



Education Board

Date: MONDAY, 17 JUNE 2024
Time: 11.00 am
Venue: COMMITTEE ROOM 3 - 2ND FLOOR WEST WING, GUILDHALL

Members: Naresh Hari Sonpar
John Griffiths
Caroline Haines
Steve Goodman OBE
Alderman Robert Howard
Deputy Shravan Joshi MBE
Ruby Sayed
Deputy Elizabeth King BEM JP
Joanna Tufuo Abeyie
James Adeleke
Bolu Faseun
Mary Robey
Floyd Steadman OBE

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

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Ian Thomas CBE, Town Clerk & 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. **ORDER OF THE COURT 2024**

To receive the Order of the Court of Common Council of the April 2024 meeting.

For Information
(Pages 7 - 10)

4. **ELECTION OF CHAIR**

To elect a Chair in accordance with Standing Order No.29.

For Decision

5. **ELECTION OF DEPUTY CHAIR**

To elect a Deputy Chair in accordance with Standing Order No.30.

For Decision

6. **APPOINTMENT OF SUB-COMMITTEES**

To appoint to the Nominations sub-committee and to the Member Development & Standards sub-committee.

For Decision
(Pages 11 - 16)

7. **PUBLIC MINUTES**

To agree the public minutes of the meeting held on 16 April 2024.

For Decision
(Pages 17 - 24)

8. **OUTSTANDING ACTIONS**

Report of the Town Clerk.

For Information
(Pages 25 - 26)

9. **GOVERNOR APPOINTMENTS UPDATE**

To note the report of the Director of Community and Children's services

For Information
(Pages 27 - 40)

Education

10. **EDUCATION STRATEGY**

To consider the report of the Director of Community & Children's Services

For Decision
(Pages 41 - 90)

11. **CITY PREMIUM GRANT 2023/24 ROUND 1 APPLICATIONS**

To consider the report of the Director of Community and Children's Services

For Decision
(Pages 91 - 110)

Cultural & Creative Learning

12. **REVIEW OF FUNDING TO THE GUILDHALL SCHOOL OF MUSIC & DRAMA FOR SCHOLARSHIPS**

To consider the report of the Principal of GSMD

Please note that Appendix 1 is non-public.

To Approve
(Pages 111 - 120)

Skills

13. **APPRENTICESHIP LEVY SPEND UPDATE**

Report of the Chief People Officer

For Information
(Pages 121 - 124)

14. **LONDON CAREERS FESTIVAL 2024 EVALUATION**

To note the report of the Director of Community and Children's Services.

Appendix 1 is available as a separate pack

For Information
(Pages 125 - 142)

15. **ADULT SKILLS AND EDUCATION SERVICE UPDATE**

To receive the report of the Strategic Director, Education and Skills and the Executive Director of Community and Children's Services.

For Information
(Pages 143 - 152)

16. **PRESENTATION OF BIRKBECK COLLEGE - UPDATE ON BURSARIES**
For Information
(Verbal Report)
17. **PARENT RESEARCH WITH BRUNEL**
For Information
(Verbal Report)
18. **PARENTAL TOOLKIT UPDATE**
To receive the update of the Centre for Social Justice
For Information
(Verbal Report)

Finance

19. **OUTTURN REPORT 2023/24**
Report of The Chamberlain
For Information
(Pages 153 - 160)
20. **QUESTIONS ON MATTERS RELATING TO THE WORK OF THE BOARD**
21. **ANY OTHER BUSINESS THAT THE CHAIR CONSIDERS URGENT**
22. **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

23. **NON-PUBLIC MINUTES**
To agree the non-public minutes of the meeting held on 16 April 2024.
For Decision
(Pages 161 - 164)
24. **UPDATE ON EXPANSION OF COLAT**
To receive a verbal update on the inclusion of London Nautical School into CoLAT
For Information
(Verbal Report)

25. **CHAIRS' UPDATE**

For Information

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

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

28. **CONFIDENTIAL ITEM: COLAT SPONSORSHIP**

CONFIDENTIAL AGENDA CIRCULATED SEPARATELY

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Agenda Item 3

MAINELLI, Mayor	RESOLVED: That the Court of Common Council holden in the Guildhall of the City of London on Thursday 25 th April 2024, doth hereby appoint the following Committee until the first meeting of the Court in April, 2025
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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 2024/25**

- 7 (4) Caroline Wilma Haines
- 5 (4) Robert Picton Seymour Howard, Alderman
- 5 (3) Shravan Joshi, MBE, Deputy
- 2 (2) John Griffiths *for three years*
- 3 (3) Mandeep Thandi
- 2 (2) Steve Goodman OBE
- 2 (2) Dr Joanna Abeyie MBE
- 1 (1) Elizabeth King, OBE JP, Deputy
- 7 (1) Ruby Sayed
- 3 (1) Naresh Sonpar *for one year*

Together with three Members to be appointed this day, those referred to in paragraph 1 above including four external representatives:-

Floyd Steadman OBE (*appointed for a term expiring October 2027*)

Mary Robey (*appointed for a term expiring October 2025*)

Bolu Faseun (*appointed for a term expiring October 2026*)

James Adeleke (*appointed for a term expiring October 2026*)

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) Except for those matters reserved to the Court of Common Council or which are the responsibility of another Committee, the Committee will be responsible for all aspects of the City of London Combined Education Charity (312836) and City Educational Trust Fund's (290840) day-to-day management and administration of the charity. The Committee may exercise any available powers on behalf of the City Corporation as trustee under delegated authority from the Court of Common Council as the body responsible for exercising the powers of the City Corporation as trustee. This includes, but is not limited to, ensuring effective operational arrangements are in place for the proper administration of the charities, and to support expedient and efficient delivery of the charities' objects and activities in accordance with the charities' annual budget, strategy and policies;
- (e) 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;
- (f) To monitor the frameworks for effective accountability, challenge and support in the City Family of Schools**;
- (g) 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;
- (h) To assist with promotion of skills training and education-business link activities in line with the City of London Corporation's Skills Strategy.

**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.

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Agenda Item 6

Committee(s): Education Board	Dated: 17 June 2024
Subject: Appointment of Sub-Committees 2024/25	Public
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	N/A
Does this proposal require extra revenue and/or capital spending?	No
If so, how much?	N/A
What is the source of Funding?	N/A
Has this Funding Source been agreed with the Chamberlain's Department?	N/A
Report of: The Town Clerk	For Decision
Report author: Jayne Moore, Committee and Member Services Officer	

Summary

This report outlines the terms of reference and composition of these two Sub Committees: Nominations; and Member Development and Standards.

Recommendation(s)

That the Education Board,

- Review and approve the proposed terms of reference and composition of the Nominations Sub-Committee; and review the proposed terms of reference and composition of the Member Development and Standards Committee for the 2023/24 municipal year;
- Appoint (or re-appoint) two Members of the Education Board to the Nominations Sub-Committee, at least one of whom will be a Court of Common Council Member, to serve alongside the Chair and Deputy Chair of the Education Board;
- Appoint two Members of the Education Board to the Member Development and Standards Committee.

Main Report

Background

1. The first meeting of each City of London Corporation Committee and Board of each municipal year provides an opportunity to establish any sub-committees that Members consider are necessary for the Board or Committee to carry out its functions.
2. For the 2024-25 period, the Education Board will be appointing to the Nominations Sub-Committee and to the Member Standards and Development Committee.
3. The Nominations Sub Committee usually meets once a year. No meeting dates have yet been agreed for 2024-25.
4. A Member Development Steering Group first agreed its terms of reference in 2003. Following the meeting of the Civic Affairs Sub-Committee on 7th October 2022, it was agreed that the group would be revised and renamed to reflect a wider remit and the expansion of membership categories of the Steering Group. Upcoming meeting dates are:
 - Wed. 17 July 2024 at 11am
 - Thur. 24 Oct. 2024 at 11am
 - Thur. 30 Jan. 2025 at 11am

Appendices

Appendix 1 – Terms of Reference of the Nominations Sub (Education Board) Committee
Appendix2 – Terms of Reference of the Member Standards and Development Committee

Jayne Moore

Town Clerk's Department

**Nominations Sub (Education Board) Committee
Terms of Reference**

Constitution

- Chairman and Deputy Chairman of the Education Board.
- Up to two further Members of the Education Board at least one of whom will be a Court of Common Council Member

Quorum

- Any three members.

Terms of Reference

- Review the skills audit of the Education Board's membership and identify areas in which the Board would benefit from the addition of expertise;
- Review supporting statements from interested parties who wish to be considered as external members of the Education Board;
- Review the process of advertising, reviewing and shortlisting applications from interested parties who wish to be considered as external members of the Education Board, reporting to the Education Board in due course for approval;
- Make recommendations on the appointment of external candidates to the Education Board;
- Make recommendations to the Education Board on the appointment, where relevant, of Sponsor Trustees to the City of London Academies Trust.

2023/24 Membership

Caroline Haines (as Chair)

Naresh Sonpar (as Deputy Chair)

Mary Robey

Ruby Sayed

John Griffiths

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APPENDIX B

Member Development and Standards Sub-Committee

Composition

- The Chief Commoner (to act as Chairman)
- Immediate past Chief Commoner*
- Chairman and Deputy Chairman (or a Vice Chairman) of the Policy & Resources Committee
- One Alderman nominated by the Court of Aldermen
- Two Members nominated by the Policy & Resources Committee
- Two Members nominated by the Education Board
- Two Members nominated by the Corporate Services Committee
- Together with two Members of the Court of Common Council, to be elected by the Court.

**For part of the year and then the Chief Commoner Designate for the remainder of the year (elected in October each year)*

Terms of Reference

To be responsible for:-

Member Learning and Development

- (a) To agree, a programme of Member training and development, to ensure that all Members have access to opportunities

Standards

- (b) promoting and maintaining high standards of conduct by Members and Co-opted Members of the City of London Corporation and to assist Members and Co-opted Members to observe the City of London Corporation's Code of Conduct;
- (c) preparing, keeping under review and monitoring the City of London Corporation's Member Code of Conduct and making recommendations to the Court of Common Council in respect of the adoption or revision, as appropriate, of such Code of Conduct;
- (d) keeping under review, monitoring and revising as appropriate the City of London Corporation's Guidance to Members on the Code of Conduct;
- (e) keeping under review by way of an annual update by the Director of HR, the City of London Corporation's Employee Code of Conduct and, in relation to any revisions, making recommendations to the Corporate Services Committee;
- (f) keeping under review and monitoring the Protocol on Member/Officer Relations and, in relation to any revisions, making recommendations to the Corporate Services Committee;

(g) advising and training Members and Co-opted Members on matters relating to the City of London Corporation's Code of Conduct.

