



## Education Board

**Date:** MONDAY, 24 APRIL 2023  
**Time:** 11.00 am  
**Venue:** COMMITTEE ROOM 2 - 2ND FLOOR WEST WING, GUILDHALL

**Members:** Caroline Haines (Chair)  
Naresh Hari Sonpar (Deputy Chairman)  
Alderman Sir Peter Estlin  
Deputy Madush Gupta  
Alderman Robert Howard  
The Rt. Hon. The Lord Mayor, Nicholas Lyons  
John Griffiths  
Deputy Shravan Joshi  
Benjamin Murphy  
Ruby Sayed  
Mandeep Thandi  
James Adeleke  
Tim Campbell  
Bosu Faseun  
Mary Robey

**Enquiries:** Jayne Moore  
Jayne.Moore@cityoflondon.gov.uk

**NB: Part of this meeting could be the subject of audio video recording and can be accessed using the following link.**

<https://youtube.com/live/eVILqRXysFU?feature=share>

Ian Thomas  
Town Clerk and Chief Executive

# AGENDA

## Part 1 - Public Agenda

1. **APOLOGIES**

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

### Governance

3. **PUBLIC MINUTES**

To agree the public minutes and summary of the meeting held on 06 February 2023.

**For Decision**  
(Pages 7 - 12)

4. **OUTSTANDING ACTIONS**

Report of the Town Clerk.

**For Information**  
(Pages 13 - 14)

5. **REVIEW OF TERMS OF REFERENCE 2023**

Report of the Clerk.

**For Information**  
(Pages 15 - 16)

6. **GOVERNANCE UPDATE**

Director of Community and Children's Services.

**For Information**  
(Pages 17 - 32)

7. **DIRECTOR'S UPDATE**

Director of Community and Children's Services.

**For Information**  
(Verbal Report)

8. **EDUCATION BUDGET UPDATE.**

Director of Community and Children's Services and the Chamberlain.

**For Information**  
(Pages 33 - 36)

## Education

9. **EDUCATION CULTURAL AND CREATIVE LEARNING AND SKILLS 2021-22 ANNUAL REPORT**  
Director of Community and Children's Services.
- For Information**  
(Pages 37 - 52)
10. **CITY PREMIUM GRANT 2023-24**  
Director of Community and Children's Services.
- For Decision**  
(Pages 53 - 74)
11. **PUPIL PLANNING AND PROJECTIONS**  
Director of Community and Children's Services.
- For Information**  
(Pages 75 - 82)
12. **PARENTAL ENGAGEMENT TOOLKIT**  
Director of Community and Children's Services.
- To Note**  
(Verbal Report)

## Cultural & Creative Learning

13. **EVENTS UPDATE**  
Director of Community and Children's Services.
- For Information**  
(Pages 83 - 90)
14. **CULTURE MILE LEARNING SCHOOLS VISITS FUND**  
Director of the Museum of London.
- For Information**  
(Pages 91 - 96)

## Skills

15. **CONNECTING COMMUNITIES UPDATE**  
Director of Community and Children's Services.
- For Information**  
(Pages 97 - 110)

16. **LCF UPDATE**  
Director of Community and Children's Services.

**For Information**  
(Verbal Report)

17. **QUESTIONS ON MATTERS RELATING TO THE WORK OF THE BOARD**

18. **ANY OTHER BUSINESS THAT THE CHAIR CONSIDERS URGENT**

19. **EXCLUSION OF THE PUBLIC**

**MOTION** - That under Section 100A(4) of the Local Government Act 1972, the public be excluded from the meeting for the following items of business on the grounds that they involve the likely disclosure of exempt information as defined in Paragraph 3 of Part I of Schedule 12A of the Local Government Act

**For Decision**

## **Part 2 - Non-Public Agenda**

20. **NON-PUBLIC MINUTES**

To agree the non-public minutes of the meeting held on 06 February 2023.

**For Decision**  
(Pages 111 - 114)

21. **NON-PUBLIC OUTSTANDING ACTIONS**

Report of the Town Clerk.

**For Information**  
(Pages 115 - 116)

22. **EDUCATION CHARITIES REPORT**

Managing Director of Bridge House Estates.

**For Decision**  
(Pages 117 - 126)

23. **CHAIRS' UPDATE**

**For Information**  
(Verbal Report)

24. **TRUSTEE REAPPOINTMENT MARCH2023**

To receive the report of the Clerk.

**To Note**  
(Pages 127 - 130)

25. **NON PUBLIC QUESTIONS ON MATTERS RELATING TO THE WORK OF THE BOARD**

26. **ANY OTHER BUSINESS THAT THE CHAIR CONSIDERS URGENT AND WHICH THE BOARD AGREE SHOULD BE CONSIDERED WHILST THE PUBLIC ARE EXCLUDED**

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## EDUCATION BOARD

Monday, 6 February 2023

Minutes of the meeting of the Education Board held at Committee Room - 2nd Floor  
West Wing, Guildhall on Monday, 6 February 2023 at 1.45 pm

### Present

#### Members:

Caroline Haines (Chair)	Benjamin Murphy
Naresh Hari Sonpar (Deputy Chairman)	Ruby Sayed
Deputy Madush Gupta	Mandeep Thandi
Alderman Robert Howard	Bolu Faseun
John Griffiths	Mary Robey
Deputy Shravan Joshi	

#### Observers:

Mark Emmerson  
Catherine McGuinness

#### Officers:

Chloe Ainsworth	- Town Clerk's Department
Deborah Bell	- Community & Children's Services Department
Scott Caizley	- Community & Children's Services Department
Clare Chamberlain	- Community & Children's Services Department
Caitlin McMillan	- Community & Children Services Department
Vasima Patel	- Community & Children's Services Department
Emily Rimington	- Comptroller and City Solicitor's Department
Chandni Tanna	- Town Clerk's Department

#### 1. **APOLOGIES**

Apologies for absence were received from Alderman Sir Peter Estlin and Benjamin Murphy (Mr Murphy joined the meeting virtually).

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

There were no declarations.

#### 3. **PUBLIC MINUTES**

**RESOLVED** - The public minutes and summary of the meeting held on 2 December 2022 were approved as a correct record.

#### 4. **\*OUTSTANDING ACTIONS**

The Board received a report of the Town Clerk setting out the Board's outstanding actions list.

**RESOLVED** – That the report be noted.

**5. EDUCATION BOARD ANNUAL STRATEGY REPORT 2022 / DEVELOPING A NEW FIVE YEAR STRATEGY**

The Board received a verbal update from the Executive Director of Community and Children’s Services on the Education Board’s annual strategy report.

The Board was informed that there was a delay in the production of the report due to the Strategic Education & Skills Director being new in post. It was advised that the written report would be available for its consideration at the next meeting.

The Board was informed that away days for 2023 would be focused on developing a strategy.

**RESOLVED** – That the update be noted.

**6. EDUCATION BOARD DINNER UPDATE**

The Board received a verbal update on the Education Board dinner. Members were informed that they should advise either the Chair or Vasima Patel by the end of the month if they wish to add guests to the guestlist.

**RESOLVED** – That the updated be noted.

**7. EXCLUSION UPDATE**

The Board received a verbal update from the Chief Executive Officer (CEO) of the City of London Academies Trust (CoLAT) and the Chair of CoLAT’s Board of Trustees about suspensions at the academies.

In response to a query from a Member, the Board was informed that during a pupil’s suspension, the priority is ensuring that they complete academic work. After five days of suspension, most pupils will attend another school site where they receive more therapeutic attention to help re-engage them back into their own school.

Members were informed that CoLAT has found it effective to offer apprenticeships to Key Stage 4 pupils who have engaged in serious misconduct when appropriate. It was noted that this is not an option for Key Stage 3 pupils.

**RESOLVED** – That the update be noted.

**8. CITY PREMIUM GRANT EVALUATIONS**

The Board received a verbal update from the Executive Director of Community and Children’s Services on the City Premium Grant evaluation report.

The Board was informed that there was a delay in the production of the report due to the Strategic Education & Skills Director being new in post. It was advised that the written report would be available for its consideration at the next meeting.



**RESOLVED** – That the update be noted.

9. **PUPIL NUMBER AND PLACE PLANNING REPORT**

The Board received a verbal update from the Executive Director of Community and Children’s Services on the pupil number and place planning report.

The Board was informed that this item had been removed from the agenda so that the Education Strategy Unit could explore how to support rather than lead in this area.

The CEO of CoLAT requested that Officers send him the Greater London Authority’s (GLA) data on pupil projection numbers.

**RESOLVED** – That the update be noted.

10. **PARENTAL ENGAGEMENT ROUNDTABLE**

The Board received a verbal update from the Executive Director of Community and Children’s Services on the parental engagement roundtable.

Members were informed that the City Corporation was co-producing a parental toolkit with the children’s charity Parenting Circle and that this would be available for Members to review at the next Education Board meeting.

**RESOLVED** – That the update be noted.

11. **\*GOVERNOR APPOINTMENTS UPDATE**

The Board received a report of the Executive Director of Community and Children’s Services providing an update on governor appointments within the City Corporation’s family of schools.

The Board noted the importance of succession planning and ensuring that governors on the same board do not conclude their terms of office simultaneously.

**RESOLVED** – That the report be noted.

12. **EDUCATION, CULTURAL AND CREATIVE LEARNING AND SKILLS UPDATE**

The Board received a report of the Executive Director of Community and Children’s Services updating Members on recent events and activities delivered across the three strategies overseen by the Education Board.

The Chair reminded the Board that in order for pupils to gain access to the Commonwealth Service in Westminster Abbey they must enter the Queen’s Essay Prize and the Youth Challenge.

**RESOLVED** – That the report be noted.

13. **LONDON CAREER'S FESTIVAL (LCF) UPDATE**

The Board received a report of the Executive Director of Community and Children's Services updating Members on the work being done to plan and prepare for the 2023 LCF.

Members were informed that the dates for the LCF had been agreed as:

- 3 July 2023 (primary day)
- 4 July 2023 (secondary day)
- 5 July 2023 (post-16)

Members were asked to assist with the LCF day for the post-16s by connecting the City Corporation with organisations interested in running stalls at the event. Members were also asked to assist by connecting the City Corporation with organisations who would be willing to offer visits to their workplace on 6 July 2023.

In response to a query from a Member, the Board was informed that logistics companies were under-represented at the previous LCF. Additionally, Members were informed that a significant number of children were interested in employment in the sports industry and legal profession.

Officers agreed to circulate a list of sectors that were not currently adequately represented at the LCF to Members.

**RESOLVED**, that Members –

- Note the report
- Note the actions being undertaken in preparation for the 2023 festival.

14. **\*CONNECTING COMMUNITIES**

The Board received a report of the Executive Director of Community and Children's Services updating Members on the progress of the Connecting Communities programme.

The Board received a verbal update on the media coverage of Connecting Communities, including a news release to the relevant London Boroughs and the advertising of the programme in City Matters and social media.

The Chair informed the Board that the programme would conclude with a conference on 18 May, that invitations would be circulated to Members in due course and that the former Strategic Education and Skills Director was managing this piece of work.

**RESOLVED** – That the report be noted.

15. **ENVIRONMENTAL AND OUTDOOR LEARNING UPDATE**

The Board received a report of the Executive Director of Community and Children’s Services updating Members on the current position regarding environmental and outdoor learning.

The Board also received a presentation on climate change and sustainability from pupils of the City of London School for Girls (CLSG). The Board welcomed CLSG’s focus on climate change and its sustainability initiatives. Members were impressed by the Green Shoots magazine and asked the Town Clerk to circulate this to the Board.

**RESOLVED** – That the report be noted.

16. **QUESTIONS ON MATTERS RELATING TO THE WORK OF THE BOARD**

There were no questions.

17. **ANY OTHER BUSINESS THAT THE CHAIR CONSIDERS URGENT**

The following items of urgent business were raised –

- The Chair requested that the new Strategic Education & Skills Director provide Members with an updated list of the roles and responsibilities of staff within the Education Strategy Unit and also requested that the CEO of CoLAT provide Members with an organigram.

18. **EXCLUSION OF THE PUBLIC**

**RESOLVED** – That under Section 100A(4) of the Local Government Act 1972, the public be excluded from the meeting for the following items of business on the grounds that they involve the likely disclosure of exempt information as defined in Paragraph 3 of Part I of Schedule 12A of the Local Government Act as follows:-

Item	Paragraph
19, 22, 23, 24	3

19. **NON-PUBLIC MINUTES**

**RESOLVED** - The non-public minutes of the meeting held on 2 December 2022 were approved as a correct record.

20. **\*NON-PUBLIC OUTSTANDING ACTIONS**

The Board received a report of the Town Clerk setting out the Board’s non-public outstanding actions list.

**RESOLVED** – That the report be noted.

*At this point of the meeting, the Board become inquorate. The Members present agreed to continue the meeting informally.*

21. **CHAIRS' UPDATES**

Members received verbal updates in relation to the City Junior School (CJS), City of London School (CLS), City of London Freemen's School (CLFS), CoLAT and CLSG.

22. **ALLOCATION OF CITY OF LONDON EXPANSION SPACE FOR THE CITY OF LONDON SCHOOL FOR GIRLS**

Members received a report of the Chief Officer and Headmistress and the Bursar of the CLSG setting out a case for the granting of further space for the school. The Chair of the Board clarified that the paper was for discussion rather than decision.

23. **EDUCATION CHARITIES REPORT**

Members considered a report of the Managing Director of Bridge House Estate detailing a funding assessment of a proposal from Goldsmiths University for the Combined Education Charity (CEC).

As the meeting was not quorate Members agreed that this report should be dealt with by urgency under Standing Order 41(a).

24. **RISK MANAGEMENT UPDATE**

Members received a report of the Managing Director of Bridge House Estate setting out the Charities' Risk Management Protocol.

25. **NON PUBLIC QUESTIONS ON MATTERS RELATING TO THE WORK OF THE BOARD**

There were no questions.

26. **ANY OTHER BUSINESS THAT THE CHAIR CONSIDERS URGENT AND WHICH THE BOARD AGREE SHOULD BE CONSIDERED WHILST THE PUBLIC ARE EXCLUDED**

There were no items of urgent business.

27. **CONFIDENTIAL NOTE OF INQUORATE MEETING**

Members received the confidential note of the inquorate meeting held on 2 December 2022.

**The meeting ended at 3.50 pm**

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Chairman

**Contact Officer: Chloe Ainsworth**  
**Chloe.Ainsworth@cityoflondon.gov.uk**

# Agenda Item 4

## Education Board – Public Outstanding Actions

Action Number	Date	Action	Officer responsible	Progress Update
7/2021/P	1 July 2021	Officers in the Education Unit and Open Spaces to collaboratively progress a gap analysis in area of biodiversity to guide decision making and develop a checklist appropriate for use by the schools.	Education Unit and Open Spaces	Ongoing
05/2022/P	28 April 2022	When discussing the training available to Governors of the Family of Schools, Members asked that the Board and COLAT receive invitations	Strategic Education and Skills Director	Ongoing  06/02/2023 - In response to a Member query at the previous meeting, Officers advised that any training will be made available to all, including stakeholder organisations, as long as it is appropriate to do so.

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## EDUCATION BOARD

### 1. **Constitution**

A Non-Ward Committee consisting of,

- 10 Members elected by the Court of Common Council, at least two of who shall have fewer than five years' service on the Court at the time of their appointment
- Up to four external representatives, appointed by the Education Board, with appropriate expertise in the field of education (i.e. non-Members of the Court of Common Council, who shall have voting rights)
- One member appointed by the Policy & Resources Committee
- One member appointed by the Community & Children's Services Committee

### 2. **Quorum**

The quorum consists of any three Common Council Members and one of the four external representatives, except for the appointment of external representatives, when the quorum consists of any three Common Council Members.

### 3. **Membership 2022/23**

- 4 (4) Philip Woodhouse, Deputy
- 9 (3) Sir Peter Estlin, Alderman
- 4 (3) Nicholas Stephen Leland Lyons, Alderman and Sheriff
- 3 (3) Tijs Broeke
- 5 (2) Caroline Wilma Haines
- 3 (2) Robert Picton Seymour Howard, Alderman
- 5 (2) Benjamin Murphy

Together with four external representatives:-

Deborah Knight (*appointed for a term expiring July 2022*)

Rachel Bower (*appointed for a term expiring April 2023*)

Tim Campbell (*appointed for a term expiring July 2023*)

Mary Robey (*appointed for a term expiring May 2022*)

And together with the appointed Members referred to in paragraph 1 above, plus three Members to be appointed this day.

### 4. **Terms of Reference**

- (a) To monitor and review the City of London Strategies for Education, Cultural and Creative Learning, and Skills and to oversee their implementation (including skills and work related learning, and cultural and creative learning) in consultation, where appropriate, with Policy and Resources Committee and the relevant Service Committees; referring any proposed changes to the Court of Common Council for approval;
- (b) To oversee generally the City of London Corporation's education activities (including, where relevant, the City Corporation's commitment to ensuring education promotes healthy lifestyles); consulting with those Committees where education responsibilities are expressly provided for within the terms of reference of those Committees and liaising with the City's affiliated schools and co-sponsors; post school learning providers, and cultural organisations but excluding Gresham College and any responsibilities of the Gresham (City Side) Committee;
- (c) To be responsible for the oversight and monitoring of the City of London Corporation's sponsorship of its Academies, including the appointment of academy governors and, where relevant Members, Directors and Trustees;
- (d) To manage of The City of London Corporation Combined Education Charity (registered charity no. 312836), subject to consulting with the Community and Children's Services Committee as to any policy to be adopted for the application of the charity's funds;
- (e) To manage of the City Educational Trust Fund (registered charity no. 290840), subject to consulting with the Community and Children's Services Committee as to any policy to be adopted for the application of the charity's funds;
- (f) ~~To constitute Sub-Committees in order to consider particular items of business within the terms of reference of the Board, including:-  
—— Education Charity Sub (Education Board) Committee\*~~
- (g) To recommend to the Court of Common Council candidates for appointment as the City of London Corporation's representative on school governing bodies where nomination rights are granted and which do not fall within the remit of any other Committee;
- (h) To monitor the frameworks for effective accountability, challenge and support in the City Family of Schools\*\*;
- (i) To be responsible for the distribution of funds specifically allocated to it for education purposes, in accordance with the City of London Corporation's strategic policies;
- (j) To assist with promotion of skills training and education-business link activities in line with the City of London Corporation's Skills Strategy.

~~\* The constitution of The Education Charity Sub-Committee is set by the Court of Common Council and comprises four Members appointed by the Education Board and four Members appointed by the Community and Children's Services Committee.~~

\*\*The expression "the City Family of Schools" means those schools for which the City has either direct responsibility as proprietor, sponsor or local authority, or historic links. These include but are not restricted to: The Aldgate Primary School, the City of London School, the City of London School for Girls, the City of London Freeman's School, and the academies managed by the City of London Academies Trust.



<b>Committee(s)</b>	<b>Dated:</b>
Education Board	24/04/2023
<b>Subject:</b> Governor Appointments Update	Public
<b>Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?</b>	2, 3, 8, 10
<b>Does this proposal require extra revenue and/or capital spending?</b>	N
<b>If so, how much?</b>	N/A
<b>What is the source of Funding?</b>	N/A
<b>Has this Funding Source been agreed with the Chamberlain's Department?</b>	N/A
<b>Report of:</b> Director of Community and Children's Services	For Information
<b>Report author:</b> Scott Caizley, Lead Policy Officer (Education, Culture and Skills)	

## Summary

This report asks Members to note that there have been no new ratified governor appointments to Local Governing Bodies of the City of London Academies Trust (CoLAT). A list of governing body membership of the City Family of Schools is attached in **Appendix 1**.

## Recommendation(s)

Members are asked to:

- note the report.

## Main Report

### Background

1. As per the Sponsorship Agreement with the City of London Academies Trust (CoLAT), the Education Board approves the appointment of Chairs to Local Governing Bodies (LGBs) and are consulted on governor vacancies and notified of governor appointments.

### Current position

2. At this time, there have been no new ratified governor appointments to Local Governing Bodies of CoLAT.

## **Governing body membership across the Family of Schools**

3. An updated list of governing body membership across the Family of Schools is included in **Appendix 1**.

## **Proposals**

4. This report is for information only

## **Options**

5. This report is for information only

## **Key Data**

6. The current governing body membership of the City Family of Schools is attached in **Appendix 1**.

## **Corporate & Strategic Implications**

7. Across all governing bodies, succession planning should be conducted in such a way as to cultivate the balance of skills and experience needed on the governing body as well as to promote greater diversity of governors so that governing bodies reflect the school communities that they serve.
8. Supporting good and effective governance practices across the Family of Schools is aligned the following strategies and plans:
  - The City Corporation's Corporate Plan 2018-23
  - The Education 2019-23 Strategy

## **Conclusion**

9. This report updates Members on the current position of appointments to CoLAT LGBs. The updated list of governors across the Family of Schools is included in **Appendix 1**.

## **Appendices**

- **Appendix 1** – Governing body membership of the Family of Schools.

## **Scott Caizley**

Lead Policy Officer

Department of Community and Children's Services

E: [scott.caizley@cityoflondon.gov.uk](mailto:scott.caizley@cityoflondon.gov.uk)

## Governing Body Membership for the City Independent Schools

### Independent Schools

#### City of London School

Alderman Robert Howard (Ex-Officio)	Ex officio (Acting Chairman of the Board of the CLSG)	(term subject to Chairmanship of CLSG) <sup>1</sup>
Deputy Philip Woodhouse (Ex-Officio)	Ex officio (Chairman of the Board of CLFS)	(term subject to Chairmanship of CLFS)
Alderman Vincent Keaveny	Alderman	1 year expiring July 2023
Alderman Tim Levene (Chair)	Alderman	4 years expiring July 2025
Deputy Keith Bottomley (Deputy Chair)	Commoner	4 years expiring July 2025
Florence Keelson-Anfu	Commoner	4 years expiring July 2026
Shahnan Bakth	Commoner	4 years expiring July 2026
Ian Seaton	Commoner	4 years expiring July 2026
Deputy James Thomson	Commoner	4 years expiring July 2026
Dominic Christian	Commoner	4 years expiring July 2024
Paul Madden	Co-Opted	4 years expiring July 2024
Rosie Gill	Co-Opted	4 years expiring July 2026
Andrew Jones	Co-Opted	4 years expiring July 2027
Lesley Cartmell	Co-Opted	4 years expiring July 2027 <sup>2</sup>
David Woodgate	Co-Opted	4 Years expiring July 2025
Timi Dorgu	Co-Opted	4 Years expiring July 2025
John Owen	Co-Opted	4 Years expiring July 2027

<sup>1</sup> Acting Chairman of CLSG following the resignation of Deputy Ann Holmes with effect from 31 March 2023.

