbue me with an appreciation of my heritage. Regular visits to Nigeria have coincided with a feeling that I'm acquiring a greater understanding of myself and surroundings. As a consequence, I founded the Old Etonian Society of Caribbean's & Africans (OE-SOCA) over a year ago. Taking loose inspiration from the African & Caribbean Societies that exist at various universities throughout the country. I believed that forming this organisation could grow to become a greatly valuable asset for both its members and the wider society. Having hosted three successful events thus far, this is gradually growing to be the case.

I view Nigeria and its wider continent with a far more critical and observant lens than ever before. The subject of unrealised potential is oft discussed amongst a group of friends and even via mainstream outlets to name a few. Although I've never viewed

the continent through such a stance, I've always appreciated the innate beauty of the proverbial 'motherland'. Nonetheless, I am of passionate belief that there is so much that can be unlocked through subtle and far less conventionally evasive methods. I am beginning to appreciate that (however innately valuable,) the logics and methodologies that I've learned may not necessarily be as effective further afield on African pastures. Thus, with my realised determination to utilise Architecture as a real force for change in the continent. This particular kind of architecture will be one that I'm as of yet unfamiliar with.

I'm very much fascinated by the existence of great ancient African civilisations of the past before their untimely demise. I have wondered whether old traditional techniques of building and the ingenious use of regional materials and resources have not been completely forgotten. Although if it were the case, like in developing regions in Nigeria to an increasing degree. Can we study these forgotten methods and appropriate them into a contemporary context? Creating an architectural typology that is highly contextualised to its surrounds. Being sensitive to the local customs and spiritual beliefs that dictate the traditions of local tribes. I feel that it is possible to use architecture as a catalyst that forms the foundations for a brighter future. It is safe to say that there is quite a lot of traveling and research to be done in the future.

In more recent times I have also become a member of the up and coming group YANA, namely Young Aspiring Nigerian Architects. We have hosted a series of tours, workshops and short exhibitions; we're slowly beginning to exchange ideas towards various theoretical and built projects.

Anecdotally, in recent times fellow friends and I from the Bartlett have formed a small collective. In between our numerous commitments, our journey has begun by attempting to critique contemporary social issues through various forms of conceptual experimentation and representation. With the hopes of exhibiting our first completed project this summer.

Many thanks for your time.

Appendix C

Bursary Statement: £5,000 to support the course costs of an ILM FT in Human Rights Law at Queen Mary University.

Further to your request, I write to provide a supplementary explanation of how the requested grant will advance my education.

Due to the fact that public law and human rights law remain one of the most intellectually rigorous and competitive areas of legal practice, obtaining a masters-level understanding of the subject is a prerequisite step in my professional career. Thankfully, I have been now offered an unconditional place at the LLM in Human Rights Law course at the Queen Mary University of London in the academic year 2019/20. Having thoroughly studied the academic and extracurricular details of this programme, I am confident that it will allow me to obtain theoretical and practical knowledge necessary to become a successful Polish-speaking human rights and public law practitioner in England and Wales.

The LLM in Human Rights Law programme at QMUL is specifically designed to enable students to form an advanced conceptual understanding of international law relating to the promotion and protection of human rights at the domestic, regional and international levels. As a part of its demanding curriculum, I will develop in-depth knowledge of human rights from the UK, European Union, Council of Europe and international perspectives. Further, I will explore how the above legal regimes influence the development of, among others, social rights, migration law, homelessness law and transnational criminal law, both nationally and globally. Overall, I will be offered a choice of over thirty modules concerning numerous aspects of human rights law and practice, thanks to which I will become a specialist in the human rights field.

As an aspiring human rights practitioner, it is particularly crucial for me to combine learning the theory of law with its day-to-day application. That is why, thanks to the unique offer of this LLM programme, I will undertake a supervised internship as a part of my degree. Such an opportunity, which is offered solely to QMUL students by partner law firms and institutions, will significantly enhance my comprehension of the current opportunities and challenges of the human rights movement.

Another very important benefit of this LLM course to my education is the possibility of producing a 10,000 word dissertation on the subject matter of my choice. As a result, I will develop expertise in a specific field. Due to the fact that, subsequently to my postgraduate degree, I aim to complete my legal qualifications and specialise in labour exploitation, modern slavery and human trafficking law in the UK, I am determined to devote my dissertation to the current UK Government's framework for identifying and supporting victims of modern slavery and human trafficking, the National Referral Mechanism, and to examine its suitability in the light of the Human Rights Act 1998 and the country's obligations under the Council of Europe Convention on Action against Trafficking in Human Beings 2005 and the European Trafficking Directive 2011. As a junior professional with experience of working

as a Modern Slavery Advocate, I believe that I will be able to juxtapose a complex legal analysis of the NRM, as recently modified by the Home Office, with a victims' perspective.

The QMUL School of Law supports its students in becoming well-rounded lawyers and professionals and, as a result, it provides numerous opportunities to engage in extracurricular activities. Among others, it offers an intensive Critical Thinking and Writing in Law programme for all LLM candidates and its Human Rights Collegium runs the Queen Mary Human Rights Law Review, an influential platform for publicly discussing various human rights issues. As an aspiring human rights practitioner who wishes to combine practice with publicly advocating and lobbying on behalf of disadvantaged groups, it is of utmost importance for me to gain experience in producing engaging pieces of writing and giving voice to the voiceless members of our society. Further, the Human Rights Collegium organises human rights-themed lectures and seminars attended by renowned guest speakers. Undoubtedly, such events will pose an invaluable opportunity to build professional contacts and relationships with individuals, institutions and organisations and individuals working at the forefront of human rights issues.

