

APPENDIX 2 – RECOMMENDATIONS – CITY EDUCATIONAL TRUST

CENTRAL GRANTS PROGRAMME CITY EDUCATIONAL TRUST

ASSESSMENT CATEGORY – Education & Employment

Ark (Ref: 14825)

Amount requested: £25,000

Amount recommended: £25,000

Purpose of grant request: Professional Pathways an education and skill development programme to bridge the gap between school, higher education and employment.

The Applicant

Ark is an education charity (1095322) that exists to make sure that children regardless of their background, have access to great education and real-life choices. Ark started in 2006 working with one school, the Charity has since grown into and overseas a network of 36 schools in the UK and its subsidiary Ark Schools is considered a high achieving academy group. The Charity also work Internationally and manage a group of schools in India while providing consultancy support to International Governments on Education. The Charity has established several subsidiary charities and companies to deliver and implement its key programmes. The companies are either wholly owned by Ark or Ark is the sole member. These include: Ark Schools, Ark UK Programmes, Ark (South Africa), Ark Zimbabwe Trust and Ark India.

Background and detail of proposal

Despite the number of students taking Level 3 vocational qualifications rising by 37%, studies suggest that the current approach to BTEC teaching may not enhance a student's subject knowledge or properly prepare them for their next step.

Professional Pathways is a programme for sixth form students undertaking Level 3 BTEC qualifications in Applied Science, Business or IT across 6 Ark schools in London. The project aims to enhance the BTEC curriculum by giving students rigorous in-school teaching alongside real-life project work, delivered with the support of corporate and university partners. Partners host a series of experience days where multiple projects/activities are offered, all of which are directly relatable to the curriculum of study being undertaken by the students'. Examples include understanding how commercial science labs work, pitching new business ideas to partner volunteers or learning about a business's in-house systems and processes.

The project delivery will begin in September 2018. The Charity is requesting funding for two academic years 2018/19 and 2019/20 with the project delivery ending in July 2020 at the close of the academic year. The project will continue to run after this point, and the above only reflects the timescale connected to the two-year funding

request. The project delivery for each academic year will align with the three school terms, with students receiving weekly teaching and guidance from their teachers, monthly insight sessions and termly engagement with business or university partners. The programme will develop the student's work readiness skillset through a specially designed curriculum.

The programme will deliver subject specific training to teachers, giving them the knowledge they need to be an excellent educator and teach the BTEC curriculum. Teachers will be given the skills and resources they need to improve their standard of teaching and ultimately secure the best outcomes for their students. By developing a programme for Level 3 vocational qualifications, the Charity aim to influence the national conversations and policies regarding sixth form qualifications and their pathways to careers.

Funding of £12,500 each year is being requested to support the cost of the design and development of curriculum resources for this specific programme. Additional funding is being sought to support the travel costs of 125 students to attend programme days at businesses and universities. This equates to £60 per student that will be managed by teachers through pre-paid oyster cards.

Financial Information

Ark have provided a budget for year ending August 31 2018 which shows a deficit, this is before net investment losses/gains are taken into consideration which will be known at the end of the financial year. Ark has substantial financial commitments for the different subsidiaries that it runs and therefore holds large reserves to cover these.

Year end as at 31 August	2017		2018	
	Audited Accounts		Budget	
	£		£	
Income & expenditure:				
Income	19,805,000		10,854,000	
Expenditure	(23,813,000)		(12,301,000)	
Net loss/ gains	1,807,000			
Total surplus/(deficit)	(2,201,000)		(1,447,000)	
Split between:				
- Restricted surplus/(deficit)	123,000		(1,447,000)	
- Unrestricted surplus/(deficit)	(2,699,000)		0	
	(2,576,000)		(1,447,000)	
Cost of Raising Funds	743,000		743,000	
- % of income	3.8%		6.8%	
Operating expenditure (unrestricted funds)	2,130,000		2,294,000	
Free unrestricted reserves:				
Free unrestricted reserves held at year end	5,306,000		5,306,000	
No of months of operating expenditure	29.9		27.8	
Reserves policy target	1,065,000		1,147,000	
No of months of operating expenditure	6.0		6.0	
Free reserves over/(under) target	4,241,000		4,159,000	

Recommendation

Ark is a well-established Educational provider that oversees a 36-school network through its subsidiary Ark Schools across the UK. This project is based on research and a pilot programme that was run in 2015 that highlighted the need for more vocational training for students. This project will focus on the subjects of applied science and technology and therefore meets the objects of the City Educational Trust. Not only will the project have outcomes for the young people involved it will also develop curriculum resources that would be used not just across the Ark network of schools but offered to other providers of BTEC courses in these subjects. Although the majority of Ark Schools are in London, this project would also benefit pupils who attend Ark Schools in other parts of the UK. Under the funding criteria for the City Education Trust Fund, beneficiaries must be resident and studying in the City of London or London Boroughs. However, the City Corporation as trustee does retain 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. Members may therefore depart from the eligibility criteria if they are satisfied this would be justified in this case. Alternatively, funding could be made conditional to ensure that funds are applied within the relevant area of benefit. Funding is recommended as follows:

£25,000 over 2 years (£12,500; £12,500) towards the design and development of curriculum resources and to support the travel costs of 125 students to access programme days at partner business offices and universities for the purposes of supporting BTEC qualifications in Applied Science, Business or IT.