<sup>2</sup> Appointed 15 March 2023; four-year term may be extended to the end of the academic year in which term of office ends.

## City of London School for Girls

Governor	Basis of Appointment	Current Term Ends
Deputy Philip Woodhouse (Ex-Officio)	Ex officio (Chairman of the Board of the CLFS)	(term linked to Chairmanship of CLFS)
Tim Levene (Ex-officio)	Ex officio (Chairman of the Board of the CLS)	(term linked to Chairmanship of CLS)
<b>Alderman Robert Howard (Acting Chair)<sup>3</sup></b>	<b>Alderman</b>	<b>4 years expiring April 2025</b>
Mark Bostock	Commoner	4 years expiring July 2026
Jamel Banda	Commoner	2 years expiring July 2023
The Honourable Emily Sophia Wedgwood Benn	Commoner	4 years expiring July 2026
Deputy Shravan Joshi	Commoner	4 years expiring July 2024
Anett Rideg	Commoner	4 years expiring July 2026
<b>Jaspreet Hodgson</b>	<b>Commoner</b>	<b>4 years, expiring July 2023</b>
Dr Stephanie K Ellington	Co-Opted	4 years expiring July 2024
Elizabeth Phillips	Co-Opted	4 years expiring July 2024
Mark James	Co-Opted	4 years expiring June 2025
Del Cooke	Co-Opted	4 years expiring Sept 2025
Nana Owusu-Ansah	Co-Opted	4 years expiring July 2026
Tanya Seghatchian	Co-Opted	4 years, expiring July 2027
<b>1 x Common Councillor Vacancy</b>		<b>VACANT</b>

<sup>3</sup> Acting Chair following the resignation of Deputy Ann Holmes with effect from 31 March 2023. Was previously Deputy Chair; Deputy Chair to be appointed at next Board of Governors' meeting (9 June 2023).

## City of London Freemen's School

Governor	Basis of Appointment	Current Term Ends
Alderman Tim Levene (Ex-Officio)	Ex Officio (Chairman of the Board of CLS)	(term subject to Chairmanship of CLS)
Alderman Robert Howard (Ex-Officio)	Ex Officio (Acting Chairman of the Board of CLSG)	(term subject to Chairmanship of CLSG)
Alderman Christopher Makin	Alderman	2 years expiring July 2024
Deputy Philip Woodhouse (Chair)	Commoner	4 years expiring July 2026
Graham Packham	Commoner	4 years expiring July 2024
Jamel Banda (Deputy Chair)	Commoner	4 years expiring July 2026
John Foley	Commoner	4 years expiring July 2026
Nicholas Goddard	Co-opted	1 year expiring July 2023
Andrew McMillan	Co-opted	4 years expiring July 2023
Cllr Chris Townsend	Co-opted	4 years expiring July 2023
Lady Gillian Yarrow	Co-opted	4 years expiring July 2023
Roy Anklesaria	Co-opted	3 years expiring July 2025
Clare Verga	Co-opted	3 years expiring July 2025

## City Junior School

Composition: up to 11 Governors:

1. Two ex-officio (Chairs of CLS and CLSG)
2. Up to **five** City Councillors/Aldermen:
  - a. Up to two CLS governors who are CCs/Aldermen
  - b. Up to **three** CLSG governors who are CCs/Aldermen<sup>4</sup>
3. Up to 2 co-opted non-City Councillors/Aldermen
  - a. One from CLS
  - b. One from CLSG
4. Up to three additional members with experience relevant to the Board

Governor	Basis of Appointment	Current Term Ends
Alderman Robert Howard (Chair)	1	Term subject to Chair of CLSG
Tim Levene	1	Term subject to Chair of CLS
Deputy Keith Bottomley	2a	Term expires 31 July 2026
Deputy James Thomson	2a	Term expires 31 July 2026
<b>Anett Rideg</b>	<b>2b</b>	<b>Term expires 31 July 2027</b>
Deputy Shravan Joshi	2b	Term expires 31 July 2026
Rosie Gill	3a	Term expires 31 July 2026
Mark James (Deputy Chair)	3b	Term expires 31 July 2026
Elizabeth Phillips	4	Term expires 31 July 2026
Catherine Gibaud KC	4	Term expires 31 July 2026
Her Honour Judge Anuja Dhir	4	Term expires 31 July 2027

<sup>4</sup> Terms of Reference temporarily amended by the Boards of Governors of the City of London School and the City of London School for Girls at their respective meetings on 15 March 2023 and 6 March 2023 to permit continuity of appointments following the resignation of Deputy Ann Holmes as Chair of the Board of Governors of CLSG with effect from 31 March 2023. A new Chair will be appointed at the Boards of Governors meetings of CLS/CLSG in June 2023.

## All schools Local Governing Body Membership

City of London Academy Highbury Grove<sup>1</sup>

Name	Basis of Appointment	Term of Office
Martin Jermyn (Chair)	Appointed by the Trust Board	4 years expiring 31 <sup>st</sup> August 2024
Aimee Lyall	Principal – Ex officio	During term of office as Principal
Claire Tunley	Appointed by the Trust Board	4 years expiring 31 <sup>st</sup> August 2023
Nick Worsley	Appointed by the Trust Board	4 years expiring 31 <sup>st</sup> August 2026
Cllr Joe Caluori	Appointed by the Trust Board	4 years expiring 31 <sup>st</sup> August 2024
Maggie Elliott	Appointed by the Trust Board	4 years expiring 31 <sup>st</sup> August 2023
Anisha Radia	Appointed by the Trust Board	4 years expiring 16 <sup>th</sup> May 2025
Louise Furgason	Non-teaching staff governor	4 years expiring February 2025
Serina Bingham	Teaching Staff Governor	4 years expiring 28 <sup>th</sup> February 2025
Nicholas Durack	Appointed by the Trust Board	4 years expiring August 2025
Ahlisha Tucker	Parent Governor	4 years expiring 31 <sup>st</sup> December 2025
Ria Holzerlandt	Parent Governor	4 years expiring 28 <sup>th</sup> February 2025
Vacancy	Appointed by the Trust Board	VACANT

<sup>1</sup> LGB membership augmented by three additional Trust appointments following approval by the Trust Board on 13 September 2018.

<b>Name</b>	<b>Basis of Appointment</b>	<b>Term of Office</b>
Roy Blackwell (Chair)	Appointed by the Trust Board	4 years expiring 31 <sup>st</sup> August 2024
Prince Gennuh	Principal – Ex officio	During term of office as Principal
Shireen Fraser	Appointed by the Trust Board	4 years expiring 31 <sup>s</sup> August 2023
Kristin Baumgartner	Appointed by the Trust Board	4 years expiring 31 <sup>s</sup> August 2024
Josh Burton	Appointed by the Trust Board	4 years expiring 31 <sup>s</sup> August 2024
Julie Robinson	Appointed by the Trust Board	4 years expiring 31 <sup>s</sup> August 2024
Peter Bremner	Teaching staff governor	4 years expiring 31 <sup>s</sup> August 2024
Steven Mitchell	Parent Governor	4 years expiring 31 <sup>st</sup> December 2026
Nneka Onyesoh	Parent Governor	4 years expiring 31 <sup>st</sup> December 2026
Vacancy	Non-teaching Staff Governor	VACANT



<b>Name</b>	<b>Basis of Appointment</b>	<b>Term of Office</b>
Russell Willmer (Chair)	Appointed by the Trust Board	4 Years expires 31 August 2025
Sonia Jacob	Principal	During term of office as Principal
Eric Sorensen	Appointed by the Trust Board	4 Years expiring 31 <sup>st</sup> August 2026
Reema Khan	Appointed by the Trust Board	4 years expiring 31 August 2024
Hafiza Patel	Appointed by the Trust Board	4 years expiring 31 August 2024
Peter Laurie	Appointed by the Trust Board	4 years expiring 31 August 2024
Samantha Hobbs	Parent Governor	4 years expiring May 2025
Andrew Hesketh	Staff Governor (Teaching)	4 years expiring 31 <sup>st</sup> August 2026
Dr Katy Bell	Staff Governor (Teaching)	4 years expiring 31 <sup>st</sup> August 2026
Hannah McHugh	Appointed by the Trust Board	4 years expiring 31 <sup>st</sup> August 2026
Simon Harding-Roots	Appointed by the Trust Board	4 years expiring 31 <sup>st</sup> August 2026
Richard Kottler	Appointed by the Trust Board	4 years expiring 31 <sup>st</sup> December 2026
Vacancy	Appointed by the Trust Board	VACANT
Vacancy	Appointed by the Trust Board	VACANT
Vacancy	Appointed by the Trust Board	VACANT

<b>Name</b>	<b>Basis of Appointment</b>	<b>Term of Office</b>
Alderman Robert Howard, Chair	Appointed by the Trust Board	4 years expiring 31 <sup>st</sup> August 2024
Holly Arles	Principal – Ex officio	During term of office as Principal
Veronica Wadley	Appointed by the Trust Board	4 years expiring 31 <sup>st</sup> July 2023
Ryan Shorthouse	Appointed by the Trust Board	4 years expiring 31 <sup>st</sup> July 2024
Rita Krishna	Appointed by the Trust Board	4 years expiring 31 <sup>st</sup> July 2024
Kam Adams	Appointed by the Trust Board	4 years expiring 31 <sup>st</sup> July 2024
Barbara Hamilton	Appointed by the Trust Board	4 years expiring 31 <sup>st</sup> July 2024
Josephine Tupman	Appointed by the Trust Board	4 years expiring 31 <sup>st</sup> July 2024
Jonathan McIntosh	Parent Governor (elected)	4 years expiring 5 <sup>th</sup> April 2025
Grant Aidoo Nash	Appointed by the Trust Board	4 years expiring 13 <sup>th</sup> September 2026
Preet Singh	Staff Governor (Teaching)	4 years expiring 2 <sup>nd</sup> October 2026
Amaka Iloyana	Staff Governor (Non-Teaching)	4 years expiring 19 <sup>th</sup> October 2024
Thomas Kibling	Parent Governor (elected)	4 years expiring 5 <sup>th</sup> April 2025

<b>Name</b>	<b>Appointed as</b>	<b>Term of Office</b>
Dr Steven Berryman, Chair	Appointed by the Trust Board	4 years expiring 31 <sup>st</sup> August 2026
Mike Baxter	Principal CoLA S – Ex Officio	During term of office as Principal of City of London Academy, Southwark
Charlotte Heath and Joanna James	Co-Headteachers Redriff – Ex Officio	During term of office as Headteachers of Redriff Primary School
Sarah Parbhu	Head teacher Galleywall – Ex Officio	During term of office as Headteacher of Galleywall Primary School
Shravan Joshi	Trust Governor	2 years expiring 31 <sup>st</sup> August 2024
Elaine Davis	Appointed by the Trust Board	4 years expiring 18 March 2025
Gurjeet Marway	Parent Governor at City of London Academy Southwark	4 years expiring 23 March 2026
Tim McNally	Trust Governor	4 years expiring 31 August 2026
Jane Stokes	Community Governor (Vice Chair Galleywall LGA)	4 years expiring 16 November 2024
Antony Smyth	Appointed by the Trust Board	4 years expiring 18 March 2025
Hilda Cheong, Vice Chair	Parent Governor at Rediff Primary	4 years expiring 31 <sup>st</sup> December 2026
Vacancy	Trust Governor	
Vacancy	Trust Governor	
Vacancy	Trust Governor	
Vacancy	Parent Governor Galleywall	
Vacancy	Staff governor	
Vacancy	Staff governor	

<sup>5</sup>The Southwark LGB is a joint LGB for The City of London Academy Southwark, Redriff Primary School, City of London Academy and Galleywall Primary, City of London Academy.

*City of London Primary Academy Islington*

<b>Name</b>	<b>Basis of Appointment</b>	<b>Term of Office</b>
Mary Robey (Chair)	Appointed by the Trust Board	4 years expiring 18 <sup>th</sup> May 2024
Kim Clapham	Headteacher – Ex officio	During term of office as Headteacher
Paul Barry	Appointed by the Trust Board	4 years expiring 8 <sup>th</sup> September 2023
Sarah Matthias	Appointed by the Trust Board	4 years expiring 11 <sup>th</sup> December 2023
Sonja Shah-Williams	Appointed by the Trust Board	4 years expiring 21 <sup>st</sup> February 2026
Dr Steven Berryman	Appointed by the Trust Board	4 years expiring 2 <sup>nd</sup> September 2024
Georgia Dehn	Parent Governor (elected)	4 years expiring 2 <sup>nd</sup> December 2024
Bethan Ferguson	Parent Governor (elected)	4 years expiring 18 <sup>th</sup> June 2024
Timothy Gittins	Appointed by the Trust Board	4 years expiring 7 <sup>th</sup> December 2024
Alexandra Tsoi	Staff Governor (Teaching)	4 years expiring 8 <sup>th</sup> September 2025
Aaron Spencer	Staff Governor (non-teaching)	4 years expiring 8 <sup>th</sup> September 2025
Vacancy	Trust Governor	

<b>Name</b>	<b>Basis of Appointment</b>	<b>Term of Office</b>
Simon Beck (Chair)	Appointed by the Trust Board	4 years expiring 30 <sup>th</sup> September 2026
Anita Lomax	Principal – Ex officio	During term of office as Principal
Minesh Talati	Appointed by the Trust Board	4 years expiring 31 <sup>st</sup> January 2026
James Owolabi Adeleke	Appointed by the Trust Board	4 years expiring 20 <sup>th</sup> March 2026
Janette Junghaus	Appointed by the Trust Board	4 years expiring March 2026
Martin Gaskell	Appointed by the Trust Board	4 years expiring 30 September 2026
Andriea Vamadevan	Appointed by the Trust Board	4 years expiring 3 <sup>rd</sup> December 2023
Catherine Danner	Appointed by the Trust Board	4 years expiring 3 <sup>rd</sup> December 2023
Peter Greene	Appointed by the Trust Board	4 years expiring 31 <sup>st</sup> August 2026
James Bounds	Staff Governor (Teaching)	4 years expiring 31 <sup>st</sup> January 2026
Joanne Spiller	Staff (Non Teaching)	4 years expiring 4 <sup>th</sup> November 2024
AFM Saiful Islam	Parent Governor	4 years expiring 16 <sup>th</sup> January 2024
Rosy Awwal	Parent Governor	2 years expiring 16 <sup>th</sup> January 2024
Amy Zambon	Appointed by the Trust Board	4 years expiring
Dhruv Patel	Appointed by the Trust Board	4 years expiring 31 <sup>st</sup> December 2026

<b>Name</b>	<b>Basis of Appointment</b>	<b>Term of Office</b>
Steve Goodman (Chair)	Appointed by the Trust Board	4 years expiring 5 <sup>th</sup> October 2026
Anna Sarchet	Principal	During term of office as Principal
Randall Anderson	Appointed by the Trust Board	4 years expiring 16 <sup>th</sup> July 2025
Darren Thompson (Deputy Chair)	Appointed by the Trust Board	4 years expiring 29 <sup>th</sup> September 2023
Hannah Cool	Appointed by the Trust Board	4 years expiring 15 <sup>th</sup> December 2025
Kamaru Adams	Appointed by the Trust Board	4 years expiring 15 <sup>th</sup> June 2025
Nasir Uddin	Parent Governor	4 years expiring 15 March 2026
Oleander Agbetu	Parent Governor	4 years expiring 11 <sup>th</sup> July 2025
Olu Ladega	Staff Governor (Non-teaching)	4 years expiring 30 <sup>th</sup> November 2025
Toby Skales	Appointed by the Trust Board	4 years expiring 15 <sup>th</sup> December 2024
Debra Robinson	Appointed by the Trust Board	4 years expiring 5 <sup>th</sup> October 2026
Kate-Marie Travis	Appointed by the Trust Board	4 years expiring 14 <sup>th</sup> December 2026
Olivia Willis	Appointed by the Trust Board	4 years expiring 14 <sup>th</sup> December 2026
Vacancy	Staff governor	Vacancy



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# Agenda Item 8

<b>Committee(s):</b> Education Board	<b>Dated:</b> 24/04/2023
<b>Subject:</b> Education Board Budget Update 2022/23	<b>Public</b>
<b>Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?</b>	3, 8, 9 & 10
<b>Does this proposal require extra revenue and/or capital spending?</b>	<b>N</b>
<b>If so, how much?</b>	<b>N/A</b>
<b>What is the source of Funding?</b>	<b>N/A</b>
<b>Has this Funding Source been agreed with the Chamberlain's Department?</b>	<b>N/A</b>
<b>Report of:</b> Director of Community and Children's Services and The Chamberlain	<b>For Information</b>
<b>Report author:</b> Scott Caizley, Lead Policy Officer (Education, Culture and Skills)	

## Summary

This paper asks Members to note the annual outturn position for the 2022/23 Education Board Budget.

## Recommendation(s)

Members are asked to:

- Note the report.

## Main Report

### Background

1. The latest forecast outturn position is submitted to the Education Board at each committee meeting.

### Current Position

2. The forecast full year outturn position for the 2022/23 financial year is of a small overspend of £17k on an overall budget of £3.176m as set out in the table on the next page

### Options

3. This report is for information only.

### Proposals

4. This report is for information only.

## Key Data

2022-23 Budget		<u>Actuals and Commitments 2022/23</u>	<u>Current Balance</u>	<u>Outturn 22- 23</u>	<u>Balance 22/23</u>
<b>428,000</b>	<b>SALARIES</b>	416055.7	11944.3	416055.70	11944.30
	<b>Leadership &amp; Governance</b>				
	Enrichment (Fusion) Events for Pupils				0
26,000	Events and projects for pupils to develop Fusion Skills	29,771.06	-3,771.06	29,771.06	-3,771.06
0	COLAT CONTRIBUTION TO CITY SCHOOLS CONFERENCE	-2000	2,000	-2000	2,000
<b>26,000</b>	<b>EDUCATION STRATEGY</b>	27,771.06	-1,771.06	27,771.06	-1,771.06
	<b>Leadership &amp; Governance</b>				
22,000	Lifelong learning projects	24,403.17	-2,403.17	24,403.17	-2,403.17
55,000	Enrichment (Fusion) Events for Pupils				
	London Careers Festival 2022	54,051.75	948.25	54,051.75	948.25
<b>77,000</b>	<b>SKILLS STRATEGY</b>	78454.92	-1454.92	78454.92	-1454.92
	<b>Leadership &amp; Governance</b>				
	<u>Enrichment (Fusion) Programmes</u>				
248,000	Culture Mile Learning	248,000	0.00	248,000.00	0.00
17,000	Support to pupil performances and exhibitions	13835.84	3,164.16	13,835.84	3,164.16
<b>265,000</b>	<b>CULTURAL &amp; CREATIVE LEARNING STRATEGY</b>	261835.84	3164.16	261835.84	3164.16
<b>2,000</b>	Legal Fees/Contingency	8,884.00	-6,884.00	8,884.00	-6,884.00
<b>3,000</b>	IT Equipment/Telephone	904.64	2,095.36	904.64	2,095.36
<b>1,000</b>	Staff Training /Travel/Recruitment	29,134.90	-28,134.90	29,134.90	-28,134.90
<b>2,000</b>	Printing & Office Supplies	668.22	1,331.78	668.22	1,331.78
<b>1,000</b>	Membership & Subscriptions	2,302.43	-1,302.43	2,302.43	-1,302.43
<b>9,000</b>	<b>CENTRAL EDUCATION UNIT</b>	41894.19	-32894.19	41894.19	-32894.19
<b>Local Risk 805,000</b>		<b>826,011.71</b>	<b>-21,011.71</b>	<b>826,011.71</b>	<b>-21,011.71</b>
<b>50,000</b>		0.00	50000.00	0.00	50000.00
<b>334,000</b>		384000.00	-50000.00	384000.00	-50000.00
<b>384,000</b>	<b>PARTNERSHIP</b>	384000.00	0.00	384000.00	0.00
<b>175,000</b>		0.00	175000.00	0.00	175000.00
<b>209,000</b>		384000.00	-175000.00	384000.00	-175000.00
<b>384,000</b>	<b>STRATEGIC</b>	384000.00	0.00	384000.00	0.00

<b>1,414,000</b>		1414000.00	0.00	1414000.00	0.00
<b>1,414,000</b>	<b>Academy Funding</b>	1414000.00	0.00	1414000.00	0.00
<b>3,000</b>	Safeguarding Review (PIP Funding)	0	0	0	3,000
<b>3,000</b>	<b>PIP Funding</b>	0	0	0	3000
<b>105,000</b>	<b>Pension Strain</b>	104820.43	104,820	104,820	180
<b>81,000</b>	<b>Redundancy</b>	80516.28	80516.28	80516.28	484
<b>186,000</b>		185336.71	185336.71	185336.71	663.29
<hr/>					
<b>Central Risk</b>					
<b>2,371,000</b>		<b>2,367,336.71</b>	<b>185,336.71</b>	<b>2,367,336.71</b>	<b>3,663.29</b>
<hr/>					
<b>Total LR &amp; CR</b>					
<b>3,176,000</b>		<b>3,193,348.42</b>	<b>164,325.00</b>	<b>3,193,348.42</b>	<b>-17,348.42</b>

## Conclusion

5. Members are asked to note the spend to date and outturn for the 2022/23 financial year.

### Appendices

- N/A

### Scott Caizley

Lead Policy Officer (Education, Culture and Skills)

[Scott.caizley@cityoflondon.gov.uk](mailto:Scott.caizley@cityoflondon.gov.uk)

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<b>Committee(s)</b> Education Board	<b>Dated:</b> 24/04/2023
<b>Subject:</b> Education, Cultural and Creative Learning and Skills 2021/22 Annual Report	Public
<b>Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?</b>	3, 8, 9 & 10
<b>Does this proposal require extra revenue and/or capital spending?</b>	N
<b>If so, how much?</b>	N/A
<b>What is the source of Funding?</b>	N/A
<b>Has this Funding Source been agreed with the Chamberlain's Department?</b>	N/A
<b>Report of:</b> Director of Community and Children's Services	For Information
<b>Report author(s):</b> Scott Caizley, Lead Policy Officer (Education, Culture and Skills)	

## Summary

At its meeting on 1 July 2021, the Education Board approved the Annual Action Plan for the Education, Cultural and Creative Learning and Skills Strategies spanning the 2021/22 Academic Year. This report updates Members on the impact against the Annual Action Plan 2021/22. It is offered later than would have been desirable to accommodate officer changes within the Education Strategy Unit, with the Chairman's agreement.

## Recommendation(s)

Members are asked to note the Education, Cultural and Creative Learning and Skills Strategies Annual Report 2021/22.