The Queen Mary University of London is a very diverse academic environment, which encourages education through social activism. As a postgraduate student, I will be given an opportunity to join the University's various campaigning and political initiatives. I intend to become involved in the QM Citizens Society, which works in collaboration with Citizens UK. I plan to engage in their work on grassroots organising local communities to act together against pressing social issues in East London. As a volunteer leader, I will benefit from professional leadership training on various levels (local, regional and national). It will be a unique chance to improve my knowledge of engaging various historically less integrated communities in public life.

Regrettably, for the reasons which I have outlined in my application, without further financial assistance, I will be unable to study the chosen postgraduate course and pursue a subsequent career in the chosen area of practice. However, it is my humble submission that I am a deserving candidate for an award from the Charity and that my professional career will be significantly enhanced if I pursue the LLM in Human Rights Law at QMUL. Further, thanks to possessing a rare combination of skills, academics and experience, I am well-placed to succeed as a Polish-speaking human rights and public law solicitor who can provide advice and representation to disadvantaged migrants in their native language, thereby at least partly contributing to the narrowing of the current access to justice gap. Consequently, your decision to financially support my postgraduate education would not only benefit me directly but also have a long-term positive impact on one of the biggest diasporas in the country. As a result, I will be deeply grateful for any, however modest, contribution towards the costs of my postgraduate studies.

Thank you for considering my application.

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CENTRAL GRANTS PROGRAMME

**ASSESSMENT CATEGORY: d) The City Educational Trust Fund
Dr Johnson's House Trust Ltd (ref. 15435)**

Amount requested: £20,850

Amount recommended: £20,850

Purpose of grant request:

To fund an education programme in the cultural arts, specifically: literacy, language skills and 18th-century literature, drawing on the cultural heritage of Dr Johnson's House.

The Applicant

Dr Johnson's House (DJH) is a Grade 1 listed small historic town house in the City of London. It is an independent, fully accredited museum and a registered charity (no. 1122396). DJH was built in 1690 and lived in by Samuel Johnson, the writer and wit, in the mid to late eighteenth century. Today the house is open to the public, with a collection relating to Johnson, a research library and restored interiors. It has two members of staff and a dedicated team of volunteers who together run a vibrant programme of education workshops, exhibitions and events.

Background and detail of proposal

Dr Johnson's House seeks a two-year continuation of your funding to support its annual cultural education programme. The Charity plans to run 78 workshops per year with primary and secondary school groups as well as university students. The year-round programme is free and accessible to all and the Charity wishes to be able to continue to offer it on this basis. Much of the educational programme focuses on literacy, etymology and linguistics and how these have been approached through the ages. The collections at the House are used during school sessions to give pupils an experience of handling cultural artefacts, appreciate and understand how decoration has developed over time and how they can associate this with literature from the period.

Cultural education is a growing area of focus for DJH. In 2019, 2114 students visited the house for workshops, a 38% increase on 2018. A more modest increase is planned for the coming year. DJH works with schools from in and around the City including the City of London Boys School and St Clement Danes Primary, which are local to the House. It also offers programmes of work to students from Kings College, UCL and LSE giving them access to the extensive archives they hold while providing placements for History and Museum studies students. Each year DJH takes on two PGCE placements from the London School of Teaching to learn about how to use Museums when teaching to add value to curriculum study and learning.

Financial Information

The Charity is in good financial health. It relies on investment gains and fundraising for its income. The highly variable nature of such funding is reflected in the deficits shown at year end 2018 and 2020. The charity's unrestricted reserves are able to absorb such deficits at present and provide a safeguard in the event of specialist repairs being required to its 300-year-old building.

Year end as at 31st March	2018	2019	2020
	Signed Accounts	Draft Accounts	Forecast
	£	£	£
Income & expenditure:			
Income	145,536	147,229	150,025
- % of Income confirmed as at 7/6/19	N/A	N/A	0%
Expenditure	(140,483)	(179,238)	(176,120)
Gains/losses on investments	(46,116)	57,372	0
Total surplus/(deficit)	(41,063)	25,363	(26,095)
Split between:			
- Restricted surplus/(deficit)	(4,505)	8,366	10,425
- Unrestricted surplus/(deficit)	(36,558)	16,997	(36,520)
	(41,063)	25,363	(26,095)
Cost of Raising Funds	7,780	16,832	28,000
- % of income	5.3%	11.4%	18.7%
Operating expenditure (unrestricted funds)	134,781	175,298	176,120
Free unrestricted reserves:			
Free unrestricted reserves held at year end	639,579	656,576	620,056
No of months of operating expenditure	56.9	44.9	42.2

Recommendation

The proposed education programme continues to be a good fit with the City Educational Trust Fund's object of advancing research, study and teaching in the cultural arts. With a reach of 4,200 students it offers good value for money. Dr Johnson's House has several years' experience of running educational workshops and visits and is a unique teaching and learning resource. Funding is recommended as follows:

£20,850 over two years (£10,425 x 2) towards the costs of an education programme for London primary and secondary schools and university students, in the cultural arts. The programme will focus specifically on literacy, language skills and 18th-century literature, drawing on the cultural heritage of Dr Johnson's House.

CENTRAL GRANTS PROGRAMME

ASSESSMENT CATEGORY: d) The City Educational Trust Fund

Drum Works CIC (ref. 15436)

Amount requested: £20,250

Amount recommended: £20,250

Purpose of grant request: To continue weekly drumming workshops for autistic children with learning difficulties at The Garden School in Hackney.