CENTRAL GRANTS PROGRAMME
CITY EDUCATIONAL TRUST

ASSESSMENT CATEGORY – Education & Employment

Career Ready (Ref: 14824)

Amount requested: £7,769

Amount recommended: £7,800

Purpose of grant request: To deliver a series of employability masterclasses with a STEM focus to young people aged 11-16 in the London Boroughs of Camden, Islington, Westminster and Hounslow.

The Applicant

In 2002, at the request of Sanford Weill, Chairman and Chief Executive of Citigroup worldwide, Sir Winfried Bischoff gathered a group of senior colleagues in multinational companies to meet education leaders from the UK and the US. The challenge was: would they commit to supporting a new education initiative for disadvantaged young people in the UK, inspired by the work of the National Academy Foundation in the US. From that meeting Career Ready was established. The programme began with three schools in London and was focussed on Business & Finance. Thirteen years later the Charity has more than 200 schools and colleges in all parts of the UK, specialising in additional sectors like STEM and Logistics. Many of the companies which helped to found Career Ready are still supporting them today with funding and internships. They include Citigroup, McGraw Hill, AstraZeneca, BP, Canary Wharf Group and Freshfields Bruckhaus Deringer. Today the Charity works with employers, colleges and young people creating meaningful links to ensure that businesses get the workforces they need, and young people understand the pathways to future careers.

Background and detail of proposal

Career Ready runs a Core Programme for young people aged 16-19 providing them with skills, knowledge, networks and confidence needed to fulfil their potential, built around four pillars: Mentoring, Masterclasses, Internships and Work place visits. In 2016, funded by The Careers and Enterprise Company, the Charity piloted a programme for 11-16 year olds, delivering a series of junior masterclasses, enterprise activities, work place visits and group mentoring looking at pathways to different careers.

Your funding is being sought to expand the scope of the piloted programme and deliver specific STEM Masterclasses for 11-16 year olds in four London boroughs. The project will enable students to develop the skills, knowledge and confidence needed to progress into higher education or apprenticeships within the STEM industry. The masterclasses provide a platform for employers, schools and colleges to work together, using robust programme of materials and working towards defined student outcomes for employability and careers.

The masterclasses will focus on the key STEM subject areas and will give students an introduction to how the study of science, technology, engineering and maths can

be applied in real life situations. The outcome of this work will lead to the students engaging in the study of these subjects with a better understanding of the connection between education and knowledge and how it can be applied in the world of work. The focus of this project is to advance education in STEM subjects with a secondary outcome being that it will improve access to careers in the STEM sector.

The project will start in September 2018 and will take place over a 12 month period. Career Ready will work with schools in Camden, Islington, Westminster and Hounslow. Project staff will organise masterclasses and workshops within schools providing 4 sessions across the academic year. The masterclasses will be carried out with partner businesses providing young people with an insight how different STEM subjects can be applied. Funding is being requested to contribute to the salary cost of the Regional Manager to deliver STEM Masterclasses to 300 students, materials and associated running costs of the project. Additional funding has been secured for this project from Ernest Cook Trust and IMECHE.

Financial Information

The Charity has had a consistent income and anticipates an increase in 2019. They have a mixed blend of funding and are not over-reliant on any specific source. Reserves are held below the target but they anticipate to close this gap in the budgeted figures for 2019. Cost of Generating funds has not been listed in the budget for 2019.

Year end as at 31 March	2017	2018	2019
	Audited Accounts £	Draft £	Budget £
Income & expenditure:			
Income	2,333,689	2,198,944	2,539,974
Expenditure	(2,299,025)	(2,179,327)	(2,425,513)
Total surplus/(deficit)	34,664	19,617	114,461
Cost of Raising Funds	80,365	24,390	0
- % of income	3.4%	1.1%	0.0%
Operating expenditure (unrestricted funds)	920,078	1,890,491	1,900,000
Free unrestricted reserves:			
Free unrestricted reserves held at year end	376,473	396,090	510,551
No of months of operating expenditure	4.9	2.5	3.2
Reserves policy target	561,869	630,030	633,333
No of months of operating expenditure	7.3	4.0	4.0
Free reserves over/(under) target	(185,396)	(233,940)	(122,782)

Recommendation

Career Ready have 16 years of experience running programmes with schools, colleges, young people and businesses. The ethos of the Charity is to prepare young people for their future careers. This project will allow for the Charity to run specific STEM masterclasses across 4 London Boroughs for 11-16 year olds. By working with young people at this age it will open their horizons to the possibilities of where the subjects they are studying could lead and therefore enhance and advance their study in those subjects. This project fits well with the criteria for the City Educational Trust as it will advance education in Science and Technology by providing insights into the future career possibilities that studying STEM subjects can have. Funding is recommended as follows:

£7,800 over 12 months to contribute to the Salary of the Regional Manager to deliver STEM Masterclasses for 11-16 year olds, and associated project costs, to be delivered across 4 London Boroughs.

CENTRAL GRANTS PROGRAMME
CITY EDUCATIONAL TRUST

ASSESSMENT CATEGORY – Education & Employment

City of London Academy Islington (Ref: 14823)

Amount requested: £25,000

Amount recommended: £25,000

Purpose of grant request: To develop the City of London Academy Islington's Drama department provision, experiences and facilities.