## Main Report

### Background

1. The Education Board has strategic oversight of the delivery of the City Corporation's Education, Cultural and Creative Learning and Skills Strategies. The Annual Report updates Members on the outputs, cost, evaluation and impact of each of the high-level actions in the 2021/22 Annual Action Plan.
2. At its meeting on 1 July 2021, the Education Board approved the 2021/22 Annual Action Plan for the Education, Cultural and Creative Learning and Skills Strategies spanning the 2021/22 Academic Year.
3. As in the previous year, the 2021-22 Annual Report was once again impacted by Covid-19 with considerable need to vary activities and be adaptive and responsive to rapidly changing situations.
4. In response to suggestions made by Education Board in previous years, this Annual Report will continue in the format of a succinct summary (see **Appendix 1**).

## Annual Report Highlights

5. See below key outcomes from the 2021/22 Annual Action Plan:

- For 2021/22, the Education Board awarded £1,738,252 in City Premium Grants (CPG) to the City of London Corporation's 10 sponsored academies. An overview of CPG projects can be found in **Appendix 1** of this report. As part of the recommendations from the Tomlinson Review, in the 2021/22 academic year, the Education Strategy Unit (ESU) implemented robust evaluation processes to ensure there remains clarity in regard to education funding which is aligned to impact and agreed goals.
- In total, the ESU delivered 6 Headteachers Forums, 3 Skills Forums and 3 Cultural and Creative Learning Forums across the 2021/22 academic year. All schools across the Family have a staff representative with many schools also having strong governor representation within the Forums. Feedback from Forum members highlighted the importance of the Forums and the benefit of belonging to the 'City Family of Schools', particularly when developing partnerships and sharing best practice.
- In collaboration with key stakeholders, the ESU facilitated the 2022 London Careers Festival (LCF). In total, over 6000 young people attended LCF 2022. Of these, 4,279 attended the virtual festival and 1,861 attending in-person. Over 141 businesses, arts organisations, training providers and livery companies participated in the event (see **Appendix 1**). From the data collected, it is shown that LCF had a positive impact on young people and teachers with further qualitative and quantitative evidence suggesting that LCF plays a key role in promoting upwards social mobility.
- The Strategic Director of Education and Skills continued to be involved with the Scrutiny Meeting process, led by CoLAT which enabled effective challenge and support to City sponsored academies. In turn, the key areas of focus from the meetings have since informed the grant-funding process allowing the City Premium Grant (CPG) to target areas most in need of additional support.
- The CPG funding successfully supported Continuous Professional Development (CPD) for middle and senior leadership, teachers and staff across the City Family of Schools. In total, 3 projects from the CPG monies focused on staff training and developing senior leadership. An example of this was Redriff's Leadership project which delivered a positive impact for the school with findings from their staff wellbeing survey showing outcomes significantly above national averages.
- Culture Mile Learning Outreach continued to operate throughout the 2021/22 academic year through a mixture of blended approaches which included

outreach work, covering: online mentoring, work experience and bespoke skills development projects (see **Appendix 1**).

- Responding to the Tackling Racism Taskforce findings, the ESU, Amazon Web Services (AWS) and the City of London Police partnered to deliver a new project supporting the development of digital, business, and fusion skills for Year 12 students, increasing their knowledge of the wide range of careers in the digital space and preparing them for success in the world of work.
- The Adult Skills and Education Services (ASES) successfully recruited more than 1,500 adult enrolments during the 2021/22 academic year with 98% of learners completing their course of learning. Of these, more than 96% of learners lived within the City of London or its fringe boroughs.
- In 2021/22, the ESU received £669,000 to deliver Connecting Communities (CC). The CC team at the City of London Corporation is now part of an £18 million programme which is funded by the Greater London Authority (GLA) and the European Social Fund (ESF) to support residents across 12 London boroughs into training and sustainable work.

6. A detailed breakdown of outputs from the Annual Action Plan 2021/22 against a summary of impact can be found in **Appendix 1** of this report.

### **Options**

N/A

### **Key Data**

Embedded in the report appendix.

### **Corporate & Strategic Implications**

7. N/A. This report is for information only.

## **Conclusion**

8. The Education Board is committed to ensuring that the delivery of its Education, Cultural and Creative Learning and Skills strategies are focused on evidence driven impact. This report outlines key highlights from the 2021/22 academic year along with a succinct summary of impact in Appendix 1. The findings from the Annual Report, as per previous years will continue to inform the ongoing activity in the upcoming 2022/23 Action Plan.

## **Appendices**

- **Appendix 1** – Education, Cultural and Creative Learning and Skills Annual Action Report: Succinct Summary 2021/22

### **Scott Caizley**

Lead Policy Officer (Education, Culture and Skills)

Department of Community and Children's Services  
E: [scott.caizley@cityoflondon.gov.uk](mailto:scott.caizley@cityoflondon.gov.uk)



## Appendix 1: Education, Cultural and Creative Learning and Skills Annual Action Report: Summary 2021/22

**Strategic Goal:** Pupils in the Family of Schools have access to transformative education, enabling them to achieve their potential, flourish and thrive

Outputs	Summary of impact
<p><b>Leadership and Accountability</b></p> <ul style="list-style-type: none"> <li>Delivered forums for Headteachers and Chairs of Governors and annual City Schools' Conference (£7,594)</li> </ul>	<ul style="list-style-type: none"> <li>The Education Strategy Unit (ESU) delivered 6 Headteachers Forums throughout the 2021/22 academic year and continued to support Headteachers through briefings and grant support. Headteachers reported feeling supported and well informed, especially in regard to the programmes of activity across the City Family of Schools.</li> <li>The Headteachers Forum just like in previous years, provided a platform for communication, and served as a broker in connecting schools to external partners whilst covering topical issues on best practice and what works best. Some of the topics covered in the Forums for the 2021/22 academic year included: school staffing and well-being; exam preparation; City Premium Grant (CPG) applications and reporting (ImpactED), curriculum changes, Afghani refugee programme, climate action and alumni networks.</li> <li>The ESU in collaboration with the Chair of the Education Board delivered 3 Chairs of Governors Forums throughout the 2021/22 academic year. An emphasis on governor succession, recruiting diverse governors and best practice within this area was a continuous theme throughout the 2021/22 Forums with the ESU providing guidance in this area on what works best.</li> <li>On 23 November 2021, the ESU partnered with Foundation for Education Development (FED) to celebrate 150 years of State Education in England.</li> <li>125 people attended the conference enriching the City Family of Schools network with key stakeholders' introductions. The first part of the conference focused on several key challenges and opportunities faced by schools and was hosted and facilitated by subject experts. This was followed by a social reception and a celebration event hosted by FED with music played by pupils from Shoreditch Park Academy.</li> <li>48 participants from the Family of Schools and beyond were split into 4 workstreams to discuss</li> </ul>

<ul style="list-style-type: none"> <li>• Completion of school performance, safeguarding and finance scrutiny meetings</li> <li>• Delivered a governor training programme that ensured governors are up to date with latest statutory requirements and good practice.</li> <li>• Delivered a robust City Premium Grant (CPG) funding and evaluation process for 2021/22 and prepared for the implementation of the recommendations from the Tomlinson Review to apply to CPG funding from 2022/23 (£1.738m)</li> <li>• Ensured that some CPG funding included support for middle and senior leadership development.</li> </ul>	<p>thought provoking topics involving future plans, developing frameworks, equality and inclusion and sustaining excellent education.</p> <ul style="list-style-type: none"> <li>• The Scrutiny Meeting process, led by CoLAT as per previous years enabled effective challenge and support to City sponsored academies and informs grant-funding processes.</li> <li>• There is now clarity of roles and training for governors and governors are up to date with the latest statutory requirements and good practice. Training areas include finance, safeguarding and school and data performance. For the 2021/22 academic year, the ESU also hosted a difficult conversation training for governors across the City Family of Schools which offered tips, tools and strategies on dealing with difficult conversations.</li> <li>• From April 2022, the City Premium Grant was divided in three separate funding streams, City Premium Grant: Disadvantaged Pupils Grant, City Premium Grant: Partnerships Grant and the City Premium Grant: Strategic Grant. With the intention of reducing bureaucracy and creating a more streamlined model of impact measurement for the academic year 2022/23, in April 2022, a new digital system was introduced to enable better tracking by the teachers and staff across the City Family of Schools. As an outcome, this has enabled a clearer overall impact reporting process enabling the City to show outcomes by specific groups of pupils and programmes.</li> <li>• 3 projects from the CPG monies focused on staff training and developing senior leadership. An example of this was Redriff's Leadership project which delivered a positive impact for the school with findings from their staff wellbeing survey showing significantly above national averages, with feedback highlighting evidence of a strong and supportive staff culture. It delivered a valuable opportunity for the school to reflect and plan, and as a result, will now continue to improve and deliver strong direction and better staff cohesion</li> </ul>
---	---

**Teaching and Learning**  
(£1.738m)

- In financial year 2021/22, the Education Board awarded £1,738,252 in City Premium Grants (CPG) to the City of London Corporation's 10 sponsored academies.
- The Education Board approved the release of £1,683,802 in City Premium Grant funding allocated to City of London sponsored academies. This was awarded at a rate of £250K for secondary academies and £100K for primary academies, proportionate to whether the academy was at full pupil capacity. The Education Board approved a further £54,450 which was awarded according to academies' school improvement needs as identified during the October 2021 scrutiny meetings.
- All academies delivered an evaluation of the impact of CPG funded projects delivered

- INCLUDES OVERVIEW OF CPG 2021.22 PROJECTS
- 9 projects focused on enrichment including music, sports & outdoor activities. The City of London Academy Islington delivered an 'Activities Week' project where students were given the opportunity to undertake activities, they may not have had the chance to engage in previously and provided opportunity for students to take part in cultural and creative learning which increased resilience and creativity. City of London Primary Academy Islington delivered The Spitalfields Music project where pupils were afforded opportunities to develop Fusion Skills in creativity and collaboration and teamwork.
- 15 projects focused on interventions for young people at risk of exclusion including one that concentrated particularly on early intervention and prevention. The impact reported of the alternative placement and support of pupils at risk of exclusion was very positive, with academies observing lower exclusion rates and improved behaviour. The observed impact of these interventions was positive. Not only did this suggest attainment and progress improved but confidence and wellbeing also increased.
- 9 projects focused on Tuition including 1:1 support as well as extra after-school and weekend revision sessions. The City of London Hackney produced an 'Out of Hours Tuition' project where key highlights included improved attainment in GCSE and A-level/BTEC and more students being able to progress to high quality further education. An additional benefit of the extra face to face teaching was that the additional support improved the confidence in the students during the uncertainty around the first set of public exams since 2019.
- 3 projects focused on Mental Health and Wellbeing interventions including the recruitment of staff into wellbeing-focused roles as well as educating pupils about mental health. The impact observed by academies of their wellbeing interventions was consistently positive and saw increases in confidence and self-esteem in pupils. This led to improved attendance, engagement, behaviour and attitude to learning. The City of London Highbury Grove delivered an 'Urban Hope' project which provided additional capacity to support students' mental health and anxiety and aimed to improve behaviour. This has led to increased success for this intervention, with a reduction in repeat

<p>during the 2021/22 academic year which also included projects that were funded through repurposed monies as an outcome to the ongoing COVID-19 challenges.</p>	<p>offending, an increase in confidence and ability to control emotions, and positive mental health reported.</p> <ul style="list-style-type: none"> <li>• 10 projects included pastoral support, work-related learning, family support, coaching, arts education and mentorship. For example, the 'Pre-Apprenticeship Pathway' project at City of London Academy Highbury Grove focused on Interventions, but the project also seems to have demonstrated an increase in engagement of parents/carers within the Somali and Turkish community.</li> </ul>
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**Strategic Goal:** High quality exposure to the world of work at all stages of education to enable pupils to make informed career choices

Outputs	Summary of impact
<p><b>Strategic Leadership</b></p> <ul style="list-style-type: none"> <li>• 3 Skills Forum meetings delivered.</li> <li>• All schools across the Family have a staff representative with 5 Schools having a governor representative on the Skills Forum.</li> </ul>	<ul style="list-style-type: none"> <li>• The Skills Forum enables sharing best practice, leadership development, and partnership building to ensure there is a clear strategy for work-related learning delivered in the Family of Schools</li> </ul>
<p><b>World-of-work Experiences for Pupils</b></p> <ul style="list-style-type: none"> <li>• Delivery of the London Careers Festival 2022 (£49,434). In excess of 6,140 young people attended LCF 2022. Of these, 4,279 attended the virtual festival and 1,861 attended in-person. Over 141 businesses, arts organisations training providers and livery companies participated in the delivery of LCF 2022.</li> <li>• Amazon Web Services (AWS), the City of London Police and the City of</li> </ul>	<ul style="list-style-type: none"> <li>• Over 70% of young people felt more confident about their career choices after attending LCF with 80% indicating that the festival has helped them think about new career options.</li> <li>• 100% of teachers felt that the sessions were relevant to pupils from all backgrounds and rated LCF as 'excellent' with regards to careers awareness and the skills curriculum.</li> <li>• The project emerged from a recommendation from the Tackling Racism</li> </ul>

<p>London Corporation partnered to deliver a new project supporting the development of digital, business and fusion skills in Year 12 students, increasing their knowledge of the wide range of careers in the digital space and preparing them for success in the world of work.</p>	<p>Taskforce. During the Spring term, over 30 students from four schools, within the Family of Schools, took part in a series of interactive workshops led by experts from AWS, the City of London Police and the City of London Corporation. They were introduced to a wide range of careers in technology including at AWS and the police, as well as how they can use technology to positively impact on the world. There was a final competition held on 29 March where students used their skills and knowledge to present solutions to the challenge of different forms of cyber bullying. The students pitched their ideas to a panel of experts. Prizes were awarded and these included vouchers and work experience opportunities.</p>
<p><b>Industry Partnerships</b></p> <p>For LCF 2022, the Corporation partnered with a range of organisations to host 48 live virtual events, with a full programme on offer for primary, secondary and post-16 pupils. These sessions included:</p> <ul style="list-style-type: none"> <li>• Employer-led webinars exploring specific job roles, organisations and industries</li> <li>• Webinars exploring different career access pathways</li> <li>• Workshops exploring entrepreneurship and entrepreneurial skills</li> <li>• Virtual talks from employers</li> <li>• Online skills building workshops</li> <li>• Q&amp;As with experts and professionals</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of facilitators felt there was a ‘good’ representation of diverse young people in attendance at LCF and that the event’s contribution to social mobility was either good or excellent.</li> <li>• Core delivery partners for LCF 2022 included: (1) Education &amp; Employers; (2) The Stationers’ Company; (3) Livery Schools Link (4); Association of Apprentices and (5) Pathway CTM.</li> <li>• Across the festival, the LCF team worked with approximately 141 business, arts organisations, training providers and livery companies. Of these organisations, 28 were livery companies participating as part of the Livery Showcase, and 42 were business and training providers participating through Apprentice Futures. The remaining 71 were engaged through contacts held by the City Corporation and the LCF team.</li> <li>• The partners came from 14 different industry sectors with the most partners coming from Education and Training, Arts and Communications and Science, Technology and Engineering.</li> </ul>

<ul style="list-style-type: none"> <li>• The City of London and Liveries Education Network delivered 4 meetings throughout the 2021/22 academic year.</li> <li>• In September 2020, the City of London was awarded a three-year Erasmus+ European Grant to undertake a project called Ed-En Hub to build closer working between Education and Enterprise. ED-EN HUB is an Erasmus+ project co-financed by the European Union and developed by a consortium made up of 8 institutions from 5 different European countries.</li> <li>• The City of London, through Central London Forward was awarded a 20-month European Social Fund and GLA funded Grant to undertake a project called Connecting Communities (CC) to provide education and employment opportunities to people aged 18-25 and people, of all ages not in full-time education or employment (July 2021).</li> </ul>	<ul style="list-style-type: none"> <li>• The Liveries Education Network has continued to provide an opportunity for strategic level discussions for Livery Companies and related organisations. With members representing (as a whole) over 120 schools and educational establishments, the meetings were well attended and explored key areas such as: governance and leadership, recruitment, retention, and re-entry into teaching along with a focus on the development of Fusion skills and education technology. The ESU continue to provide minute taking and logistical support to the network.</li> <li>• On 28-29 October 2021, the ESU welcomed 34 in-person attendees to Guildhall and 41 virtually, via Zoom. Day one of the conference was spent updating on the progress of the project and to discuss potential issues. On Day 2, external stakeholders from various educational institutions and business were invited to provide detailed feedback and review of the work to date. Discussions took place from three expert panels covering assessment and skills measurement, education, and enterprise experts. This international cooperation alliance will continue to allow the development of tools and methodologies towards the creation of synergies between educational institutions and enterprises.</li> <li>• A Report to the Education Board dated 3 December 2021 gave a detailed overview of Connecting Communities (CC), an £18 million programme funded by the Greater London Council (GLA) and the European Social Fund (ESF) of which the Education Strategic Unit (ESU) will receive £669,000 to deliver the programme's outcomes and impacts over until summer 2023. In the academic year 2021/22, the CC team consisted of: 1 x Business Manager, 1 x Employment Engagement Officer, 3 x Caseworkers.</li> <li>• CC has developed a relationship with the City's Library Services and have delivered specific events over the summer months in order to reach potential Participants, in particular single parents who may be</li> </ul>
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	<p>seeking to return to full-time work in the Autumn of 2022.</p> <ul style="list-style-type: none"> <li>• Have further developed partnerships with Job Centres in south London to support clients who are (1) job ready and (2) wish to work, or return to work, in the City. Four Job Centres were visited each week.</li> <li>• Have developed a partnership with the employment team from L&amp;Q Housing Group and supported its residents in other participating boroughs into work in the City. In return, they shared their job vacancies with CC in sectors (such as warehousing) where there are not opportunities in the Square Mile.</li> <li>• Have recently developed relationships with a number of Social Prescribers in adjoining boroughs and are receiving referrals.</li> <li>• Have supported City of London Care Leavers.</li> <li>• The 2022/23 Annual Report will provide a more detailed impact evaluation of the CC project as exact data will not be known until the project end date in 2023.</li> </ul>
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**Strategic Goal:** Provide an educational experience that enriches and inspires through access to the learning opportunities that the City’s cultural, heritage and environmental assets offer.

Outputs	Summary of impact
<p><b>Strategic Leadership</b></p> <ul style="list-style-type: none"> <li>• 3 Cultural and Creative Learning Forums delivered.</li> <li>• All schools across the Family have a staff representative on the Skills Forum.</li> </ul>	<ul style="list-style-type: none"> <li>• The Cultural and Creative Learning Forum provides a platform for the Family of Schools and Culture Mile Learning to work in partnership to lead the delivery of cultural and creative learning. The Forum is an effective information point for schools to hear about upcoming opportunities.</li> <li>• Two introductory sessions were provided by The Black Curriculum and focused on exploring racial literacy, decolonising pedagogy, and language use to support teachers to gain confidence in their approach and in establishing their classroom as an</li> </ul>
<p><b>Cultural Learning Experiences for Pupils and Teachers</b></p> <ul style="list-style-type: none"> <li>• We have expanded on the success of the Cultural CPD Programme for</li> </ul>	

<p>teachers making best use of cultural partners' expertise in fusion skills development and responding to needs of learners.</p> <ul style="list-style-type: none"> <li>• In September and October 2021, Culture Mile Learning (CML) ran a series of free CPD sessions for primary and secondary teachers aimed at helping them embed Black history, art, and culture into their teaching all year round.</li> <li>• Pupils across the City Family of Schools have had access to cultural experiences which have allowed them to access opportunities that the City's cultural, heritage and environmental assets offer.</li> </ul>	<p>anti-racist, decolonised space. Primary teachers were then offered a session based on the Museum of London's new online resource, Black Londoners through time which centred on enhancing their subject knowledge of London's Black history, sharing ideas for creative activities to engage and inspire pupils as well as practical tips and techniques to develop critical thinking and historical enquiry skills. For secondary teachers, a session based on CML's Our Stories films was provided exploring the themes of representation, language, safe spaces and activism raised in them. In addition, a bespoke session was created for and delivered in partnership with Eastside Community Heritage and the primary schools in the City Family of Schools on using oral history collections in the classroom. This session used the Museum of London's Windrush collections as its starting point and was a part of CML's ongoing curriculum enhancement work with these schools. 56 teachers benefited from the sessions.</p> <p>Due to rising covid cases in the new year of 2021, the City of London's Education Unit was unable to host its annual schools' concert as a live performance. In order to continue to hold a valuable school-to-school collaborative music project, two creative physical workshops were delivered to each school focused on composition skills. Two composers, Paul and Sigrun, hosted these workshops for eight schools across the family of schools from Years 4-9. The workshops were tailored according to the needs of the individual music departments but generally involved singing and a composition workshop. A videographer also took part in the workshops to gather recordings of individual pupil's work and re-create the music in a studio. The Education Unit hosted the final pieces in a virtual 'listening showcase event' on 24 March.</p> <ul style="list-style-type: none"> <li>• In summer 2022, the Annual Education Board Dinner resumed for the first time since the Covid19 pandemic. On Monday 9 May 2022, the Education Board hosted their annual board dinner with around 100 people in attendance. Guests included officers,</li> </ul>
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<ul style="list-style-type: none"> <li>• Through Culture Mile Learning, deliver the Culture Mile School Visits Fund to provide disadvantaged learners across London with access to Culture</li> </ul>	<p>Members, businesses, cultural partners, pupils and staff within the family of schools who have contributed to the work of the Board and strategies. Pupils within the Family of Schools were given performance opportunities which included singing, dancing, instrumentalists, inspiring stories and poetry reading from pupils in Primary school up to Sixth Form. The guest speaker for the dinner was Lord Simon Woolley, principal at Homerton College at Cambridge university, who emphasised the importance of social mobility.</p> <ul style="list-style-type: none"> <li>• Through the Ellen Macarthur Foundation <a href="https://ellenmacarthurfoundation.org/">https://ellenmacarthurfoundation.org/</a> it was arranged for some secondary students to attend the Leadership in Global Change (LIGC) 'Climate and Nature' summer school, hosted by the University of Oxford. LIGC draws upon the enthusiasm and support of a large number of experts from the Environmental Change Institute and School of Geography and Environment from the University of Oxford and many people in government, business and the community working on climate and sustainability.</li> <li>• The City of London School hosted a 'MockCOP' to coincide with COP 26 in Glasgow. When the COP26 conference would have been running last year, over 330 youth delegates representing over 140 countries gathered online at Mock COP26. The conference culminated with a global declaration to world leaders covering six important themes: climate education, climate justice, climate-resilient livelihoods, physical and mental health, nationally determined contributions and biodiversity.</li> </ul> <ul style="list-style-type: none"> <li>• 1,000+ students from Early Years to Key Stage 4 across 10 of the City Family of Schools collaborated to produce a mass digital artwork giving creative expression to their experience of the pandemic.</li> <li>• Online mentoring, work experience and bespoke skills development projects – 48 young Londoners, including many facing significant disadvantages, benefited from our skills development and employability projects. 16 took part in work experience, 23 in mentoring and</li> </ul>
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<p>Mile Learning experiences.</p>	<p>nine in a project linked to the City’s Culture and Commerce Taskforce.</p> <ul style="list-style-type: none"> <li>• 955 pupils took part in two multi CML partner site visits about Roman London. A joined-up live streamed session between the London Mithraeum, London’s Roman Amphitheatre and Billingsgate Roman House &amp; Baths gave 770 pupils an insight into three key Roman sites and an in-person dual site visit between the Museum of London and London’s Roman Amphitheatre enabled 185 pupils to visit the Amphitheatre, to learn about the wider context of Roman London, and to handle original artefacts.</li> <li>• 930 pupils from 26 schools across 11 London boroughs improved their literacy and developed their creativity and communication skills by taking part in Young City Poets, in collaboration with the National Literacy Trust.</li> <li>• The ongoing impact of the COVID-19 pandemic meant there has been less demand for the School Visits Fund, however it’s been heartening to see how the fund has enabled visits to Open Spaces venues who made the most of their outdoor settings by offering regular sessions to nearby schools, including schools with pupils with additional needs and those who had spent lockdown in small flats with no outside space.</li> <li>• The CML partnership also responded rapidly, warmly and practically to the arrival of Afghan refugee families in the City. Seven of our partners, plus the core CML team, joined the City’s Early Years team to staff an emergency playroom in one of the hotels, supporting 52 sessions over a three-month period, and subsequently seven partners put together a programme of activity to welcome the families to our cultural institutions.</li> <li>• Two workshops for CML partners and the broader culture and heritage sector were co-designed with and held in partnership with Poetry Versus Colonialism to explore how we can use poetry in our work to reveal, understand and process histories and legacies of colonialism. Partners also attended Group for Education in Museums training sessions on Black History and Anti-racism and Developing SEND-Inclusive Learning with Confidence. A cross partnership anti-racism in practice working group was established.</li> </ul>
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	<ul style="list-style-type: none"> <li>• A project in partnership with Barbican Creative Learning, Fusion Futures was piloted with 90 students between the ages of 13 to 18 across six schools. Through partnering a creative practitioner with an industry representative, the project’s four arts-based workshops empowered young people with skills in communication, collaboration and creativity to enable them to approach future employment challenges with more confidence.</li> <li>• The Fusion Prize came to fruition with the winning team’s project, The Pattern – a cultural production incubator – providing training to 20 young Londoners. Of the four creative projects produced by the group, Gaia’s Garden far exceeded expectations for scale and impact. In partnership with Culture Mile, we raised c£180k of additional corporate funding which enabled the provision of 10 Kickstart paid placements and for thousands of young people to be welcomed to the green space that was created near City Thameslink station and subsequently recognised as Time Out’s Best Green Space of 2021.</li> </ul>
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**Strategic Goal: Deliver high quality adult education, training and apprenticeships.**