The Applicant

Originating in 2007, Drum Works was a project within the Barbican and Guildhall School's Creative Learning programme for most of its first decade. In 2016 it launched as an independent CIC and continues to work closely with both organisations. Today the organisation engages 500 young people in East London every week through seven partner schools and two senior ensembles. Weekly sessions are led by experienced artist leaders. They facilitate creative music-making sessions that develop not only student's musical ability, but also their confidence, social skills and concentration. There is a focus on community and celebrating achievement. Drum Works' participants have shaped its creative direction from day one. Experienced participants who wish to get further involved are offered training and work opportunities through the Assistant programme, to support their personal and professional development.

Background and detail of proposal (see Appendix 3A for additional details)

Drum Works seeks funding to continue its successful programme of weekly term time workshops at The Garden School in Hackney. Participants are aged 4-16, are autistic and experience severe learning difficulties. Many have difficulty maintaining focus, communicating verbally and co-ordinating finer movements. As such, mainstream music education is not designed to meet their needs and is therefore impossible to access. The Drum Works workshops, in contrast, are linked to the school's SEN music curriculum delivery, and are constructed with the children's needs in mind.

Each session is delivered by two experienced music leaders and a trainee from the Assistant programme (described in the previous section). Children learn to play the instruments and sessions focus on creativity and communication. At the end of each term parents are invited to a musical "sharing" in which children can show and celebrate their achievements. In addition, an annual parents' workshop gives them the skills to initiate musical activities at home with their children. Music Leaders and the Assistant attend two staff training sessions run by the school each year to ensure they are up-to-date with current practice for working in the SEN environment. Project evaluation is continuous and based on observations by Music Leaders, teachers and parents of individual participants' progress.

The project has been running for two years as part of a fixed term contract held by Drum Works to deliver music making sessions through the Barbican Guildhall Creative Learning Programme. The Garden School's time as an Associate School

under this programme is coming to an end, but there is strong demand from parents and teachers for Drum Works to continue the drumming sessions, which are perceived to have had a particularly positive impact on the young participants.

Financial Information

The organisation has been running at a modest surplus for the past two years and anticipates that this will continue. Income and expenditure have gradually increased as the organisation takes on more projects. To support this growth it has taken on a new member of staff in 2019/20 to build fundraising capacity, however the resulting increase in cost of raising funds remains at a similar proportion of projected income as in previous years. It is steadily working to build its free reserves up to the target of £12,000.

Year end as at 31st March	2018	2019	2020
	Signed Accounts £	Draft Accounts £	Forecast £
Income & expenditure:			
Income	167,815	189,688	255,209
- % of Income confirmed as at 28/5/19	N/A	N/A	55%
Expenditure	(164,123)	(189,283)	(254,043)
Total surplus/(deficit)	3,692	405	1,166
Split between:			
- Restricted surplus/(deficit)	0	0	0
- Unrestricted surplus/(deficit)	3,692	405	1,166
	3,692	405	1,166
Cost of Raising Funds	8,128	8,077	11,468
- % of income	4.8%	4.3%	4.5%
Operating expenditure (unrestricted funds)	34,142	37,358	63,218
Free unrestricted reserves:			
Free unrestricted reserves held at year end	4,959	5,364	6,530
No of months of operating expenditure	1.7	1.7	1.2
Reserves policy target	12,000	12,000	12,000
No of months of operating expenditure	4.2	3.9	2.3
Free reserves over/(under) target	(7,041)	(6,636)	(5,470)

Recommendation

Drum Works has close links with the City of London Corporation as outlined earlier in this report and three of its ten Directors are employees of the Barbican. This has been taken into account during assessment. It is very clear that, while Drum Works and the CoLC continue to collaborate, the applicant operates independently of the CoLC and that, if successful in securing funding, this project at the Garden School will continue independent of the Barbican's Creative Learning programme.

The proposed project is a good fit for the City Educational Trust Fund's object of advancing study in the cultural arts. The independent referee is Head of Performing Arts at another school Drum Works operates in. She highlighted the impressive musical achievements of pupils with SEN and their ability to reflect on their own musical progress as a result of workshops. This is an unusual opportunity for children with SEN to benefit from accessible, high quality music education with the core aim of developing the ability to play and enjoy playing music.

£20,250 over two years to deliver weekly drumming workshops for autistic children with severe learning difficulties at The Garden School in Hackney.

CENTRAL GRANTS PROGRAMME

ASSESSMENT CATEGORY: d) The City Educational Trust Fund

Epping Forest Field Centre (Field Studies Council) (ref. 15437)

Amount requested: £23,150

Amount recommended: £23,150

Purpose of grant request: to promote learning and teaching in ecology by:

- **Delivering ecology training to science teachers in London schools; and**
- **Running day courses in Epping Forest for aspiring young ecologists.**

The Applicant

Founded in 1943, The Field Studies Council (FSC) is a UK-based environmental education charity. It supports more than 140,000 people a year of all ages and abilities to discover, explore, and understand our natural environment. The FSC provides training for environmental professionals and teachers, and outdoor learning opportunities for students from primary to tertiary level. By fostering a greater understanding of nature, the FSC aims to inspire people to take care of their environment and to pursue or maintain their studies and careers in ecology.

Background and detail of proposal

CoLC has funded FSC's education provision in Epping Forest since 1970. This includes a grant made in January 2019 through Enjoying Green Spaces and the Natural Environment, for environmental education activities for schools, families and community groups in the Wanstead Parkland area of the forest.

FSC now seeks funding to:

1. Offer continuing professional development sessions in biology and ecology to more Key Stage 3-4 science teachers. Priority will be given to teachers in Newham, Redbridge and Waltham Forest but the programme open to teachers across London. This will target gaps in teachers' knowledge / serve as a refresher of ecology content in the curriculum and boost their ability and confidence to take pupils outdoors to study ecology.
2. Pilot new "Young Ecologist" day courses in the southern part of Epping Forest, supporting 11 – 16-year-olds from the above London boroughs to develop their interest and career aspirations in ecology. In the UK there is a lack of outdoor learning opportunities for young people at secondary school level. Drawing on FSC's learning and experience of delivering its successful Young Darwin scholarships for 16-17-year-olds, these courses will create both an opportunity to learn outside and a chance to befriend peers sharing an interest in ecology, helping young people to maintain focus in the area.

