

Appendix 1 – Summary of 17/18 proposals approved by Education Board

School	Bid 2017/18	Purpose	Recommend £'000
CoLA (Southwark)	Information Technology Resources for Sixth Form	To provide state of the art learning resources for Sixth Form students to maximise learning outcomes	126
	Coaching programmes	Provide external coaching for middle and senior leaders to improve quality of leadership, well-being, and recruitment and retention of staff.	24
		Total	150

CoLA, Islington	Alternative bespoke educational provision for vulnerable students	Alternative bespoke educational provisions for vulnerable students who are not accessing the mainstream curriculum due to specific learning disabilities and/or behavioural challenges.	35
	Orchestra project	Continued development of the Academy orchestras and musical provision.	25
	Hire of part-time careers advisor	To improve and extend the careers advice and guidance.	15
	Sixth form projects and resources	Improvement of 6th form study room and development of a 6th form specific lending library.	5
	Multiple ICT Projects	Funding for Show My Homework, an online homework portal which enhances student learning and engagement, provision of laptops for teachers to use in and out of school, and curriculum area digital technology development.	25
	Rewards System	To further develop and embed a rewards system and a culture of praise.	3.5
	Sports Day 2018 – Whole School House Event	Funding for annual sports day.	7.3
	Residential Course	A residential weekend targeted at year 11 students who have been identified as being behind academic targets at the end of year 10.	8
	Revision Classes	To tackle underachievement of pupils not making expected levels of progress.	13.2
	Think Forward	To support the cost of a dedicated ThinkForward Coach working at the school to provide long-term, personalised coaching to students.	8
	EAL Resources	To support raising standards of EAL students.	5
		Total	150

TCA, Hackney	Year 11 revision workshop and 'boarding school' provision	Targeted students offered residential placements to support their learning in mathematics.	30
	Advanced CMIS system replacement with Capita SIMS	Replacing information management systems as current system does not integrate with CoLAT system.	40

	Duke of Edinburgh programme	To offer valuable enrichment and community services provision for year 12 students.	15
	Improvement to 6th form offering	Funding towards building new 6th form centre.	15
	Modern Foreign Languages overseas trips	To subsidise travel for disadvantaged students.	50
		Totals	150

Redriff	ICT resources for performances, drama and events	Developing Oracy.	10
	Enrichment through school visits		15
	Child support and teacher training		15
	Staffing		10
		Totals	50

Galleywall			
	Maths Mastery training as part of CPD	Enhancing numeracy.	6.6
	Resources to enhance maths provision		2.5
	Enrichment through school visits and guests		0
	Enabling enterprise projects		2.15
	Sustainability through Maths in the Environment		3.75
		Total	15

CoLA, Shoreditch Park	Instrumental lessons for all year 7 students	Students to receive tuition, depending on previous experience, in percussion, string, wind and brass instruments.	20
		Total	20

CoLA Highgate Hill	Action Tutoring provision for students	For targeted students to achieve grade 5 in English and Maths.	11.5
	Revision on Saturdays and holidays	To improve GCSE results.	20
	Music in Secondary Schools Trust programme	For year 7 beginners to reach Grade 1 by the end for Year 8 and Grade 2 by the end of year 9, and development of life skills.	18.5
		Total	50

CoLA Highbury Grove	English and Maths Easter residential	Raising attainment	15
	Individual maths and english tutoring		30
	Education Welfare Officer appointments	Improving attendance.	20
	Deloitte Inspire Work experience	Raising aspirations and attainment aimed at year 10.	11
	Team building boot camp for challenging year 9s	Improved behaviour and raising attainment.	4
		Total	80

CoLPA Islington	Two days training for whole school in RWI	To raise attainment of early reading and writing through phonics.	2.75
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	Intervention teacher/HLTA to run intervention groups		7
	Parent workshops resources		0.25
		Total	10