Outputs	Summary of impact
<ul style="list-style-type: none"> <li>• 102 apprentices’ enrolment/training</li> <li>• Apprenticeship qualifications achievement areas</li> <li>• Delivery of 10 Functional Skills Maths/English level 2 courses</li> <li>• Strengthening Families Strengthening Communities (SFSC)</li> <li>• ESOL training at 3 separate language levels</li> <li>• ACL learner recognition of success ceremony</li> </ul>	<ul style="list-style-type: none"> <li>• 27 successful completers/achievers</li> <li>• 73% overall success rate (national average 57.7%)</li> <li>• 70% achieved distinctions.</li> <li>• 40% secured full-time employment.</li> <li>• Levels 2,3 and 4 qualifications in areas such as Business Administration, Customer Service, AAT and Finance, Procurement, Chartered Institute for Procurement and Supply (CIPS), Horticulture, Animal Care, and Events</li> <li>• 80% achievement level – leading to successful progression into employment.</li> <li>• Approximately 200 enrolments for Maths and Language support</li> <li>• The annual delivery of the SFSC courses has resulted in 98% achievement. ASES partnered with COLC’s Early Help Service to deliver a local course that is supported by the Race Equality Foundation.</li> <li>• In addition to existing ESOL courses – an additional 120 Afghan learners enrolled – successful progression to higher level learning.</li> </ul>

<p>facilitated by COLC Alderman and Members.</p> <ul style="list-style-type: none"> <li>• 28 City of London City Guides Enrolment – Level 3 qualification</li> <li>• Successful delivery of the Online Community Conference</li> <li>• 1,500 ACL learner enrolments</li> <li>• Employability and interview support for prospective and existing NHS employees</li> <li>• Increase in Adult Skills course enrolments and employment.</li> <li>• Secured funding for the delivery of the Digital Hub programme (DHP)</li> </ul>	<ul style="list-style-type: none"> <li>• Increased number of parents requesting ESOL language support and Maths – course learning is now linked to specific areas of employment – Food and Hygiene, ESOL and Maths linked to Hospitality.</li> <li>• 45 Adult learners received certificates and awards to celebrate their learning achievements, and 40 of these learners progressed to further/higher education.</li> <li>• 100% successful completion/qualified</li> <li>• Progression into self-employment</li> <li>• Mansion House Graduation – supported by the Lord and Lady Mayoress</li> <li>• 200 learners participated in an intensive outreach programme on social housing estates and within the centre of the communities.</li> <li>• There was a 50% increase in the number of accredited courses options and an increase in the number of qualifications available – for example, Health and Social Care, British Sign Language, Food Hygiene, Higher level English courses, Digital Skills and ESOL.</li> <li>• 40 enrolments for existing NHS employees who are seeking support to progress into higher employment within the NHS</li> <li>• 90% achievement in enrolment and completion of the delivery of Digital Skills/Cyber Security higher level course – 250 job interviews</li> <li>• The successful delivery of the first phase of the DHP brought together additional digital training providers, employers, industry bodies and sector partners to support London’s digital workforce – 150 successful enrolments.</li> </ul>
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<b>Committee(s):</b> Education Board	<b>Dated:</b> 24/04/2023
<b>Subject:</b> City Premium Grant 2023/24 Round 1 Applications	<b>Public</b>
<b>Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?</b>	3, 8 & 10
<b>Does this proposal require extra revenue and/or capital spending?</b>	<b>N</b>
<b>What is the source of Funding?</b>	<b>Education Board</b>
<b>Has this Funding Source been agreed with the Chamberlain's Department?</b>	<b>Y</b>
<b>Report of:</b> Director of Community and Children's Services	<b>For Decision</b>
<b>Report author:</b> Torri Stewart, Lead Strategy & Impact	

## Summary

This report updates Members with key information relating to the first round of City Premium Grant applications for 2023/24. Applications for 53 projects have been received and reviewed. The combined associated cost of these projects is £1,537,869. This represents 69% of the City Premium Grant funding available to the Family of Schools for the 2023/24 academic year.

The report asks Members to delegate authority to the Chair and the Strategic Education and Skills Director to distribute awards from the City Premium Grant: this being made up of the Disadvantaged Pupils Grant, the Partnership Grant and the Strategic Grant.

A breakdown of grant allocations across the Family of Schools is included in **Appendix One**. An overview of proposed projects is available in **Appendix Two**. An outline of the administration process for the City Premium Grant is contained in **Appendix Three**.

## Recommendation

1. Members are asked to:

- Delegate authority to the Chair and the Strategic Education and Skills Director to distribute Round 1 awards from the City Premium Grant: Disadvantaged Pupils Grant, the City Premium Grant: Partnerships Grant, and the City Premium Grant: Strategic Grant to the schools.

## Main Report

## Background

2. 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.”
3. The City Premium Grant is an annual grant that provides financial support to academies and schools within the Family of Schools to deliver programmes and activities which will deliver the aims of the strategies.
4. 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, school meals or routine school staffing. This was agreed by the Court of Common Council following the Tomlinson Review. Further detail is available in Appendix 3.
5. 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**.
6. City Premium Grant supported projects are logged and tracked via an online evaluation and impact measurement platform called ImpactEd. This system allows for better impact data collection than in previous years, and helps project leads across the Family of Schools to outline, monitor, and evaluate the impact of projects by specific groups of pupils and/or programmes.

## Current Position

7. The 2023/24 Round 1 bidding window opened in February 2023 and schools have now submitted their applications for City Premium Grant funding. These applications have now been processed and reviewed with the input of an independent third-party observer to ensure neutrality. The Education Strategy Unit reports that:
8. 86 applications were submitted from 12 schools. This is 18 more applications than received at this point in the previous cycle. 4 schools did not submit applications for grant funding. These schools have been contacted by the Education Strategy Unit to establish why no applications were made.
9. Of the 86 applications received, 53 requested City Premium Grant: Disadvantaged Pupils Grant funding, 18 requested City Premium Grant: Partnerships Grant funding and 15 requested City Premium Grant: Strategic Grant funding. Applications across the last two categories resulted in the creation of 33 unique project partnerships between schools.

10. Across all projects, the most frequently assigned impact measures are – Oracy, Fusion Skills, Wellbeing, Attainment and Motivation.
11. Collectively the applications reference 24,065 learner beneficiaries. This translates to an average of 280 learner beneficiaries per project. The average project cost per beneficiary is £445.
12. At present the total cost associated with proposed projects is £1,537,869. This represents 69% of the £2,226,000 available to the Family of Schools in the 2023/24 academic year.
13. Of the £1,537,869 associated with proposed projects, £1,324,223 is for projects requesting City Premium Grant: Disadvantaged Pupils Grant funding. £138,269 is for projects requesting City Premium Grant: Partnerships Grant funding. £75,377 is for projects requesting City Premium Grant: Strategic Grant funding. The Education Strategy Unit is currently investigating why there is a noticeable difference in the level of funding requested for projects associated with the City Premium Grant: Strategic Grant.
14. As is the case every year, the first round of awards has not fully utilised all available funding so the surplus will be used to facilitate a second round of funding later in the year. Current indications are that a sum of £688,131 will be available to fund this second round of bids. This is helpful in that it affords the opportunity to be reactive to fast developing features that may impact on schools and children later in the year that we cannot predict with accuracy (e.g. Covid19 and the impact of the Ukraine war on the cost-of-living crisis)
15. The applications have now been reviewed and the vast majority meet the criteria in place for this funding. In a small number of cases (12 projects), the Strategic Education and Skills Director has requested follow-up information from bid authors to ensure projects will maximise the impact they deliver.

## **Proposals**

16. For applications where follow-up information *has not* been requested, the Strategic Skills and Education Director suggests that funds be transferred to the relevant schools as soon as possible to maximise the project preparation time available in advance of the new academic year.
17. For applications where follow-up information has been requested, the Strategic Education and Skills Director suggests that on receipt of satisfactory responses from schools, funds are transferred to those schools as soon as possible to maximise the project preparation time available in advance of the new academic year.

## **Conclusion**

18. This report has updated Members with key information relating to the first round of City Premium Grant funding applications for 2023/24. It has then asked Members to delegate authority to the Chair and the Strategic Education and Skills

Director to distribute awards from the City Premium Grant: Disadvantaged Pupils Grant, the City Premium Grant: Partnerships Grant; and the City Premium Grant: Strategic Grant, in order to maximise the amount of project preparation time available to schools.

## **Appendices**

Appendix One: City Premium Grant 2023/24 - Allocations to the Family of Schools

Appendix Two: City Premium Grant 2023/24 - Project Proposals Overview

Appendix Three: City Premium Grant FAQ and Funding Cycle

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## Appendix One: City Premium Grant 2023/24 - Allocations to the Family of Schools

RECIPIENT	GRANT TYPE	TOTAL POSSIBLE AWARD
City of London Academy Southwark	Disadvantaged Pupils	£291,106.84
City of London Academy Highbury Grove	Disadvantaged Pupils	£217,225.36
City of London Academy Highgate Hill	Disadvantaged Pupils	£129,308.36
City of London Academy Islington	Disadvantaged Pupils	£200,533.75
City of London Academy Shoreditch Park	Disadvantaged Pupils	£161,471.04
<i>City of London Primary Academy Islington</i>	Disadvantaged Pupils	£22,500.00
Galleywall Primary School	Disadvantaged Pupils	£60,624.39
Newham Collegiate Sixth Form Centre	Disadvantaged Pupils	£84,375.00
Redriff Educational Trust	Disadvantaged Pupils	£55,687.50
The City Academy Hackney	Disadvantaged Pupils	£235,167.88
		<b>£1,458,000</b>
City of London Academy Southwark	Strategic	£48,590.95
City of London Academy Highbury Grove	Strategic	£35,347.41
City of London Academy Highgate Hill	Strategic	£19,787.04
City of London Academy Islington	Strategic	£27,770.73
City of London Academy Shoreditch Park	Strategic	£21,790.79
City of London Primary Academy Islington	Strategic	£6,950.51
Galleywall Primary School	Strategic	£10,331.84
Newham Collegiate Sixth Form Centre	Strategic	£20,538.44
Redriff Educational Trust	Strategic	£17,344.97
The Aldgate School	Strategic	£8,672.48
The City Academy Hackney	Strategic	£36,067.51
City of London School	Strategic	£31,872.16
City of London School for Girls	Strategic	£25,328.66
<i>City of London Junior School</i>	Strategic	£4,696.29
Freemans	Strategic	£28,334.28
<i>Christ's Hospital</i>	Strategic	£27,363.72

<i>King Edwards Witley</i>	<b>Strategic</b>	£13,212.23
		<b>£384,000</b>
City of London Academy Southwark	<b>Partnerships</b>	£48,590.95
City of London Academy Highbury Grove	<b>Partnerships</b>	£35,347.41
City of London Academy Highgate Hill	<b>Partnerships</b>	£19,787.04
City of London Academy Islington	<b>Partnerships</b>	£27,770.73
City of London Academy Shoreditch Park	<b>Partnerships</b>	£21,790.79
City of London Primary Academy Islington	<b>Partnerships</b>	£6,950.51
Galleywall Primary School	<b>Partnerships</b>	£10,331.84
Newham Collegiate Sixth Form Centre	<b>Partnerships</b>	£20,538.44
Redriff Educational Trust	<b>Partnerships</b>	£17,344.97
The Aldgate School	<b>Partnerships</b>	£8,672.48
The City Academy Hackney	<b>Partnerships</b>	£36,067.51
City of London School	<b>Partnerships</b>	£31,872.16
City of London School for Girls	<b>Partnerships</b>	£25,328.66
<i>City of London Junior School</i>	<b>Partnerships</b>	£4,696.29
Freemans	<b>Partnerships</b>	£28,334.28
<i>Christ's Hospital</i>	<b>Partnerships</b>	£27,363.72
<i>King Edwards Witley</i>	<b>Partnerships</b>	£13,212.23
		<b>£384,000</b>

## Appendix Two: City Premium Grant 2023/24 - Project Proposals Overview

PROJECT TITLE	LEAD SCHOOL	TOTAL COST	REMINDER SUMMARY
Voice 21	Galleywall Primary School	£14,000	As a Voice 21 Oracy School, each school will choose one of three pathways through which to develop their school's oracy provision and drive whole-school improvements in oracy. As part of each pathway, each school's Oracy Champions will benefit from an in-depth programme of professional development days and consultancy support (in school and online)
Access Project	City of London Academy Islington	£18,000	This is an ongoing programme of mentoring and tutoring of students in Years 10 to 13, that has a specific focus on encouraging students participation in higher education. Students are assigned a mentor who also provides tutoring in a target GCSE or A Level subject.
City Year	City of London Academy Islington	£56,000	City Year is a volunteering project that originated in the USA. They assign teams of volunteers to inner city schools with high levels of socio-economic deprivation. We have worked with the organisation for a number of years and the volunteers provide invaluable support in a number of ways; mentoring students at risk of disengagement, delivering or supporting with lunchtime and after school clubs and activities, reading programme, staffing enrichment and supporting on school trips etc.
Enrichment and Rewards Fund	City of London Academy Islington	£20,000	This fund will be used to fund students rewards for excellent progress, attainment, attendance and/or citizenship. It will also be used to subsidise the costs of trips and visits so that students who are eligible for free school meals can afford to take part. It will also be used to fund enrichment activities e.g. clubs etc
Think Forward	City of London Academy Islington	£16,000	This is an ongoing coaching programme that is focused on preventing students ending up as NEET (not in education, employment or training). We have an on-site coach who works with target students to ensure their ongoing engagement in education and who provides students with access to a range of work-related learning opportunities and support students to apply to college, apprenticeships, jobs, HE etc. Students start on the programme in in Year 9 and are supported up to the age of 21.
Wellbeing Fund	City of London Academy Islington	£30,000	We currently fund and wish to continue to fund a number of wellbeing projects; R-U-N mentoring programme, sessions with a child psychotherapist, mindfulness sessions for students and staff. These services have been particularly useful and beneficial in light of the significant increase in young people experiencing poor mental health, stress and anxiety. Although we already purchase additional time from CAMHs, this is not the most appropriate intervention for some of our students and even with additional time, it does not meet the demand we have for this form of support.

<b>The Access Project</b>	City of London Academy Highbury Grove	£15,000	In-school mentoring support is provided from a dedicated member of Access Project staff who is based in COLAHG and works with students on the programme. Additionally, a University Access Officer provides expert advice from year 10 to build students' knowledge and understanding of universities and courses, and provides one to one advice and support on applications and interviews. Organisation of visits to top universities and the running of a Law Society, a Medicine and Dentistry Society and an Oxbridge Society. Each student on the programme is matched with a volunteer tutor and weekly tutorial sessions take place across the school year in which the tutor addresses the topics that the students' teachers think they need most help with.
<b>MiSST</b>	City of London Academy Highbury Grove	£30,000	The MiSST project works within secondary schools with a disadvantaged and challenging student intake by providing funding for musical instruments but also support in the form of regular tuition, opportunities to perform, a residential and a programme of excellence.
<b>Coaching and Counselling Support Provision</b>	Newham Sixth Form	£102,000	Provision of Coaching, Counselling and family therapy services to all students at the college.
<b>Instrumental Programme</b>	City of London Academy Shoreditch Park	£65,000	The programme would see 100% of year 7 students (200 students), 50% of year 8 students (100 students), 25% of year 9 students (50 students), and 100% of GCSE and A-Level music students (approx. 55 students) receiving heavily subsidised instrumental tuition in small groups, pairs or individually depending on the year group.
<b>Intervention Tutors</b>	City of London Academy Shoreditch Park	£64,185	The aim of the tuition will be to ensure that all students meet their target grades and pass their English and Maths GCSE examinations, leading to COLASP meeting the whole school target of 90%
<b>Peripatetic Teacher - Year 7 Lessons</b>	City of London Academy Southwark	£15,000	Employment of peripatetic teacher to lead Year 7 musical instrument lessons  £15,000 towards supporting the above Year 7 lessons by the employment of peripatetic teachers to lead small groups. So, for example, if 10 Year 7 students learning the violin in a form group of 30 are showing increased proficiency in the instrument (or requiring additional support) there is an additional staff member who can support this group on a weekly basis.
<b>One-to-one Peripatetic Teaching - GCSE, A-level and FSM</b>	City of London Academy Southwark	£15,000	One-on-one peripatetic teaching for students, targeted towards GCSE and A-Level students and then student receiving FSM in Years 7/8/9.  £15,000 on one-on-one peripatetic students, targeted towards GCSE and A-Level students and then student receiving FSM in Years 7/8/9.
<b>VPA Productions Support</b>	City of London Academy Southwark	£10,000	Supporting the Visual Performing Arts whole school production, fashion show and three musical showcases.  £5,000 towards whole school production £2,000 towards a fashion show £3,000 towards three musical showcases

<p><b>Academic Intervention to Support exceptional outcomes (mainly in Year 11 and 13)</b></p>	<p>City of London Academy Southwark</p>	<p>£88,000</p>	<p>This money will go towards after school, weekend and holiday interventions to support students. It will be spent in two areas:</p> <p>£35,000 will go towards 1,000 hours of teacher directed intervention (£35 per hour). This will take place between January 2023 and May 2023.</p> <p>£8,000 towards the deployment of external providers to support with specific students in Maths and Science at GCSE (Pet-XI), and a handful of A-Level courses (Impress the examiner)</p> <p>£20,000 on Year 11 and 13 revision guides - every subject, every student. £20,000 on half-termly printed KOs for students in Years 7/8/9. £5,000 to run a Year 10-13 Oxbridge Pathway Programme for top students</p>
<p><b>Rewards and Enrichment opportunities for current CoLA students</b></p>	<p>City of London Academy Southwark</p>	<p>£78,000</p>	<p>Rewards and Enrichment opportunities for current CoLA students. The money will be spent on a number of enriching activities:</p> <ol style="list-style-type: none"> <li>1. £25,000 to support all students in the academy to go on a West End Theatre Visit. This will be done through form groups and will be a Wednesday afternoon matinee performance.</li> <li>2. £15,000 to be spent supporting the three Drop Down Days as well as our ""Every child out of London"" Adventure Week in July 2024.</li> <li>3. £12,000 to be spent on University open days transport and an overseas trip to Rome (History, Philosophy, Science, Art links)</li> <li>5. £10,000 to be spent on student rewards and reward trips. This ranges from half-termly hot-chocolate and doughnuts for the highest attending students to adventure day visits for students with the highest house points. A big focus in 2023/24 will also be on core-knowledge parties and Year 7/8/9 Graduation ceremonies.</li> <li>5. £6,000 towards a prom event for Year 11 (£3k) and Year 13 (£3k) to support their 'rite of passage' movement from CoLA after their exams.</li> <li>6. £10,000 towards the delivery and management of DofE</li> </ol>
<p><b>Pastoral support for students whose behaviour is hindering their progress at the academy.</b></p>	<p>City of London Academy Southwark</p>	<p>£50,000</p>	<p>Pastoral support for students whose behaviour is hindering their progress. This money will be spent on two projects.</p> <ol style="list-style-type: none"> <li>1. £20,000 to fund five Gap-Year students, much like the City Year Programme - but run in house.</li> <li>2. £25,000 towards the running of pastoral interventions to support students who are at risk of suspension and/or failing to fulfil their potential. We have run a number of programmes this year and will look to continue those which have a proven record of having an impact.</li> <li>3. £5,000 for additional SEN intervention, for example speech and language therapy"</li> </ol>
<p><b>New Year 7 Summer School</b></p>	<p>City of London Academy Southwark</p>	<p>£14,000</p>	<p>"We invite our new Year 7 cohort into the academy for four days in the late summer to induct them into the ways of the academy, expectations, our values etc... before they join.</p> <p>The £14,000 is approximately 18 staff being on the school site for 4 days running the programme. Staff are paid £200 a day. "</p>

<b>Reading Support</b>	City of London Academy Southwark	£2,000	Support for the reading programme at CoLA £2,000 - Improve the diversity of the reading books that we have, and order new sets where required. £2,000 - Pay for resources for World Book Day including authors to come in for WBD to support students.
<b>6th Form Reading Resources</b>	City of London Academy Southwark	£2,000	£2,000 - Improve the quality of the 6th Form resource centre
<b>Robotics Club</b>	City of London School for Girls	£16,681	An after-school club based on robotics led by a CLSG teacher/ specialist with 6 years of experience of leading robotics provision at CLSG to take place at Aldgate School and COLPAI.
<b>Family of Schools Inspirational Collaborative Conference</b>	City of London School for Girls	£15,000	Students will be inspired and challenged in a series of dynamic sessions led by leaders in the field. Working collaboratively in mixed school tables of 10, they will explore the ideas presented by inspiring speakers, such as Rachel Sylvester of the Times Commission on Education, Will Gompertz, director of the Barbican and Camilla Cavendish, FT journalist and former head of Number 10 Policy Unit. They will be challenged to tackle and offer solutions to key issues, such as the future of work, AI, sustainability and curriculum reform. Pupils will also have bespoke panel discussions on climate change and the future of the creative arts.  To encourage young people to work collaboratively and to grapple with some of the major issues facing their futures. To gain confidence to articulate, challenge and extend their thinking. To develop their oracy skills as a key tool for social mobility.
<b>Leadership Interactive Workshop</b>	City of London School for Girls	£4,750	Pupils from partner secondary schools will be invited to collaborate with each-other in a one day interactive externally led workshop on leadership, building youth voice, leadership and oracy skills. Pupils will receive individualised, bespoke feedback and advice from expert trainers.
<b>Latin Partnership Teaching</b>	City of London School for Girls	£4,656	The central aim of this initiative is to provide additionality to pupils' core curriculum outside the school day to enhance cultural capital and exposure to different subjects.
<b>Access to BMAT, LNAT, UCAT courses</b>	City of London School for Girls	£5,280	To provide additional support for pupils seeking to access aspirational Higher Education and career paths for pupils in our partner schools. Pupils from state partner schools can access the BMAT, LNAT and UCAT as part of their preparation for competitive higher education options, building confidence and experience.
<b>Arts and Outdoor Learning Curriculum Enhancement</b>	Redriff Primary	£55,238	Arts & outdoor curriculum additionality will be delivered through enhanced opportunities and experiences for all pupils across the whole school. This will include specialist music provision - Southwark Music Service - £3,5000. Specialist arts provision and projects - Bow Arts - £15,000. School Gardener - Contribution towards Global Generation/Paper Garden - £5,238
<b>Attendance Rewards</b>	City of London Academy Highgate Hill	£15,000	To create a culture of reward and praise to promote excellent attendance and reduce Persistent Absence figures across all year groups. Improving attendance, and reducing persistent absence through rewards. Students who achieve 100% attendance in a term as well as PA students who make improvement in attendance will be rewarded. Rewards include a trip to Thorpe Park. The goal is to drive equality of opportunity by promoting social mobility through attendance.