2023/24 Membership:

Naresh Sonpar
John Griffiths

EDUCATION BOARD

Tuesday, 16 April 2024

Minutes of the meeting of the Education Board held at Committee Room 3 - 2nd Floor West Wing, Guildhall on Tuesday, 16 April 2024 at 11.00 am

Present

Members:

Caroline Haines	John Griffiths
Naresh Hari Sonpar (Chairman)	Joanna Tufuo Abeyie
Deputy Shравan Joshi	Bolu Faseun
Luis Felipe Tilleria	Mary Robey

Also attending:

Catherine McGuinness

City of London:

Deborah Bell	- Community & Children's Services Department
Scott Caizley	- Community & Children's Services Department
Jack Joslin	- The City Bridge Trust
Emily Rimington	- Comptroller and City Solicitor's Department
Torriano Stewart	- Community & Children's Services Department
Chandni Tanna	- Town Clerk's Department
Jayne Moore	- Town Clerk's Department
Judith Finlay	- Executive Director, Community and Children's Services
Barbara Hamilton	- Community and Children's Services Department
Vasima Patel	- Community and Children's Services Department

City of London Academy Trust:

Mark Emmerson	- CEO, City of London Academy Trust
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A New Direction

Steve Moffit
Rebecca Branch
Laura Fuller

1. APOLOGIES

The meeting was chaired by the most senior Member, Caroline Haines, until the election of the Chair.

Apologies for absence were received from Alderman Lyons and from Steve Goodman.

The following Members observed the meeting online: Alderman Robert Howard, James Adeleke, Floyd Steadman, Ruby Sayed, and Benjamin Murphy.

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

There were no declarations.

3. **ELECTION OF CHAIR**

RESOLVED, That Naresh Sonpar be elected Chair of the Education Board.

The Chair thanked the Board for entrusting him with the chairmanship of the Board and paid tribute to the past Chair, as well as to two Board Members who had tendered their resignation from the Board.

The Chair reiterated his commitment to ensuring that all the resources and additionality of the City of London Corporation to all schools would be directed to the areas that mattered most, including teacher and pupil access to digital technology and access to careers and apprenticeships, emphasising also the importance of supporting SEND students.

The Chair thanked Caroline Haines for the enthusiastic and dedicated manner in which she had carried out the duties of Chair of the Board since May 2018 and the leadership shown in steering it through significant periods of change over the past six years. The Board noted in particular her consistent, reasoned and visionary strategic direction that played an essential role in shaping and promoting the educational strategy of the Corporation across its family of schools and nurturing the partnerships and leadership needed to secure the continued delivery of excellent educational outcomes at the City of London Corporation, as well as her involvement in a wide range of other organisations including Newham Collegiate Sixth Form, City of London School, the City of London Academy Trust, and King Edwards School Witley. The Board was reminded of her significant experience as a lifelong educator and her steadfast commitment to social mobility, equality of opportunity, diversity and inclusion through her dedication to ensuring better access to education for the socially disadvantaged via a wide range of initiatives tirelessly and relentlessly championed by her. The Chair and the Board thanked Caroline for the gracious, good-humoured and energetic way in which she had presided over the meetings during the past six years, and wished her every success in her continued service in the City Corporation and in other bodies.

The Chair thanked Alderman Lyons for his contribution to the work of the Board - noting in particular his strong support for financial education in primary schools and his many initiatives to improve financial literacy and inclusion during his time as the 694th Lord Mayor during 2022-23 as well as his involvement in King Edward's School Witley, noting that he would continue to champion the importance of the City's work in education.

The Chair also thanked Ben Murphy, who joined the Board in March 2019 two years after being elected to represent the Ward of Bishopsgate, noting that Ben joined the Board during the Tomlinson Review and had been hugely supportive

of the Board's work – particularly its impact on social mobility and its drive to ensure that every child can thrive. The Board noted that Ben Murphy would continue to champion the work of the Board across a range of activities and groups including Policy & Resources, Finance, Natural Environment, and Epping Forest alongside a number of related groups, commending him for his work on the raising of the profile of environmental issues.

4. **ELECTION OF DEPUTY CHAIR**

RESOLVED, That John Griffiths be elected Deputy Chair.

John Griffiths thanked the Board for entrusting him with the deputy chairmanship of the Board, and thanked Caroline Haines and also his fellow Ward councillor Catherine McGuinness for their support and encouragement. Mr Griffiths also emphasised that his support of the Chair would be unstinting, commenting on the importance of greater connectivity across the Corporation to encompass all six priority areas of the City of London's corporate plan.

5. **PUBLIC MINUTES**

RESOLVED, That the public minutes of the meeting of 05 February 2024 be approved as a correct record.

6. **TERMS OF REFERENCE**

RESOLVED, That the Terms of Reference be approved for submission to the April meeting of the Court of Common Council.

7. **UPDATE: ASSOCIATION OF SCHOOL AND COLLEGE LEADERS**

The update on the Association of School and College Leaders was deferred to a later date.

8. **CITY PREMIUM GRANT APPLICATIONS 2024-25**

The Board heard an update on City Premium Grants 2024-25, noting the following:

- The total envelope is £2.2M;
- Schools were invited to bid in early March 2024;
- A CoLAT partnerships co-ordinator was appointed earlier in the year to support the application process;
- The bid development window has been extended; and
- Around 32 bids have been received, to be reviewed during May 2024 and submitted to the Board's next meeting.

9. **GOVERNOR APPOINTMENTS UPDATE**

RESOLVED, That Members

1. Note that the City of London Academies Trust (CoLAT) Board of Trustees ratified new appointments to Local Governing Bodies (LGBs) at their meeting on 21 March 2024, as detailed in paragraph 2 of the report;
2. Approve the appointment of Peter Green as Chair of the Newham Collegiate Sixth Form College LGB, subject to CoLAT approval;

3. Note the DfE governance guides which now serve as the DfE's primary source of governance information, replacing the Governance Handbook; and
4. Ratify the appointment of John Griffiths to the City of London Academy Trust Board in his capacity as Deputy Chair of the Education Board.

10. **LONDON CAREERS FESTIVAL - REPORT**

Members heard an update on the London Careers Festival 2024, noting the following:

- Teacher feedback was positive, especially for SEND and care-experienced pupils;
- Attendance was: 2887 in person and 14,252 online (increase of +34% on 2023); and
- The 3 areas particularly well-matched to learner needs were: Science Technology and Engineering; Architecture/Construction; and Arts & Communication.

The Board noted that a full report would be submitted to the next meeting of the Board.

In response to a question on whether a full report would include feedback and suggested changes to the website, format or content (noting the lower relative attendance among secondary school students), the meeting heard that such discussions were already taking place and related recommendations would be presented.

11. **APPRENTICESHIP ACADEMY UPDATE**

The Board received the report of the CEO of CoLAT, noting in particular the interest in more sustained support in the form of a three-year CoL grant, the ultimate aim being for the Trust to handle the funding itself when the target of 12 schools is achieved (expected by 2027). The Trust's Chair and CEO thanked the City of London Corporation (CoLC) for its support of the Apprenticeship Academy, noting also that more placements from the CoLC would be welcome. The meeting heard that recent CoLC appointments had been made that would facilitate the apprenticeship placement process.

In response to a question on the placement numbers required, the Board heard that the requirement was for one day per week during the student's time at the Apprenticeship Academy (currently 15 students), noting that students performed well during placements.

The meeting heard that a story in *The Daily Mirror* in early April 2024 had featured two Y6 students from Galleywall Primary school who had been admitted to City of London School following a successful entrance exam, noting similar success stories from Redriff school (also two students).

12. CITY SKILLS OFFER MAPPING

Members noted the report of the Director of Community and Children's Services Department, noting its intention to capture all the initial CoL offerings in one place with a view to developing the offering.

In response to a question on the purpose and practical application of the mapping exercise, the Board heard that it is aimed at informing all CoL Members about the current breadth of activity of CoL's skills development.

A Member asked for more information about how the CoL apprenticeship levy is used, the meeting heard that further information would be brought to the next meeting of the Board (see action point 1)

12. EDUCATION, CULTURAL AND CREATIVE LEARNING AND SKILLS UPDATE

Members noted the report of the Director of Community & Children's Services updating Members on recent events and activities delivered across the three strategies overseen by the Education Board: Education; Cultural and Creative Learning; and Skills, together with the calendar of forums and events across the 2023-24 academic year.

Noting that CoLAT meetings were colour-coded to delineate them from CoLC activities, the Board noted that CoLAT meetings could be shown separately to reflect the Trust's independence of the CoLC among other options.

13. CULTURAL & CREATIVE LEARNING FUNDING APPLICATIONS 2024-25

The Board considered the report of the Department of Community & Children's Services presenting Members with key information relating to the second year of the City's Cultural and Creative Learning (CCL) funding model, noting that the applications relate to funding for July 2024/25 and that the list of cultural partners has expanded.

The Board noted that applications for 14 projects have been received and reviewed, with a combined associated cost of £255,984 (the total pot available is £190,000), noting also that the current year is the first year in which CCL funding applications are being handled in-house.

A Member commented on an apparent paucity of SEND-related projects and asked whether there was any significance to that. Members noted that no declined projects had a SEND focus, and that few SEND-focussed applications had been received.

A Member asked for further details of the three unsuccessful applications. The meeting heard that one application was invalid, one was requesting schools to pay at the point of entry, and one raised concerns about the venue and staffing costs. A Member commented that an overview of the range of funding sources available for CCL would be useful, partly to assess the extent of any overlap in remit and eligibility, noting also that further such information would be provided. (see action point 2).

A Member asked whether partners were aware of and encouraged to consider match-funding opportunities from CoL livery companies (particularly for outdoor activities, including gardening), noting also the potential for reaching out to other partners working across a range of departments.

RESOLVED, That Members

1. Delegate authority to the Chair and the Strategic Education and Skills Director (in consultation with the Town Clerk, where appropriate) to distribute the CCL funds to the relevant cultural partners; and
2. Recommend that 11 out of 14 of the applications be awarded funding from the CCL budget in line with the recommendations set out in the report.

15. EQUITY AWARDS PRESENTATION FROM GOLDSMITH'S, UNIVERSITY OF LONDON

Members viewed a presentation from Goldsmith's, University of London.

16. A NEW DIRECTION - PRESENTATION

Members viewed a presentation delivered by A New Direction, noting in particular the following:

- In April 2023, A New Direction was awarded £650K towards a 14-month pilot to build a cultural arts programme in primary schools;
- All CoLAT schools have been invited to take part;
- The Primary Arts pilot programme was launched on 21 January 2024;
- All available programme offers are fully booked;
- The programme works with a range of agencies including The Crafts Council, The Polka Theatre, and the UCL Centre for Educational Leadership;
- Matrices are being developed for the selection of participating schools to ensure a balanced and equitable approach using criteria such as PP, EHCP and EAL student numbers;
- Feedback so far has been overwhelmingly positive; and
- The rollout phase is expected to retain the programme's fundamental structure and partnerships, and expand capacity and involve more cultural partners.