Appendix 2 – School Level Summary of City Premium Grant 17/18 Evaluations

Secondary

City of London Academy Islington

Amount received	£150,000	
Proposal	Actual outputs	Actual impact
<ul style="list-style-type: none"> Alternative bespoke educational provision for vulnerable students. 	<ul style="list-style-type: none"> Alternative provision provided for 2 Yr11 and 2 Yr10 students who were at risk of exclusion. 	<ul style="list-style-type: none"> Students who were not engaging with mainstream education accessed a more suitable curriculum which has resulted in positive outcomes for those students. No students in alternative provision have received fixed-term exclusions. Student attainment whilst in alternative provision was significantly higher than the predictions if they had remained in mainstream education at the academy.
<ul style="list-style-type: none"> Orchestra project 	<ul style="list-style-type: none"> Peripatetic instrument lessons including group lessons for Yr7 students and one-to-one or paired lessons for talented students in Yrs8-11. Purchase of new instruments and serving of instruments and parts. 	<ul style="list-style-type: none"> Learning an instrument has motivated some of the most vulnerable and challenging students and more students express an interest in choosing Music at GCSE. Some members of staff have shown a renewed interest in playing a musical instrument and have worked with students in a coaching capacity.
<ul style="list-style-type: none"> Hire of part-time careers advisor 	<ul style="list-style-type: none"> Careers information and advice to Yrs11-12 and career-related activities e.g. mock interviews. 95% of Yr10 students attended a work experience placement allowing them to experience the world of work. 	<ul style="list-style-type: none"> Through pupil feedback, ascertained that students had a better understanding of the requirements of specific careers and could relate that to course choices and their own decision.
<ul style="list-style-type: none"> Sixth form projects and resources 	<ul style="list-style-type: none"> A reading area in study room with resources to support students with career research and university applications. Extra intervention and revision lessons offered on Saturdays and during half-term for all Level 3 courses. 	<ul style="list-style-type: none"> KS5 results were positive: <ul style="list-style-type: none"> 43% A*- B grades 76% A*-C at A-Level. All but 2 students were offered places at university in 2018. Those that didn't choose university secured high quality work placements or apprenticeships.
<ul style="list-style-type: none"> Multiple ICT Projects 	<ul style="list-style-type: none"> 85% of staff using Show My Homework software to set and assess homework. Increased capacity for teachers and middle leaders, to complete work outside of classrooms. Visualisers frequently used in lessons and interventions for students. 	<ul style="list-style-type: none"> There is a strong correlation with students who complete homework and achieve excellent outcomes. There have been fewer detentions relating to homework and positive student and parent feedback regarding homework setting. Improved quality of student work due to the access to online resources and completion. Contribution to progress 8 score of 0.47. Increased homework standards due to increased ability to share examples of what 'good' and 'excellent' look like.

<ul style="list-style-type: none"> Rewards System 	<ul style="list-style-type: none"> Rewards given out, including: badges, postcards and letters home, Amazon voicers, book tokens, certificates and trophies. 	<ul style="list-style-type: none"> Although difficult to measure explicitly there is a direct link between attitude to learning and attainment. As this project has improved indicators of positive attitudes to learning it is believed it has had a positive impact on attendance and attainment.
<ul style="list-style-type: none"> Sports Day 2018 – Whole School House Event 	<ul style="list-style-type: none"> Student participation in a whole-school Sports Day. 	<ul style="list-style-type: none"> Improved participation in sport for some groups, especially girls. Links to a healthy active lifestyle and attainment have been proven so it is likely this project has improved attainment, although it is difficult to tangibly measure directly.
<ul style="list-style-type: none"> Residential Course 	<ul style="list-style-type: none"> Full revision weekend for students struggling in exam performance. 	<ul style="list-style-type: none"> English recorded a 90% pass-rate. Pupils whose performance was below a Level 4 in English and Maths were able to rapidly close the gap. Pupils who had previously given up in exam papers due to lack of self-belief had the confidence and motivation to complete papers. 2 students who were struggling with assessments due to issues outside of the school said the course gave them the space and time to concentrate on their work. One of those students achieved an 8 in English Literature and an 8 in English Language.
<ul style="list-style-type: none"> Revision Classes 	<ul style="list-style-type: none"> Revision sessions covering content revision, exam technique and pre-exam prep sessions. 	<ul style="list-style-type: none"> Overall progress for Y11 students was 0.47, pointing to the efficacy of the sessions.
<ul style="list-style-type: none"> ThinkForward Coach providing long-term, personalised coaching. 	<ul style="list-style-type: none"> Coaching focusing on developing KS4 students' soft and interpersonal skills including resilience, communication, organisation and self-awareness. 	<ul style="list-style-type: none"> A large proportion of students were at risk of NEET at the start of the year, however all students gained post-16 placements. Overall improvements in attendance, behaviour, and attainment at KS4.
<ul style="list-style-type: none"> English as an Additional Language (EAL) Resources 	<ul style="list-style-type: none"> EAL Lead received CPD which was then disseminated to relevant members of staff 	<ul style="list-style-type: none"> 69% of EAL students in Year 11 achieved 4+ in English and mathematics compared to 72% non-EAL students. However, EAL students had a progress 8 score of +0.67, compared to +0.30 for non-EAL students.
Actual cost of outputs	£197,791 - (this includes the full cost of peripatetic music teaching – only £25,000 was covered by this funding)	