Project delivery will take place over two academic years, from September 2019 – August 2021. The FSC will work with schools and teachers to run training at times that fit each school's timetable and minimise the need for teaching cover. Young Ecologist sessions will take place outside of school hours and, while curriculum

linked, will encourage participants to explore beyond what is taught in the classroom rather than replicate it. The amount requested from CoLC is the full cost of project delivery over two years; overheads will be met by FSC. In future years the project will be sustained through other grants and voluntary income.

Financial Information

Field Studies Centre is a National Charity and umbrella organisation of many branches across England and Wales. The Epping Forest branch comes under this Umbrella but has its own budgets that it manages. As the National Charity they hold a high value of fixed assets the value of which is covered by designated reserves as these funds are not readily realisable. Their free reserves are therefore of a low level as outlined in the table below.

Year end as at 31st December	2017	2018	2019
	Audited Accounts	Draft Accounts	Forecast
	£	£	£
Income & expenditure:			
Income	18,413,496	18,873,268	17,536,758
- % of Income confirmed as at 24/5/2019	N/A	N/A	20%
Expenditure	(18,135,374)	(18,489,380)	(17,488,401)
Gains/losses on investments	180,546	(128,240)	0
Total surplus/(deficit)	458,668	255,648	48,357
Split between:			
- Restricted surplus/(deficit)	290,945	200,973	202,741
- Unrestricted surplus/(deficit)	167,723	54,675	(154,384)
	458,668	255,648	48,357
Cost of Raising Funds	101,937	133,351	100,000
- % of income	0.6%	0.7%	0.6%
Operating expenditure (unrestricted funds)	17,908,952	18,167,263	17,488,401
Free unrestricted reserves:			
Free unrestricted reserves held at year end	1,407,632	1,462,307	1,307,923
No of months of operating expenditure	0.9	1.0	0.9

Recommendation

This project is an excellent fit for the City Educational Trust Fund's object of advancing the study and teaching of ecology, a currently undersubscribed category of the programme. It is a good quality project that will draw on FSC's considerable experience to respond to real gaps in teaching and learning. Paul Thomson, Superintendent of Epping Forest, has emailed to support this application. If successful, it would run alongside the current Enjoying Green Spaces project (ref 15046) and would have the same CoL support with access to toilet facilities and equipment storage at the Temple in Wanstead Parklands and/or the changing rooms in Harrow Road. The work proposed here consists of two completely separate programmes that provide genuine additionality to the existing project. Funding is recommended as follows:

£23,150 over two years (£11,575 x 2) to deliver ecology training to Key Stage 3 and 4 science teachers in London schools, and to run "Young Ecologist" day courses in Epping Forest for aspiring young ecologists from the London Boroughs of Newham, Redbridge and Waltham Forest.

CENTRAL GRANTS PROGRAMME

ASSESSMENT CATEGORY: d) The City Educational Trust Fund

London Music Fund (ref. 15439)

Amount requested: £12,000

Amount recommended: £24,000

Purpose of grant request: To provide instrumental scholarships for six young Londoners from low income families to develop their musical potential.

The Applicant

The London Music Fund (LMF) is an independent, registered charity with the Mayor of London as its Patron. It provides grants totalling around £300,000 every year to enable children and young people across London to develop their musical potential. Its partnerships programme funds creative musical projects providing opportunities for young musicians to learn and perform alongside professionals. The scholarships programme provides 4-year instrumental scholarships to individual children in the early stages of learning an instrument. Scholars are children in school Year 5 and up, showing musical commitment and potential but whose families would not otherwise be able to afford the ongoing costs. Since January 2012 LMF has worked with almost 9,000 aspiring young musicians.

Background and detail of proposal

Request details: LMF requests funding towards its scholarships programme, described above. A grant of £12,000 from the City Educational Trust Fund would cover the first two years of a scholarship for six children, with match funding for the remaining two years from LMF's fundraising. Scholars must attend a non-fee-paying school in London and have been learning an instrument for a minimum of one year. Working in partnership with Local Authority music services, the programme includes:

- Weekly instrumental tuition in a small group
- Compulsory attendance at a weekly ensemble of a suitably challenging level
- Regular performance opportunities at school, music service and elsewhere
- Invitations to attend special projects and go on trips to professional concerts
- A well-maintained instrument which can be taken home
- A mentor who is the liaison between Scholar, family, music tutor and school

The need: Recent research by the British Phonographic Industry (BPI) shows a 21% decrease in music provision in state schools over the past five years. A 2018 study for the Musician's Union finds that, while children display similar levels of interest in learning an instrument regardless of family income, for children from lower income families tuition costs are a much greater barrier to doing so. Grants for instrumental learning and progression, where available, tend to focus on teenagers who have already achieved a high level of proficiency on their instrument. Children from lower income families typically encounter financial barriers to music before reaching that level. LMF seeks to bridge this gap by supporting children at a much earlier stage in their learning.

Outcomes: Scholarships aim to deliver clear progression in musical skill and confidence on the chosen instrument, the development of ensemble playing skills and continuation of musical learning once the scholarship is over.

Funding: Sufficient funding is secured for the Scholarships programme to run, with grants totalling £64,000 from funders including Leathersellers' Charity and the Freemasons Charitable Trust. Income has also been secured from individual donations, with a further £40,000 anticipated from an upcoming Fundraising Lunch hosted by the Mayor of London. LMF aims to raise at least £200,000 to fund at least 50 four-year Scholarships starting in 2019. It will scale the number of scholarships in the cohort dependent on income.