The Applicant

The City of London Academy Islington (COLA-I) is a company limited by guarantee that was incorporated in November 2007 to develop a new school in Islington. The Academy Trust registered as a Charity in August 2011. The City of London Corporation in its general corporate capacity (City's Cash) co-sponsors the academy with the City University London, and appoints elected Members to serve as both company members and Directors/Trustees. The Education Board retains strategic oversight of the City's sponsorship of COLA-I. Whilst the City as co-sponsor has no direct financial obligation to the academy trust, it is expected to offer on-going assistance and support to those academy schools to engender success. The assistance may be financial or in-kind. The City Corporation does provide financial and in-kind support to the academy trusts which it sponsors (from City's Cash), through a structured application process under the control of the Education Board.

Background and detail of proposal

The Drama department at COLA-I is experiencing a resurgence after 2 years of poor uptake to GCSE and Level 3 courses. In September 2018 the school anticipates a healthy year GCSE cohort. To ensure that the department are offering the most engaging, diverse and creative curriculum the department would like to purchase quality lighting and sound equipment to enhance the classroom atmosphere, offer wider exam options at GCSE and equip the Academy with more resources to support events like the Academy annual musical. As part of the course the department would like to offer students the opportunity to visit Ypres to see a play performed in the trenches which can be linked to the devising Component of their course and give them an opportunity that would not normally be open to them.

The Drama Studio at COLA-I is currently not equipped to create the appropriate atmosphere for high quality performance. Adding lighting rigs and sound equipment would encourage students to create better performances and improve the standard of assessments and exam performances. By improving the equipment at the school it will not only improve performances but will open up the Drama and performing opportunities to a wider audience. Not all students studying Drama at GCSE wish to be involved with a performance on stage but may wish to gain a better understanding of the technical requirements for putting on a performance. By having this equipment the school will be able to widen the Drama curriculum on offer to

include the study of the technical elements of theatre production. This will improve the schools offer in Drama and advance Education in the cultural arts.

Funding is also being sought for a trip to Ypres in October 2018. The opportunity will be offered to GCSE students to visit Belgium to see a performance of Journey's End in a trench. The trip will allow students to experience immersive theatre which will assist with their studies and provide an opportunity to learn about the 1st World War. Funding is being sought to contribute to the £250 cost per person for the trip, the school would like to offer this to the 50 students doing the drama course.

Financial Information

COLA-I is majority funded by the Department of Education. The Academy Trust holds reserves to target necessary improvements to its estate and operational and organisational structure to improve the teaching facilities and environment throughout the Academy Trust. Ofsted deem the overall effectiveness of the school as good.

Year end as at 31 August	2017	2018	2018
	Audited Accounts	Draft	Budget
	£	£	£
Income & expenditure:			
Income	6,144,137	6,231,147	6,618,677
Expenditure	(7,033,956)	(6,658,085)	(6,649,885)
Total surplus/(deficit)	(889,819)	(426,938)	(31,208)
Operating expenditure (unrestricted funds)	5,660,706	5,446,704	5,220,549
Free unrestricted reserves:			
Free unrestricted reserves held at year end	193,206	193,206	190,000
No of months of operating expenditure	0.4	0.4	0.4
Reserves policy target	0	0	0
No of months of operating expenditure	0.0	0.0	0.0
Free reserves over/(under) target	193,206	193,206	190,000

Recommendation

COLA-I is co-sponsored by the City of London Corporation in its general corporate capacity (City's Cash) and this has been considered during assessment of this project. This sub-committee in collectively discharging the City Corporation's duties as trustee of the City Educational Trust Fund and in considering the application from COLA-I must take a decision which is only in the best interests of this charity. It is considered that there is no overriding conflict of interest for the City Corporation which would prevent the application being considered, as the City Corporation as co-sponsor will not receive any direct or indirect financial benefit as a consequence of any funding award from the City Educational Trust Fund and as the application has been submitted through an open, public application process and assessed on its merits against the published criteria. Further, it is considered that any conflicts of loyalty which may arise in members of this Sub-Committee also serving as company member or trustee of COLP-I can be managed through the transparent processes adopted by the City Corporation under the Members Code of Conduct and any conflict declared.

At assessment it was clear that the items being requested would provide additionality to the Drama course already being delivered at the school. Buying theatre lighting and sound equipment will certainly advance and enhance education in the cultural arts for current Drama students at the school but will also provide new elements that could attract a wider range of students to take up Drama. The trip to Ypres will also very much be an additional project that would add great value to the students' education, and funding would support participation of all the school's Drama students in this learning and educational experience. This project will clearly enhance the curriculum at the school and provide additionality the school's existing education offer which is why I will therefore recommend funding as follows:

£25,000 over one year to cover the cost of the trip to Ypres (£12,300) and the costs of Lighting, Sound Equipment, Theatre Tips and Workshops throughout the year.

**CENTRAL GRANTS PROGRAMME
CITY EDUCATIONAL TRUST**

ASSESSMENT CATEGORY – Education & Employment

Dr Johnson's House Trust Ltd (Ref:14817)

Amount requested: £8,794

Amount recommended: £8,800

Purpose of grant request: To support and further develop the year-round cultural education workshops that take place at Dr Johnsons House.