City of London Academy Shoreditch Park

Amount received	20,000	
Proposal	Actual outputs	Actual impact
<ul style="list-style-type: none"> Instrumental lessons for all Yr7 pupils. 	<ul style="list-style-type: none"> Weekly 30-minute group instrumental lessons in small groups of 4-5 students. Students chose from a wide variety of instruments and received 29 lessons in their chosen instrument across the academic year. Students also had the opportunity to be part of a 	<ul style="list-style-type: none"> 85% of students made 3 subgrades of academic progress in Music over the year. 89% of low attaining students achieved their music target grade set by KS2 SATs with no prior music experience. Students have a greater appreciation and understanding of classical music and can explore musical ideas in greater depth and detail, tackling GCSE level questions with success. There are multiple students preparing for musical examinations, all of which will add to their experience and CV. This places students on a trajectory of achieving Grade 8 by Yr13 in time to use the qualification to support UCAS applications.

	<p>samba ensemble with the visiting drum tutor.</p> <ul style="list-style-type: none"> 3 students took their ABRSM Grade 1 exam at the end of last year and additional students are currently prepping for theirs this term. 	<ul style="list-style-type: none"> Socialisation of marginalised children: friendship groups established leading to increased wellbeing. Development of confidence: children with low self-esteem performing in school events to large audiences Increased musical aspiration: children who have made good progress are aspiring to take their music grades and considering musical performance as a career option a traditional music education style.
Actual cost of outputs	£19,632	

City of London Academy Highbury Grove

Amount received	£80,000	
Proposal	Actual outputs	Actual impact
<ul style="list-style-type: none"> English and Mathematics Easter Residential 	<ul style="list-style-type: none"> There was not enough take-up of the residential offer so funds were reallocated to in-house revision sessions during weekends and February and May half terms. A full programme of revision sessions was held during Easter holidays. 	<ul style="list-style-type: none"> School attainment at Key Stage 4, particularly in English and Maths, showed rapid improvement. There was evidence of performance above national averages in several subjects. The school Progress 8 score has risen in one year from -0.47 to +0.30. An evaluation by teachers indicated that these additional intervention sessions were a key element that led to this transformational set of results.
<ul style="list-style-type: none"> One-to-one English and Mathematics Tutoring 	<ul style="list-style-type: none"> A target group of 46 pupils underachieving Yr11 students received one-to-one online tutoring from selected undergraduate students attending Russell group Universities using the 'MyTutor' system. 	<ul style="list-style-type: none"> Students in the target group have achieved higher results in English Language and English Literature in comparison with their other subjects. <ul style="list-style-type: none"> English Language: 0.52 average residual, compared with 0.30 achieved by the whole cohort English Literature: -0.08 compared with -0.12 for the cohort. Students report that they valued the one-to-one nature of this intervention, which allowed them to express what area of difficulty they were having so that online sessions could be tailored to plug these gaps in knowledge.
<ul style="list-style-type: none"> Educational Welfare Officer appointment 	<ul style="list-style-type: none"> Recruitment of internal Education Welfare Officer, and CPD for whole school staff. 	<ul style="list-style-type: none"> Overall school attendance has improved from 88.6% to 93.6% (5% improvement) which will impact on an improvement of individuals' attainment. Whole school focus on attendance with improved strategies in place for ensuring individuals' and whole school attendance improves.
<ul style="list-style-type: none"> Deloitte Aspire Work Experience Programme for Yr10 students 	<ul style="list-style-type: none"> Work experience was run for these Y11 students in the first week of the 2018/2019 academic year. 	<ul style="list-style-type: none"> All students have completed feedback forms which Inspire are currently using to complete an Impact report for the school. The academy will review the assessment data of all students to see if there has been a measurable increase in effort and attainment after the first Assessment Point at the end of October. Students have returned to school after work experience with a clearer understanding of the requirements of a workplace environment. This