Financial Information

The Charity is in reasonable financial health. Reserves are above three months' operating expenditure and the charity is building them up to six months. The number of scholarships it funds annually is determined by income raised for the programme: it will only award a new scholarship if four years' funding is already secured for it.

Year end as at 31st July	2018	2019	2020
	Audited Accounts	Forecast	Budget
	£	£	£
Income & expenditure:			
Income	462,184	447,281	460,000
- % of Income confirmed as at 8/5/19	N/A	67%	28%
Expenditure	(449,840)	(446,624)	(470,000)
Total surplus/(deficit)	12,344	657	(10,000)
Split between:			
- Restricted surplus/(deficit)	(8,745)	0	0
- Unrestricted surplus/(deficit)	21,089	657	(10,000)
	12,344	657	(10,000)
Cost of Raising Funds	85,094	58,788	60,000
- % of income	18.4%	13.1%	13.0%
Operating expenditure (unrestricted funds)	253,796	265,240	190,000
Free unrestricted reserves:			
Free unrestricted reserves held at year end	80,299	80,956	70,956
No of months of operating expenditure	3.8	3.7	4.5
Reserves policy target	126,898	132,620	95,000
No of months of operating expenditure	6.0	6.0	6.0
Free reserves over/(under) target	(46,599)	(51,664)	(24,044)

Recommendation

This request is a very good fit with the City Educational Trust Fund's object of advancing study in the Cultural Arts. It responds to a clear gap in music education provision and will contribute to removing financial obstacles for promising and committed young musicians in London. LMF has nearly ten years of delivery experience and its work is highly regarded by music educators across London. Given the ability of this work to scale, its fit with your programme and the rather modest amount originally requested, funded is recommended as follows:

£24,000 to provide instrumental scholarships for twelve young Londoners from low income families to develop their musical potential.

APPENDIX 3A: Supporting information on request ref. 15436

Supporting Information – Drum Works at the Garden School

This project meets the Fund's criteria of supporting the advancement of research, study and teaching in the cultural arts.

The opportunity to take part in weekly music sessions led by professional musicians enables significant creative and musical progression for the young people involved.

Autism creates a unique set of barriers to learning which affects each individual's progress in different ways. The Garden's curriculum aims to nurture communication, learning and independence in a safe and inclusive environment, which means taking into account the individual needs of every pupil. Arts education is a key part of this. The arts curriculum at The Garden emphasises the development of individual skills, interests and leisure activities that enable pupils to make choices, find their talents and make the most of these skills in preparation for adulthood.

As with every other lesson at The Garden, Drum Works sessions are adapted for the individuals in the room and therefore look very different to mainstream music lessons. The aims, however, are largely the same as they would be in a mainstream school:

- Developing creativity and self-expression through experimentation
- Exploring, building on and refining technical and musical skills
- Opportunities to make creative choices and express opinions, thoughts and feelings
- Access to new experiences
- Gaining a sense of achievement and pride through sharing/performing
- Developing aesthetic awareness and appreciation of music through increased knowledge and understanding
- Raising confidence, self-esteem, resilience and independence
- Developing communication and listening skills
- Learning to interpret the world around them

Adapting the style of delivery enables young people with autism to access music sessions in a way they would be unable to do in a mainstream setting.

The fact that most pupils can engage with drumming for a whole session when they are often unable to engage for long in other lessons shows that the sessions increase engagement with music education. The opportunity for self-expression and communication through music is incredibly valuable for these pupils; it's something they don't have access to in other lessons and it has far-reaching developmental benefits.

In addition to the benefits for the pupils, our team are learning a great deal about delivering effective music sessions for young people with autism. Our learning from this project is transferrable to the other schools and settings we and our music leaders work in, advancing the quality of music education provision for young people with SEND.

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Committee Education Charity Sub (Education Board) Committee	Dated: 3rd July 2019
Subject Grant Monitoring – Reporting back on projects supported by the Education Charity Sub-Committee	Public
Report of: Chief Grants Officer	To Note
Report author: Jack Joslin, Head of Central Grants Programme	

Summary

The City of London Corporation is the sole corporate trustee of the City Educational Trust Fund (290840) which operates to further education for the public benefit.

Following a review of the City Corporation's grant-making activities, the City Corporation, as charity trustee, has resolved that it is expedient and in the best interests of the charity for its funds to be applied within the administrative framework of the City Corporation's new Central Grants Programme (CGP). Alongside the assessment and management of these grants the Central Grants Unit (CGU) record and assess how projects have been delivered.

Recommendations

- To note the update and feedback on grants awarded by the Education Charity Sub-Committee from the City Educational Trust Fund.

Main Report

Background

1. The Central Grants Unit (CGU) grant assessment process draws on City Bridge Trust's expertise in the field of charitable grant-making and demonstrates good practice in the sector. Due diligence checks are undertaken by the CGU to ensure any application recommended for approval meets the proposed funding charity's objects and complies with the agreed eligibility criteria.
2. Additional to the due diligence at assessment the CGU oversee the management of grants, ensuring projects are delivered within agreed timeframes and that appropriate monitoring feedback is provided on completion of the grant.
3. Each grantee is required to send an online monitoring form on completion of a project outlining how funding was spent, how the project met the agreed outcomes and to outline learning from the project.

Feedback from completed Grants

4. Spitalfields Music have received funding from the City Educational Trust since 2011 towards its Educational Programme. The final grant payment of £45,000 under the old arrangement was made in 2018. A report of the 2017/2018 programme has been provided at Appendix 1.
5. Roundhouse Trust were awarded £25,000 over two years (£12,500 and £12,500) to contribute to the Roundhouse Education Programme in London at this meeting in July 2018. Your officer was invited to visit one of the funded sessions. A learning report can be found at Appendix 2.