In response to a Member question, the Board heard that successful applicants' access criteria would be made available to the Board (see action point 3).

Members commented on the merits of a formalised academic study to examine the benefits and measurable outcomes of accessing the programme (as against a cohort that does not have access to the programme) once the programme is up and running, as well as of sharing the learnings to maximise impact.

The Board noted that the timing of some of the offerings did not always work well round key points in the school year, particularly in the pre-exam periods.

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

A Member commented on the benefits of working with charities such as ThinkForward and organisations that provided pastoral support alongside the development of the parental toolkit to be re-presented to the Board in autumn 2024, noting also that a skills audit would be circulated soon after the reappointment of the Board at the April Court meeting (see action point 4).

The Board noted that the kind of behaviour that could result in exclusions (for a small minority of children) could often be detected at primary school level, and that the interventions would be useful at that point as well as at secondary level – noting rising levels of concern at national level around behaviour, parenting and attendance that had been exacerbated by lockdown restrictions and increasing levels of social media use.

Members commented on the importance of ensuring that any organisation interested in working on schools in that capacity should be carefully examined to ensure the right message was being communicated (including, for example, emphasis on avoiding involvement in gang or criminal activity).

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

There were no items of urgent business.

20. **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.

The meeting ended at 1.00 pm

Chairman

Contact Officer: Jayne Moore
Jayne.Moore@cityoflondon.gov.uk

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EDUCATION BOARD
Outstanding Actions (updated April 2024)

Action Number	Date	Action	Responsible Officer	Progress Update
1	16 April 2024	City Skills Offer Mapping: provide further info on how CoL apprenticeship levy is used	ESU	See apprenticeship levy update paper
2	16 April 2024	CCL funding – provide overview of range of funding sources available for CCL	ESU	To be submitted in autumn 2024
3	16 April 2024	A New Direction – provide successful applicant criteria	AND	In progress
4	16 April 2024	Skills audit – devise and circulate skills audit following appointment of Board at April 2024 Court meeting	Jayne M	Audit sent to Members on 05 June 2024

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Committee(s)	Dated:
Education Board	17/06/2024
Subject: Governor Appointments Update	Public
Which outcomes in the City Corporation’s Corporate Plan does this proposal aim to impact directly?	Diverse Engaged Communities Providing Excellent Services
Does this proposal require extra revenue and/or capital spending?	N
If so, how much?	N/A
What is the source of Funding?	N/A
Has this Funding Source been agreed with the Chamberlain’s Department?	N/A
Report of: Director of Community and Children’s Services	For Information
Report author: Scott Caizley, Lead Policy Officer	

Summary

This report updates Members on the recent appointments of governors across the City Family of Schools. An updated list of the governing body membership is attached in **Appendix One**.

Recommendation(s)

Members are asked to note the report.

Main Report

Background

1. As per the current 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.

Appointment update of governors to CoLAT LGBs

2. Below is a list of governor updates from CoLAT:
 - **Highbury Grove**
Resignations: Anisha Radia and Joe Caluori

- **Highgate Hill**
The following governors, whose terms expire in August, will be put forward to the Trust Board for another term renewal in July:
 - Kristin Baugmartner
 - Josh Burton
 - Julie Robinson
 - Peter Bremner

- **Islington**
The following governors, whose terms expire in August 2024, will be put forward to the Trust Board for another term renewal in July:
 - Reema Khan
 - Hafiza Patel
 - Peter Laurie

- **Shoreditch Park**
The following governors, whose terms expire in July 2024, will be put forward to the Trust Board for another term renewal in July:
 - Kam Adams
 - Barbara Hamilton

- **Southwark**
Resignations:
 - Hilda Cheong
 - Steven Berryman (effective at the end of the academic year)

- **Primary Academy Islington**
Term Extension: An extension for Mary Robey's term was agreed by the Trust Board.
New Chair: The search for a new Chair is currently underway.
Upcoming Resignation: Steven Berryman will resign when his term comes up for renewal in September.

- **The City Academy Hackney**
New Appointment: The appointment of new governor Ashleigh Hope was ratified by the Trust Board through an urgency process.

Governing body membership across the City Family of Schools

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

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 One**.

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

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

Appendices

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

Dr Scott Caizley

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Appendix One: Family of Schools Local Governing Body Membership

Governing Body Membership for the City of London Academies Trust

City of London Academy Highbury Grove

Name	Basis of Appointment	Term of Office
Martin Jermyn (Chair)	Appointed by the Trust Board	4 years expiring 31 st August 2024
Aimee Lyall	Principal – Ex officio	During term of office as Principal
Claire Tunley	Appointed by the Trust Board	4 years expiring 31 st August 2026
Nick Worsley	Appointed by the Trust Board	4 years expiring 31 st August 2026
Maggie Elliott	Appointed by the Trust Board	4 years expiring 31 st August 2025
Louise Furgason	Non-teaching staff governor	4 years expiring February 2025
Serina Bingham	Teaching Staff Governor	4 years expiring 28 th February 2025
Nicholas Durack	Appointed by the Trust Board	4 years expiring August 2025
Ahlisha Tucker	Parent Governor	4 years expiring 31 st December 2025
Ria Holzerlandt	Parent Governor	4 years expiring 28 th February 2025
Nicola Davison	Appointed by the Trust Board	4 years expiring 31 st August 2027
Charles Cohen	Appointed by the Trust Board	4 years expiring 31 st December 2027
Akinbayo Akinbode	Appointed by the Trust Board	4 years expiring 31 st December 2027

City of London Academy Highgate Hill

Name	Basis of Appointment	Term of Office
Roy Blackwell (Chair)	Appointed by the Trust Board	4 years expiring 31 st August 2024
Prince Gennuh	Principal – Ex officio	During term of office as Principal
Shireen Fraser	Appointed by the Trust Board	4 years expiring 31 ^s August 2027
Kristin Baumgartner	Appointed by the Trust Board	4 years expiring 31 ^s August 2024
Josh Burton	Appointed by the Trust Board	4 years expiring 31 ^s August 2024
Julie Robinson	Appointed by the Trust Board	4 years expiring 31 ^s August 2024
Peter Bremner	Teaching staff governor	4 years expiring 31 ^s August 2024
Steven Mitchell	Parent Governor	4 years expiring 31 st December 2026
Vacancy	Appointed by the Trust Board	VACANT
Vacancy	Parent Governor	VACANT
Vacancy	Non-teaching Staff Governor	VACANT

City of London Academy Islington

Name	Basis of Appointment	Term of Office
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 st 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 st August 2026
Hannah McHugh	Appointed by the Trust Board	4 years expiring 31 st August 2026
Richard Kottler	Appointed by the Trust Board	4 years expiring 31 st December 2026
Deborah Rafalin	Appointed by the Trust Board	4 years expiring 1 st October 2027
Peter Lisley	Appointed by the Trust Board	4 years expiring 1 st October 2027
Keith Maylor	Staff Governor (non Teaching)	4 years expiring 31 st December 2027
Vacancy	Appointed by the Trust Board	VACANT

City of London Academy Shoreditch Park

Name	Basis of Appointment	Term of Office
Alderman Robert Howard, Chair	Appointed by the Trust Board	4 years expiring 31 st August 2024
Holly Arles	Principal – Ex officio	During term of office as Principal
Veronica Wadley	Appointed by the Trust Board	4 years expiring 31 st July 2027
Rita Krishna	Appointed by the Trust Board	4 years expiring 31 st July 2024
Kam Adams	Appointed by the Trust Board	4 years expiring 31 st July 2024
Barbara Hamilton	Appointed by the Trust Board	4 years expiring 31 st July 2024
Jonathan McIntosh	Parent Governor (elected)	4 years expiring 5 th April 2025
Grant Aidoo Nash	Appointed by the Trust Board	4 years expiring 13 th September 2026
Preet Singh	Staff Governor (Teaching)	4 years expiring 2 nd October 2026
Amaka Iloyana	Staff Governor (Non-Teaching)	4 years expiring 19 th October 2024
Thomas Kibling	Parent Governor (elected)	4 years expiring 5 th April 2025
Darren Thompson	Appointed by the Trust Board	4 years expiring 31 st August 2027
Dr Joanna Abeyie	Appointed by the Trust Board	4 years expiring September 2027

Southwark Local Governing Body

Name	Appointed as	Term of Office
Dr Steven Berryman, Chair	Appointed by the Trust Board	4 years expiring 31 st August 2026
Mike Baxter	Principal CoLAS – Ex Officio	During term of office as Principal of City of London Academy, Southwark
Joanna James	Headteacher Redriff – Ex Officio	During term of office as Headteachers of Redriff Primary School
Martin Blain	Head teacher Galleywall – Ex Officio	During term of office as Headteacher of Galleywall Primary School

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
Antony Smyth	Appointed by the Trust Board	4 years expiring 18 March 2025
Barbara Reichwein	Parent Governor at Galleywall Primary	4 years expiring 7 th June 2027
Greig Larsen	Staff Governor (non-teaching)	4 years expiring 7 th June 2027
Dr Naureen Bhatti	Trust Governor	4 years expiring 7 th June 2027
Dr Pam Yeow	Trust Governor	4 years expiring 7 th June 2027
Kathrin Hanki	Appointed by the Trust Board (LGA Chair of Redriff Primary)	4 years expiring on 14 th December 2027
Vacancy	Trust Governor	VACANT
Vacancy	Staff governor	VACANT

City of London Primary Academy Islington

Name	Basis of Appointment	Term of Office
Mary Robey (Chair)	Appointed by the Trust Board	4 years expiring 31 st August 2024
Kim Clapham	Headteacher – Ex officio	During term of office as Headteacher
Paul Barry	Appointed by the Trust Board	4 years expiring 7 th September 2027
Sarah Matthias	Appointed by the Trust Board	4 years expiring 11 th December 2027
Sonja Shah-Williams	Appointed by the Trust Board	4 years expiring 21 st February 2026
Dr Steven Berryman	Appointed by the Trust Board	4 years expiring 2 nd September 2024
Bethan Ferguson	Parent Governor (elected)	4 years expiring 18 th June 2024
Timothy Gittins	Appointed by the Trust Board	4 years expiring 7 th December 2024
Alexandra Tsoi	Staff Governor	4 years expiring 8 th September

	(Teaching)	2025
Aaron Spencer	Staff Governor (non-teaching)	4 years expiring 8 th September 2025
Flora McCormack	Trust Governor	4 years expiring 18 th September 2027
Alistair Richardson	Parent Governor	4 years expiring 22 nd January 2028