		understanding along with improved aspirations has meant they are more focussed on their learning.
<ul style="list-style-type: none"> Team Building Boot Camp for most challenging students in Yrs 9 & 10 	<ul style="list-style-type: none"> 16 students in Yrs 9 & 10 attended 2-day camping and hiking trip. One night was spent in a camp site and one night was spent wild camping where students were self-sufficient. 	<ul style="list-style-type: none"> An analysis of behaviour data showed an improvement from 54% of the students in their behaviour. This resulted in more time spent in class, less detentions and teachers reported more engagement in class. An analysis of assessment data comparing attainment before and after the trip unfortunately showed that only one student had a measurable increase in attainment. Student feedback about the trip was very positive with most saying they would do the trip again. Student comments in their feedback included: "I've learned not to give up and to push myself no matter what", "I've learned 'to stay focused and have a positive mind-set" and "I've learned to 'concentrate to stay focused"." The trip was most successful for Yr9 students and students with a history of less extreme behaviour issues. Future trips will focus on these students. The Academy feels the activity would have had a greater Impact if there had been follow up sessions in school after the trip which will be introduced in future.
Actual cost of outputs	£85,848	

City of London Academy Highgate Hill

Amount received	£50,000	
Proposal	Actual outputs	Actual impact
<ul style="list-style-type: none"> Action Tutoring provision for students 	<ul style="list-style-type: none"> 20 students received intervention on Saturdays through Action Tutoring. 	<ul style="list-style-type: none"> Programme wasn't as effective as expected. <ul style="list-style-type: none"> 50% of students who received Action Tutoring (AT) intervention in English made 1 grade of progress (GOP) during the period compared to 56% for Non-AT 55% of students made 1 GOP after receiving AT intervention in Maths, compared with 65% of those who did not receive the intervention. Slightly better end of Yr10 progress.
<ul style="list-style-type: none"> Revision on Saturdays and holidays 	<ul style="list-style-type: none"> Revision sessions on Saturdays and in half-term holidays (Oct and May), as well as an Easter Revision Centre. 	<ul style="list-style-type: none"> 70% of students who received the intervention in English (BS ENG) made 1 grade of progress (GOP) during the period compared to 56% Non-BS ENG. 75% Of students who received the intervention in Maths (BS MA) made 1 GOP for compared to 50% for Non-BS MA.
<ul style="list-style-type: none"> Music in Secondary Schools Trust Programme 	<ul style="list-style-type: none"> All students in Yrs 7 & 8 received instrumental lessons in class. 12 Yr 9 & 10 students received one-to-one instrumental lessons in the year. Yr10 students performed at the London Palladium. 	<ul style="list-style-type: none"> 98% of participants reached GCSE Grade 1 at end of Yr7 attainment in Music. 95% of participants reach GCSE Grade 2 at end of Yr8 - higher than other core subjects. The overall attainment of students in Yrs 7 & 8 has been impressive. This is largely due to improvement in behaviour, teaching and learning and the provision enrichment opportunities.

Actual cost of outputs	£52,762
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The City Academy, Hackney