Conclusion

6. This report asks Members to note the progress reports for grants awarded from the City Educational Trust Fund.

Jack Joslin

Head of Central Grants Programme

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Appendices

Appendix 1 – Spitalfields Music - Learning and Participation Evaluation Report

Appendix 2 – Roundhouse Trust Learning Visit Report

Spitalfields Music report to City of London Educational Trust Learning & Participation Programme 2017- 2018

Summary - September 2017- August 2018

Spitalfields Music is extremely grateful to the City of London Educational Trust for its generous support towards our Learning & Participation Programme in 2017-18. With the Trust's support, from September 2017- August 2018 we delivered 180 free and inclusive creative project sessions in schools, care homes, public spaces and community centres across Tower Hamlets, reaching over 5,000 people of all ages and backgrounds.

The 2017-18 programme centred on our local area of Tower Hamlets, a borough with the highest rates of poverty amongst children and the older population in the UK, and facing significant ongoing challenges around educational attainment, aspiration, employability, and community cohesion. Our inspiring music projects aim to build participants' skills and confidence, and bring disparate groups together through positive shared experiences that celebrate the talent and creativity within us all. Having undertaken a thorough evaluation of the programme this year against our aims, we are delighted to share with you this end-of-year report, reflecting on the projects' successes and outcomes. We simply could not have achieved this without the support of our funders like the City of London Educational Trust and we hope you enjoy reading more about the impact your funding had on the lives of people in East London this year.

Our Aims 2017-18:

- **Support learning** through projects connected to the curriculum;
- Build pupils' **confidence, teamwork and social skills** through group music-making;
- **Inspire** children through experiences they would not otherwise encounter;
- **Involve parents** in their children's education;
- **Support schools** to build dynamic, inclusive and supportive communities.

Key achievements in 2017-18

- Worked with 13 schools, including one Special Educational Needs school, 21 libraries and community centres.
- Trained 28 young musicians to work as music leaders in education and community settings.
- Offered specialist sessions to 63 parents and 34 members of staff, supporting them to use music with young children at home.
- Won a prestigious Royal Philharmonic Society of Music award for *Schumann Street* and *Schumann Street Reimagined* projects.
- Delivered projects in partnership with the London Symphony Orchestra, Drake Music, Royal Academy of Music, Opera North and Tower Hamlets Arts and Music Education Service (THAMES).

Projects from September 2017-August 2018:

The Big Sing | January – May 2018 | 3 massed rehearsals, 1 performance, 94 students performing, 600+ people watching

Aims

- To build skills and enjoyment in singing;
- To raise musical aspirations of students through inspirational massed singing experiences;
- To provide teachers with a range of new warm-ups and songs to use in their own practice;
- To provide teachers with a peer network to share and develop practice;
- To continue to raise the profile of singing in secondary schools.

How we met those aims



In 2018 we delivered a series of professionally led singing workshops with young people from six local secondary schools, including Phoenix (below), where students learned songs ranging from the White Stripes to Bizet's *Carmen* to Clean Bandit! On Thursday 10th May, the students came together to perform in an energetic show in Spitalfields Market. An INSET day supported teachers to build skills and confidence in choral leading, ensuring ongoing impact.

Participants said:

"I gained more confidence in general, not just on stage"

"[I liked] that we could join other schools and perform all together"

"It was the best concert we've ever done."

"[I liked] being able to sing in a massive choir because it felt so powerful"

"A year ago I would have rated my confidence as 1 out of 10 but now because of Big Sing I feel confident."

Teachers said:

"This is a fantastic project which gives the boys in my small choir the opportunity to perform with a larger group of enthusiastic singers. There is a lot of stigma around singing at my school so it is wonderful for them to see that singing is normal and that lots of other people enjoy it too!" – Music Teacher, Stepney Green Maths and Computing College

"I found this to be a hugely rewarding project. Jessie & Patrick were excellent leads, engaging and tireless in pursuit of excellence." – Music Teacher, St Paul's Way Trust School

"The students' confidence has grown over the year and as a result many would like to continue choir next year. The Big Sing also helped with promoting the school in a positive way. Parents are very happy their child performed in public and they were able to come and watch for free." – Music Teacher, Raines Foundation

Phoenix School project | January – May 2018 | 4 sessions, 1 assembly performance, 24 students performing, 100 watching

Aims

- Support the schools' Expressive Arts Programme which aims 'to encourage self-expression, develop self-awareness and improve self-esteem;
- Increase pupils' confidence and instil a greater belief in their own ability to make change;
- Support the development of pupil's communication, language and social skills, through working together as a team and communicating their ideas to the rest of the group;
- Develop pupils' musical and creative skills, and their confidence to express themselves creatively;
- Build valuable life skills, incl. meeting and working with new people, travelling to external venues and encountering unfamiliar spaces.

How we met those aims



In 2018 we supported 24 students with autism from Phoenix School to take part in our Big Sing 2018. Students created their own original piece, entitled *I Climb the Mountain*, in four sessions with specialist music leaders through a group composition process. They also took part in three large-scale Singing Days with peers from five local mainstream secondary schools, before performing to their entire school and at Spitalfields Market.

Students had the opportunity to express themselves in new ways through song-writing and performance. They were also supported to interact with and collaborate with classmates and peers from other schools, building their social skills and encouraging them to try new things in a safe environment. We were blown away by the musical and creative skill demonstrated by their original song and the confidence they displayed when performing – this was commented on by teachers and many audience members alike.