The Applicant

Dr Johnson's House (DJH) is a Grade 1 listed small historic town house in the City of London. 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 middle to late eighteenth century. Today the House is open to the public with a collection relating to Johnson, a research library and restored interiors. The house 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

Your funding is being sought to support and further develop the cultural education programme that takes place at Dr Johnson's House each year. Through-out the year the Charity runs around 75 workshops 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. At assessment DJH made the case for the work meeting the criteria as they felt that the work they deliver at the Museum furthers the wider understanding of and education in the cultural arts, encompassing human creativity and social life (languages, literature, history, etc).

DJH work with schools from in and around the City including the City of London Boys School (in respect of which the City Corporation is proprietor) and St Clement Danes Primary. which are both local to the House. They also offer 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 take on 2 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 holds high free reserves due to being left a legacy of £1 million in 2003 to fund the curatorial roles at the Charity in perpetuity. The Charity has never designated these funds which makes the free-reserves held look very high. The draft accounts for the year ending March 2018 have addressed this. Additional funds are kept by the Charity in reserve to cover the maintenance cost of the building which was built in 1690 and can often require major works.

Year end as at 31 March	2017	2018	2019
	Examined Accounts	Draft Accounts	Budget
	£	£	£
Income & expenditure:			
Income	146,642	145,536	148,920
Expenditure	(125,012)	(140,483)	(145,000)
Net loss/ gain	170,638	(46,116)	
Total surplus/(deficit)	192,268	(41,063)	3,920
Cost of Raising Funds	7,143	7,780	7,600
- % of income	4.9%	5.3%	5.1%
Operating expenditure (unrestricted funds)	123,612	89,074	134,400
Free unrestricted reserves:			
Free unrestricted reserves held at year end	1,104,599	363,748	367,668
No of months of operating expenditure	107.2	49.0	32.8
Reserves policy target	123,612	89,074	134,400
No of months of operating expenditure	12.0	12.0	12.0
Free reserves over/(under) target	980,987	274,674	233,268

Recommendation

DJH runs an extensive Educational Programme throughout the year which focus on the cultural impact of language and literature through history. The Charity run around 75 workshops each year for Primary and Secondary schools from the surrounding area. They also host several placements for University students to learn about the House's archive and understand the benefits of using Museums to enhance study and teaching. The Charity have received funding from the City Educational Trust for several years to deliver the Education Programme. The DJH is seeking one further year of funding to its overall education programme and will be match funding the rest of the programme from reserves. This Charity have made a strong and compelling case for how the education work meets the criteria of the City Educational Trust as it will advance the research, study and teaching in the cultural arts, which is considered to encompass both human creativity and social life. It is therefore recommended funding as follows:

£8,800 contribution over 12 months to the overall costs of delivering the Education programme at Doctor Johnson's House.

CENTRAL GRANTS PROGRAMME – CITY EDUCATIONAL TRUST

ASSESSMENT CATEGORY – Education & Employment

in2scienceUK (Ref: 14816)

Amount requested: £25,000

Amount recommended: £25,000

Purpose of grant request: in2scienceUK wishes to expand its work with students from disadvantaged backgrounds to improve social mobility and increase diversity within the science, technology, engineering and maths (STEM) sector.

The Charity

In2scienceUK was founded as a Charity (1164821) in 2010 with the aim to provide young people from low income backgrounds an opportunity to gain practical insight into the STEM sector as well as knowledge and confidence to progress to University. Each year in2scienceUK receives over 1000 student applications and aims to expand across the UK in the next 5 years. To date, 75% of participants progress onto STEM degrees.

Background and detail of proposal

in2scienceuk works with students from disadvantaged backgrounds, offering them an intensive programme of skills days, workshops and work placements to broaden their horizons and to consider STEM professions and the associated skill sets as viable and achievable career options. The Charity works mainly with students that are above the age of 16 and about to finish year 12. Students are initially selected based on several factors. The Charity look for students who access free school meals or who are on pupil premium and who have parents who have not accessed higher education.

The project will take place over a year and is part of a larger programme of expansion of In2scienceUK's work. They recently secured a large grant from NESTA and core funding from the Fore Foundation to expand this work in London, South East and South West of England. The project anticipates working with 500 young people across London and the Charity are seeking your support towards some of the staffing costs to coordinate the work and toward 200 bursaries for the students involved. Each student selected will be paired with either a research or professional placement relating to the student's STEM subject of interest. The Charity has a range of university partners that offer placements in their state of the art research facilities, or they have an expanding network of businesses including Google where young people will spend a 2-week placement understanding how the subjects they are learning at school translate into career or further study in the STEM sector. Each student is given a pre-paid oyster card for travel and subsistence during their placement which equates to £70 per student per 2-week placement. In2scienceUK put on a series of workshops throughout the project around subject interests, CV writing and careers with an option to take on an accredited Diploma. The project

starts in January 2019 and is concluded with a celebration event in September where all students, hosts and other partners are brought together.

The two-week placements will focus on specific areas of study with the majority of the placements taking place at universities across London. The students involved will have the opportunity to spend time in state of the art facilities, work alongside academics and PhD students and develop an understanding of where their study and certain subjects can lead them. Students will feel motivated to study STEM subjects further as a result, with insight and understanding of how those subjects could translate to further study or a career later down the line.

Financial Information

The 2018 Budget contains a deficit of £69,711 representing the funding not secured to date. However, the Charity reassured your officer that the pipeline of applications was full, with many decisions pending for July, this should not affect their reserves position. Cost of Generating Funds is not listed in the accounts - this was raised at assessment and will be included in future figures.