<b>Boxing Enrichment</b>	City of London Academy Highgate Hill	£6,000	Students develop their physical well-being through the sport of boxing, learning the skills and discipline needed within the sport. The sessions will run during enrichment lessons and be open to students from years 7 - 10. 12 sessions a year would take place at the Islington boxing club allowing the students to experience a working boxing gym. As the students would have selected to attend the sessions the coaches are also able to talent spot and invite the students to attend sessions outside of school hours and pursue the sport more seriously.
<b>MiSST</b>	City of London Academy Highgate Hill	£20,000	MiSST to continue to work in partnership with COLAHH and to ensure sustainable music provision and excellence in music. The aims are: 1) To provide funding to schools in disadvantaged communities to enable all students as they enter their secondary school to be given a classical musical instrument along with regular group tuition and the opportunities to perform. 2) To improve the quality of teaching, learning and leadership of music through high quality staff training which increases knowledge, understanding and skills, enabling schools to have the tools to develop the programme further.
<b>Boxing Therapy</b>	City of London Academy Highgate Hill	£2,150	Selected pupils will take part in a 1 hour session, once a week, with a qualified member of staff from Islington Boxing Club. At many of the sessions the coach will be speaking to the pupils and explaining how to channel their anger in a way that could be positive to them rather than disruptive and become a type of mentor and role model in group discussions and one to one if needed. The very essence of boxing training and the discipline that it requires is aimed at helping the pupils understand, respect and control their anger.
<b>Debate Mate</b>	City of London Academy Highgate Hill	£2,150	As part of a weekly enrichment, students will have the opportunity to learn debate and public speaking skills with trained Debate Mate mentors. Students will build their debating skills and etiquette through discussing thought-provoking and relevant topics. Students also have the opportunity to attend Debate Mate run competitions across London and to debate with students from schools across the country.
<b>Reading Incentive Programme</b>	City of London Academy Highgate Hill	£4,500	To continue to develop and enhance the reading for pleasure ethos, making reading meaningful, enjoyable and expanding the 'real readers' culture already embedded at COLAHH. Students will embark on a reading journey and ascertain, through community recognition with the 'National and Islington Borough' aspect of the reading road map, a link to particular locations within the choice of genres, each representing reading level challenge in support of student developmental and experiential learning, which will enhance literacy skills across the curriculum subject areas.
<b>Green House</b>	City of London Academy Highgate Hill	£25,000	Students develop their physical well-being through the sport of basketball, learning the skills and discipline needed within the sport. The sessions will run before school, during lesson time and enrichment lessons and be open to students from years 7 - 11. As the students would have chosen to attend the sessions outside of curriculum hours. The coaches are also able to talent spot and invite the students to attend sessions outside of school hours and pursue the sport more seriously. Coach will also work with selected individuals and groups in mentoring and intervention.



<b>Early Intervention</b>	City of London Academy Highgate Hill	£36,000	Extend one contract of one to one teachers as to continue the provision of extra support for students who are underachieving in English across the academy through one to one support. Provision of one to one support for students who are at risk of not meeting their targets in English. Identified students will receive 1 hour of one to one tuition in English on a weekly basis for a year. One to one teachers will deliver intervention based on students' personalised learning needs.
<b>GCSE Revision Residential</b>	City of London Academy Highgate Hill	£20,000	<p>Key marginal and disadvantage students will be taken on residential for 10 days; this is to provide structured environment during the most crucial time of the GCSE period. Majority of the targeted students don't get the structure and conducive environment to study at home. Students will receive intensive evening and weekend intervention during their stay.</p> <p>Students are removed from all distractions, mobile phone and social media usage highly monitored. Night before exams is spent on guided revision. This was been extremely successful last year. One to one, group and collective tuition as well as supervised independent study will be provided. Reduced usage of mobile phones and social media. Students will also participate in physical activities after school each day to promote their wellbeing- Gym sessions, swimming. Mindfulness will also be provided during this period.</p>
<b>CERN</b>	City of London Academy Highgate Hill	£12,000	This visit to CERN in Switzerland offers free guided group tours, including visits to state-of-the-art control rooms, research facilities and engineering facilities. Additionally, there are exhibitions on particle physics such as visualisations of subatomic particles and the laws that govern them. CERN is a world-leading institution in terms of research, employing renowned specialists, which include Nobel laureates. Such an environment would provide unparalleled motivation to a group of aspiring scientists, engineers and software developers. The goal is to encourage students with a passion for physics to further explore their interests and dig deeper into higher-level physics concepts - perhaps even to an undergraduate level.
<b>Philosophy Enrichment</b>	City of London Academy Highgate Hill	£2,000	We propose to bring in a Philosophy Specialist (PHD student at UCL) to ICS in collaboration with HCS (COLASP) for a 10-week enrichment programme. This comprises of ten 2-hour sessions focused on nurturing students' interest in the subject and encouraging intense critical thinking. Since ICS/HCS does not currently offer A-level Philosophy, we believe that this initiative will have a significant impact on the development of core Fusion Skills among our pupils, including problem solving and oral communication skills.
<b>KS5 Small Group Intervention</b>	City of London Academy Highgate Hill	£6,000	We propose a partnership between ICS and HCS (COLASP) to bring in tutors from Imperial College, London, to raise academic attainment for underperforming students after school. The initiative offers small group weekly sessions with tutors from Imperial College who will draw upon their knowledge to review identified learning gaps. The sustained tuition programme will also help raise self-confidence and self-esteem. In addition to improving understanding of A-level topics, certain students will have the opportunity to explore undergraduate level concepts beyond the standard specification, useful for competition-style exams and university entrance papers.



<b>MedSoc</b>	City of London Academy Highgate Hill	£1,000	ICS/HCS (COLASP) MedSoc would like to collaborate with UCL Medicine Society for bespoke masterclasses/workshops. The aim of this partnership would be to enable our prospective medical students to develop the fusion skills necessary to thrive in a career in medicine, whilst also providing them with insight into the realities of medicine.
<b>Oxford University Museum of Natural History Visit</b>	City of London Academy Highgate Hill	£1,200	ICS/HCS (COLASP) would hugely benefit from a trip to Oxford University Museum of Natural History to complete a PCR experiment in a laboratory. Such a trip would promote the notion that science at Oxford is an attainable goal that students of all backgrounds can strive for. It is important that students are aware of what studying Biology at institutions such as Oxford is really like, as they are rarely exposed to such environments and therefore may struggle to aspire towards doing so.
<b>GCSE Exam Skills/Wellbeing Workshops</b>	City of London Academy Highgate Hill	£5,000	A series of targeted workshops from ExamStudyExpert which focuses on the 'science of learning'. The sessions would focus on Y11 students at COLAHH and COLAHG. It would involve assemblies/masterclasses focused on these areas 1) motivation and stress 2) smarter study habits 3) memorise faster 4) ace the exam. In addition to whole cohort assemblies, the schools would target pupils who have been identified as suffering from exam anxiety.
<b>Wales Trip</b>	City of London Academy Highgate Hill	£11,000	A week long trip to Wales (Ogwen) with the Outward Bound Trust targeting 40 Y7-10 students across both schools. This would be run in conjunction with COLAHG. This trip would provide selected students with an opportunity to leave their urban area to experience the outdoors. It would target students who may not otherwise have the opportunity to pursue such experiences. It includes a range of team building activities with a focus on building resilience through outdoor learning.
<b>Parliament Trip</b>	City of London Academy Highgate Hill	£1,000	The Parliament Trip/Afternoon Tea with Team Global is an initiative proposed in partnership with Shoreditch Park to provide a unique opportunity for pupils to develop their fusion skills in communicating, collaborating and engaging in discussions with Members of Parliament and other policymakers. Additionally, the afternoon tea will provide pupils with the chance to meet professionals from a range of backgrounds, demystifying prior conceptions. The intended outcomes of the initiative are to develop pupils' resilience, problem-solving, creativity and critical thinking skills. The experience will provide pupils with an understanding of the democratic process and importance of civic agreement in the world of work.
<b>Bar Mock Trial</b>	City of London Academy Highgate Hill	£200	Our proposal involves bringing a Lawyer to ICS to conduct a Bar Mock Trial, aimed at developing students' oracy and critical thinking skills, whilst also providing an insight into the legal profession. The idea would be for a specialist to plan and deliver this. Currently, only 26% of Law's top judges come from state-educated backgrounds, a concerning statistic that we aim to tackle through this initiative. Many students from disadvantaged backgrounds may feel like they lack the connections to enter such a competitive field, and we hope that this event will provide them with the confidence they need to pursue a legal career. In addition to ICS students, we are also inviting students from The NCS and COLASP to participate, providing them with an opportunity to nurture their skills in unfamiliar environments.

<b>COLAT Bake-Off</b>	City of London Academy Highgate Hill	£200	We are planning on hosting a bake-off where different COLAT schools compete with one another for the top prize. We would be organising this as a wellbeing activity. Students would be given set ingredients and would have to come up with a creative bake.
<b>Easter GCSE Booster Revision Course</b>	City of London Freeman's School	£15,700	A three-day residential GCSE mathematics and English booster revision course taking place at Easter 2024, at City of London Freeman's School. Five City of London Academies will select up to ten Year 11 students to attend, who are currently working at grade 6/7 in maths and/or English but are capable of achieving grade 7/8.
<b>City Primary Sports Day</b>	City of London Freeman's School	£11,800	To host a sports day at City of London Freeman's School for all Year 6 pupils from the six primary-phase City Schools. Improve self-esteem and help pupils' feel better about themselves. Promote teamwork (teams will comprise of pupils from more than one school). Develop leadership skills (older students from Freeman's will be involved throughout the day). Help reduce stress and improve overall mental health and sense of wellbeing. Girls will be given equal opportunities to participate in all activities. Focus on developing skills required for secondary school sport.
<b>Primary Author Visit</b>	City of London School	£1,500	To enable pupils to participate in a live author talk, asking questions and learning about the craft of writing. To participate in workshops to develop their own writing (one school). All pupils will learn from and ask questions of a professional writer, considering identity, inspiration and creativity. All pupils will take home a new signed novel to read.
<b>Family of Schools Debating Competition</b>	City of London School	£1,000	To teach pupils the fundamental rules of debating, building pupil voice, oracy and cultural capital. To enable pupils to work in mixed school teams to collaborate and compete. Pupils will experience and participate in a range of debates with expert guidance in mixed school teams. Prizes will be awarded and pupils will have individual feedback from judges. The day will have significant opportunity to develop oracy and collaborate with others.
<b>Oxbridge Interview Support Day</b>	City of London School	£5,125	Five pupils from each of our state partner schools have been invited to take part in an externally run series of workshops and individual subject-specific Oxbridge mock interviews. This will develop pupils' experience of challenging questioning in their subject area by interviewers directly involved in the admissions process with feedback provided.
<b>Year 12 Climate Conference</b>	City of London School	£2,000	50 year 12 pupils will come together at City of London School for a one day climate conference featuring a key note speaker and a Mock Cop 27 led by Inter Climate Network. The event is planned to build on pupils' awareness of climate issues raised in COP 27 and will facilitate opportunities for pupil voice, team working and collaboration, enabling interested pupils to disseminate their learning back at school via eco-committees.
<b>Primary Summer School</b>	City of London School	£4,500	To enrich and extend primary pupils' curriculum and cultural learning, with an explicit focus on oracy. To enhance school readiness and support pupils in the return to school with enhanced academic, social and cultural capital. All pupils will have additional summer learning in literacy, maths and secondary-led subjects. All pupils will have the experience of learning in a secondary environment. All pupils will take part in a cultural day, building their cultural capital

<b>Islington Library Service</b>	Galleywall Primary School	6,000	Redriff and Galleywall would subscribe to Islington Library Service and borrow artefact resources to enhance our teaching of humanities, science, RE as well as a huge range of story props and toys to support literacy topics and creative play. We believe object handling is an active form of learning that engages and inspires pupils and adds an extra dimension to teaching.
<b>EAL Flash Academy</b>	Galleywall Primary School	2,180	Use of FLASH Academy EAL programme to support children who are new to English or have English as additional language. Providing independent support for pupils in KS1 and KS2 to learn social and curriculum vocabulary, grammar, phonics, and handwriting. In addition to this programme, an EAL Lead for each of the schools at COLPAI, Galleywall and Redriff, will support in the delivery of work with parents and linking it back into the classroom.
<b>Y6 Easter Revision Classes</b>	Galleywall Primary School	6,000	Galleywall and Redriff will collaboratively run a three day Year 6 revision course in small groups during the Easter break. Sessions would be targeted at pupil premium, vulnerable children and children at risk of not meeting their predictions. These sessions will be designed to help children attain and improve their attainment in Reading, Maths and Spelling Punctuation and Grammar. This additional provision will enable us to fine tune and direct teaching in order for them to achieve their maximum potential.
<b>Talk Boost</b>	Galleywall Primary School	28,000	Teaching Assistant used to support communication throughout Rec & Year 1- including specific interventions for children (Talk Boost), phonics booster, working with parents to support speech and language needs
<b>Small Group Teaching</b>	Galleywall Primary School	34,000	To use an intervention teacher for small group teaching for children at risk of not meeting expectations. Small group teaching allows for a more tailored approach and giving children the time and attention they need to further develop their Maths. Historically, this has really supported children's rapid progress. This includes children whose parents may not have the time to provide support at home.
<b>Embedding Tackling Play Poverty</b>	Redriff Primary	£4,227	Galleywall and Redriff will work with Opal (a specialist play organisation) to continue to significantly improve our play offer. Furthermore, we will work in partnership to develop our play offer including collaborative planning, development and reviewing across the year as well as the sharing of successes and challenges, resources, learning.  Throughout the year we will also work together to identify and acquire specialist resources that children can use in their play. As a result of this project, children will learn to play, risk assess and develop key skills, such as: negotiating; sharing; problem solving; cooperation and collaboration. As well as giving them heightened confidence, this will support children's behaviour across the school which in turn will impact positively on learning that happens within the classroom.

<b>Debate Mate Primary and Voice 21 CPD</b>	Redriff Primary	£18,000	<p>In this project, Galleywall and Redriff will engage with two elements of the Debate Mate Primary programme as well as CPD provided by Voice 21.</p> <p>1. A 17-week core programme of university mentors working with 18 pupils in an after school club to develop their debating skills and preparing them for national competitions.</p> <p>2. A 17 week accelerate programme of specially trained university mentors working with 8 pupils with challenging behaviour who are identified as at risk of becoming disengaged with education.</p> <p>3. To ensure oracy development is embedded in practice and has a whole school sustainable impact, the final element of this project is CPD through Voice 21.</p>
<b>School Journey to France</b>	Redriff Primary	£5,000	<p>Redriff aim to take all 90 Y6 pupils on a School Journey to France, through the School Journey Association. When children are offered the opportunity of matching the curriculum to the real world through first hand learning experiences, it enriches their lives, encourages personal development and helps them achieve a greater sense of independence. The France journey is planned to align with their learning on WW2 as well as play a key role in developing personal attributes and skills to support with their transition to KS3. Galleywall will collaborate in the organisation in order to learn how to deliver in their school next year.</p>
<b>School Journey Contributions</b>	Redriff Primary	£13,047	<p>Contribution to cost of residentials and school journeys across Redriff and Galleywall to allow as many children as possible to access school journey opportunities and reduce cost to families especially for our most disadvantaged pupils. Y4 Redriff - Sayers Croft - 3 days (60 pupils). Y5 Redriff - Marchant's Hill - 5 days (90 pupils). Y6 Galleywall - Isle of White - 5 days (60 pupils).</p>
<b>Work Experience</b>	The City Academy Hackney	£20,000	<p>To offer high quality work experience opportunities for all year 10 and 12 students in line with Gatsby benchmarks. (190 year 10 pupils; 110 year 12 pupils)</p>
<b>Duke of Edinburgh Award</b>	The City Academy Hackney	£10,000	<p>To ensure all 6th form students achieve the Duke of Edinburgh qualification (minimum bronze award) and to develop collaboration, confidence and cultural capital in year 12. (Impacts 110 year 12 students)</p>
<b>Be Her Lead</b>	The City Academy Hackney	£3,000	<p>To develop and empower KS5 female students to provide leadership and peer support to younger students via the "Be Her Lead" project (Impacts 20 pupils)</p>
<b>Outward Bound Residential</b>	The City Academy Hackney	£13,000	<p>To develop resilience and independence for 30 yr7/8 students via a high-quality outward bound residential.</p>
<b>Residential Trip: France</b>	The City Academy Hackney	£12,000	<p>To support the development of language learning for all students studying GCSE French, regardless of their background or financial circumstances, through a subsidised residential trip to France</p>
<b>Residential Trip: Spain</b>	The City Academy Hackney	£24,000	<p>To support the development of Spanish language learning for all students, regardless of background or financial circumstance, through a subsidised residential experience in Spain</p>

<b>Year 12 France/Spain Work Experience Residential</b>	The City Academy Hackney	£9,000	To support the development of French or Spanish language learning at A level through subsidised residential work experience placements in the relevant country.
<b>Alternative Provision: COLAT Apprenticeship Academy</b>	The City Academy Hackney	£18,000	To support the provision of a high-quality, high-expectation trust-wide alternative provision for students at risk of permanent exclusion
<b>Easter Revision School</b>	The City Academy Hackney	£10,000	A programme of targeted revision sessions for GCSE & A level students during the Easter holiday. Intended outcome: to raise attainment and achievement in these core subjects for students who need extra support to make progress.
<b>Aim Higher Saturday School</b>	The City Academy Hackney	£17,000	To provide targeted intervention sessions for Year 11 students in English, maths and science on Saturday mornings. Intended outcome: to raise attainment and achievement in these core subjects for students who need extra support to make progress.
<b>Music Tuition: Project Band</b>	The City Academy Hackney	£62,000	To enable all students in year 7 to access music tuition and learn to play a musical instrument. To support the ongoing music lessons of successful music scholars through KS3 & 4 enabling the school orchestra and brass ensemble to flourish and providing all students, regardless of background or family income, with the opportunity to access high-quality, specialised music tuition (Impacts 190 year 7 pupils and 50 music scholars across years 8-11)
<b>Middle Leaders Residential Training Weekend</b>	The City Academy Hackney	£16,000	Provide high-quality CPD for key staff members, improving efficacy and increasing staff retention
<b>A-Level STEM Tuition</b>	The City Academy Hackney	£6,000	To provide 1-1 A level tuition in STEM subjects in partnership with Imperial College. The tuition is designed to support students to achieve excellent outcomes in their A level exams and to build cultural capital.
<b>Teaching &amp; Learning Coaching Programme</b>	The City Academy Hackney	£5,000	To work with the teaching & learning coach at Newham Collegiate 6th form to develop capacity and efficacy in our T&L team, building teacher expertise, particularly for Early Careers Teachers and less experienced teachers.
<b>Activities Week</b>	City of London Academy Highbury Grove	£20,000	Activities Week: to provide additional financial support to the Academy and its students to provide a broader range of enriching opportunities that would otherwise be unavailable to them due to socio-economic status.
<b>Year 11 Support</b>	City of London Academy Highbury Grove	£23,500	Study Skills workshops for targeted students. All students given revision guides and revision workbooks in the Autumn term – all students able to access the full range of revision materials required to prepare for their exams. All students have access to Maths Watch and Hegarty Maths. Seneca Learning used as an additional revision tool across all subjects, and Tassomai & Kerboodle used in Science to address gaps in learning. Data analysis using the platforms will enable effective targeting of students and topics in lessons and intervention sessions.
<b>In-house Revision</b>	City of London Academy Highbury Grove	£15,000	In-school intervention sessions at weekends, February Half Term (delivered remotely) and Easter Holiday (face to face). Library late opening cost. Provision of snacks/drinks to enable Year 11 students to stay on-site for Period 6 extra revision sessions 3 days per week.