Newham Collegiate Sixth Form College

Name	Basis of Appointment	Term of Office
Simon Beck (Chair)	Appointed by the Trust Board	4 years expiring 30 th September 2026
Anita Lomax	Principal – Ex officio	During term of office as Principal
Minesh Talati	Appointed by the Trust Board	4 years expiring 31 st January 2026
James Owolabi Adeleke	Appointed by the Trust Board	4 years expiring 20 th 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 rd December 2027
Peter Green	Appointed by the Trust Board	4 years expiring 31 st August 2026
James Bounds	Staff Governor (Teaching)	4 years expiring 31 st January 2026
Joanne Leary	Staff Governor (Non Teaching)	4 years expiring 4 th November 2024
Amy Zambon	Appointed by the Trust Board	2 years expiring 21 st March 2026
Dhruv Patel	Appointed by the Trust Board	4 years expiring 31 st December 2026
Mohammed Nasirul Islam	Parent Governor	2 years expiring 21 st March 2026
Samra Zubairi	Parent Governor	2 years expiring 21 st March

		2026
Vacancy	Appointed by the Trust Board	VACANCY
Vacancy	Appointed by the Trust Board	VACANCY

The City Academy, Hackney

Name	Basis of Appointment	Term of Office
Steve Goodman (Chair)	Appointed by the Trust Board	4 years expiring 5 th October 2026
Darren Thompson (Deputy Chair)	Appointed by the Trust Board	4 years expiring 31 st January 2024
Anna Sarchet	Principal	During term of office as Principal
Randall Anderson	Appointed by the Trust Board	4 years expiring 16 th July 2025
Hannah Cool	Appointed by the Trust Board	4 years expiring 15 th December 2025
Kamaru Adams	Appointed by the Trust Board	4 years expiring 15 th June 2025
Nasir Uddin	Parent Governor	4 years expiring 15 March 2026
Oleander Agbetu	Parent Governor	4 years expiring 11 th July 2025
Olu Ladega	Staff Governor (Non-teaching)	4 years expiring 30 th November 2025
Toby Skales	Appointed by the Trust Board	4 years expiring 15 th December 2024
Debra Robinson	Appointed by the Trust Board	4 years expiring 5 th October 2026
Olivia Willis	Appointed by the Trust Board	4 years expiring 14 th December 2026

Ayla Brewer	Staff governor (Teaching)	4 years expiring 20 th June 2027
Ashleigh Hope	Appointed by the Trust Board	4 years expiring 28 th April 2028

Governing Body Membership for the City Independent Schools

City of London School

Alderman Robert Howard (Ex-Officio)	Ex officio (Chairman of the Board of the CLSG)	(term subject to Chairmanship of CLSG)
Deputy Philip Woodhouse (Ex-Officio)	Ex officio (Chairman of the Board of CLFS)	(term subject to Chairmanship of CLFS)
Alderman Vincent Keaveny	Alderman	4 year expiring July 2025
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 2024
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
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

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)
Alderman Robert Howard (Chairman)	Alderman	4 years expiring July 2025
Alderwoman Susan Pearson	Alderwoman	4 years expiring July 2025
Jamel Banda	Commoner	4 years expiring July 2027
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
Jaspreet Hodgson	Commoner	4 years, expiring July 2027
Deputy Charles Edward Lord	Commoner	4 years, expiring July 2026
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 July 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
Peter Bennett	Co-opted	4 years, expiring July 2027

City of London Freeman'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 (Chairman)	Commoner	4 years expiring July 2026
Graham Packham	Commoner	4 years expiring July 2024

Michael Hudson	Commoner	4 years expiring July 2026
Jamel Banda (Deputy Chairman)	Commoner	4 years expiring July 2026
John Foley	Commoner	4 years expiring July 2026
Luis Tilleria	Commoner	Appointed until end April 2024
Roy Anklesaria	Co-opted	3 years expiring July 2025
Clare Verga	Co-opted	3 years expiring July 2025
Nicholas Goddard	Co-opted	4 years expiring July 2027
Andrew McMillan	Co-opted	17 months expiring April 2025 ¹
Lady Gillian Yarrow	Co-opted	17 months expiring April 2025

City Junior School

Governor	Basis of Appointment	Current Term Ends
Alderman Robert Howard	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
Anett Rideg (Chair)	2b	Term expires 31 July 2027
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

Governing Body Membership for the City of London Corporations Maintained School

The Aldgate School

Membership	Appointed by	Term of office
Beverley Elizabeth Ryan (Chair)	Appointed by foundation/Trust	Term expires June 2026
Alexandra Allan	Ex-officio by virtue of office as headteacher/principal	While HT at the Aldgate School
Anwar Akhtar	Foundation/sponsor members	Term expires April 2025
Farah Hai-Lavin	Elected by school staff	Term expires September 2024
Jacqueline Greenlees	Appointed by foundation/Trust	Term expires September 2025
John Fletcher	Appointed by LA	Term expires September 2027
Joseph Tilley	Nominated by other body and appointed by GB	Term expires July 2027
Laura Jorgensen	Ex-officio foundation governor (appointed by foundation by virtue of the office they hold)	While Rector at St Botolph's Church
Marianne Fredericks	Appointed by foundation/Trust	Term expires July 2027
Mohibur Rahman	Parent Governor	Term expires March 2026
Robert Moye	Appointed by foundation/Trust	Term expires April 2026
Temi Omooba	Nominated by other body and appointed by GB	Term expires-March 2027
Zarina Lawley	Parent Governor	Term expires March 2026

Committee(s): Education Board	Dated: 17/06/2024
Subject: Education Strategy Update	Private
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	<ul style="list-style-type: none"> • Diverse Engaged Communities • Providing Excellent Services • Leading Sustainable Environment
Does this proposal require extra revenue and/or capital spending?	N
If so, how much?	N/A
What is the source of Funding?	N/A
Has this Funding Source been agreed with the Chamberlain's Department?	N/A
Report of: Director of Community and Children's Services	For Decision
Report author: Torri Stewart, Lead Officer, Strategy & Impact	

Summary

This report updates Members on final development work for the 2024-29 Education Strategy. The report:

- Highlights updates which have been made to the strategy document to acknowledge input from the Chair and Deputy Chair of the Education Board.
- Requests approval of the document content (not it's design), so that the project can progress to the next phase.

Recommendation(s)

Members are asked to note the updates shared in this report, and approve the content of the updated strategy document.

Main Report

Background

1. As noted in the February 2023 meeting of the Education Board, the Education, Cultural & Creative Learning and Skills Strategies 2019-23 will expire at the end of the 2023 calendar year. As this falls in the middle of an academic year, to minimise disruption to ongoing activity, the Education Strategy Unit (ESU) will continue to deliver against these strategies until the end of the 2023/24 academic year.
2. Development of the new strategic framework has been delivered through multiple workstreams. The ESU conducted desk research which looked at three areas: (1) An analysis of the previous strategies; (2) A review of the current and near-future education landscape; (3) Identifying opportunities within the Corporation.
3. In parallel to this, extensive stakeholder engagement took place. In all, 121 people were engaged from groups including: teachers, headteachers, multi-academy trust CEOs, governors, education charities, education researchers, employers, arts & culture professionals, skills development specialists, the City of London Family of Schools (FoS), local authority officers, Members of the Education Board and Livery Companies & Guild Members.
4. Additionally, over 350 pupils across the Family of Schools were engaged via a pupil survey, and a small group of parents from the Family of Schools were engaged through a bespoke project developed in collaboration with Brunel University.
5. After distilling the combined findings of the landscape research and stakeholder engagement, seven areas emerged as options for the priorities which could be central to the new strategy. These were, 'Educational Excellence'; 'Health, Safety & Wellbeing'; 'Equity, Diversity & Inclusion (EDI)'; 'Personal Development'; 'Employability'; 'Culture, Creativity & The Arts'; 'Technology'.
6. At the February 2024 meeting of the Education Board, Members decided that the new strategy should be structured around five explicit priority areas, these being:

Educational Excellence
 Health, Safety & Wellbeing
 Personal Development
 Employability
 Culture, Creativity & The Arts

Alongside this it was decided that Equity, Diversity and Inclusion (EDI) and Technology should exist as overarching themes that run through all activity in all areas.

7. At the April 2024 meeting of the Education Board, Members reviewed and approved the proposed lists of actions and outcomes associated with each priority area. Members were also updated on elements of preparatory work being developed to support delivery against the new priorities.

Current Position

8. Following the previous meeting of the Education Board, and in close consultation with the Chair and Deputy Chair of the Education Board, final amendments have been made to the strategy document.
9. The start of the document now features a foreword from the Chair of the Education Board and the 'Introduction' section has been updated to better illustrate connections to the Corporate Plan 2024-2029. Particular attention has been paid to the Equity, Diversity and Inclusion section which has been further expanded. The 'Context' section has also been updated to summarise the national and regional state of play, and to reference technology more explicitly.
10. To illustrate the fact that the City Corporation is already delivering work that aligns with the new priority areas, examples of existing activity have been included in each priority section's introduction. Additionally, the actions and outcomes listed in each priority section have been adjusted in line with input from the Chair and Deputy Chair of the Education Board.
11. Finally, over-arching measures have now been included in each priority section. These measures have been developed in consultation with the Chair and Deputy Chair of the Education Board, the Strategic Director of Education and Skills, and the Corporate Strategy & Performance Team.

Options

N/A

Proposals

12. With the development process for this piece of work now complete, the Education Strategy Unit requests approval of this document so that the project can be progressed to the Policy and Resources Committee, and then move into the production and delivery phase in advance of the start of the new academic year.

Corporate & Strategic Implications

13. Strategic Implications - This work is aligned with and will contribute to the outcomes of the City Corporation's Corporate Plan 2024-29, specifically 'Providing Excellent Services', 'Diverse Engaged Communities' and 'Leading Sustainable Environment'.

Conclusion

14. This report has highlighted the work which has taken place to develop the 2024-29 Education Strategy and asks Members to approve the draft so that the project can progress to the next phase.

Appendices

- **Appendix 1:** Education Strategy 2024-29 Full Draft - June 2024
- **Appendix 2:** Equality Impact Assessment

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CITY OF LONDON CORPORATION
EDUCATION STRATEGY 2024-29
(Draft - June 2024)

FOREWORD

Education is often seen as the cornerstone of a thriving society. It cultivates the next generation of innovators, shapes our cultural identity, and fuels economic prosperity. Within this national framework, London emerges as a vibrant hub for educational excellence. Home to a diverse mix of schools, world-renowned universities, and an incredibly diverse student body, London is uniquely positioned to champion the future of education.

Much has already been said about the City of London being unique in terms of us acknowledging our historic roots whilst driving towards the future. Nowhere is this truer than in the education realm. We are immensely proud of all learners within the City of London Corporation ‘Family of Schools’, whether enrolled at our maintained school, at one of the City of London Academy Trust schools, at one of our independent schools, or as a pupil in our virtual school. Our admiration and support of these fine young people and their dedicated teachers is assured.

Apprenticeships were created in the medieval City to ensure that the wealth generating professions and trades maintained their standards and sustainability. In the 21st century City we are growing our breadth of top-class apprenticeships, particularly targeted at young people and adults who may have experienced some form of disadvantage.