On writing their own song:

"Students have been singing the song back to me in lessons this week. It was great for our students to have ownership over a song, it built up their confidence." Teacher at Phoenix School

"Can I please just say another HUGE THANK YOU to the Spitalfields Music team! ...it has been an absolute pleasure and treat to work with such amazing people! The kids had such a great time the quote of the day was from Nathon, who on the way to the tube said 'Such a great day yeah..' Thank you so very much to you all!" Beth – Music Teacher at Phoenix School

Schumann Street Reimagined | October – December 2017 | 14 sessions, 4 performances, 71 children performing, 700 watching

Aims

- Give KS2 children a unique and inspiring experience of singing and song-writing, raising aspirations through access to new types of music and professional artists;
- Empower children's self-expression and creative skills through a supportive process which values each participants' ideas, and offers new constructive ways to express themselves;
- Develop children's social and teamwork skills through a collaborative song-writing experience, with pupils working together to create and perform their own music that they are collectively proud of;
- Enrich schools' music curriculum learning and teachers' confidence in using creative activities with pupils to enhance educational attainment;
- Support schools to build supportive, engaged communities by connecting with other schools, engaging families, and showcasing their pupils' work to the public.

How we met those aims



71 pupils from three Year 4 classes took part in creative sessions during the Autumn term, working with experienced music leaders to create their own songs and words inspired by Robert Schumann's *Dichterliebe*. They came together on Friday 8 December to perform their original music, alongside renditions by international artists involved in the 5* *Schumann Street* finale of Spitalfields Music Festival 2017.

Over four weekly sessions in October –

December 2017 the children worked with specialist music leaders and professional artists to explore themes of love and family through Schumann's music, contributing their own ideas and words which became full collaborative songs.

The project opened with professional level performances of the material by two professional classical singers, and during the weeks they met and performed with world-class professional artists from a huge range of genres including folk singer Sam Amidon, oud player Saied Silbak, guitarist Aart Strootman and classical tenor Rob Murray; broadening their musical horizons and raising their aspirations.



Once created, each class performed their song in a school assembly alongside their *Schumann Street* song-cycle artist, sharing their work and introducing the music to their peers and teachers. In December all three classes, music leaders and *Schumann Street* artists came together to share and perform their songs as a full song-cycle to a 200+ strong audience of family, peers (including 90 pupils from other local primary schools) and public at Rich Mix on Friday 8 December 2017. Pupils commented that the performance element "felt amazing", "made me feel brave", and "gave a good feeling because people liked our music".

"I felt really proud as a teacher... nearly cried!" Class teacher, Osmani Primary School

The collaborative music-making sessions certainly built up trust and teamwork within classes. Warm-up games involved eye contact and trust-building, which music leaders observed as “powerful” and “positive”.

Teachers increased their confidence in using creative activities with pupils: Osmani class teacher Saleha is using games we brought as a reward for good behaviour and to regain focus in the classroom. The teachers supported learning of songs between sessions through playing and singing songs with children in class. They continue to do so – the Osmani pupils even recently performed some of their creations from the project in their school concert.

Schumann Street case study: Subair

Subair was a new pupil at Shapla Primary School, having joined just after October half-term. He found school very difficult at first and was very shy, finding it hard to make friends. But, through the course of the project, he started putting his hand up during class discussions, offering ideas for words and tunes for the songs. He started getting more confident, enjoying singing and feeling more able to collaborate with his new class mates.

By the end of the project, he volunteered to sing a solo in the final public performance in front of an audience of 200, an amazing achievement. His parents came to the performance and were particularly surprised and delighted by his confidence to sing a solo. Class teachers have now reported that he has lots of new friends and a new-found confidence to share his ideas – the project opened up a whole new side to Subair.

Soundbox: Inclusive Ensemble | Jan – July 2018 | 12 sessions, 2 performances, 15 participants

Aims

- Improve skills in music, particularly creative composition, music technology and performance; raise musical aspirations and ambitions;
- Develop wider key skills such as communication, team-work, collaboration and leadership;
- Increase awareness of and sensitivity to disabilities;
- Establish a social and mutually supportive group; increase cohesion between young people from different backgrounds and with different abilities.

How we met those aims

We offered fortnightly Saturday inclusive music sessions for local disabled and non-disabled young people aged 14-25, offering a vital opportunity for disabled young people to work as equals with their



peers. The sessions were led by experienced workshop leader and percussionist Jez Wiles, supported by professional musicians from Spitalfields Music, Drake Music, the London Symphony Orchestra (LSO) and Tower Hamlets Arts and Music Education Service (THAMES). Participants were also supported by carers and a dedicated pastoral support worker.

In each 2.5-hour session, participants worked together, in small groups and one-to-one to explore music-making and create their own pieces using a wide range of traditional musical instruments and cutting edge music technology which enabled young people of all abilities and experience to participate equally.

The sessions led up to two brilliant public performances as part of the local Music Hub's Easter and Summer sharings, seeing the ensemble perform alongside peers from the Big Band, Brass Ensemble and Community Choir. Soundbox stood out in these performances as the only group creating their own original music, which has since inspired a number of other young musicians and ensembles to give composition a go themselves. This also marked the Tower Hamlets Music Hub's first inclusive provision, and through continued upskilling of their music tutors, we are ensuring legacy and ongoing provision of this kind in future.

The ensemble were also invited to perform at the London Symphony Orchestra's Create & Friends event on 20th July, a wonderful concert of community performers which took place at LSO St Luke's.

Feedback from participants (through online post-project survey)

"My confidence is increasing and I smiled at our last performance when I saw the audience. The music sessions help my anxiety to decrease."

"I like to sit next to other young musicians and listen to how they play. Sometimes I reach out to hold their hand as a way to connect."