Amount received	£150,000	
Proposal	Actual outputs	Actual impact
<ul style="list-style-type: none"> Yr11 revision workshop and 'boarding school' provision 	<ul style="list-style-type: none"> Boarding school - 29 students attended at least one overnight stay (either eng/maths sci/maths or sci). Aim higher classes – provided students with Saturday morning small group sessions supported by a specialist teacher. 	<p>Boarding School</p> <ul style="list-style-type: none"> Maths - 12 students achieved maths at 4+, 1 at 5+, 3 students made 3 GOP, 3 made 4 GOP. English - 12 students achieved 4+, 9 achieved 5+, 10 students made 3 GOP, 6 4GOP from KS2 Science - 11 students passed science with 44, 2 achieved 54, and 1 achieved 55. 18 students made 3 GOP and 11 made 4GOP. <p>Aim Higher Saturday School</p> <ul style="list-style-type: none"> Maths – 61% of students attending Saturday school achieved grade 4+, 54% made 3GOP, 23% made 4 GOP. English – 62% of students attending achieved a grade 4+, 64% made 3 GOP and 23% made 4 GOP. Science- 65% of students attending Saturday school achieved grades 44, 35% grades 54, and 14% grade 5.
<ul style="list-style-type: none"> Advanced CMIS system replacement with Capita SIMS 	<ul style="list-style-type: none"> Migrating Student MIS system from on-premise Advanced CMIS system to a cloud-based SIMS MIS system hosted by Capita. 	<ul style="list-style-type: none"> The full benefit of PAM will take longer to evaluate as this has only been in operation since September 2018. Sims Intouch has improved parent communication. Sims Parent app has improved the ability for parents to access their child's data.
<ul style="list-style-type: none"> Duke of Edinburgh programme 	<ul style="list-style-type: none"> Yr12 students achieved Bronze Award in Duke of Edinburgh. 	<ul style="list-style-type: none"> The requirements to be resilient and self-disciplined supports students developing behaviour for learning, revision and exam preparation that directly leads to higher attainment. The opportunity for students to take part in a recognised qualification that can be included on university applications supports their personal statements and admission interviews at universities. Students who would never had believed they could have achieved the bronze award are motivated to work in a team and succeed in something they have never attempted before. Behaviour and attendance have improved from last year.
<ul style="list-style-type: none"> Modern Foreign Languages Overseas Trip 	<ul style="list-style-type: none"> 11 Yr10 students of French travelled to Nantes in France for 5 days in March. 17 Yr10 students of Spanish travelled to Benalmádena in Spain for 5 days in March. 	<ul style="list-style-type: none"> All students who attended the trips showed an improvement in their speaking grades between assessments which took place before and after the trips. Following the trips, students and parents were overwhelmingly positive and grateful when reflecting on the experience. The Grant makes it possible for students to participate in the trips programme who otherwise would not be able to attend. During cultural activities carried out in the afternoons after lessons (e.g. visits to museum, historical monument, oyster farm, etc.) students developed a greater understanding of the culture and history of the societies they visited.

	<ul style="list-style-type: none"> 30 Ye10 students of Spanish travelled to Benalmádena in Spain for 5 days in May. 	
Actual cost of outputs	£128,070	

Primary

City of London Primary Academy Islington

Amount received	£10,000	
Proposal	Actual outputs	Actual impact
<ul style="list-style-type: none"> Talk for Writing & Phonics Project 	<ul style="list-style-type: none"> 2 days training to develop TA and teachers' pedagogy in the effective teaching of early reading and writing with a focus on synthetic phonics and Talk for Writing project. Teaching displays and resources to engage pupils and support learning. Parent workshops and learning at home resources to strengthen parental involvement in children's phonics and learning. Precision teaching for guided groups and individual teaching based on identified needs. 	<ul style="list-style-type: none"> COLPAI pupils achieved early reading and writing results that compare favourably with the best results nationally and locally. The school has exceeded ambitious targets of 80-85% of the cohort achieving the Early Learning Goals (ELG) for reading and writing: <ul style="list-style-type: none"> 95% of pupils achieved ELG for reading. 83% of pupils achieved the ELG for writing. 37% of pupils exceeded the ELG for reading. 27% of pupils exceeded the ELG for writing. Progress <ul style="list-style-type: none"> 93% pupils made rapid progress of more than 3 school points (38/41 pupils) 5% pupils made expected progress of 3 school points (2/41 pupils) 2% pupils made slightly less than expected progress achieving 2.8 school points (1/41 pupils). Staff CPD <ul style="list-style-type: none"> Monitoring of teaching and learning in literacy lessons has confirmed the teaching profile to be 100% Outstanding, thus demonstrating a strong impact on the quality of training, utilisation of excellent resources, and the implementation and embedding of key pedagogical approaches integral to this project.
Actual cost of outputs	£10,000	

Galleywall Primary, City of London Academy

Amount received	£15,000	
Proposal	Actual outputs	Actual impact
<ul style="list-style-type: none"> Maths Mastery Training CPD 	<ul style="list-style-type: none"> 3 national Leadership Days for Mathematics Master School Leads (MMSLs). 	<ul style="list-style-type: none"> 76% of the Cohort 17/18 cohort achieved Good Level of Development (GLD) which is an increase from 71% of the cohort 16/17. 3% gap between boys and girls in the cohort 17/18 compared with 19% gap between boys and girls in the cohort 16/17.