As an educator myself, I commend this strategy. It’s vision, ambition and inclusive priority will ensure that world class education grows through the City’s influence, both locally, nationally, and beyond for learners and their educators. This strategy compliments the City of London Corporation’s Corporate Strategy 2024-2029, honouring our fine educational tradition and positioning our learners with every advantage that we can influence for successful, content and productive futures.

Naresh Sonpar – Chair of the Education Board

INTRODUCTION

The City of London Corporation looks after the City of London (‘the City’ or ‘Square Mile’) on behalf of all who live, study, work, and visit, providing modern, efficient, and high-quality local services and policing for all. We have a long history, a unique constitution, our own Lord Mayor, and a dedicated police service keeping the City safe. Our independent and non-partisan political voice and convening power, enables us to promote the interests of people and organisations across London and the UK and play a valued role on the world-stage.

Today the Square Mile is the proud home to 8,600 residents, 614,500 workers, 24,000 businesses and over 100 livery companies and guilds. Additionally, a number of Further Education (FE) and Higher Education (HE) institutions (including City, University of London, Gresham College and the Guildhall School of Music and Drama) operate within the Square Mile, as well as numerous training providers, and a number of world-renowned creative and cultural institutions (such as the Museum of London and the Barbican). We support this rich landscape through our dedication to *‘a vibrant and thriving City, supporting a diverse and sustainable London within a globally-successful UK’*.

At the heart of everything we do is a commitment to improving social mobility – this being the extent to which people have the same chances to do well in life, regardless of their background. A key outcome of our Corporate Plan 2024-29 is the provision of excellent services that *‘help people live*

healthy, independent lives, and achieve their ambitions'. A vital component of this is our commitment to supporting schools, outstanding education, and lifelong learning.

Another outcome within our Corporate Plan is our desire to *'help build diverse, engaged communities*'. Aligning with this, a drive to continuously improve Equity, Diversity, and Inclusion (EDI) in learning settings will be the foundation for all activity borne of this strategy. EDI efforts in education settings focus on the fundamental right of all learners to access equitable educational experiences. This involves creating environments free from all forms of discrimination where every learner, regardless of their socio-economic background, gender, age, sexual orientation, race, disability, ethnicity, birthplace, or other circumstance beyond their control, feels acknowledged, safe and supported to thrive and reach their full potential.

We believe that our commitment to improving educational EDI can play a pivotal role in creating positive life outcomes for more learners – especially those facing the most challenge. This will ultimately contribute to a fairer, more prosperous society that benefits from richer diversity of thought. It is our ambition that at all times, *all* learners are acknowledged and supported, to give them the best chance to flourish.

Our Corporate Plan also illustrates our commitment to *'act as a leader on environmental sustainability*'. To reflect this in our education efforts, Environmental & Outdoor Learning (EOL) will be a priority area, especially with regard to topics such as climate action, sustainability, and green skills. To do this we will support initiatives such as nature immersion experiences, sustainability awareness programmes and green careers development opportunities which will encourage green leadership and environmental stewardship in learners.

With all of these outcomes acting as a bedrock, this strategy illustrates how we will extend and enrich education experiences by creatively leveraging our unique combination of assets and resources. We will utilise the funding, networks, knowledge, influence, expertise, and experience available to us to help more learners realise their full potential – regardless of their background, identity, or ability.

CONTEXT

In England today, learners and education organisations continue to face many challenges. Long-term problems including funding constraints, growing socio-economic disparities and the widening attainment gap have been amplified by events such as the COVID 19 pandemic and the cost-of-living crisis. All of this is reflected in and around London with learning organisations trying to navigate a complex mix of interconnected problems such as poor mental health in learners, low attendance and a growing skills gap. These challenges affect many of the education organisations and learners we are connected to.

The City Corporation is a major provider and funder of education. We have Local Authority education duties in the Square Mile, maintain one primary school, support ten Early Years settings, are a proprietor of four independent schools, and act as the sole sponsor of academies managed by the City of London Academies Trust (CoLAT). In its entirety, this group of schools is called the **'Family of Schools'**.

Beyond school-age education, the **Adult Skills and Education Service (ASES)** delivers the City Corporation's statutory Adult Community Learning (ACL) services. ASES also delivers our Apprentice

Programme which recruits apprentices at the City Corporation and brokers and delivers apprenticeships for local businesses and residents in the Square Mile and beyond.

This strategy will leverage our links to the Square Mile’s world-class business community, learning and cultural institutions, and environmental assets. Our ambition is that this, along with our philanthropic commitments, will offer learners unique educational enrichment that expands their opportunities to progress, and inspires an appetite for excellence, creativity, and innovation.

For this strategy to deliver meaningful impact, it must look beyond today’s educational landscape and account for the critical factors of the near future. Perhaps the most significant topic in this regard is the transformative impact emerging technologies will have on education. For example, sophisticated tools that use Artificial Intelligence (AI) to analyse student performance and then recommend tailored content and targeted interventions are emerging to help both educators and learners. When effectively utilised, such technologies can enhance learning outcomes by improving operational efficiency, and enabling personalised, adaptive, and inclusive educational experiences.

Alongside technology, other factors such as the development of future-proof personal skills, our responses to local and global environmental issues, and the universal benefits of EDI are just a few examples of other topics that will grow in significance in the near future. This strategy will therefore continue to acknowledge the landscape of tomorrow to help learners prepare for it today.

Delivery of this strategy is a cross-Corporation endeavour. Strategic oversight, including monitoring and evaluation of the strategy will be conducted by the City of London Corporation’s Education Board, with day to-day operational oversight delivered by the Education Strategy Unit (ESU). The ESU sits within the City Corporation’s Department of Community & Children’s Services and supports its aim to ensure *‘people of all ages and backgrounds are prepared to flourish in a rapidly changing world’*. City Corporation departments that will be key in delivery of this strategy are:

- Town Clerk & Chief Executive
- Department of Community & Children’s Services
- Environment Department
- Innovation & Growth

OUR VISION

We believe all learners – especially those facing the most challenge - are entitled to an education which helps them to achieve their best academically and helps them develop and flourish as people. We define this as the development of academic excellence, cultural knowledge, work-readiness, and a lifelong love of learning.

To deliver against this belief, we extend and enrich education for ‘City-linked’ learners to offer them world-class education experiences and help them secure better life outcomes. This work is driven by our vision for education:

‘Helping learners to flourish in a rapidly changing world by supporting outstanding education, encouraging lifelong learning and driving upward social mobility’.

OUR STRATEGY

Fundamentally, education at all stages and all levels should support learners in developing skills and knowledge that will help them access new opportunities and move forward in life. However, today's education landscape is incredibly complex, with a wide range of inter-connected factors influencing education outcomes. The City Corporation is uniquely positioned to help educators navigate this complexity through our ability to fund, influence and facilitate unique educational initiatives across this range of factors. These initiatives, driven by research and innovation, will help educators enrich what they are doing right now, and anticipate what will be of value in the future. So, to summarise our strategy...

'We will create exceptional education experiences for City-linked learners by creatively leveraging our unique array of assets and resources'.

To create a framework for this intention, we have processed the data, knowledge, insights and concerns collected through extensive stakeholder engagement and sector research. Using these learnings as a foundation, we will support our pledges to champion outstanding education, promote lifelong learning and support upward social mobility by focusing on the following priorities:



● 'SUPPORTING EDUCATIONAL EXCELLENCE'

Context:

The City of London Corporation defines educational excellence as a combination of academic attainment, achievement, and personal growth - a foundation for holistic development. High attainment remains a crucial component for success in many spheres and the City Corporation remains passionate in its commitment to support academic excellence in City-linked learning settings. Alongside attainment we will continue to promote the importance of achievement as a valuable way to track progress and motivate pupils who are less academically inclined.

Research increasingly tells us however, that focusing on academic attainment and achievement alone will not meaningfully prepare learners to be work-ready *and* world-ready. The identification and development of personal skills and competencies is now a critical factor in improving career opportunities, and equipping learners to navigate life in a constantly changing world. For this reason, the City Corporation will increase its drive to support the integration of skills and personal development in all learning experiences.

Importantly, educational excellence is dependent on teaching excellence. Outstanding teaching and learning can cater for a more diverse mix of learners, foster engagement and improve comprehension, helping to build knowledge and skills, whilst also inspiring curiosity, creativity and a broader love of learning.

Supporting the development of education, educators and learning experiences, especially where it involves innovation, creativity and strengthened EDI practise, will be central in our drive for educational excellence. We will continue to build on current activity - which includes funding to broaden teacher CPD opportunities, widen access to higher education, and provide bespoke pastoral support for learners facing significant challenge - through our unique City Premium Grant programme.

Actions (What we will do):

- Strengthen existing synergies and collaboration by revitalising the concept of the City Family of Schools, reviving the sense of benefit for member schools, reintroducing a shared ethos, and encouraging more sharing of skills, knowledge, and resources.
- Help support innovative practice and EdTech adoption across City-linked learning environments by working with educators to identify and introduce digital tools, skills, resources, and approaches that they believe will add value.
- Continue to improve education experiences, learning outcomes and future pathways for learners across the Family of Schools by improving how effectively the City Premium Grant is deployed, and encouraging schools to align funded activity with our strategic priorities.
- Offer learners unique, enriching off-site experiences by leveraging our access to the City Corporation's physical assets and venues, such as the Guildhall, our open spaces, our markets, and cultural institutions.

- Through research and collaboration we will connect City-linked educators with leading-edge thinking, practices and opportunities that support innovation in education.

Key Outcomes (What we will achieve):

- Collaborative work across the Family of Schools is boosted, with multiple lines of dialogue between the schools as well as the City Corporation, to maximise the sharing of skills, knowledge, and resources.
- City-linked learning settings keep pace with technology, resulting in improved efficiency, effectiveness, and learner engagement
- Learners across the Family of Schools - especially those from disadvantaged backgrounds – see the benefit of the City Corporation’s financial support, and experience an education that is enriched and extended by our innovative funding
- More learners engage with the City Corporation's places and spaces through unique enrichment opportunities which offer the chance to build their skills and knowledge, as well as their social and cultural capital.
- City-linked educators are aware of, have access to, and regularly consider how they might engage with opportunities, tools and practices that will make their learning experiences leading-edge.

Key Measures:

Educators tell us that education experiences for their learners are being enhanced by the additional opportunities and initiatives being provided by the City of London Corporation.

Number of improvement-focused tools or initiatives facilitated or funded by the City of London Corporation annually.

● 'PROMOTING PERSONAL DEVELOPMENT'

Context:

The pairing of academic education with personal development is crucial for the overall growth of individuals both personally and professionally. Personal development involves the building of principles and values such as respect, responsibility, and citizenship, as well as the development of skills and competencies like financial literacy and autonomy. Central to this are Fusion Skills (commonly known as Key Skills, Core Skills, or Transferable Skills) - a mix of creative, social, and interpersonal competencies as well as cognitive skills such as decision making, critical thinking and problem-solving. Fusion Skills have been identified as a set of skills that are highly likely to support success in tomorrow's world, especially with respect to the workplace.