"The musicians really help to find out ways I can join in. They take some of my movements and incorporate them into the music. I like this."

"Everybody got to know each other really well and there was a lot of camaraderie."

"Soundbox is unique and allows me to work with other young musicians like me as well as my peers."

"It's brilliant and inspiring. Truly amazing music making."

Musical Rumpus | Autumn 2017 | 45 shows, 2,603 audience members

Aims

- Bring high-quality opera to **over 2,000 children and their families**;
- Support children's **creative, social and emotional development**, and encourage **imaginative** thinking and musical play;
- Support parent-child **bonding and music-making**; support learning of English language (a second language for many families we reach);
- **Build new audiences** for classical music in east London;
- **Support local venues** to provide music activities for young children.

How we met those aims



Musical Rumpus is our award-winning series of opera productions reimagined for young children, which tours to libraries and community centres in culturally isolated areas of East London. In 2017 we revived our Spring 2017 show, *Fogonogo*, which tells the story of a sad volcano and the experiments of scientists Mica and Feldspar. We toured the show to libraries and children's centres across East London and Europe, reaching 1,155 children and over 1,200 adults.

The production was designed to immerse the audience of young children and parents in a multi-sensory world of sights, sounds and textures. Through the use of props, instruments, hand-held percussion and imaginative set design, Musical Rumpus supported children's creative, social and cognitive development, while giving many of them their first experience of high-quality live music.

"I spoke to many parents who really appreciated attending a performance that wasn't 'dumbed down' - lots of parents seemed to find it refreshing to see something that was musically and dramatically challenging." Artist

"I loved having the space to make a quiet interaction with a weeks old baby who was holding my finger and copying my faces. It felt so nice to know that freeplay didn't have to be extrovert, and her mother said it was the first time she'd been so engaged in something like that." Artist

"Yusuf was very captivated by the whole thing which was nice as he usually doesn't sit still!" Parent

"Brilliant, how wonderful to have opera and not nursery rhymes" Parent

"I now want to use more musical instruments at home" Parent

Trainee Music Leaders scheme | September 2017 – July 2018 | 5 trainees, 23 Skills Lab participants

Aims

- To support talented emerging musicians to establish successful careers in music leading;
- To increase the diversity of the music leader workforce;
- To create greater infrastructure for music leader training across the UK and increase provision of skilled music leaders in the regions;
- To ensure that music leaders in community/education settings are highly skilled and experienced, ensuring that music projects have a positive impact on beneficiaries of all ages and backgrounds.

How we met those aims



The Trainee Music Leaders Scheme underpins all of the work we do in educational settings, and provides vital training for the next generation of Music Leaders, ensuring that Spitalfields Music's legacy of high quality music education can continue in communities across London and the UK.

Last year we offered traineeships to five talented young musicians, two of which were in partnership with London Symphony Orchestra and Opera North. The scheme provided them with a bespoke year-long programme of training, mentoring and hands-on experience in supporting and leading music workshops in community and education settings. The Trainees worked with experienced leaders on several projects before working together to devise and deliver their own project with pupils at Cannon Barnett and St Matthias Primary Schools in June 2018.

Thank you

Spitalfields Music would like to thank the City of London Educational Trust for their crucial support of our Learning and Participation Projects over so many years. Without your support these projects would not have been possible and would not have enabled so many young people to experience this level of music-making.

As a charity, we receive just 21% of our income from core public funding, less than 20% from ticket income, and we must fundraise a huge amount each year to continue our work. These projects are only possible due to the support of charitable trusts, donors and livery companies and we are extremely grateful for your support. We hope you enjoyed reading this report about the impact of your support, and we look forward to keeping in touch.



LEARNING VISIT REPORT – Central Grants Programme Roundhouse Trust 14811

1.1 Date of visit: 20/04/2019	1.2 Name of visiting Grants Officer: Jack Joslin, Head of the Central Grants Programme	1.3 People met with: Alex Green, Trusts and Statutory Coordinator.
1.4 Purpose of the award: £25,000 over two years (£12,500 and £12,500) to the Roundhouse Trust from the City Educational Trust, to contribute to the Roundhouse Education Programme in London.		
GRANT OFFICER COMMENTS		
<p>Across Camden, the Roundhouse Education Programme works directly with schools, colleges and pupil referral units to deliver cultural arts education to 11-18-year-olds who struggle to engage with mainstream education or suffer from social, emotional and mental health difficulties, special educational needs and/or disadvantaged personal lives.</p> <p>Your funding covers the Artist-tutor, youth support worker and a contribution to the salary of the Education Programme Manager to deliver education programmes in the cultural arts across the London Borough of Camden. The programme of work is very varied, but all has a focus on enhancing teaching and learning opportunities for disadvantaged young people. The offering in each setting will be different but will include workshops in spoken word, lyric writing, music production, film, drama or bespoke arts projects.</p> <p>On the day that your officer visited he met with the grant manager at the Roundhouse Trust and key staff involved in delivering the Education Programme. The visit started with a tour of the site to see the range of equipment available to young people wishing to engage with musical education. The Roundhouse facilities are second to none, with a corridor off music studios, television editing suites, practice areas and an instrument hire centre. All the equipment is top spec and space can be hired at very reasonable rates for any young person 25 or below.</p> <p>Following the tour your officer was taken to a performance space where primary school children engaged on the Education programme were performing compositions they had put together during that term. Assisted by the staff the young people performed 5 songs to an audience of parents, carers and teachers that was extremely well-received. Engagement in this programme both enhances musical education for these young people but helps develop confidence in performance.</p> <p>Following the performance, the staff outlined how the other parts of the project were going and provided an overview of the some of the individual projects. This is a well-run, well attended programme making a difference to the young people involved.</p>		

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