

Committee(s): Education Board	Dated: 07 December 2023
Subject: City Premium Grant: Education, Cultural & Creative Learning, and Skills Strategies 2024-2028	Public
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	2,3,8 &10
Does this proposal require extra revenue and/or capital spending?	N
If so, how much?	N/A
What is the source of Funding?	N/A
Has this Funding Source been agreed with the Chamberlain's Department?	N/A
Report of: Director of Community & Children's Service	For Decision
Report author: Torri Stewart, Lead Strategy & Impact Manager	

Summary

This report provides Members with a summary of outcomes and learnings relating to projects funded by City Premium Grant (CPG) in the 2022/23 academic year. The report:

- Presents key statistics across the 78 CPG funded projects that ran in 2022/23
- Highlights the most popular themes and areas of focus across projects
- Shares highlights from a selection of projects
- Notes observations on the new process's first year of operation
- Highlights key learnings

Recommendation(s)

Members are asked to:

- Note the findings shared in this report.
- Confirm the previous suggestion that schools may submit bids for projects lasting up to three years.

Main Report

Background

1. The Education Board has oversight of three strategies: Education, Cultural and Creative Learning, and Skills (2019-23). The City Corporation is committed to deliver a tripartite of strategies focused on education and learning. These strategies share a common vision: "To prepare people to flourish in a rapidly changing world through exceptional education, cultural and creative learning, and skills which link to the world of work."
2. The City Premium Grant is an annual grant that provides financial support to the City of London Family of Schools, towards programmes and activities which will deliver the aims of the strategies.

3. As a basic principle, the City Premium Grant is provided to support 'additionality' to the education offer. This means that the City Premium Grant should not be used to fund basic school needs, capital purchases or routine school staffing.
4. The City Premium Grant is divided into three separate funding streams: (1) **City Premium Grant: Disadvantaged Pupils Grant**; (2) **City Premium Grant: Partnerships Grant**; (3) **City Premium Grant: Strategic Grant**.
5. The Strategic Grant required bids to align with at least one of four strategic themes. For the 2022/23 academic year, these themes were:
 - Mental Health & Wellbeing
 - Oracy
 - Youth Voice
 - Parental Engagement
6. In the 2022/23 academic year, the bidding and evaluation process for all CPG projects was transitioned to a new online impact measurement platform called ImpactEd. This system was introduced to allow for more detailed impact data collection than in previous years, and to allow project leads across the Family of Schools to outline, monitor, and evaluate the impact of projects on specific groups of pupils and/or programmes.
7. For the academic year 2022/23, the City Premium Grant envelope was £2,182,000. Of this total, the Disadvantaged Pupils Grant accounted for £1,414,000, and the Partnerships Grant and Strategic Grant each accounted for £384,000.

Current Position

8. The Education Strategy Unit (ESU) reports that 78 projects ran across the Family of Schools during the course of the 2022/23 academic year. In total, bids for these projects requested £2,162,293 of funding. Combined with the payments made to each school to cover their ImpactEd license fee, this resulted in all funding being fully utilised. Details of awards made to schools can be found in **Appendix One**. Summaries of the projects are available in **Appendix Two**.
9. The 78 projects were distributed across the three strategies as follows:
 - 62 projects (79%) aligned with outcomes in the Education Strategy
 - 10 projects (13%) aligned with outcomes in the Cultural & Creative Learning Strategy
 - 6 projects (8%) aligned with outcomes in the Skills Strategy
10. The projects were distributed across the three funding streams as follows:
 - 49 projects (63%) were funded by the Disadvantaged Pupils Grant.
 - 16 projects (20%) were funded by the Partnerships Grant.
 - 13 projects (17%) were funded by the Strategic Grant.

Within the Strategic Grant specifically, projects were distributed across the four designated themes as follows:

- 7 projects - Mental Health & Wellbeing
- 4 projects - Oracy
- 2 projects - Youth Voice
- 0 projects - Parental Engagement

Together, projects funded by the Partnerships Grant and the Strategic Grant resulted in the creation of 29 unique project partnerships across the Family of Schools. Nine of these partnerships were led by independent schools, and the remaining 20 led by non-independent schools. Every project involved at least one non-independent school.