Research tells us that access to personal development opportunities varies substantially - particularly among underrepresented groups. The City Corporation believes that personal development is an essential component of a holistic education and should be available to all learners – especially those challenged by disadvantage. We can and will play an important role in making this a reality for more learners. Our current work with Bloomberg, which supports the development of fundamental financial skills is just one example of how we are already responding to this challenge. We will continue to support a number of key initiatives designed to help learners focus on their personal development and increase our drive to see this acknowledged in all City-linked learning settings.

Actions (What we will do):

- Via partners, service providers and specialist platforms, offer City-linked educators curriculum-linked opportunities and tools which will accelerate the development of life skills and competencies in their learners, giving them a valuable edge.
- Create a new event/s designed to promote the development of interpersonal skills and social capital for secondary-age learners - including those from disadvantaged backgrounds and those with SEND.
- Establish a dialogue between the City Corporation and learners across the Family of Schools by hosting input sessions that give learners the opportunity to share their thoughts and opinions on activity the ESU is planning.
- Work with outdoor learning and cultural partners to pilot or expand programmes and experiences for learners and educators that use creativity, culture, and natural environments as vehicles for the development of personal skills and competencies.

Key Outcomes (What we will achieve):

- City-linked educators have more structured ways to help learners develop their personal skills and competencies, build their self-confidence, and feel world-ready.

- Learners see first-hand the value of building their personal skills from an early age, are motivated to think critically and explicitly about their own skills and competencies, and get the opportunity to build richer peer networks.
- Participants have the opportunity to interact with a professional organisation and feed their thoughts into planned activities and develop key skills (e.g. communication and critical thinking) through their interactions with us and each other.
- Culture, creativity, sports, and the natural environment are used as vehicles to improve the personal skills and competencies of learners.

Key Measures:

Learners tell us engaging with our tools or initiatives has further motivated them to invest in their personal development.

Number of personal development initiatives facilitated or funded by the City of London Corporation annually, in receipt of positive participant evaluation increases annually.

● 'REINFORCING SAFETY, HEALTH & WELLBEING'

Context:

Good physical and mental health, combined with positive learning environments and effective safeguarding provide the foundation for learners to thrive and develop. These responsibilities are critical aspects of a duty of care for learners and form the basis of our focus on Safety, Health, and Wellbeing. Learners continue to face challenges in these areas, especially with regard to their mental health, and this can affect their education in many ways. Studies by Public Health England and the Education Policy Institute emphasise the link between health, wellbeing, and educational outcomes. Their findings highlight the fact that learners' physical and mental health significantly influences their academic achievement. Improved health and wellbeing positively impact attendance rates, concentration levels, cognitive abilities, and social-emotional development, thereby enhancing learning outcomes.

Schools play a crucial role in supporting the health and wellbeing of pupils, and those that promote learner wellbeing through work such as mental health support, sporting activity, and healthy eating interventions observe improved educational attainment among their learners. Evidence also suggests that exposure to natural environments can benefit the mental health and wellbeing of learners. For this reason, we believe that Environmental and Outdoor Learning can play an important role in this area.

From our current commitment to fund bespoke mental health support and counselling for learners, to a focus on broader research and development, the City Corporation will continue to acknowledge safety, health, and wellbeing as critical aspects of effective education. We will maintain our commitment to promoting and facilitating exemplary safeguarding practise throughout all City-linked learning settings and continue to support efforts that will improve mental and physical health. This will be achieved through specialist programmes, creative endeavours, sporting opportunities, innovative interventions, and a bold new drive around Environmental and Outdoor Learning.

Actions (What we will do):

- In consultation with Heads of Sport across the Family of Schools, establish a 'City Schools Sports Tournament', launched by a high-profile sports influencer, which brings the Family of Schools together around a series of sporting competitions designed to celebrate the value of physical activity and healthy living.
- Deliver a suite of online sessions that offer extra guidance to parents and carers, helping them better support pupils/their children across a range of areas, including exam preparation, risky behaviours, and support with SEND.
- Expand our commitment to exceptional safeguarding by extending our safeguarding training offer to Members and external partners.
- Identify and curate EOL specialists to help City-linked educators deliver more curriculum-linked learning in natural environments to benefit the health and wellbeing of learners -

especially those with SEND and those from disadvantaged backgrounds.

Key Outcomes (What we will achieve):

- A large number of pupils across the Family of Schools convene around sporting activity, celebrating healthy lifestyles and building their peer networks and social capital in the process.
- Parents and carers feel better informed and equipped to navigate the different aspects of their child's education journey.
- All City-linked learning settings are offered extra support to uphold excellent safeguarding practise.
- Teachers are better equipped to create opportunities where the health and wellbeing of learners can be positively impacted by natural environments.

Key Measures:

Educators tell us that they feel the safety, health and wellbeing of their learners is benefitting from the additional support being provided by the City of London corporation.

The number of health, safety and wellbeing activities and initiatives facilitated or funded by the City of London Corporation, with positive participant evaluation, increases year-on-year.

● 'IMPROVING EMPLOYABILITY'

Context:

Education already plays a key role in preparing individuals for the workforce, but *maximising* the connection between education and employability is often a challenge for educators as it requires a multifaceted approach that goes beyond standard classroom practice.

It must also encompass the development of Fusion Skills such as problem-solving, communication, resilience, and adaptability—essential qualities sought by employers. Alongside this, education experiences should build an appetite for lifelong learning and ongoing development—essential components to succeed in the constantly changing workplace of the future. Finally, education should play a central role in exposing learners to the world of work, and where possible, connecting them with employers. This better equips learners to navigate the complexities of the workplace, enhancing their prospects for meaningful employment and future career progression.

The City Corporation is uniquely positioned to provide learners with a world-leading offer in this respect. Along with an increase in our drive to see skills development acknowledged in more learning environments, we will utilise our long-standing networks with employers in the Square Mile and beyond to connect learners with a wide range of workplace opportunities. These will include apprenticeships, work experience, volunteering, continued professional development, informal learning, traineeships, internships, supported internships, work placements, 'direct to employment' programmes, mentoring and university pathways. Whilst we already connect thousands of learners with opportunities and employers in the Square Mile each year by organising the London Careers Festival, we will build on this success with new, adjacent initiatives.

Actions (What we will do):

- Better leverage the City Corporation's links with employers to contribute to the 'London Bridge the Gap' initiative currently being driven by the City of London Academies Trust, to help all learners – including those with SEND, and especially those from disadvantaged backgrounds – understand the landscape of careers and development opportunities in the Square Mile, access world-class careers pathways, and gain professional connections.
- Better support learners leaving the Family of Schools, especially those from disadvantaged backgrounds, who are interested in innovation and entrepreneurship by working collaboratively with our Small Business Research + Enterprise Centre.
- Map the landscape of Green Careers to offer learners a comprehensive overview and signpost them to careers pathways and green career development opportunities.
- Refresh and relaunch FindFusion, positioning the platform as a knowledge hub that helps educators understand what Fusion Skills are, why they are so important to employers, and how they can help their learners to develop them.

Key Outcomes (What we will achieve):

- Learners facing the most challenge have a strong grasp of careers options, are aware of high-quality City-based development opportunities including mentoring and apprenticeships, and build connections with professionals and practitioners.
- Learners leaving the Family of Schools who are aspiring entrepreneurs are aware of and motivated to engage with the business support services available to them via the City Corporation.
- Learners of all ages are more compelled by and inspired to develop green employability skills and are connected with Green Careers pathways.
- Users of FindFusion understand the value of Fusion Skills in the context of employability and have excellent awareness of development opportunities for their learners.

Key Measures:

Learners tell us participation in our initiatives has improved their confidence in engaging with the world of work.

Number of career development opportunities with which we connect learners increases annually.

● 'EMBRACING CULTURE, CREATIVITY & THE ARTS'

Context:

Access to cultural and creative learning nurtures imagination and creativity, and significantly contributes to the development of skills, knowledge, and well-being in learners. Moreover, research emphasises the growing importance of creative skills such as problem-solving and innovation in the future workplace. Despite the acknowledged value of arts subjects however, there is a noted lack of recognition for arts education within the congested state education system. Aligning with this issue, it is often the case that learners have limited access to arts and culture.

The City is home to a wide range of high-quality cultural venues and inspiring spaces, within historically and culturally significant geographical areas. This presents a unique educational resource that can enrich the learning of children, young people, and adults.

We will unlock the potential in both of these areas. Although we already fund a wide range of bespoke, creative learning projects in the Square Mile, we will build stronger links with, and provide better access to more cultural venues and creative communities. This will in turn help us support high quality cultural and creative learning experiences both within learning settings, and also within the inspiring cultural and creative communities we are connected to.

Actions (What we will do):

- Engage the City's creative communities and highlight the range of cultural and creative experiences available to City-linked learners, inspiring them to appreciate the arts and culture, explore their creative potential and consider creative careers.
- Strengthen knowledge and skills across our cultural and creative learning partners so they are more confident when working with learners who experience significant barriers to learning such as those with SEND or those from disadvantaged backgrounds.
- Support creative CPD training that equips non-arts secondary teachers to use creativity to enhance learning across the curriculum.
- Increase the breadth and depth of cultural and creative learning experiences available through our cultural and creative partners by funding unique programmes, encouraging them to work collaboratively, and consistently strengthening the list of partners we work with.

Key outcomes (What we will achieve):

- City-linked learners are familiar with a wide range of creative opportunities and better informed if considering creative careers.
- Learners from all backgrounds feel comfortable and respected when engaging in partner-led cultural and creative learning experiences and are more likely to access the City's

cultural and creative spaces.

- Educator recipients of cultural and creative training create more compelling learning experiences which positively impact learner engagement.
- There is a richer variety of opportunities for learners facing disadvantage to explore their creativity and build their cultural capital.

Key Measures:

Learners tell us participation in our initiatives has enhanced their exposure to the arts and culture.

Learner participant numbers for arts and culture initiatives funded or facilitated by the City of London Corporation increases year-on-year.

IMPLEMENTATION & DELIVERY

This strategy will be implemented each year through the development of an annual delivery plan which will outline the lead actions for that year, along with the associated costs, timings, and impact measures we will put in place. Reporting against each annual plan will occur regularly, with measurement ongoing and an annual end-of-year review undertaken through the Education Board Committee.

Actions will be delivered by the ESU, at times in partnership with City Corporation colleagues from other departments and external organisations as necessary. Actions will see a phased delivery through the five-year duration of the strategy to acknowledge the financial and human resources available.

Dialogues with stakeholders will be maintained throughout to ensure there is opportunity for incremental improvement, iteration, and ongoing co-design for relevant initiatives.