Student Leadership	City of London Academy Highbury Grove	£1,000	To offer our student leaders bespoke training by external providers to ensure all student leaders have sufficient training to support them in effectively carrying out their roles within the Student Union Structure.
Careers	City of London Academy Highbury Grove	£5,000	To offer our students appropriate careers guidance at key transition points in their education in addition to ensuring all staff are adequately trained in delivering their subject-specific curriculum with a clear careers learning strand.
Rewards	City of London Academy Highbury Grove	£4,500	Rewards to uphold good behaviour with a culture of praise. A reward system that permeates through every lesson or activity throughout the Academy. Students should feel affirmed through daily, weekly and termly awards, contact with parents, and regularly updated displays. Through this, students will feel encouraged to continue to pursue excellence throughout their time at the Academy.
Pre-Apprenticeship Pathway	City of London Academy Highbury Grove	£10,000	Reduction in the number of permanent exclusions. Increased attendance and punctuality. Improved attainment and progression routes. Improved pastoral care.
City Year	City of London Academy Highbury Grove	£72,000	Increase support in the classroom of identified students. Improvement in behaviour in key focus group students. Increased attendance in targeted group of students. Support of students achievement and progress with mentoring and counselling improved individual wellbeing, confidence and motivation to succeed. Support with clubs and enrichment activities – Science club, Swimming, Art project, homework club and music choir.
Urban Hope	City of London Academy Highbury Grove	£15,000	A reduction in the number of incidents of students being parked. Raising the aspirations and attainment of identified groups Year 7-11 Increased self-regulation of students.
Freemen's Global Summer School - COLA Highgate Hill	City of London Freeman's School	£6,300	Two Year 10 students from City of London Academy Highgate Hill will be invited to attend the Freeman's Global Summer School, which takes place across <b>three weeks</b> in the summer holidays. Students will be presented with many opportunities to gain 'life' skills such as cooking, first aid and money management, whilst making new friends from around the world. The summer school is aimed at academic students who may be considering applying to some of the top universities in the UK. Students will build leadership competence in collaborative tasks and develop essential personal skills, setting the foundations for university and beyond. City students will board at Freeman's for the duration of the course, along with attendees from a wide range of other countries.
Freemen's Global Summer School - COLA Shoreditch Park	City of London Freeman's School	£6,300	Two Year 10 students from City of London Academy Shoreditch Park will be invited to attend the Freeman's Global Summer School, which takes place across <b>three weeks</b> in the summer holidays. Students will be presented with many opportunities to gain 'life' skills such as cooking, first aid and money management, whilst making new friends from around the world. The summer school is aimed at academic students who may be considering applying to some of the top universities in the UK. Students will build leadership competence in collaborative tasks and develop essential personal skills, setting the foundations for university and beyond. City students will board at Freeman's for the duration of the course, along with attendees from a wide range of other countries.

## Appendix Three: City Premium Grant FAQ and Funding Cycle

### What is the City Premium Grant?

The City Premium Grant is an annual grant to the City Corporation's sponsored academies, and special grants around strategic and partnership projects across the Family of Schools. Decisions on the grant are delegated to the City Corporation's Education Board with operational responsibility owned by the Education Strategy Unit.

### What is the purpose of the City Premium Grant?

The City Corporation is committed to deliver a tripartite of strategies<sup>1</sup> 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".

The City Premium Grant is an annual grant to provide financial support to academies towards programmes and activities which will deliver the aims of the strategies, in particular:

- Developing pupils' Fusion Skills (e.g. oral communication, collaboration and teamwork, initiative, problem solving, creativity)
- Improving teaching and learning practices
- Driving equality of opportunity by promoting social mobility and good health and wellbeing
- Providing opportunities for pupils to experience the world of work
- Providing opportunities for pupils to access culture, and for teachers to use culture and creativity as tools in teaching and learning

<sup>1</sup>*The Education Strategy 2019-23, The Skills Strategy 2019-23 and The Cultural and Creative Learning Strategy 2019-23.*

### What can the City Premium Grant be used for?

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. For example: building works, computer hardware, software and telephony, staffing, basic stationary such as paper and pens, and school meals cannot be included in a school's bid.

Instead, the grant should be used for resources or activities which are '**additional**' to those already provided under regular day-to-day circumstances, for example: bespoke projects for targeted groups of pupils, trips and visits, Continued Professional Development (CPD) for teachers, additional staffing for revision sessions, additional arts and cultural provisions, offers to broaden the curriculum, and resources to enrich aspects of the curriculum.

### How are the funds received?

As of March 2022, the City Premium Grant has been divided into **three** separate funding streams.

#### 1) City Premium Grant: Disadvantaged Pupils Grant

- This is an amount based on the number of pupil premium or equivalent (PP) pupils in each sponsored academy.
- The amount per school is calculated each December based on the census return for the school. Note that this will be calculated on the current year's number of PP and applied to the funding agreed in March each year for the following academic year. So, for example, if the 2021 census showed that school X had 220 PP in December 2021, this figure would be used to calculate the amount that the school will be allocated for the 2022-23 academic year.
- Schools will be informed of their allocation in February and have to present a costed plan for how the money will be used for the next academic year in March. A digital form will be provided for this purpose.
- Education Board will decide if the proposed plan meets the goals and intended outcomes of the City Premium Grant and if so, will approve the release of funds.
- The funds should be in the school's account by May or June, before the start of the new academic year.

#### 2) City Premium Grant: Partnerships Grant



- Every December, a single amount will be agreed and released as a competitive Partnerships Grant.
- Across the Family of Schools (including academies, schools and independent schools) , collaborations will be encouraged to apply for grants on a digital form.
- All grants need to involve at least two or more schools and can involve all the Family of Schools.
- Proposals can be designed to address particular skills, issues, needs, priorities, subject/s, learning phase/s, projects, staff development goals, youth generated learning, curriculum goals and so on.
- Bids can be small or up to the full amount of the grant for any one year.
- We warmly welcome bids developed by teachers or even by students.
- A panel will judge the bids and make recommendations to Education Board
- Education Board will decide if the proposed plan meets the goals and intended outcomes of the City Premium Grant and if so, will approve the release of funds.
- Depending on the nature of the bid, the funds should be in CoLAT's or the schools' accounts by May or June before the start of the new academic year.

### **3) City Premium Grant: Strategic Grant**

- Every December, a single amount will be agreed and released as a Strategic Grant.
- The strategic grant will be linked to a core general priority or priorities identified across all the Family of Schools (including academies, schools and independent schools) and directly linked to the tripartite group of strategies. For example, pupil wellbeing could be identified as a priority, or SEND, or the performance of boys, or environmental education and so on.
- The strategic priority area will be based on a combination of need identified, the views of the Heads and other forums, and through evidence from the Education Strategy Unit.
- All grants need to involve at least two or more schools and can involve all the Family of Schools.
- A paper will make recommendations to Education Board.
- Education Board will decide if the proposed plan meets the goals and intended outcomes of the City Premium Grant and of the strategies and if so, will approve the release of funds.
- Depending on the nature of the proposal agreed, the funds may be held centrally to support delivery, released to CoLAT, or to the schools' accounts by May or June before the start of the new academic year.

#### **How much can I receive?**

The size of the grants will vary from year to year in each of the three grants, but the overall envelope of funds will be the same or greater.

Based on PP numbers some schools may receive more than they have in previous years and others may receive less.

All schools in the Family of Schools can apply to the Partnerships and Strategic grants as well as their dedicated school grant.

#### **Do we need to be accountable?**

Yes, no matter what grant you are applying for you will be required to complete the digital application forms and also answer fully the digital impact reporting and evaluation.

Failure to be accountable or to evidence outcomes and impact may result in the school being ineligible for applying for additional funds the following year. Support will be provided to assist with ensuring schools focus on impact and value for money in their decision making and reporting.

#### **What happens if we change our minds or don't spend all the money?**

If it is necessary to change the scope and nature of what you proposed in your bids, there will be a digital form to complete to indicate the changes. You will need to complete this variation form for any significant changes.

The grant money should have separate account references in your accounts to make reporting easier.

Any unspent monies will be re-claimed centrally and reallocated to areas of need following the final reporting.

The City of London also reserves the right to claw-back significant underspends against the grants at the end of each financial year.

#### **Who can I contact for support?**



If you have any queries on the City Premium Grant process, and/or require support completing your application, and/or evaluating the impact of your school's activities or projects, please contact the Education Strategy Unit which can support you to benefit from external expertise if required.

**What is the timeline of the process?**

Grant type	Who can apply?	When to apply?	When will I know the results?	When do I need to finalise the impact evaluation/s?
<b>City Premium Grant: Disadvantaged Pupils Grant</b>	<b>Academies only</b>	<b>February 2023</b> , when you will be told the total amount for your school.  You will have four weeks to complete the online application form.	<b>April 2023</b> , following the decision by Education Board. You should receive the funds in your school's account by <b>May or June 2023</b>	<b>October 2024</b>
<b>City Premium Grant: Partnerships Grant</b>	<b>The Family of Schools</b>	<b>February 2023</b> , when you will be told the overall grant size that can be applied for.  You will have six weeks in total to form a collaborative partnership and complete the online application form.	<b>April 2023</b> , following the decision by Education Board. You should receive the funds via CoLAT or via direct transfer to the school's account by <b>May or June 2023</b>	<b>October 2024</b>
<b>City Premium Grant: Strategic Grant</b>	<b>The Family of Schools</b>	<b>February 2023</b> , when you will be told the overall grant size that can be applied for, and also the strategic themes.  You will have six weeks in total to form a collaborative partnership and complete the online application form.	<b>April 2023</b> , following the decision by Education Board. You should receive the funds via CoLAT or via direct transfer to the school's accounts by <b>May or June 2023</b> . Alternatively the grant may be held and delivered centrally depending on the nature of projects proposed.	<b>October 2024</b>

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<b>Committee(s):</b> Education Board	<b>Dated:</b> 24/04/2023
<b>Subject:</b> Pupil Planning and Projections	<b>Public</b>
<b>Which outcomes in the City Corporation’s Corporate Plan does this proposal aim to impact directly?</b>	3 & 4
<b>Does this proposal require extra revenue and/or capital spending?</b>	N/A
<b>If so, how much?</b>	N/A
<b>What is the source of Funding?</b>	N/A
<b>Has this Funding Source been agreed with the Chamberlain’s Department?</b>	N/A
<b>Report of:</b> Director of Community and Children’s Services	<b>For Information</b>
<b>Report author:</b> Scott Caizley, Lead Policy Officer (Education, Culture and Skills)	

## Summary

This report is to inform Members on pupil projections of demand for school places across the London local authorities where there are City of London Corporation (CoLC) sponsored academies

## Recommendation(s)

Members are asked to:

- Note the report.

## Main Report

### Background

1. Local Authorities (LAs) have a statutory duty under Section 14 of the Education Act 1996 to ensure sufficiency of school places for its resident children. Failure to fulfil this obligation carries serious consequences, including adverse publicity and legal challenge.
2. As set out in its non-statutory guidance, the Department for Education (DfE), LAs are required to provide, for each school within each pupil planning area (PA), information about the number of registered pupils and the capacity of schools in their area.

3. The annual returns also include LAs own forecasts of pupil numbers, at PA level, by year group for whom primary and secondary education will need to be provided. This data is then published in the 'School capacity' statistical releases which includes place planning tables showing modelled estimates of places needed to meet future demand.
4. The DfE also uses the data in the calculation of future Basic Need capital funding allocations to aid departmental monitoring of local authority sufficiency and to support a range of policy developments and operational decisions.
5. In short, pupil projection refers to the process of estimating how many pupils a local area and/or school is likely to have in the future. In contrast, pupil planning refers to the process of using pupil projection data to plan for the future. This could involve decisions about expanding facilities and estates, reorganising funding or identifying areas where additional support may be needed, such as schools with a high proportion of students from low socioeconomic backgrounds or schools seeing an increase of those with SEND. Horizon scanning of birth rate trends and predictions, migration patterns and housing development all inform pupil place planning activity.
7. In July 2022, the DfE released their annual pupil projections for the next decade and provided national projections for the number of pupils in schools in England by type of school and age. This data was based on the new mid-2020 ONS national population projections published in January 2022, ONS monthly births and the Schools Census data up to and including January 2022.
8. The projections estimate that in 2028, nursery and primary school places will be down 532,000 from the population in 2022. In contrast, for secondary schools, the projections estimates that these will be up 37,000 from the population in 2022. The peak of pupil projection numbers for secondary schools is still estimated to happen in 2024 which will then be followed by a gradual drop to the end of the projection period.

### **Current position**

9. The City of London Academies Trust (CoLAT) has in total 10 sponsored academies (primary, secondary and sixth-form) which are located in the London boroughs of: Newham, Hackney, Islington and Southwark. Across London, there has been a reduction in pupil numbers because of falling birth rates, changes to EU migration patterns (Brexit), the impact of COVID, and more recently, the current economic situation which has seen more young families moving out of London to cheaper housing areas, supported by the growth of remote working opportunities.

## Primary

10. For CoLAT primary academies which are located in the Southwark and Islington, the latest data from the DfE on pupil forecast from 2021/22<sup>1</sup> to 2026/27 are shown below:

	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27
<b>Islington</b>	12,712	12,685	12,555	12,490	12,389	12,213
<b>Southwark</b>	21,315	21,009	20,704	20,332	19,944	19,551

**Table 1: DfE Local Authority Pupil Forecasts: Primaries**

11. In Islington, across the 46 primary schools, almost one in five Reception places are unfilled. The primary roll dropped by over 300 pupils across all year groups in the last year. This has contributed to surplus places across all primary schools in all year groups totalling over 18%, or 2,800 of places. At six primary schools, surplus places exceed 30%. Islington note how they expect this surplus to continue to rise if no action is taken.

12. In Southwark, across the 72 primary schools with reception classes, 924 surplus places are available in Reception and a total of 5,850 surplus places across the primary school system as a whole. Southwark note how this has put pressure on individual school finances as schools are funded for each pupil on roll and how this will result in further pressure to both the schools and the council.

13. In January 2023, London Councils<sup>2</sup> analysed data from 32 London boroughs which showed that 29 London boroughs are expecting a drop in demand of over 4% for reception places between 2022-23 and 2026-27 (see **Appendix 1**). London boroughs are predicted to see a 7.3% decrease in reception pupil numbers from 2022-23 to 2026-27 and London's total reception numbers are predicted to decline from 96,424 to 89,121 over this period (reflecting a 7.6% total decrease).

## Secondary

14. For CoLAT secondary academies which are located in Southwark, Islington and Hackney, the latest data from the DfE on pupil forecast from 2021/22 to 2028/29 are show below:

	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
<b>Hackney</b>	14,747	14,805	14,963	14,977	14,918	14,960	14,959	14,920
<b>Islington</b>	8,309	8,309	8,361	8,319	8,231	8,162	8,130	8,099
<b>Southwark</b>	18,774	19,126	19,334	19,180	18,882	18,558	18,368	18,143

**Table 2: DfE Local Authority Pupil Forecasts: Secondaries**

<sup>1</sup> Number of actual pupils on roll in 2021/22 taken from January 2022 School Census

<sup>2</sup> [London Councils report on surplus school places January 2023.pdf](#)

15. In Hackney, based on their latest public projections, surplus for Year 7 places will range from 52 places in September 2022 to 142 in September 2027 with a peak of 247 places in September 2025. Hackney Council note that work is underway to determine the impact of falling primary rolls on the secondary phase. Furthermore, while Hackney is experiencing a fall in demand for mainstream places, they have reported a significant increase in the number of children and young people with Education Health Care Plans (EHCP). This means that the percentage of each year's pupil cohort identified as requiring SEND support and provision may increase moving forward.
16. Likewise, Southwark and Islington have reported a surplus of places at secondary level with Islington numbers currently above 10%. Islington note how they expect this figure to remain stable over the next five years.
17. More recently, London Councils (2023) predict a forecast demand for year 7 places in secondary schools across London to drop by a total of 3.5% between 2022-23 to 2026-27, representing a slower rate of decline than at the primary level. This amounts to a decrease from 92,722 to 89,510 children (see **Appendix 2**).

#### **16-18**

18. The London Councils report (2023) estimates that demand for places in 16 to 18 education and skills is expected to continue to increase for the next two to five years and will remain above current levels for up to a further two years afterwards.
19. Post-16 school places demand is more complex given applications are more influenced by demand for particular institutions rather than geographical area, and potential students can make multiple applications to a number of institutions rather than in an order of preference. Additionally, in the case of NCS and no doubt several other Post-16 institutions a number of applications will be received which do not meet the entry criteria. In the case of Newham Colligate Sixth Form, the number of applications in general far exceed the number of places available.

#### **London Council Report 2023: understanding the challenges.**

20. As shown above, the latest data from the DfE and the more recent data from the London Councils report (2023) shows that the London boroughs in which CoLAT schools are positioned are more than likely to face a decline in pupil numbers in the upcoming years with primary schools facing a greater impact. For primary schools, Southwark is to see a greater decline followed by Islington. For secondary schools, Southwark again is to see the greatest decline for where CoLAT schools are positioned followed by Islington and Hackney.
21. London Councils report birth rate being the main driver behind the decrease in demand for school places. For example, between 2012- 2021 there has been a 17% decrease in the birth rate in London - a reduction of 23,225 live births across London.

22. Other factors which are reported as playing a key role are the rights of entry and freedom of movement which have been withdrawn from EU nationals and because of families leaving London during the Covid-19 pandemic.
23. The majority of school revenue funding is allocated on a per pupil basis. This means that any decrease in pupil numbers will also reduce the funding a school receives. As noted in the London Councils Report, “many primary schools in London are already struggling to balance budgets this academic year, due to a combination of factors including inflationary price increases, a shortage of teaching and support staff leading to increased spend on expensive agency staff, and a significant pay award for support staff” (London Council Report, 2023, p. 5). Members will be aware of the ongoing pay dispute with teachers and the DfE, and the source of any pay award.
24. In the Autumn Statement, the UK government committed to increase core revenue funding for schools, but it is not yet clear whether the funding for London’s schools will be sufficient to cover increased costs. As noted in the report, “if a primary school is also struggling with falling rolls this will lead to a smaller government funding allocation which will put further pressure on the budget” (ibid).

### **Key Data**

25. Embedded in this report.

### **Corporate & Strategic Implications**

26. This report delivers on the following strategic objectives:
- a. to contribute to the outcomes within the CoLC’s Corporate Plan to ‘Promote effective progression through fulfilling education and employment’, and ‘to contribute to a flourishing society’ as its aim.
  - b. the CoLC Education Strategy for pupils in the CoLC’s family of schools to have access to transformative education, enabling them to achieve their potential, flourish and thrive.

### **Conclusion**

27. This report updates members on pupil projections of demand for school places across the London Local Authorities where there are City of London Corporation (CoLC) sponsored academies and provides wider context from the London Councils Report (2023) to inform Members on future projections.