Year end as at 30 November	2016	2017	2018
	Examined Accounts	Draft	Budget
	£	£	£
Income & expenditure:			
Income	107,633	139,443	162,963
- % of Income confirmed as at 24/05/2018	n/a	n/a	61%
Expenditure	(80,428)	(135,607)	(232,674)
Total surplus/(deficit)	27,205	3,836	(69,711)
Split between:			
- Restricted surplus/(deficit)	(104)		69,711
- Unrestricted surplus/(deficit)	104	3,836	
	0	3,836	69,711
Cost of Raising Funds			
- % of income	0.0%	0.0%	0.0%
Operating expenditure (unrestricted funds)	70,424	117,320	205,471
Free unrestricted reserves:			
Free unrestricted reserves held at year end	32,542	36,378	36,378
No of months of operating expenditure	5.5	3.7	2.1
Reserves policy target	17,606	29,330	51,368
No of months of operating expenditure	3.0	3.0	3.0
Free reserves over/(under) target	14,936	7,048	(14,990)

Recommendation

In2ScienceUK although a relatively young Charity has established itself in the Education sector with a successful model for getting more young people from disadvantaged backgrounds into the STEM sector. It has a very specific intervention model that has shown real success and with support from NESTA this work will expand to other parts of the UK. This application is seeking your support to top up the funding of some of the work in London. The £25,000 contribution over one year will provide travel and subsistence for 200 students taking on work placements and contribute to the salary of the Regional Programme Officer who will coordinate the work in London. This project meets the criteria of the City Educational Trust as it will give the students direct experience of further study in STEM subjects and increase their knowledge and understanding of how the study of STEM subjects can be

applied in real life experience. It is clear how it will advance the Education of Science and Technology to 200 disadvantaged young people in London. Funding is recommended as follows:

£25,000 over 12 months to fund 200 Bursary placements for students in London and a contribution to the salary costs of the Regional Programme Manager.

CENTRAL GRANTS PROGRAMME
CITY EDUCATIONAL TRUST

ASSESSMENT CATEGORY – Education and Employment

Roundhouse Trust (Ref: 14811)

Amount requested: £20,000

Amount recommended: £20,000

Purpose of grant request: To support the Roundhouse Education Programme that works with schools, pupil referral units and colleges to advance education in the cultural arts.

The Applicant

The Roundhouse Trust (RT) is a registered Charity (1071487) is a world renowned live performance space where some of the biggest names in music, theatre, circus and spoken word take to the stage every day. A former railway engine repair shed, the Grade II* listed building was transformed into a performance venue over 50 years ago. RT is a hub where artists and emerging talent create extraordinary work and where young people can grow creatively as individuals. Each year RT give thousands of 11-25-year olds the chance to develop their skills and confidence through creativity in music, media and performing arts.

Background and detail of proposal

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. 75% of the young people in the programme in the last academic year came from areas of high deprivation and 50-70% of students at the Charity's main partner schools are eligible for pupil premium (compared to a national average of 29.1%).

RT is seeking a contribution towards its overall Education programme over the next two academic years. The overall programme will work with three Camden based educational institutions on specific projects and will work with 13 other schools in Camden to offer a range of "Taster" creative artistic educational programmes. The total project cost over 2 years will be £64,580 with RT looking for a £10,000 contribution each year to the overall project costs each year. Funding will cover the Artist-tutor, youth support worker and the salary of the Education Programme Manager to deliver education programmes in the cultural arts across the London Borough of Camden. The rest of the costs will be made up through contributions from the schools and funding from the Haberdashers' Livery Company, Runciman Charitable Trust, the Red Hill Trust and the Leatherseller's Livery Company. All funding has been agreed to date apart from the Leatherseller's grant which will be confirmed in July. Any shortfall in funding will be supplied by RT from its reserves.

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. At assessment the RT supplied further detail of each programme which can be seen at Appendix A.

Financial Information

RT has a blended income and is not over reliant on one source. They receive income from tickets and space hire alongside grants, Arts Council funding and corporate support. Cost of generating funds looks reduced in 2018 & 2019 as this has not included the cost of ticket sales.

Year end as at 31 March	2017	2018	2019
	Audited Accounts £	Draft £	Budget £
Income & expenditure:			
Income	12,403,223	11,767,039	11,707,154
Expenditure	(12,525,343)	(11,635,055)	(11,682,154)
Net gains/ losses	933,888		
Total surplus/(deficit)	811,768	131,984	25,000
Cost of Raising Funds	3,909,872	767,942	802,724
- % of income	31.5%	6.5%	6.9%
Operating expenditure (unrestricted funds)	11,853,919	9,638,628	9,453,799
Free unrestricted reserves:			
Free unrestricted reserves held at year end	890,160	1,021,984	915,000
No of months of operating expenditure	0.9	1.3	1.2
Reserves policy target	1,100,000	1,100,000	1,100,000
No of months of operating expenditure	1.1	1.4	1.4
Free reserves over/(under) target	(209,840)	(78,016)	(185,000)

Recommendation

RT is a very well-established Charity that has been delivering world class concerts and performances for many years. The Charity has an excellent reputation for the work it does with young people and it was clear from assessment that your funding would be contributing to a well planned education programme that will advance education in the cultural arts. This project will specifically target young people who are less likely to engage in RT's mainstream programme so will therefore be targeting the most disadvantaged. All of the costs listed in the budget are for the direct delivery and coordination costs. Funding is recommended as follows:

£20,000 over 2 years (£10,000; £10,000) to contribute to the overall costs of the Roundhouse Education Programme in London.