	<ul style="list-style-type: none"> • 2 in-school development visits and a designated Development Lead. • Integrated professional development via the online toolkit for select year groups. • Access to exclusive opportunities to collaborate, including the annual conference. 	<ul style="list-style-type: none"> ○ 11% gap between Non-Pupil Premium and Pupil Premium in the cohort 17/ 18 which is a decrease from 24% gap in the cohort 16/17. • There has been increased engagement from the children, which showed an increased use of mathematical language. The 'talking' elements of the maths curriculum are strong. This is supported by the increased practical activities which are enabling the children to learn through exploration and discovery.
<ul style="list-style-type: none"> • Resources to enhance maths provision 	<ul style="list-style-type: none"> • Purchase of Maths resources to deliver the programme including bead strings, clocks, Numicon, capacity cylinders, geometric shapes, mechanical scales and timers. 	<ul style="list-style-type: none"> • The kinaesthetic learning adds to the written and oral methods of assessment and is enabling the school to refine identification of children's needs. They have implemented the Maths Mastery 'closing the gap interventions' for identified children and are continually improving maths curriculum to inspire and enable children of all learning styles to meet their maths potential.
<ul style="list-style-type: none"> • Enrichment through home learning and parental engagement 	<ul style="list-style-type: none"> • Mathletics at home learning platform for developing fluency in Maths. • Parent workshops. • 'Maths through cooking' session for all children. 	<ul style="list-style-type: none"> • Attainment has been improved through developing children's number fluency, linking parents with what their children are learning as well as providing children with a resource to take part in home learning. Through cooking, children were able to use and apply their mathematical skills in a real-life context. • Children's confidence has been improved as they become more fluent with number facts. High aspirations are set for children to become 'Mathlete of the Week' which are awarded to children for effort, consistent practise as well as high attainment.
<ul style="list-style-type: none"> • Sustainability through 'Maths in the Environment' 	<ul style="list-style-type: none"> • Nature Reserve visit. • Forest School Training. • Maths Hub Training. • Woodwork materials including workbench and tools. • CPD on teaching woodwork. 	<ul style="list-style-type: none"> • Nature Reserve sessions promoted health and well-being by being in the outdoor environment. Children were also taught about the importance of caring for nature (not disturbing nests, picking up litter, leaving somewhere as we found it) which built their connection with their local area. • Children's confidence built as they adapted to new situations and had new opportunities to learn language, spot patterns in nature and use and apply their mathematical skills. • The woodwork bench also gave children new opportunities to apply and use their mathematical skills such as: length, height, capacity and comparative vocabulary.
Actual cost of outputs	£15,317	

Redriff Primary, City of London Academy

Amount received	£50,000	
Proposal	Actual outputs	Actual impact
<ul style="list-style-type: none"> • Initially the proposal was a collection of projects to improve pupils' Oracy. 	<ul style="list-style-type: none"> • Development of a maths improvement strategy, including delivery projects: Mathletics for all children, standardised tests, Mathematics Mastery Programme, Teacher- 	<ul style="list-style-type: none"> • There is now a Maths Strategy in place to ensure the best outcomes for children. The strategy is being rolled out to Yr5 and can be replicated for writing and reading. <ul style="list-style-type: none"> ○ Progress in maths +4.7 (compared to -0.6 2016/17) ○ Maths Expected: 94% (2016/17 Expected 82%)

<ul style="list-style-type: none"> This was repurposed to develop projects for improving attainment in Maths. 	<p>led interventions for more able children and target children in Yr6 which included maths conferencing, Breakfast intervention.</p> <ul style="list-style-type: none"> Three new maths teachers in Year 6 and training for Teaching Assistants. 	<ul style="list-style-type: none"> Greater depth: 47% (2016/17 Greater Depth 16%) Oracy developed in maths provides good models for talking and impacts confidence across the rest of the curriculum. The strategy had a positive impact on behaviour and motivation for a cohort with high emotional needs.
<p>Actual cost of outputs</p>	<p>£50,000</p>	