### **Appendices**

- **Appendix 1:** London Councils Report 2023 Reception Numbers
- **Appendix 2:** London Councils Report 2023 Year 7 Numbers

**Scott Caizley**

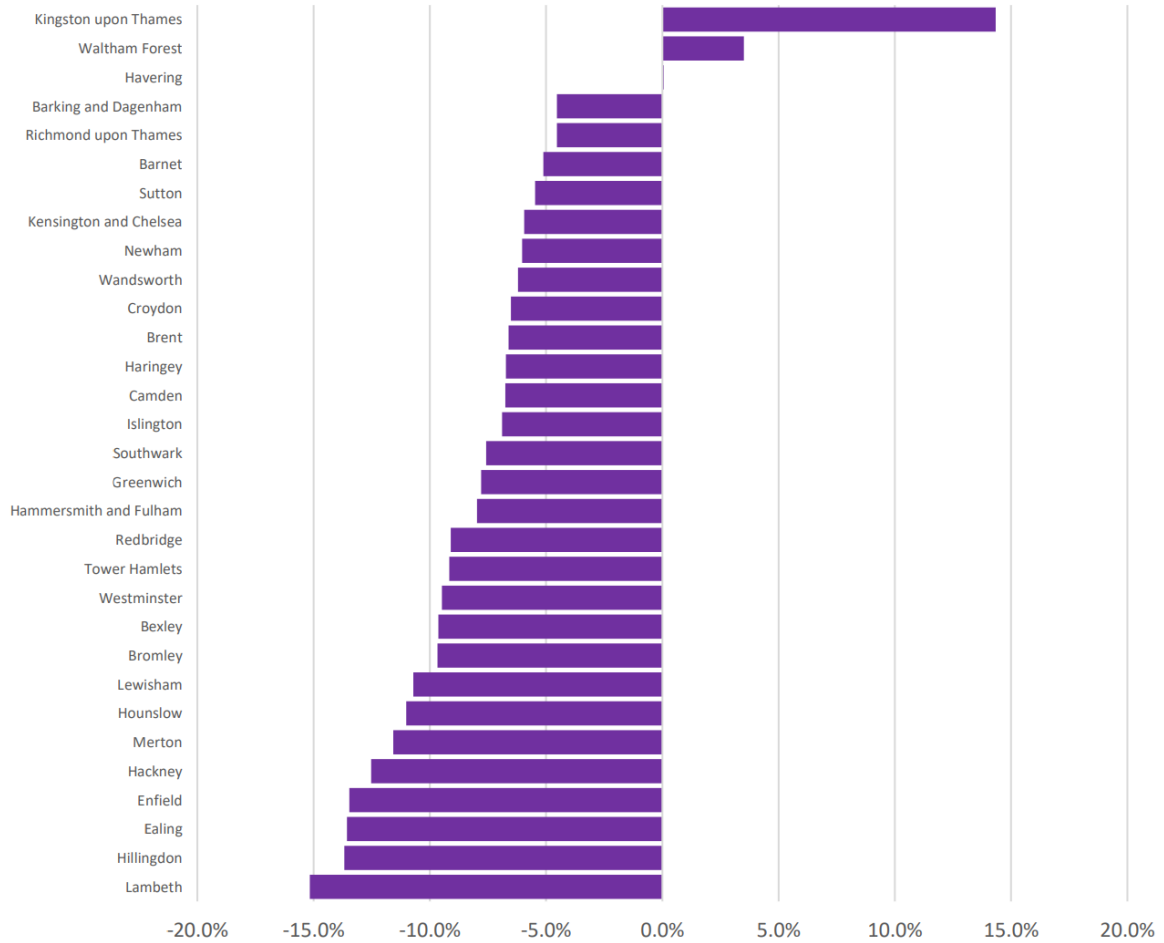
Lead Policy Officer (Education, Culture and Skills)

[Scott.caizley@cityoflondon.gov.uk](mailto:Scott.caizley@cityoflondon.gov.uk)

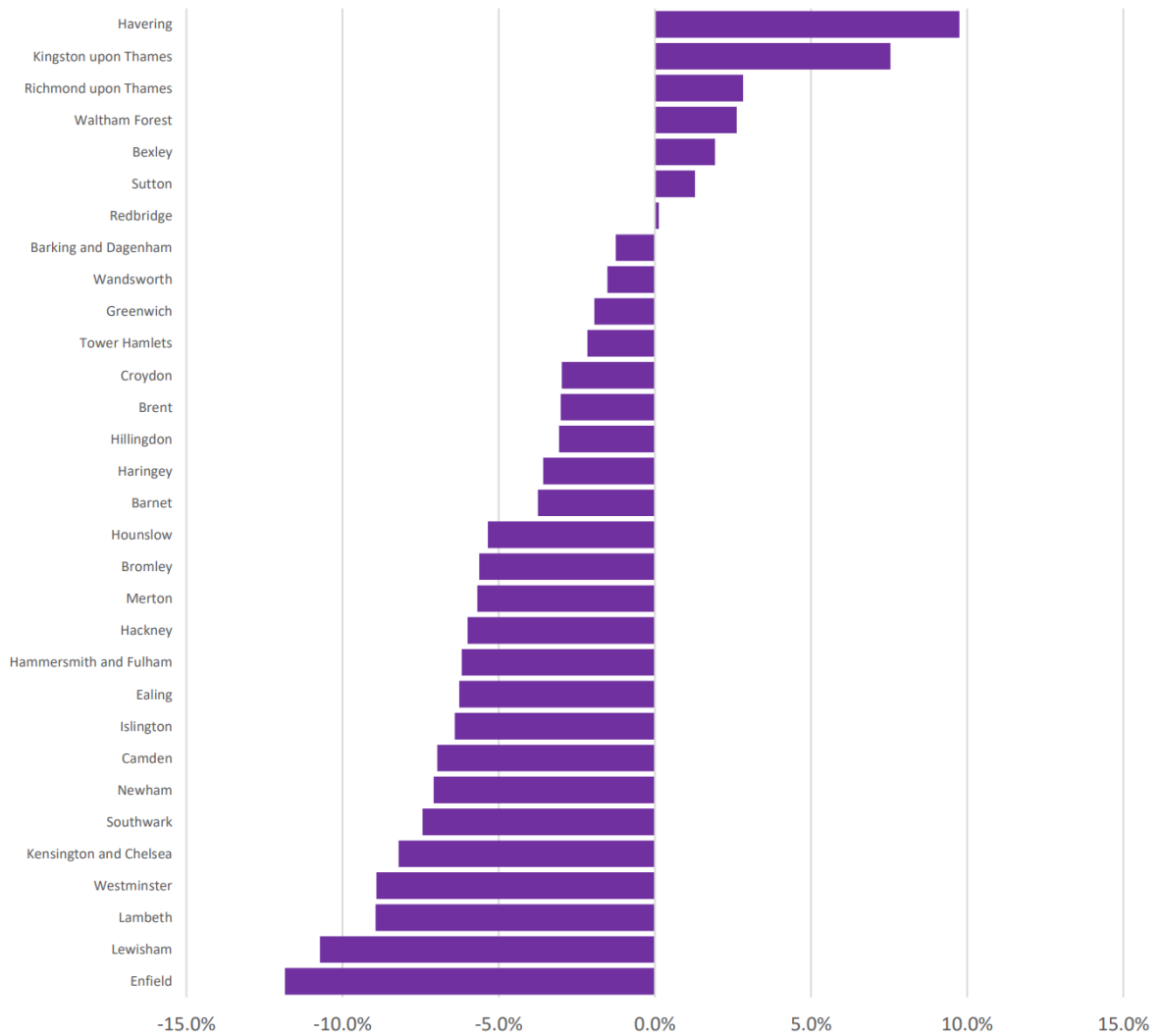


## Appendix 1: London Councils Report 2023 Reception Numbers

Graph A: Percentage Change in Reception Student Numbers from 2022-23 to 2026-27



## Appendix 2: London Councils Report 2023 Year 7 Numbers



<b>Committee(s)</b> Education Board	<b>Dated:</b> 24/04/2023
<b>Subject:</b> Education, Cultural and Creative Learning and Skills Update	Public
<b>Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?</b>	3, 8, 9 & 10
<b>Does this proposal require extra revenue and/or capital spending?</b>	N/A
<b>If so, how much?</b>	N/A
<b>What is the source of Funding?</b>	N/A
<b>Has this Funding Source been agreed with the Chamberlain's Department?</b>	N/A
<b>Report of:</b> Director of Community and Children's Services	For Information
<b>Report author(s):</b> Vasima Patel, Events Officer	

### Summary

1. This report updates Members on recent events and activities delivered across the three strategies overseen by the Education Board: Education, Cultural and Creative Learning, and Skills. A calendar of meetings, forums, and events for the 2022-23 academic year is included in **Appendix 1**.

### Recommendation(s)

Members are asked to:

- Note the update on events and activities across the three strategy areas.
- Note the calendar of forums and events over the 2022-23 academic year in **Appendix 1**.

### Main Report

#### Background

2. The Education Board has oversight of three strategies: Education, Cultural and Creative Learning, and Skills (2019-23).

#### Current Position

##### 3. Chess Tournament

This year's annual Chess Tournament, in collaboration with Chess in Schools and Communities (CSC), took place at Guildhall on Wednesday 8 March. Primary, Secondary and Sixth Form schools from within our Family of Schools were invited to enter a team of up to 15 players each. 10 schools, approximately 120 pupils, took up the offer. The morning of the event consisted of coaching sessions and other chess activities delivered by CSC tutors. The tournament then commenced from midday where every competitor played six games of chess. Trophies were awarded to the

highest scoring team and medals for the pupils with the highest individual scores were distributed.

The majority of pupils provided positive feedback that playing chess is a good use of their brain and it helps them with schoolwork. 100% said, if given the opportunity, they would return next year.

#### 4. Wren 300 Project – Phase 1-2

To celebrate the 300<sup>th</sup> anniversary of the death of Sir Christopher Wren, a year-long project has been launched in collaboration with City of London Corporation, Diocese of London, City of London School and St Paul's Cathedral. This project involves music, visual art and creative writing, bringing together pupils from across the Family of Schools (and extended) to sing a new composition inspired by Wren's architecture and his achievements.

Phase 1 of the project took place on Wednesday 28 September where teachers were invited to St Stephen Walbrook church to officially launch the project and give them a flavour of what the pupils would experience during the project. Phase 2 delivered with full day workshops at St Stephen Walbrook & St James Garlickhythe on Monday 13 and 20 March. 8 schools, approximately 200 pupils, travelled between both sites for sessions of singing as part of a choir, creating paper-cuttings of the Walbrook dome and writing poetry inspired by the Garlickhythe architecture.

The feedback from the pupils was they found the church architecture interesting and inspirational. They learn new facts about Sir Christopher Wren, enjoyed the workshops and would try to visit St Paul's Cathedral with their families.

### **Upcoming**

#### 5. Education Board Dinner

On Tuesday 9 May, the Chair of Education Board is hosting a dinner at Guildhall to celebrate the extraordinary achievements of educators and pupils across the City of London and beyond. Special arrangements have also been made to mark the coronation of King Charles III, including performances from schools and a coronation theme running through the dinner. Attendees include Members, Masters from relevant Livery Companies, cultural partners, academics, MPs, Headteachers, pupils and Chairs of Governors from the Family of Schools, and City staff.

#### 6. Harry Kane receiving Freedom of the City of London

On Thursday 25 May, England Football Captain Harry Kane will be awarded the Freedom of the City of London at a special ceremony. Our Family of Schools will be given the opportunity to invite 2 pupils per school to attend the reception after the ceremony from 4-5pm in the Crypts at Guildhall to share in his celebration.

#### 7. Wren 300 Project – Phase 3

Phase 3 will begin on Monday 19 June when all pupils will come back to St Stephen Walbrook church for a morning of singing rehearsals. This will be followed by a trip to St Paul's Cathedral where they will be given a fully guided tour of the prestigious venue. Students will also be given the opportunity to showcase their final artwork

pieces at Barbican Library in July. Finally, Phase 4 will involve further rehearsals and a concert at Guildhall on Thursday 21 September.

8. The calendar of forums and events over the 2022-23 academic year is included in **Appendix 1**.

**Options**

N/A

**Key Data**

N/A

**Corporate & Strategic Implications**

N/A. This report is for information only.

**Conclusion**

Members of the Education Board have been updated on recent events and activities across their three strategy areas as well as upcoming events and activities over the 2022-23 academic year

**Appendix 1 – Calendar of Forums and Events over the 2022-23 Academic Year**

**Vasima Patel**

**Events Officer**

Department of Community and Children's Services

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2022-23

# Calendar of forums, committee meetings and events



	Best practice and strategy forums
	Events for pupils
	Events for school leaders and teachers
	Forums & training for Governors
	Education Board Members

Events and Meetings 2020/21	Date	Time	Location
<b>September</b>			
CoLAT Board of Trustees meeting	08/09/2022	09:00 - 11:00	CoLAT School & Virtual - TBC
Outdoor Environmental Picnic Day	16/09/2022	All day	Epping Forest
Headteachers Forum (Autumn 1)	22/09/2022	08:15 - 09:30	Virtual
Wren300 Teacher taster session	28/09/2022	08:30 - 10:30	St Stephen Walbrook church
<b>October</b>			
City School's Conference	03/10/2022	All day	Old Library, Guildhall
Chair of Governors Forum (Autumn)	05/10/2022	08:30 - 10:00	Virtual
CoLAT Finance & Operations Committee	11/10/2022	13:00 - 14:00	TBC
CoLAT Audit & Risk Committee	11/10/2022	14:00 - 15:00	TBC
Partnerships Forum (Autumn)	11/10/2022	08:30 - 10:00	Committee Room 1, West Wing
Cultural and Creative Learning Forum (Autumn)	12/10/2022	08.30 - 10.00	Museum of London, Activity Space 2
Education Board	20/10/2022	10:00 - 12:00	Committee Room 2, West Wing
Liveries Education Network (Autumn)	24/10/2022	13:30 - 16:00	Merchant Taylor's Hall
<b>Autumn Half Term</b> (Between 17 October 2022 - 28 October 2022) - School dates vary			
<b>November</b>			
CoLAT Scrutiny Meetings (Standards)	01/11/2022	09:00 – 15:30	Room 11, North Wing, Guildhall
Headteachers Forum (Autumn 2)	02/11/2022	08:15 - 09:30	Committee Room 2, West Wing
CoLAT Scrutiny Meetings (Standards)	04/11/2022	09:00 – 15:30	Room 11, North Wing, Guildhall
Lord Mayor's Show	12/11/2022	All day	City of London area
CoLAT Standards & Accountability Committee	17/11/2022	09:00 - 11:00	Committee Room 3, West Wing
Skills Forum (Autumn)	30/11/2022	08.30 - 10.00	Committee Room 1, West Wing
<b>December</b>			
Education Board	02/12/2022	10:00 - 12:00	Committee Room 4, West Wing
Governor Training - Finance	06/12/2022	08:30 - 10:00	Virtual
CoLAT Finance & Operations	08/12/2022	09:00 - 10:00	Committee Room 1, West Wing
CoLAT Audit and Risk	08/12/2022	10:00 - 11:00	Committee Room 1, West Wing
CoLAT Trust Board Meeting	15/12/2022	09:00 - 11:00	CoLAT School - TBC
<b>Christmas Holidays</b> Between 19 December 2022 - 2 January 2023 - School dates may vary			
<b>January</b>			
Headteachers Forum (Spring 1)	18/01/2023	08:15 - 09:30	Meeting room 2, North Wing
Chair of Governors Forum (Spring)	25/01/2023	08:30 - 10:00	Virtual



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Please note, all dates, times and venues are subject to change

For more information, please contact COLEducation@rategunit@cityoflondon.gov.uk



## February

Cultural and Creative Learning Forum (Spring)	01/02/2023	08.30 - 10.00	Goldsmith's Centre
CoLAT Standards & Accountability Committee	02/02/2023	09:00 - 11:00	Committee Room 3, West Wing
Chess Training Workshop 1	02/02/2023	13:30 - 15:15	Virtual
Poetry Translation Day	03/02/2023	09:30 - 15:00	Livery Hall, Guildhall
Education Board	06/02/2023	13:45 – 15:45	Committee Room 3, West Wing
Chess Training Workshop 2	07/02/2023	13:30 - 15:15	Virtual
Skills Forum (Spring)	08/02/2023	08.30 - 10.00	City of London School

## Spring Half Term

Between 13 February 2023 - 17 February 2023 - School dates may vary

CoLAT Finance & Operations Committee	23/02/2023	09:00 - 10:00	Committee Room 1, West Wing
CoLAT Audit and Risk Committee	23/02/2023	10:00 - 11:00	Committee Room 1, West Wing
CoLAT Scrutiny Meetings (Safeguarding)	27/02/2023	TBC	TBC
CoLAT Scrutiny Meetings (Safeguarding)	28/02/2023	TBC	TBC

## March

Maths Challenge	01/03/2023	08:15 - 12:15	Livery Hall, Guildhall
CoLAT Scrutiny Meetings (Safeguarding)	02/03/2023	TBC	TBC
CoLAT Scrutiny Meetings (Safeguarding)	03/03/2023	TBC	TBC
Partnerships Forum (Spring)	08/03/2023	08:30 – 10:00	City of London Girls School
Chess Tournament	08/03/2023	12:00 - 16:00	Livery Hall, Guildhall
Education Board Breakfast Briefing	09/03/2022	10:30 – 11:00	Committee Room 1, West Wing
Wren300 Music and Visual Arts workshop 1	13/03/2023	09:00 – 15:00	St Stephen Walbrook & St James Garlickhythe church
Liveries Education Network (Spring)	14/03/2023	13:30 - 16:00	Westminster School
Wren300 Music and Visual Arts workshop 2	20/03/2023	09:00 – 15:00	St Stephen Walbrook & St James Garlickhythe church
Governor Training - Basic Safeguarding	21/03/2023	08:30 - 09:45	Meeting Room 1-2, North Wing
Governor Training - Advanced Safeguarding	21/03/2023	10:00 - 12:00	Meeting Room 1-2, North Wing
Headteachers Forum (Spring 2)	22/03/2023	08:15 - 09:30	Committee Room 1, West Wing
CoLAT Board of Trustees meeting	23/03/2023	09:00 - 11:00	City of London Academy, Southwark

## Easter Holiday

Between 3 April 2023 - 14 April 2024 - school dates may vary

## April

Education Board	24/04/2023	11:00 – 13:00	TBC
Skills Forum (Summer)	26/04/2023	08.30 - 10.00	Meeting Room 11, North Wing
Education Board Away Day 1	28/04/2023	08:30 - 12:00	City of London School

## May

Headteachers Forum (Summer 1)	03/05/2023	08:15 - 09:30	Committee Room 2, West Wing
Cultural and Creative Learning Forum (Summer)	04/05/2023	08.30 - 10.00	St Paul's Cathedral
CoLAT Standards & Accountability Committee	04/05/2023	09:00 - 10:00	Committee Room 3, West Wing
Education Board Dinner	09/05/2023	18:00 - 21:00	Old Library & Art Gallery, Guildhall



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Skills Conference	18/05/2023	15:00 - 18:00	Livery Hall and Crypts, Guildhall
Chair of Governors Forum (Summer)	24/05/2023	08:30 - 10:00	Committee Room 1, West Wing

**Summer Half Term**

29 May 2023 - 2 May 2023 - School dates may vary

**June**

Education Board Away Day 2	12/06/2023	10:00 – 13:00	City of London Freeman’s School
Liveries Education Network (Summer)	13/06/2023	13:30 - 16:00	Skinner’s Hall
Partnerships Forum (Summer)	15/06/2023	08:30 - 10:00	CoLAT School - TBC
CoLAT Scrutiny Meetings (Finance)	Various dates	TBC	TBC
Wren300 first rehearsal and school trip	19/06/2023	09:00 – 15:00	St Stephen Walbrook church & St Paul's Cathedral
Governor Training - School data and performance	20/06/2023	08:30 - 10:00	Virtual
Education Board	21/06/2023	11:00 - 13:00	TBC
Headteachers Forum (Summer 2)	22/06/2023	08:15 - 09:30	Committee Room 2, West Wing

**July**

London Careers Festival - Day 1	03/07/2023	All day	Guildhall
London Careers Festival - Day 2	04/07/2023	All day	Guildhall
London Careers Festival - Day 3	05/07/2023	All day	Guildhall
Wren300 Art Exhibition	4 -26 July 2023	All day	Barbican Library Foyer
Results Day (KS2 SATs)	04/07/2023	N/A	N/A
CoLAT Finance & Operations Committee	06/07/2023	09:00 - 10:00	Committee Room 1, West Wing
CoLAT Audit and Risk Committee	06/07/2023	10:00 - 11:00	Committee Room 1, West Wing
CoLAT Board of Trustees Meeting	13/07/2023	09:00 - 11:00	CoLAT School & Virtual - TBC

**Summer Holidays**

21 July onwards - School dates may vary

**August**

Results Day (A-Levels)	17/08/2023	N/A	N/A
Results Day (GCSE)	24/08/2023	N/A	N/A

Guildhall is formed by a number of buildings and has multiple entrances. Please use the appropriate entrance when arriving for your meeting or event. <https://www.cityoflondon.gov.uk/about-us/find-us>



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<b>Committee(s)</b>	<b>Dated:</b>
Education Board - For information	<b>24 April 2023</b>
<b>Subject:</b> Culture Mile Learning – School Visits Fund	<b>Public</b>
<b>Report of:</b> Sharon Ament, Director, Museum of London	<b>For Information</b>
<b>Report author:</b> Frazer Swift, Head of Learning & Engagement, Museum of London and Beth Crosland, Senior Programme Manager (Culture Mile Learning)	

## Summary

This paper provides the quarterly update information on the Schools Visits Fund that Culture Mile Learning (CML) was asked to provide as a condition of its funding for 2022/23. It includes data on uptake of the fund as well as its impact on schools.

## Main Report

### 1) Applications

The data below is provided by month from the date of our previous report in November 2022 until 31 March 2023, along with comparison data from 2021/22.

- November 11<sup>th</sup> – November 30<sup>th</sup> 2022: 21 applications were made set to benefit 884 pupils. A total of 36 application were made in November, benefitting 1,420 pupils.  
(November 2021: 29 applications, benefitting 941 pupils)
- December 1<sup>st</sup> – December 31<sup>st</sup> 2022: 9 applications were made set to benefit 363 pupils  
(December 2021: 8 applications, benefitting 338 pupils)
- January 1<sup>st</sup> – January 31<sup>st</sup> 2023: 22 applications were made set to benefit 937 pupils  
(January 2022: 14 applications, benefitting 772 pupils)
- February 1<sup>st</sup> – February 28<sup>th</sup> 2023: 27 applications were made set to benefit 1,320 pupils  
(February 2022: 15 applications, benefitting 689 pupils)
- March 1<sup>st</sup> – March 31<sup>st</sup> 2023: 27 applications were made, set to benefit 1,151 pupils  
(March 2022: 13 applications, benefitting 518 pupils)

A total of 106 applications were made in this period by 85 different schools/organisations from 17 different boroughs to visit seven different cultural venues supported by the City and within the Culture Mile Learning network.

Specifically, applications were made by

- 66 primary schools
- 14 secondary schools
- 1 pupil referral unit (PRU)
- 1 college
- 3 charitable organisations working with school aged children

This takes the total number of applications for this financial year to 291 from 158 different schools/organisations with an average Pupil Premium level of 47%.

Applications from the City Family of Schools

Galleywall Primary School is the only primary school in the City Family of Schools which meets the required Pupil Premium threshold of 35% and the school has made the maximum three applications for this academic year. As discussed at the December Education Board meeting, we would accept an application from schools which don't meet the 35% threshold if it was for a visit which was targeted at students in receipt of free schools meals or experiencing other disadvantage.

No applications have been made this year by the City's secondary academies. We regularly remind the schools about the fund when working with them on our projects as do our partners, but often they do not need its support. For example, City of London Academy Islington took part in our Fusion Futures programme and also Culturally Speaking, but didn't need financial assistance as both programmes are free and took place at Barbican and the Museum of the Order of St John respectively, which are both in walking distance of the school. City of London Academy Highbury Grove also took part in Culturally Speaking at Keats House, which they were able to travel to for free on public transport.

Patterns of note:

- The most popular venues applied for in this period were:
  - Barbican & London Symphony Orchestra (LSO) (joint programming of their LSO Key Stage concerts) with 24.47% of applications overall and popular with both secondary and primary schools. The fund is mostly used to help with the £5 per person ticket costs for multiple classes within the same year.
  - The Monument with 23% of applications overall which was popular with year 1 and 2 classes as it supports study of the Great Fire of London and British landmarks.
  - Natural Environments (Hampstead Heath and Epping Forest) with 22.22% of applications overall. Both sites are popular with primary schools who want to encourage KS2 learning around the Iron Age and to support the Outdoor Adventurous Activities PE KS2 curriculum unit.

- Applications reduced in December due to school closures for the Christmas holidays but saw a steady increase in January through to March as teachers returned. 54.41% of applications made during January – March were for visits happening in the spring term, whilst 45.59 % were for visits taking place in the summer term.
- The fund continues to be predominately used by primary schools. 62.26% of all applications were made by primary schools and 13.21% of applications were made by secondary schools.
- The main use of funding for schools in this period has been to cover entrance fees (including workshop charges) and transportation costs.
- Other commonly cited reasons for applications were to:
  - improve mental health and wellbeing
  - provide extracurricular activities
  - support curriculum learning
  - enable students from disadvantaged areas to experience culture and know more about their city
  - support COVID recovery for schools whose pupils have experienced significant financial hardship and a lack of access to environments other than school and the home over the last 2 years.