Appendix A

The Roundhouse Education Programme

Camden Centre for Learning (CCfL)

CCfL is Camden's provision for those pupils whose primary development need is their social, emotional or mental health. All students at CCfL have been excluded from mainstream education (or are at severe risk of being so) and experience has shown us that these pupils typically also suffer from social, emotional and mental health difficulties or have special educational needs.

From September, we will run two year-round projects for CCfL students. The first project will work with Key Stage 3 students, offering the school various art forms to choose from each term, including spoken word, lyric writing, music production, film and drama or a bespoke arts project. The second project will work with Key Stage 4 students, focusing on performing arts project that will include devising, performing and directing. Both projects will aim to be responsive to the needs and interests of participants and have therefore been designed to be flexible in terms of art form and delivery.

We have run projects with CCfL since 2012, providing creative learning opportunities which develop students' artistic and technical skills while developing the core life skills such as confidence, teamwork and communication which allow them to re-engage with their education. On all of our projects with CCfL, participants are encouraged to work towards a recognised arts qualification. Based on previous years of our partnership, we anticipate working with 55 students at CCfL, facilitating the achievement of 15 AQA Units Awards and five NCFE level 2 qualifications in each year of the project.

Due to the complex needs of the young people on the project, pastoral support is incredibly important. At least one Roundhouse Youth Support Worker attends each session (as they do with all core projects on the Education Programme) so they are able to assist with wellbeing, personal development and safeguarding matters.

"The impact on the lives of some of the young people has been immeasurable; many of who are socially disadvantaged find the Roundhouse a safe haven to explore their talents and attune their skills" – **Ashley Summecorn, Arts Curriculum Lead, Camden Centre for Learning**

Hampstead A Level Music Video Project

We have worked with Hampstead School since 2013 and will continue an existing Digital Media project in the next two years, equipping A2 Media students with the knowledge and skills needed to produce a high-quality music video for their coursework. Students will attend eight weekly workshops, with topics including: editing software Premier Pro; camera equipment including focus lenses, cameras and tripods; and, creating visual effects. Last year, 20 students attended the project, of which, 93% thought they would not have been able to create a music video of the same quality without the support of the project. All students received an A* or A grade in their coursework.

Haverstock Band Project

Sitting adjacent to the Roundhouse, we have worked with Haverstock School since we reopened in 2006. The school's diverse student population includes 70 countries of origin and 50 home languages, of whom, 35% are refugees and 40% are entitled to free school meals. Haverstock contributed the full costs of delivery until July 2016 when funding cuts meant the vast majority of their extra-curricular activities had to be cancelled. The Roundhouse decided to continue the projects by fundraising to cover delivery costs so students were still able to access these opportunities.

The Haverstock Band is a termly eight-week music project for Year 7 and 8 students, supporting technical, artistic and social skills development and allowing students to perform in a showcase held at the Roundhouse. This project will continue in the next two years, each year offering up to 50 young people the chance to participate in the project.

"The band project has enabled students to participate in extended curriculum music sessions that the school cannot offer because of reductions in staff and time restrictions for staff" The t— **Nikki Haydon, Community Partnerships Coordinator, Haverstock School**

Haverstock Headway Circus

The Haverstock Headway Circus project uses a range of circus skills including acrobatics, parkour, juggling, plate spinning and diablo to engage with Year 7 students who have been identified as at risk of permanent exclusion or social isolation. This project will run over one term in each academic year, offering up to 12 young people the chance to take part in the project each year.

Tasters, Developers and Career Insight Sessions

Taster and Developer Sessions are one-off workshops and sessions, allowing us to work with a greater number of schools and students, support the delivery of creative subjects and raise awareness of the opportunities on offer at the Roundhouse. Last year, we worked with 13 schools, engaging in excess of 200 young people across 19 sessions. These included DJ taster sessions and workshops in music production and spoken word.

Last year, we held eight career insight sessions for 171 local students, comprised of talks, tours and workshops on creative industries careers, and attended seven external career and employment events at venues around London.

CENTRAL GRANTS PROGRAMME
CITY EDUCATIONAL TRUST

ASSESSMENT CATEGORY – Education & Employment

Sadler's Wells (Ref: 14813)

Amount requested: £25,000

Amount recommended: £25,000

Purpose of grant request: To support the costs over two years of the Associate School Programme that will work with 12 schools across 4 London boroughs delivering dance workshops and continuing professional development opportunities for Teaching staff.

The Applicant

Sadler's Wells is a world-leading creative organisation dedicated to dance in all its forms. With over three centuries of theatrical heritage and a year-round programme of performances and learning activities, it is a place where artists come together to create dance, and where the Charity welcome everyone to experience dance – to take part, learn, experiment and be inspired. The venue attracts audiences of over half a million each year, with more people accessing touring performances and online digital content. Sadler's Wells' learning and engagement activities reach over 25,000 annually through programmes that take dance out into the community and invite communities into the theatre

Background and detail of proposal

Funding is being sought over two years to contribute to the Associate Schools Programme which is delivered with 12 schools across Islington, Haringey, Hackney and Tower Hamlets. The programme aims to improve the health and well-being of young people by embedding cultural participation into the school day. Sadler's Wells works with schools in each borough and matches them with dance practitioners and companies. The practitioners work with teachers and students to improve the dance provision within the schools and use the workshop sessions to enhance the syllabus being delivered within the school. Each school receives a package of practitioner workshops and teacher development, tickets to see a performance at Sadler's Wells including a Q&A with the dancers and a celebration and performance at the end of each year.