11. 83% of projects targeted secondary-age learners and accounted for 85% of total spend, whilst 17% of projects targeted primary-age learners and accounted for 15% of total spend.
12. At the time of writing, the majority of schools had submitted evaluations for their projects. Two schools however did miss the submission deadline for final evaluations and in these two cases only minimal information was available at the time of writing.
13. Analysis of the project evaluations submitted has offered the ESU valuable insight, and highlighted common objectives and motivations from schools and teachers across the family of schools. Across the projects, some broad areas of focus emerged. These areas were, (in descending order of frequency):
 - Enrichment, (22 projects)
 - Attainment, (17 projects)
 - Skills development, (10 projects)
 - Future pathways, (10 projects)
 - Pastoral care, (9 projects)
 - Behaviour, (5 projects)
 - Continued Professional Development (CPD), (3 projects)
 - Rewards, (2 projects)
14. This suggests the majority of teachers were keen to boost attainment, create enriching experiences and build skills and employability – a strong reflection of the areas of focus central to the education strategies.
15. Positive results were reported for projects across all areas, and as has been the case historically, projects took a wide variety of different forms. Feedback from teachers combined with data from ImpactEd suggests the CPG continues to enable the Family of Schools to uniquely extend and enrich education experiences for learners of all ages. Some highlights include:
 - *'EAL Flash Academy', Galleywall*: Designed to support primary learners who are new to English or have English as a second language, to learn social and curriculum vocabulary, grammar, phonics, and handwriting. The project saw improvements in oracy confidence, written communication and school engagement.
 - *'Boxing Therapy', City of London Academy Highgate Hill*: Aimed to reduce the number of exclusions and negative peer interactions through pioneering boxing-based therapy. The pastoral team noted that this initiative had a notable impact on reducing student anxiety and improved motivation and wellbeing.
 - *'Enrichment', The City Academy Hackney*: Funding made additional enrichment opportunities available to students, including music tuition, an Outward Bound residential, Duke of Edinburgh Scheme, additional studies and female empowerment sessions. The project resulted in 50 music scholars in year 8 continuing to play an instrument, all year 12s successfully achieving the Bronze Duke of Edinburgh qualification, and Outward Bound participants reporting positive

impact on their confidence, resilience and leadership skills.

- *'Ivy League Programme - US SAT Preparation', Newham Collegiate Sixth Form:* Bespoke SAT support was provided for students applying to Ivy League and other competitive U.S. universities. As a result, 9 students applied to US universities, with 2 students receiving offers to Stanford and NYU, whilst one was waitlisted for Princeton.
- *'KS4 Pre-Apprenticeship Academy', City of London Academies Trust CoLAT:* Secondary learners most at risk of, or who are going through the process of permanent exclusion received additional support with the primary aim of reducing permanent exclusions in KS4 across CoLAT. The project has seen an improvement in attendance and all year 11 students applying for post-16 qualifications.
- *'DebateMate', Redriff:* Learners and teachers engaged in a 17-week programme developing debating and oracy skills, as well as their critical thinking and confidence. Following the project, Redriff pupils took part in two debates in the Urban Debate League 2, winning one of them. Additionally, two Redriff pupils won Best Speaker awards at the City Schools Debating Day, and successfully reached the finals.

16. Projects covered many different areas of interest, but the clearest single theme that emerged relating to desired outcomes, especially within 'Pastoral Care', 'Enrichment', 'Behaviour' and 'Rewards', was a desire for projects to positively impact the mental health and wellbeing of learners and teachers.

17. This was reflected in the types of impact measures teachers chose to assign to their projects. Across the 78 projects, 30 different impact measures were assigned. The impact measures assigned most frequently related to the following areas:

- Wellbeing
- Motivation
- Oracy
- Growth Mindset & Openness

18. The ESU's partners at ImpactEd have further analysed themes and outcomes that have emerged across the Family of Schools through a number of projects, and this information is available in **Appendix 3**.

19. It is important to note that delays with initial onboarding for schools meant that the vast majority of projects funded by the Disadvantaged Pupils Grant had to be added to the platform retrospectively. As a result, detailed statistical data is not available for all projects that fell within the 2022/23 academic year. Where this is the case, outcomes have been drawn from evaluation statements written by teachers.