If necessary, this strategy will be adapted to acknowledge any legislative change, national or international priorities that may significantly affect planned activity. This strategy supports the delivery of key outcomes in the City of London Corporation's Corporate Plan 2024 -29, and the Department of Community and Children's Services Business Plan and Children and Young People's Partnership Plan.

What is the Public Sector Equality Duty (PSED)?

The Public Sector Equality Duty (PSED) is set out in the Equality Act 2010 (s.149). This requires public authorities, in the exercise of their functions, to have ‘due regard’ to the need to:

- Eliminate discrimination, harassment and victimisation
- Advance equality of opportunity between people who share a protected characteristic and those who do not, and Foster good relations between people who share a protected characteristic and those who do not

The characteristics protected by the Equality Act 2010 are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex (gender)
- Sexual orientation

What is due regard?

- It involves considering the aims of the duty in a way that is proportionate to the issue at hand
- Ensuring real consideration is given to the aims and the impact of policies with rigour and with an open mind in such a way that influences the final decision

The general equality duty does not specify how public authorities should analyse the effect of their business activities on different groups of people. However, case law has established that equality analysis is an important way public authorities can demonstrate that they are meeting the requirements.

Case law has established the following principles apply to the PSED:

- **Knowledge** – the need to be aware of the requirements of the Equality Duty with a conscious approach and state of mind.
- **Sufficient Information** – must be made available to the decision maker.
- **Timeliness** – the Duty must be complied with before and at the time that a particular policy is under consideration or decision is taken not after it has been taken.
- **Real consideration** – consideration must form an integral part of the decision-making process. It is not a matter of box-ticking; it must be exercised in substance, with rigour and with an open mind in such a way that it influences the final decision.
- **Sufficient information** – the decision maker must consider what information he or she has and what further information may be needed in order to give proper consideration to the Equality Duty.
- **No delegation** – public bodies are responsible for ensuring that any third parties which exercise functions on their behalf are capable of complying with the Equality Duty, are required to comply with it, and that they do so in practice. It is a duty that cannot be delegated.
- **Review** – the duty is not only applied when a policy is developed and decided upon, but also when it is implemented and reviewed.

- Due regard should be given before and during policy formation and when a decision is taken including cross cutting ones as the impact can be cumulative.

What is an Equality Analysis (EA)?

An equality analysis is a risk assessment tool that examines whether different groups of people are, or could be, disadvantaged by service provision and decisions made. It involves using quality information, and the results of any engagement or consultation with particular reference to the protected characteristics to understand the actual effect or the potential impact of policy and decision making decisions taken.

The equality analysis should be conducted at the outset of a project and should inform policy formulation/proposals. It cannot be left until the end of the process.

The purpose of the equality analysis process is to:

- Identify unintended consequences and mitigate against them as far as possible, and
- Actively consider ways to advance equality and foster good relations.

The objectives of the equality analysis are to:

- Identify opportunities for action to be taken to advance quality of opportunity in the widest sense;
- Try and anticipate the requirements of all service users potentially impacted;
- Find out whether or not proposals can or do have any negative impact on any particular group or community and to find ways to avoid or minimise them;
- Integrate equality diversity and inclusion considerations into the everyday business and enhance service planning;
- Improve the reputation of the City Corporation as an organisation that listens to all of its communities;

However, there is no requirement to:

- Produce an equality analysis or an equality impact assessment
- Indiscriminately collect diversity data where equalities issues are not significant
- Publish lengthy documents to show compliance
- Treat everyone the same. Rather, it requires public bodies to think about people's different needs and how these can be met
- Make service homogenous or to try to remove or ignore differences between people.

An equality analysis should indicate improvements in the way policy and services are formulated. Even modest changes that lead to service improvements are important. In it is not possible to mitigate against any identified negative impact, then clear justification should be provided for this.

By undertaking an equality analysis officers will be able to:

- Explore the potential impact of proposals before implementation and improve them by eliminating any adverse effects and increasing the positive effects for equality groups
- Contribute to community cohesion by identifying opportunities to foster good relations between different groups
- Target resource more effectively
- Identify direct or indirect discrimination in current policies and services and improve them by removing or reducing barriers to equality

- Encourage greater openness and public involvement.

How to demonstrate compliance

The Key point about demonstrating compliance with the duty are to:

- Collate sufficient evidence to determine whether changes being considered will have a potential impact on different groups.
- Ensure decision makers are aware of the analysis that has been undertaken and what conclusions have been reached on the possible implications.
- Keep adequate records of the full decision making process.

In addition to the protected groups, it may be relevant to consider the impact of a policy, decision or service on other disadvantaged groups that do not readily fall within the protected characteristics, such as children in care, people who are affected by socio-economic disadvantage or who experience significant exclusion or isolation because of poverty or income, education, locality, social class or poor health, ex-offenders, asylum seekers, people who are unemployed, homeless or on a low income.

Complying with the Equality Duty may involve treating some people better than others, as far as this is allowed by discrimination law. For example, it may involve making use of an exception or the positive action provisions in order to provide a service in a way which is appropriate for people who share a protected characteristic – such as providing computer training to older people to help them access information and services.

Taking account of disabled people's disabilities

The Equality Duty also explicitly recognises that disabled people's needs may be different from those of non-disabled people. Public bodies should therefore take account of disabled people's impairments when making decisions about policies or services. This might mean making reasonable adjustments or treating disabled people better than non-disabled people in order to meet their needs.

Deciding what needs to be assessed

The following questions can help determine relevance to equality:

- Does the policy affect service users, employees or the wider community, including City businesses?
- How many people are affected and how significant is the impact on them?
- Is it likely to affect people with particular protected characteristics differently?
- Is it a major policy, significantly affecting how functions are delivered?
- Will the policy have a significant impact on how other organisations operate in terms of equality?
- Does the policy relate to functions that engagement has identified as being important to people with particular protected characteristics?
- Does the policy relate to an area with known inequalities?
- Does the policy relate to any equality objectives that have been set?

Consider:

- How the aims of the policy relate to equality.
- Which aspects of the policy are most relevant to equality?
- Aims of the general equality duty and which protected characteristics the policy is most relevant to.

If it is not clear if a policy or decision needs to be assessed through an equality analysis, a Test of Relevance screening tool has been designed to assist officers in determining whether or not a policy or decision will benefit from a full equality analysis.

Completing the Test of Relevance screening also provides a formal record of decision making and reasoning. It should be noted that the PSED continues up to and after the final decision is taken and so any Test of Relevance and/or full Equality Analysis should be reviewed and evidenced again if there is a change in strategy or decision.

Role of the assessor

An assessor's role is to make sure that an appropriate analysis is undertaken. This can be achieved by making sure that the analysis is documented by focusing on identifying the real impact of the decision and set out any mitigation or improvements that can be delivered where necessary.

Who else is involved?

Chief Officers are responsible for overseeing the equality analysis proves within departments to ensure that equality analysis exercises are conducted according to the agreed format and to a consistent standard. Departmental equality representatives are key people to consult when undertaking an equality analysis.

Depending on the subject it may be helpful and easier to involve others. Input from another service area or from a related area might bring a fresh perspective and challenge aspects differently.

In addition, those working in the customer facing roles will have a particularly helpful perspective. Some proposals will be cross-departmental and need a joint approach to the equality analysis.

How to carry out an Equality Analysis (EA)

There are five stages to completing an Equality Analysis, which are outlined in detail in the Equality Analysis toolkit and flowchart:

2.1 Completing the information gathering and research stage – gather as much relevant equality-related information, data or research as possible in relation to the policy or proposal, including any engagement or consultation with those affected;

2.3 – Developing an action plan – set out the action you will take to improve the positive impact and / or the mitigation action needed to eliminate or reduce any adverse impact that you have identified;

2.4 Director approval and sign off of the equality analysis – include the findings from the EA in your report or add as an appendix including the action plan;

2.2 Analyse the evidence – make and assessment of the impact or effect on different equality groups;

2.5 Monitor and review – monitor the delivery of the action plan and ensure that changes arising from the assessment are implemented.

The Proposal

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1. What is the Proposal

The Education Strategy 2024-29 sets out the City of London Corporation's plan to further leverage our links to the Square Mile's world-class business community, learning and cultural institutions, and environmental assets. Our ambition is that this, along with our philanthropic commitments, will offer learners a unique educational enrichment that inspires an appetite for excellence, creativity and innovation, and expand their opportunities to progress. Its primary goal is to enable all children and young people to achieve their best outcomes through extracurricular activities funded by the City. No existing services will be adversely impacted, and service users—including schools, settings, and children and young people—are expected to benefit from the objectives laid out in the Education Strategy.

2. What are the recommendations?

We will: (1) Support Educational Excellence; (2) Promote Personal Development; (3) Improve Employability; (4) Embrace Culture, Sport, Creativity & the Arts and (5) Reinforce Safety, Health and Wellbeing.

NB: The Education Strategy Unit does not hold or refer to any data on pupils, staff, or parents/carers; all data used is sourced from the public realm.

3. Who is affected by the Proposal? Identify the main groups most likely to be directly or indirectly affected by the recommendations.

- Children and Young People: This includes pupils attending schools within the City Family of Schools and those attending schools outside of this group.
- Parents/Carers: Parents and carers of the pupils attending schools within the City Family of Schools, as well as those outside. They may experience more inclusive and positive changes in communication, involvement in school activities, and support systems leading to stronger home-school relationships.
- School Staff: Teachers and support staff within the City Family of Schools and beyond will be impacted by the additional support and professional development opportunities offered to them through the key actions behind the Education Strategy 2024-29.
- Young People: Beyond traditional education settings, young people may be affected by initiatives aimed at providing opportunities and support tailored to their needs (i.e. London Careers Festival).

- Adult Learners: Adults seeking educational opportunities, whether for career advancement, personal development, or skills enhancement, may be affected by the availability and accessibility of adult education programmes and resources outlined in the Education Strategy 2024-29 and delivered by the City of London Corporation Adult Skills and Education Service.

Check this box if NOT applicable

Age - Additional Equalities Data (Service Level or Corporate) *Include data analysis of the impact of the proposals*

The City of London Education Strategy 2024-2029 encompasses a wide spectrum of beneficiaries, ranging from Early Years and Key Stage 1 all the way to secondary school pupils, post-16 learners, and adults engaged in various forms of learning and teaching. The largest stakeholder the Education Strategy 2024-29 will serve will be those of school age. The latest available data from the DfE contains the latest statistics on school and pupil numbers and their characteristics, including age for the academic year of 2022/23. In London, the total headcount for all pupils in the capital equals: 1,461,467. Breaking this down further by age can be seen below:

AGE	Total:
	1,461,467
0	135
1	1,313
2	12,913
3	53,711
4	102,448

5	105,602
6	107,469
7	106,581
8	105,401
9	107,273
10	110,031
11	105,861
12	105,845
13	103,894
14	105,311
15	102,541
16	62,231
17	57,659
18	4,723
19	525

Public Sector Equality Duty

Schedule 18 of the Equality Act 2010 sets out that the Public Sector Equality Duty (PSED), so far as it relates to age, does not apply to the provision of education and services to pupils in schools and the provision of services in children’s homes. This means that when undertaking PSED analysis in relation to the provision of education and services to pupils in schools, age does not need to be considered. However, we have acknowledged age related evidence in education which we deem our work to have a direct impact on.