The project focuses on schools with less funding and Sadler's Wells are interested in expanding the associate schools programme into East London to tie in with the opening of a second centre in Stratford. Alongside the expert teaching provided within each school the dance teachers are given additional professional development and are given access to the Sadler's Well practitioner network.

Funding is being sought over two years and will contribute to the costs of the workshops, curriculum support, showcase and the professional development of the

teachers. The total project cost per year is £45,445 and the Charity will make this up through agreed Corporate Support and a contribution from core funding through trading activity.

Financial Information

The principal source of funding for the charity is the income generated from ticket sales and other show related income. This is underpinned by annual funding from the Arts Council England. The unrestricted reserve of £1,000,000 is maintained to protect the Charity against any failure of a show at the box office, or against fluctuations in fundraising revenue.

Year end as at 31 March	2017	2018	2019
	Audited Accounts	Draft Accounts	Forecast
	£	£	£
Income & expenditure:			
Income	26,570,000	18,276,000	18,716,000
Expenditure	(26,651,000)	(18,276,000)	(18,716,000)
Net gains/ loss	232,000		
Total surplus/(deficit)	151,000	0	0
Cost of Raising Funds	2,337,000	1,913,000	1,987,000
- % of income	8.8%	10.5%	10.6%
Operating expenditure (unrestricted funds)	25,398,000	18,276,000	18,716,000
Free unrestricted reserves:			
Free unrestricted reserves held at year end	1,028,000	1,028,000	1,028,000
No of months of operating expenditure	0.5	0.7	0.7
Reserves policy target	1,000,000	1,000,000	1,000,000
No of months of operating expenditure	0.5	0.7	0.6
Free reserves over/(under) target	28,000	28,000	28,000

Recommendation

Sadler's Wells is a world renowned creative organisation dedicated to dance. They have been running the Associated Schools Programme for several years and have seen the success of providing expert support to teachers and students to improve the delivery of dance in schools. This project aligns well to the objects of the Charity as it will advance the study and teaching in the cultural arts. The intervention goes further than workshops with students and provides continued professional development to Teachers to ensure the work is established within the school to enhance the provision of dance to future years. Funding is recommended as follows:

£25,000 over two years (£12,500; £12,500) towards the costs of the workshops, curriculum support, showcase and professional development of the teachers, all within London.

CENTRAL GRANTS PROGRAMME
CITY EDUCATIONAL TRUST

ASSESSMENT CATEGORY – Education and Employment

Stratford Circus Arts Centre (Ref: 14812)

Amount requested: £25,000

Amount recommended: £25,000

Purpose of grant request: To deliver a creative schools brokerage programme working collaboratively with networks of primary schools across East London to improve the practice in delivering curriculum relevant creative learning activities.

The Applicant

Stratford Circus Arts Centre (SCAC) is a performing arts centre dedicated to bringing high quality arts experiences and participatory opportunities to local audiences. Built in 2001, the fully accessible venue includes 2 theatres, a dance studio and meeting rooms. Last year it ran 470 shows and welcomed 180,000 people through its doors, including 60,000 for professional performances. The charity is proud that its audiences are largely comprised of local families and include people who have little experience or knowledge of the arts.

Background and detail of proposal

From 2015 -2018 SCAC piloted the Creative Schools Brokerage programme to enable schools to embed creative education holistically and attain an Artmark award. The Charity want to continue to develop and roll out this model across East London. An evaluation of the pilot has shown that it has been effective in embedding a commitment to, and a plan for a creative education for students within each schools improvement plan. This has helped to combat the de-prioritisation of cultural arts and learning in education by engaging 5,000 children, 99 schools and 178 cultural organisations to date.

Funding is being requested over two years to contribute to the overall Creative Schools programme. Over the course of two years the Creative learning team will work with schools to assess their needs and identify improvement priorities. They will also meet with cultural organisations to see what they could offer schools. They will use this information and establish a brokerage database to match cultural organisations with schools to help deliver on their improvement plans. The Charity will host a number of networking events throughout the year for schools and cultural organisations and will deliver an annual symposium to boost networks.

Schools involved in the brokerage will outline areas that they require assistance with as part of their school improvement plans. Cultural organisations will then be matched with the school to deliver creative learning projects with students and teachers. Some examples of the types of creative programmes that will be delivered as part of this project are supplied at Appendix B.

The overall project cost is £82,070 over the two years. An application to Esme Fairbairn foundation is currently pending and the outcome will be known by the time

this committee meet in July. Additional funding is provided by the schools and cultural organisations who pay a membership of £350 per school and £100 per cultural organisation to be part of the programme.

Financial Information

The Charity had deficits in years ending March 2017 and 2018 which has put them in a precarious financial position given the level of reserves that they hold. The Charity is aware of its position and is doing concerted fundraising to ensure that they increase the level of unrestricted reserves that it holds. If funding is agreed it can be paid quarterly to mitigate against any risk.