20. With all schools now onboarded and trained to use ImpactEd, this situation will improve significantly moving forward. All projects for the 2023/24 academic year have been submitted in advance via ImpactEd, with impact measures assigned to every project. This will result in a far richer data set being available for consideration at the next annual review.

21. The 2022/23 academic year was the first year that the ESU partnered with ImpactEd to manage bid submissions and project evaluations across all schools. A number of positive observations have been made including:

- As planned, the ImpactEd platform has started to provide the ESU with more detailed outcome data which will enrich our understanding of the impact CPG funding is having on learners
- Having the live status of all projects accessible in a single location gives the ESU an entirely new way to monitor projects in real time.
- Teachers value the fact that ImpactEd helps them more closely consider the objectives of proposed projects, and offers more ways to measure their impact.
- Teachers have reported that despite challenges around initial onboarding the platform itself is easy to use, and when used effectively, helps demonstrate if a project delivered what was expected

22. Whilst establishing the new processes and ways of working, the ESU, ImpactEd and the schools did however face many challenges. Following several reflection sessions, a number of key learnings were noted across the process. The key learnings were:

- i. Every effort must be made to minimise the admin overhead associated with data collection. This is the biggest single challenge for teachers.
- ii. Support for schools to select the most useful impact measures is vital.
- iii. A simpler, streamlined version of the evaluation process should be available for small-scale projects that are either very short or very low cost.
- iv. Data collection surveys must be suitable for the participants completing them (e.g. learners for whom English is an additional language).
- v. Collecting end of project data from school leavers is often not possible and must be better considered in relevant projects.
- vi. Re-visiting guidelines around funding for staff costs may address a significant barrier for many schools looking to run projects.
- vii. Where schools employ staff who are dedicated to managing additionality, they are able to utilise CPG funding and manage the project tracking process far more effectively.
- viii. Schools and Members have collectively shared their desire to allow bids for projects that last more than a year.

23. Based on these learnings, improvements to many processes are either being developed or are already in place. Most notably, in relation to point (vii) above, based on Member approval at October's committee meeting, the City of London Academies Trust (CoLAT) is in the process of recruiting a Partnerships Co-Ordinator to assist academies with bid submissions and project monitoring.

24. To continually improve project data, the ESU will maintain an ongoing dialogue with schools and ImpactEd, and constantly refine processes as needed. This will improve the quality of insights developed by all parties, and help schools to constantly maximise the value of the funding they receive.

Options

N/A

Proposals

25. With respect to point (viii) in paragraph 22, which has been discussed previously by the Education Board, it is clear there is an appetite from schools and Members to allow projects to run for more than one year. As has been previously noted this would give schools the ability to set long-term plans in place, help them make iterative improvements to projects, and avoid time-waste when re-bidding for projects each year. Additionally, the introduction of long-term projects would provide richer longitudinal data, allowing a better

understanding of the impact of funding over longer periods of time. Given this, Members are asked to:

- Approve that schools may propose projects lasting up to three years, with awards for such projects transferred in instalments annually.

Corporate & Strategic Implications

26. City Premium Grant funding is the main way in which the Education Board supports its sponsored academies to deliver the outcomes outlined in the Education Strategy. In particular, the grants support 'additionality' which enables academies to deliver projects and activities which are supplementary to the everyday teaching and learning funded by the academies' core budgets, instead focusing on holistic education, cultural and creative learning and skills development linked to the world of work.

Conclusion

27. This report has provided Members with a summary of outcomes and learnings relating to projects funded by City Premium Grant (CPG) in the 2022/23 academic year. It highlights key information relating to project distribution, and highlights key themes, outcomes and learnings which can be taken from this first year of activity. Projects appear to have delivered positive impact on the whole, and it is clear that the new level of understanding around project performance will quickly start to help schools maximise the value of the funding they receive.

Appendices

- Appendix One: City Premium Grant 2022/23 - Allocations to the Family of Schools
- Appendix Two: City Premium Grant 2022/23 - Projects Overview
- Appendix Three: ImpactEd

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