Statements from applications included:

‘I would like the fund to be used for my EAL students, many of whom are PP or FSM recipients and do not speak English fluently. The economic as well as a language barrier seriously limit their educational opportunities. I believe a school trip to Tower Bridge would enable them to understand British history better and motivate them to learn the English language.’ (Secondary School)

‘We are a pupil referral unit, where our cohort predominantly have SEMH and SEN. The children come from deprived backgrounds. The majority of the children come from families where their experiences of the world are limited so giving them the experiences with this funding will give them the opportunity to experience something that they might not otherwise. With the funding we are hoping to go on a trip to Hampstead Heath and have a session in the education centre. It will support us in getting transport to and from the venue and support our learning in Science.’ (PRU)

## **2) Grants paid out**

Twenty-seven grants have been paid out in this period totalling £8,671, taking the total number of grants this financial year to 67 and the combined amount awarded to

£20,716. The number of grants paid out is different to the number of applications received because schools are paid after they have made their visits, not on approval of their applications, and the majority of the visits that are the subject of the 106 applications are due to take place later this academic year.

### **3) Evaluation and feedback**

Feedback forms completed by grantees show the value of the fund to schools and their pupils and also the ease of the application process.

- The visit increased young people's confidence and motivation  
76% of teachers 'strongly agree' and 24% 'agree'
- The young people learnt something new as a result of the visit  
76% of teachers 'strongly agree' and 24% 'agree'
- The young people were engaged and enjoyed the visit  
92% of teachers 'strongly agree' and 8% 'agree'
- The visit supported our objectives and/or curriculum  
92% of teachers 'strongly agree' and 8% 'agree'
- The visit helped develop young people's communication, thinking, organisational, or creative skills:  
76% of teachers 'strongly agree' and 24% 'agree'
- Ease of applying  
100% of teachers found the application process 'very easy'

Quotes from teachers include:

'Learning outside the classroom is vitally important to our pupils, due to Covid pupils lost 2 years of meaningful trips and integration opportunities. With the rising costs we are not always able to provide transport for trips far away from our school. A fund such as the Culture Mile Fund enables us to provide an irresistible opportunity for classes to not only attend the visit but to also reflect and celebrate the experience back in school afterwards meaning the trip has long lasting impact for all those who attended.'

'It makes a huge difference to our school that we are able to apply for financial support for these visits, as many of our parents would struggle to afford extra trip payments. The fund makes our musical visits possible, and these events make up part of our strong music curriculum.'

'We know this trip far exceeded the students' expectations, even though one said he has been looking forward to this since the day we announced it at parents' evening.'

Genuinely, they were the happiest I have seen them in a long time, some also remarking that they were finally able to be their "true self" as they were in a safe environment around people who cared about them, and having a good time.'

'One of our biggest barriers is suitable transport for our pupils, especially as we are a SEND school. Being able to book transport which is both comfortable and appropriate for our pupils to travel safely is an absolute gift to us. Cost is the overall biggest barrier for us.'

'They were able to experience a new open space they hadn't visited before and use maps in an unfamiliar location. They were able to learn about compasses and using maps in a real life context, developing their geographical skills, spatial awareness and gaining fieldwork experience. They used these skills to take part in an active, practical activity which was really engaging.'

'It was also an opportunity for our children to see many landmarks in London. It is very common for our children not to leave the local area.'

'This fund has been vitally important in ensuring that the children at our school have access to high quality arts experiences.'

'The visit brought the topic to life in a way we could not have replicated in school. It provided children with a real insight into Victorian life and gave them access to a wide range of resources that catered to the different learning needs of the children. Experiencing the river up close provided an excellent foundation for the Geography unit on rivers. This was a very memorable learning experience for the children. The fund is increasing access and removing barriers of disadvantage.'

#### **4) School Visits Fund development**

In response to the introduction made by Education Board Member James Adeleke, a link has now been made between Action for Conservation and the City's Natural Environment Learning Team. Action for Conservation run a range of projects with London schools and youth groups which include action days out in green spaces. These days out could take place at the City's sites of Hampstead Heath, Epping Forest and West Ham Park and would therefore be eligible for support through the fund.

#### **5) Changes to the administration of the fund**

With the upcoming changes to how Cultural and Creative Learning is funded from August 2023, the administration of the fund will move from the Museum of London to the City of London's Education Strategy Unit (ESU) at the end of July. A key focus for the next four months therefore is ensuring that any existing claims are paid out and enabling a smooth handover to the ESU.

Schools have been informed of the following:

- The last date for applications for visits this academic year is 1<sup>st</sup> June 2023, after which no further applications will be accepted.
- Any visits applied for must take place before 30<sup>th</sup> June 2023 (excluding the London Careers Festival).
- The last date for submitting claim invoices is 30<sup>th</sup> June 2023 (excluding the London Careers Festival).
- The last date for submitting claim invoices for the London Careers Festival is 14<sup>th</sup> July 2023.

**Frazer Swift**

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<b>Committee(s):</b> Education Board	<b>Dated:</b> 24/04/2022
<b>Subject:</b> Connecting Communities Update	<b>Public</b>
<b>Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?</b>	3,5, 7, 8, 10
<b>Does this proposal require extra revenue and/or capital spending?</b>	<b>N</b>
<b>If so, how much?</b>	<b>£0</b>
<b>What is the source of Funding?</b>	
<b>Has this Funding Source been agreed with the Chamberlain's Department?</b>	<b>N/A</b>
<b>Report of:</b> Director of Community and Children's Services	<b>For Information</b>
<b>Report author:</b> Gwen Rhys, Business Manager, Connecting Communities, Department for Community & Children's Services	

## Summary

This report updates Members on the progress of the Connecting Communities programme.

## Recommendation(s)

Members are asked to:

- Note the report

## Main Report

## Background

1. The Report to the Education Board dated 3 December 2021 gave a detailed overview of Connecting Communities, an £18 million programme funded by the Greater London Council (GLA) and the European Social Fund (ESF) of which the Education Strategic Unit (ESU) will receive £669,000 to deliver the programme's outcomes and impacts over the next 18 months.

## Current Position

2. The Connecting Communities Team consists of: 1 x Business Manager, 1 x Employment Engagement Officer, 3 x Caseworkers)

3. **Programme Delivery Activities**

The team attends local Job Centres (Hoxton and the young person's Job Centre in Settles Street) on a weekly basis and has continued its relationships with Job Centres in South London and with Social Prescribers.

3.1. In addition we have sought other ways to increase the number of people, and in particular 18-24 year olds, enrolling on the programme. In particular

**3.1.1 Accountancy Training:** We promoted, through social media and email, 10 fully-funded Accountancy Courses in partnership with Osborne Training, a specialist accountancy training provider. Of those who responded, 15 were ineligible and 15 were invited to attend a special Introduction Event attended by a representative from Osborne Training. Ten people responded and 6 were enrolled onto Connecting Communities. Since then we have enrolled a further 4 giving us a cohort of 10. All are progressing with various on-line accredited Accountancy Courses. Caseworker Nisha Kaushal has led on this initiative and has invited a representative from Hays Finance in to speak to the group about job opportunities in the sector and how best to present a strong CV when job-seeking.

**3.1.2. Earn While you Learn: Apprentices in the City of London.** We are planning, in partnership with Melody Thornton, Apprenticeship Manager an event to encourage 18-24 year olds (NEETS with NO degrees or A levels) to (1) discover more about the City's apprenticeship opportunities (2) learn how to complete the City's application form and, subject to eligibility, (3) enrol on Connecting Communities. This is a pilot event which, like the construction initiative, we may be able to repeat

**3.1.3 Construction Programme.** We have contracted with Cultiv8, a specialist training provider to engage with and train 15, 18-24 year old (NEETS). The training programme will provide these young people with general life/fusion skills (teamwork, communication skills, money management, careers advice and guidance, preparation for work placement) and all will sit Level 1 Health & Safety in Construction and the examination for their CSCS card. We are working closely with colleagues in Innovation & Growth (Employability, Sustainable Skyline) to secure work placement/experience/jobs in the City's construction sites so that there is a seamless transition for these young people from training. If the programme is successful CLF may agree to us enrolling another cohort in order to support the 18-24 (NEETS) London-wide targets.

#### **4. Unemployment and the current Economic Climate in the UK**

The Institute for Employment Studies produces a monthly analysis of the employment market and its latest report (released mid-March) showed that employment is continuing to creep up and economic inactivity is edging down. Unemployment is also broadly flat, and remains close to its lowest in 50 years. More particularly:

4.1 The number of people economically inactive due to long-term ill health has risen again after a couple of months of falls. This is now up by half a million in four years, to just over 2.5 million people – the highest level since comparable records began in 1992.

4.2 The employment recovery for older people has been very weak, especially for those aged 50-64. Employment fell over the last quarter for this group (again after an apparent recent improvement). Recent falls are being driven by fewer older men in work, but the longer-term picture is of flat or falling employment rates for both men and women aged 50-64, after decades of employment growth pre-pandemic (especially for women).

4.4 The number of young people outside of education or employment is rising. This is being fuelled in particular by large falls in the number of young people in full-time education, with March seeing the largest quarterly fall on record (down by 150 thousand). Employment for young people outside of education is up slightly, but not by nearly enough to offset this decline. It is not clear what is driving this, but separate 'NEET' data suggests that it may be a combination of fewer young people aged 18-20 entering education, while those aged 21-22 are finding it harder to get jobs when they leave.

## 5. Inputs and Outcomes

Across the 12 Boroughs, the Connecting Communities programme has, at end of March, supported a total of 5000 unemployed/economically inactive individuals of whom 1500 have gone on to secure employment. Of these, 300 people have reached a further outcome by remaining in employment for a total of 6 months. This is known as “a sustainment”. In addition, 1300 people have received education/training provision and 250 people have enrolled on basic skills (English/Maths/ESOL) courses.

5.1 It was always going to be a challenge for the City of London to meet its contractual targets which are the same as the other 11 boroughs all of which have a considerably larger population (on average 26 times the number of residents) and therefore larger numbers of unemployed/economically inactive people from which to draw their caseload. If the City's programme had relied on the City's residents alone, it would have been impossible to support the contacted input of 600 people when there are fewer than 300 City residents registered as unemployed (not all of whom will be able to work) and no more than 1000 economically inactive (many not wishing/needing to work or with other responsibilities making employment impossible). Most of the other boroughs had long-established employability programmes and simply switched some people from their own internal scheme to the Connecting Communities programme.

5.2 Across the whole programme, contractual targets are likely to be met. The targets for 18-24 year olds who are “close to market” have already been achieved. The targets for people attending and completing Basic Skills courses is low across all boroughs and CLF is encouraging all boroughs to bring people onto the programme who need basic English/Maths/ESOL. Those needing basic Digital Skills

are not counted as outcomes. In the City, most of those on our caseload have basic skills. Many have degrees, masters degrees and two have had doctorates. However, we have exceeded our target for Training/Education by over 200%.

5.2 As at 5 April, the City of London's programme has secured 33 jobs. Only 2 Participants have left their jobs within 6 months and one is about to re-enter employment. Nine have sustained employment for 6 months (or longer) and further sustainments (counted at the 6 month employment stage) are due in the months ahead. No record is kept of the ratio of jobs secured to jobs sustained across the programme, but we believe that our ratio of job:sustainment is excellent and that we have made a considerable difference to the lives of those people we have supported.

## **6. End of Programme Procedure**

6.1 The programme ends on 30 June 2023 and Central London Forward, the main contract holders, wish to have a controlled "end" to the programme and has advised all 12 delivery partners to

6.1.1 cease enrolling new Participants on the programme from 30 April

6.1.2 close the accounts of those Participants who have reached the end of the programme's purpose (ie those who have been in work for 6 months)

6.1.3 end our support for those participants who are no longer engaging and fully committed to the programme's main aim – employment.

6.2 These measures will give the Connecting Communities Team two months to concentrate on ensuring that those remaining on the programme at 30 April are actively supported towards and into work.

## **7. Skills Conference – 18 May, Guildhall**

I have been asked to report on this Conference organised by Prof Anne Bamford OBE. A copy of the Conference outline is attached.

7.1 Connecting Communities is involved in the first Panel Session together with three other participants. We are inviting an employer and three participants, representative of the cohort of Participants we have supported to share with us their experiences of the Connecting Communities programme.

7.2 The Corporation's Adult Skills and Education Service (ASES) has been asked to conclude the Conference with a final 20 minute slot that will include presentations from ASES Team members together with learners.

### **Options**

Not applicable.

### **Proposals**

Not applicable.

## **Key Data**

Not applicable.

## **Corporate & Strategic Implications**

7. This initiative has the potential to make a significant contribution to a flourishing society by giving people an equal opportunity to enrich their lives and reach their full potential. Moreover, it supports a thriving economy by enabling industries to access to the skills and talent they need and ensuring that more individuals can reach their potential and secure decent work. It shows that collaborative working can make the core city institutions even better connected and responsive to changed needs. It builds individual and systemic resilience by enabling structures which can be mobilised in the shorter-term but are able to continue in a sustainable manner for the longer term.

## **Financial and resource implications**

8. A total budget of £18 million had been secured for Connecting Communities of which the ESU received £669,000 to deliver the programmes outcomes and impacts over the previous 18 months. The proposal did not seek additional funds or resources from the City Corporation. Connecting Communities also aims to support the Livery Companies to make better, more joined-up use of the existing £7.9 million currently dedicated on an annual basis to skills development work. There is also the potential to work more closely with business partners and the Liveries to gain access to wider funding opportunities possible through the recently released government white paper “Skills for Jobs”<sup>1</sup> which focusses on post-16 education reform.

## **Legal implications**

9. Connecting Communities is being managed through Central London Forward. Central London Forward (CLF) is a partnership of the 12 central London local authorities. They collaborate with their member authorities and with other stakeholders to support inclusive and sustainable growth in central London; so that our economy thrives, and our residents benefit from the opportunities this creates. CLF deliver large scale employment and skills programmes across central London.

10. The governance of the Livery Skills Initiative is with the Livery Committee. The collaboration partners, including the Livery, are separate legal entities with their own decision-making processes.

## **Risk implications**

11. There are risk implications of not completing the important and urgent recommended actions, and people failing to secure the skills they need to secure good jobs.

12. There are contractual risk implications associated with not meeting the targets outlines by the European Social Fund contract with Central London Forward regarding Connecting Communities.

## **Equalities implications**

13. Not every young person has access to a breadth of developmental relationships and life experiences, which facilitate and broker routes into employment. The least advantaged tend to not have access to networks, mentors, advocates, work experience opportunities, careers advice, and family support in the same way as their more advantaged peers. For example, only 6 per cent of young people from low-income families take part in extracurricular activities, compared with 6 per cent from higher income families and young people who attend private schools are twice as likely to get internships in London compared to state educated children. They are not supported to access potential pathways or understand how to reach their goals. There is a disconnect between what they learn in school and their aspirations and opportunities later in life. For example, in 1997, 42 per cent of 16-17 year old students were studying and working. By 2014 this figure had declined to 18 per cent.

15. A more equitable society is based on realising the potential of all people. This requires strong networks of support and trust. The Liveries could leverage that trusted network. They could use their connections to boost opportunities for structured work experience, internships, and employment. Young adults who have 'four or more employer contacts' are five times more likely to be in employment or training than those who have little or no contact with employers.

16. An equitable society is one where all people have access to meaningful and valued pathways, and opportunities to flourish and achieve success. There should be multiple pathways and routes in and out of learning throughout life, which is of benefit to us all.

17. This initiative has the potential to make a significant contribution to a flourishing society giving people an equal opportunity to enrich their lives and reach their full potential. Moreover, it supports a thriving economy by enabling industries to access to the skills and talent they need and ensuring the more individuals can reach their potential and secure decent work. It shows that collaborative working can make the core city institutions even better connected and responsive to changed needs. It builds individual and systemic resilience by enabling structures which can be mobilised in the shorter-term but are able to continue in a sustainable manner for the longer term.

### **Climate implications**

18. There are no immediate Climate implications.

### **Security implications**

19. There are no immediate Security implications.

### **Conclusion**

20. The City of London's Connecting Communities team continues to impact the lives of those it supports into training, education and work. We are now supporting a number of Ukrainian refugees, most of whom have left successful jobs in their country of origin to start a new life in the UK. As well as supporting young graduates whose lives have been severely impacted by the Covid-19 pandemic to gain confidence, acquire work-related skills and secure employment, we are also helping

a number of individuals aged 50+ to make career changes which fit with their current needs.

## **Appendices**

(1) Overview of the Skills Conference to be held on 18 May 2023.

## **Background Papers**

None.

### **Gwen Rhys**

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# Skills: Trends and Next Practice

May 18, 2023

15:00-18:00 Livery Hall, Guildhall

City of London

## In a few sentences...

The demands of businesses and organisations are changing rapidly. What you learned in school does not prepare you for real work-life situations with adequate skills. The adult education and skills sector must adapt and respond to changes in the workforce, to changes in demand for skills, and to new, innovative ways to deliver education and skills training. Workers will need to retrain and reskill multiple times in their lifetimes. Rising levels of self-employment combined with increasing interest from young people in pursuing entrepreneurial careers requires innovative approaches to skills delivery. Employers may be disincentivised to provide training to employees as people follow non-linear career patterns and have more frequent job moves.

These patterns are already disrupting traditional education and skills delivery models and will have profound implications for equity of access to training, for matching the supply and demand for skills, and for economic growth. The mission, to ensure that education and skills provision is 'future proofed.' Education and skills training also plays a vital role in creating a more equal society.

This event will focus on three overarching trends that have implications for education and skills delivery:

- 1) Changes to workforce and learner demographics
- 2) Changes to the skills required for employment
- 3) Changes to the learning ecosystem and learning methods

The event will focus on WHAT and HOW through a series of presentations, discussions, and case studies, highlighting strategies used and 'next' practices and will build solutions towards making systemic change at the local, national, and international level.



**Fusion is a person-centric approach, equipping the future and current workers with the expertise that is necessary for success.<sup>1</sup> Fusion brings together different industries and technologies to spark innovation and create economic growth.<sup>2</sup> Fusion skills use interdisciplinary work as a driver for creativity and innovation.<sup>3</sup>**

### Impactful experiences: The overall aims

- To convene national and international businesses, education sector, NGOs, thought leaders and innovators working in the skills development spaces.
- Empower attendees to co-create and immerse themselves in the event to build new impactful knowledge and influential relationships.
- To develop practical ways to build better links and connections between enterprise and education.
- To enable the development of fusion skills to be a catalyst for creating impact on improved diversity, access, and social mobility.

### Who is coming? At this event, the participants are all experts.

These will include:

- European and United Kingdom invited cities or parts of cities which are transforming the future by proactively combining education, enterprise, and skills.
- Cross-sector businesses which are leading the future in terms of skills development.
- NGOs, charities, funders, and other organisations who are already gathering like-minded people and testing, researching, piloting future skills, future learning, and ways of working.
- Individuals and organisations that are developing new tools for measuring and reporting the skills and qualities for the future.
- The creative, cultural and hybrid sectors which are challenging and redefining thinking.
- Government and policy makers who are open to responding to the disruptions happening and the influence they will have on diverse areas of planning and implementation.
- The higher education, vocational education and private education sectors who are proactively and open-mindedly researching, evidencing, and theorising around the future.
- Individuals who are innovators, thinkers, activists, and influencers
- Young people, apprentices, skills service users who are redefining, re-evaluating, and challenging.

<sup>1</sup> Wallace, T and Barber, A (2013) *Fusion skills: Perspectives and Good Practice* Creative Skillset, p. 16

<sup>2</sup> Creative Skillset, p.21

<sup>3</sup> Siepel, J., Camerani, R., Pellegrino, G. and Masucci, M. (2016) *The Fusion Effect: The economic returns of combining arts and science skills*. NESTA p. 5



**This is not an ordinary event: It is a disruption meeting, involving active participation and experiential learning.**

- We will work in in small groups and altogether.
- We will meet people you have never met before.
- We will network and connect.
- We will be open to innovative ideas and to sharing.
- We will talk, listen, co-create, solve problems, propose solutions, model practice, and influence.
- We will be inspired.
- We will connect organisations, companies, and innovative people.

### **The practical things**

- There is no fee to attend.
- Participants are asked to stay for the entire session.
- Places are limited and so you **must RSVP** to attend.

### **What are the Fusion Skills?**

- 1. Oral communication and presentation skills**
- 2. Collaboration and teamwork**
- 3. Initiative**
- 4. Problem solving**
- 5. Organisational skills**
- 6. Adaptability and flexibility**
- 7. Written communication**
- 8. Independent working and autonomy**
- 9. Critical thinking**
- 10. Resilience**
- 11. Creativity**
- 12. Analysis and evaluation skills**



## Programme

**May 18, 2023**

### **15:00-18:00 Livery Hall, Basinghall Street entrance, Guildhall, City of London**

- 14:45            Guests arrive. Refreshments and networking on arrival
- 15:00            Official welcome: Caroline Haines, Chair of the City of London Education Board and Master of the Worshipful Company of Educators
- Outline of how the sessions work and aims: Deborah Bell, Strategic Education and Skills Director, City of London
- 15:10            **Panel Session One: Changes to workforce and learner demographics**
- **Overview of the issue Ankita Saxena, Social Finance**
  - **Lewis Gale, Skills Development Scotland**
  - **Robert Craig, SkillsBuilder Partnership**
  - **A view from the field, Gwen Rhys, Connecting Communities**
- 15:50            **Table discussions**
- Lifelong learning and the impact of the need to work longer and reskill more frequently.
  - Skills development for people who are following 'non-linear' career paths.
  - Skills in a context of increasing rates of self-employment
- 16:05            **Panel Session Two: Changes to the skills required for employment.**
- **Overview of the issue Holly Scott, Social Finance**
  - **India Kerle and Liz Gallagher, Nesta Jobs Observatory**
  - **Chris Warhurst, Warwick Institute for Employment Research, Warwick University**
  - **A view from the field, Carl Ward, and FED**
- 16:45            **Table discussions**
- The rise of automation, digitisation and remote working and the impact of this on skills
  - Growing demand for fusion skills
  - Growing demand for green skills
  - Growing demand for live data about skills gaps



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17:00 **Panel Session Three: Changes to the learning ecosystem and learning methods.**

- **Overview of the issue Ivjyot Singh Oberoi, Social Finance**
- **Examples of innovations: Michael Stevenson, Education Futures**
- **Examples of innovations: Professor Ruth Crick, My Learning Journey App**
- **Examples of innovations: Michael Osbaldeston and Patrick Craven, City and Guilds**

17:40 Final discussion and next steps

Hanan Mujahid will interview two completed Digital Skills level 3 and 4 learners.

Simon Tate, ASES, Online delivery /Accredited/Non accredited

Barbara Hamilton, Manager ASES, Skills and Employment

- Enterprise and education working together and hubs – links between schools and employers.
- Growth of innovative finance and social investment.

18:00 **Close and networking**

18:15 **Guests depart.**

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