Year end as at 31 March	2017	2018	2019
	Audited Accounts	Draft	Budget
	£	£	£
Income & expenditure:			
Income	1,309,529	1,324,367	1,438,554
Expenditure	(1,390,100)	(1,376,292)	(1,438,010)
Total surplus/(deficit)	(80,571)	(51,925)	544
Operating expenditure (unrestricted funds)	1,142,334	906,510	953,931
Free unrestricted reserves:			
Free unrestricted reserves held at year end	30,310	(21,615)	(21,071)
No of months of operating expenditure	0.3	-0.3	-0.3
Reserves policy target	285,583	226,627	238,482
No of months of operating expenditure	3.0	3.0	3.0
Free reserves over/(under) target	(255,273)	(248,242)	(259,553)

Recommendation

SCAC is an Arts Council National Portfolio Organisation that has been delivering creative projects in Stratford to a high standard since 2001. The Creative Education programme meets the outcomes of the City Educational Trust as it will advance education in the creative arts across 100 schools in East London. The brokerage service will cater to the needs of each individual school which will have a positive outcome on the children and young people and their education. With arts and culture being de-prioritised due to funding cuts, high staff turnover and the emphasis on core subjects many schools do not have the skills to embed cultural learning keeping them at a disadvantage. This project will make it easier for schools to engage in cultural learning while providing wider benefits to the cultural organisations involved. This project is second tier and will not be involved in the direct delivery, however at assessment a case was made as to how this work would advance education within the cultural arts. If committee agree that this work has sufficiently met the criteria then funding is recommended as follows:

£25,000 over two years (£12,500; £12,500) towards the overall project costs of the Creative Schools brokerage programme in East London. Funding is conditional on the balance being raised for the total cost of the project. Funding will be released quarterly.

Appendix B

Examples of Creative Schools Projects

- **Central Park, Roman Road and Brampton Primary Schools** in Newham wanted to inspire their Y5 student to explore literacy creatively, whilst strengthening links across their cluster. Collaborating with head teachers and arts coordinators the brokerage team collectively planned a half term scheme of work across the three schools which will lead to a multi-art form celebration in the summer term. Using the teacher's expertise the project included a joint planning session across all three schools, as well as CPD sessions for teachers, exploring poetry and story-telling, supported by The Centre for Literacy in Primary Education. During the summer term, pupils from all three schools co-curated their own professional poetry show with Poet in the City and ten Y5 classes had opportunity to see an immersive show with individual headphone sets and projections at Stratford Circus Arts Centre performed by Fuel Theatre.
- **Sarah Bonnell School** in Newham is embedding Arts Award in the school to accredit the arts and reach out to local primary schools with the help of consultant Fran Gkotsi. They are also took part Barbican Box, developing an exciting *Young Producers* course with Sound Connections to plan a youth-led celebration of arts activity.
- **Canonbury Primary School** in Islington is planned a bespoke digital art project with SDNA to celebrate visual oracy in mixed ability classes where English is often a second language. Pupil collages formed the basis of animated underwater creatures that will come alive in cabinets at The Bomb Factory.
- **Mossford Green Primary School** in Redbridge worked closely with Salmagundi Films to use stop gap animation in the classroom using iPads to up skill their teaching staff and improve the confidence and self-worth of pupils taking part.
- **Laycock Primary School** will be worked with Candoco, a contemporary dance company of disabled and non-disabled dancers to bring their architecture topic to life.
- Little Angel Theatre planned a 9 day takeover at **St Mary's CofE Primary School** in Islington, working with every child in the school to curate immersive environments for a promenade performance.
- Redbridge Drama Centre in partnership with Discover Children's Story Centre worked with **Churchfields Juniors, Churchfields Infants and Highlands** Primary Schools in Redbridge to deliver a Story Builders project to encourage boys to write.
- Output Arts was commissioned to create an interactive installation at **Grove Primary School** to inspire creativity and literacy in boys. The project explored the intimacy of letter writing through a talking post-box.

Impacts

- Taking part in Creative Schools impacted positively on schools' knowledge, confidence and activity, with 85% of schools saying their knowledge of east London arts organisations increased, 70% that their confidence in working with arts partners increased a lot/somewhat, and 71% reporting that the types of arts projects they are involved in have changed.
- A majority of schools consider their commitment to providing arts opportunities has changed positively since taking part in the programme. Reflecting on the ongoing squeeze on school budgets, this commitment is often less easily matched by resources. The challenge for the future is to further establish models of generating and pooling investment into creative projects across schools, cultural organisations and funders. For Creative Schools, developing a needs led model enabled schools to better understand the value of creative activities in relation to their core priorities, which goes some way to generating financial investment.
- Opportunities to network and share learning, particularly through the Creative Schools Symposia provided a highly valued opportunity for a broad range of east London schools to learn more about and connect with cultural organisations in east London. 96% of teachers attending the 2017 event described the Creative Schools Symposium as 'Useful' or 'Very useful'.

"Really helpful and a good way for schools to see what projects are available all in one go, and then pick what would be most helpful to their school. All without having to send a million emails." – Teacher

"The Creative Schools network has not only inspired us to broaden the Arts activities that we participate in at Churchfields Junior but extended opportunities for our students to work with others across East London in a creative way, providing unique experiences for them all. Joining the network is well worth the additional expenditure and something that we would highly recommend to colleagues." – Headteacher

"The Symposium was absolutely amazing and me and my colleagues were blown away. We had such good fun and it really ignited the spark for us and reminded me why I was so keen to be part of Creative Schools." – Teacher