NB: Data relating to Adult Learners in the City of London can be found in the EIA held with the Adult Skills and Education Service.

<p>What is the proposal’s impact on the equalities aim? Look for <i>direct impact</i> but also evidence of <i>disproportionate impact</i> i.e. where a decision affects a protected group more than the general population, including <i>indirect impact</i></p>	<p>What actions can be taken to avoid or mitigate any negative impact or to better advance equality and foster good relations?</p> <p><i>Click or tap here to enter text.</i></p>
<ul style="list-style-type: none"> - In 2023, 78.0% of 19 year olds achieved Level 2 in English and maths, the highest on record. In this group, 27.7% of 19 year olds who had not achieved Level 2 in English and/or maths at 16 had achieved both by 19, a fall of 9.1% from the series high in 2021/22. 	<ul style="list-style-type: none"> - Where possible, provide additional support and reinforce expectations for our delivery partners to put in place any required reasonable adjustments and support for target age groups (i.e. 16-19 year olds, young adults with EHCPs or SEN Support or those over 50). - Implement inclusive policies and practices that cater to the diverse

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| <ul style="list-style-type: none"> - 61.3% of 19 year olds were qualified to Level 3, a fall of 0.9% from the series high in 2021/22 but the level remains above pre-pandemic proportions. - 14.5% of 19 year olds had achieved a level 3 in maths. Level 3 maths attainment increased in 2020/21 and 2021/22 to a series high of 15.0% driven partly by the changes to exam grading during Covid-19 and the increase in attainment via core maths. Level 3 maths attainment is now at pre-pandemic levels. - There were 1,818,480 adult learners (19+) in further education and skills in England in 2022/23, which accounts for all adult learning. Within this, there were 953,840 adult learners in education and training in 2022/23 taking classroom-based qualifications, including A' levels and classroom based technical qualifications. As the Adult Skills and Education Service are being considered as part of the outreach efforts underscored in the Education Strategy 2024-29, adult learners taking classroom-based qualifications are most likely to be impacted here. - We acknowledge that adults aged over 19 use post-16 qualifications available to them, such as A' levels, for upskilling and reskilling. Meanwhile, T' Levels are on the whole restricted to 16–19-year-olds, with the exception of students up to age 24 who have an education, health and care plan (EHCP). - Available evidence indicates that older learners, typically those aged over 50, have different needs and experiences compared to younger learners. This encompasses variations in access to higher and further education, motivations for learning, digital access, barriers to employment, and levels of social isolation. | <p>needs of learners across different age groups. This may include flexible learning options and adjustments to delivery models to accommodate older learners (i.e. in person vs virtual).</p> <ul style="list-style-type: none"> - Create age-friendly learning environments for adult learners that promote inclusivity and respect for learners of all ages. This involves designing projects and programmes that are accessible and accommodating to all learners of all ages, as well as fostering a culture of mutual respect and understanding among learners of different ages. - Promote lifelong learning opportunities that enable individuals to continue learning and upskilling throughout their lives. This may involve offering or delivering in partnership with an organisation a diverse range of projects and programmes that cater to the interests and aspirations of older learners, as well as providing support for transitions between different stages of education and employment. - Foster partnerships and collaboration between education providers, employers, community organisations, and government agencies to support the education and skills development for learners of all ages. |
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Disability - Additional Equalities Data (Service Level or Corporate)

The Education Strategy Unit does not currently gather pupil disability data. It is important to note that special educational need (SEN) is not explicitly designated as a protected characteristic and thus cannot serve as a direct substitute for disability. The Education Strategy Unit does also not have data pertaining to the primary need for SEN pupils across the City Family of Schools (this data is stored with schools and not made publicly available) and the educational establishments outside of this group (i.e. other key stakeholders which the Education Strategy Unit will work with). It must be acknowledged here that under the SEN framework, provisions are made for disabled children whose impairments impede their access to facilities/services typically available, necessitating specialised educational support beyond what is generally provided for their peers of the same age.

However, as the Education Strategy aims to work with learners, educators and parents both within the City Family of Schools and beyond, public data has informed our assessment and has been carefully considered to ensure our initiatives are inclusive of those with disabilities and SEN.

What is the proposal’s impact on the equalities aim? Look for *direct impact* but also evidence of *disproportionate impact* i.e. where a decision affects a protected group more than the general population, including *indirect impact*

Click or tap here to enter text.

- In England, 18.7% of females and 16.5% of males were disabled in 2021, while in Wales 22.3% of females and 19.8% of males were disabled.
- The percentage of disabled males and females whose activities were limited fell between 2011 and 2021, particularly among older age groups.
- The percentage of disabled females increased notably between the ages of 10 to 14 years and 15 to 19 years between 2011 and 2021, rising from 6.8% to 12.2% in England and 7.1% to 13.3% in Wales.
- In the most deprived areas of England, there were higher levels of disability in younger age groups compared with the least deprived areas; for example, 21.6% of 40- to 44-year-olds were disabled in the most deprived areas compared with 8.1% in the least deprived areas.

What actions can be taken to avoid or mitigate any negative impact or to better advance equality and foster good relations?

Click or tap here to enter text.

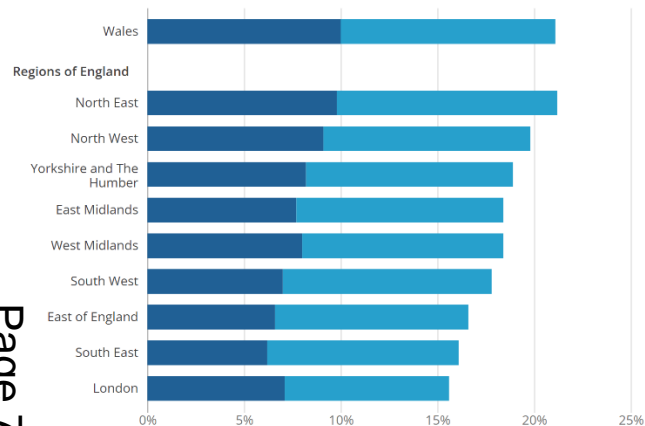
- We will make reasonable adjustments to projects and programmes to ensure equal participation and opportunities for learners with disabilities.
- Provide a range of resources for educators in addition to their current offer so that that learners and their families are aware of available support options and how to access them.
- We will promote disability awareness and inclusion throughout the education community, including pupils, teachers, parents, and carers.
- We will acknowledge parents and carers of learners with disabilities and provide opportunities for parents and carers through resources and activities (such as Toolkits).

Looking more closely at the data from the 2021 Census (ONS), we can see that **the North East region had the highest percentage of disabled people, while London had the lowest.**

Disability prevalence is higher in the North East of England than in any other region (29%), followed by the North West (28%). London has the lowest proportion of people reporting a disability (17%).

Age-standardised percentage of disabled people, English regions and Wales, 2021

- Disabled; limited a lot
- Disabled; limited a little



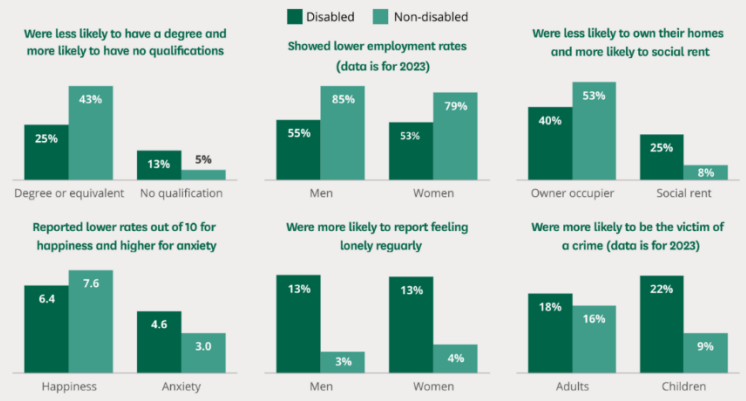
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The proportion of the population claiming disability benefits is below the national average in all London boroughs. The prevalence of disability rises with age: in 2021/22 around 11% of children in the UK were disabled, compared to 23% of working-age adults and 45% of adults over State Pension age. Most people aged 80 and over reported a disability (58%). To accompany this data, outcomes for disabled people as analyzed by UK Parliament (2023) are shown below:

Where we can, we will forge partnerships with disability organisations and advocacy groups to collaborate on initiatives that promote inclusion, accessibility, and equality for learners with disabilities. We will also seek input and guidance from disability experts and advocates in shaping practices.

Ensure our events, projects and programmes are disability friendly and cater for the diverse range of learners across all our activity.

Inequalities between disabled and non-disabled people. In 2021, disabled people:



It is clear that disabled learners are less likely to have a degree and more likely to have no qualifications. The same trend continues into employment where disabled people show lower employment rates. As the Education Strategy 2024-29 will also work with adult learners, parents/ carers and those working in education, the wider data as shown above is also a key concern which has been documented by the Education Strategy Unit. Having this data will help when tailoring programmes and projects to fulfil the needs of those in both formal and non-formal educational settings.

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Gender Reassignment

Check this box if NOT applicable

Gender Reassignment - Additional Equalities Data (Service Level or Corporate)

The Education Strategy Unit does not hold data regarding gender reassignment. However, the City Corporation is aware that its work in education will undoubtedly in some areas impact those protected by this characteristic. Part 6 of the Equality Act 2010 Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil: in relation to admissions; in the way it provides education for pupils; in the way it provides pupils access to any benefit, facility or service, or; by excluding a pupil or subjecting them to any other detriment. As the Education Strategy will provide pupils and staff with access to additional benefits, the Education Strategy Unit has collected key data and carefully considered this whilst designing the actions and outcomes of the Education Strategy 2024-29.

<p>What is the proposal’s impact on the equalities aim? Look for <i>direct impact</i> but also evidence of <i>disproportionate impact</i> i.e. where a decision affects a protected group more than the general population, including <i>indirect impact</i> Click or tap here to enter text.</p>	<p>What actions can be taken to avoid or mitigate any negative impact or to better advance equality and foster good relations? Click or tap here to enter text.</p>
<p>The data we have analysed from literature is available below:</p> <ul style="list-style-type: none"> - Insights from the 2017 National LGBT survey, commissioned by the UK Government, revealed that a significant portion of transitioning pupils found limited support within school environments. - A 2022 YouGov poll commissioned by Sex Matters shed light on the prevalence of trans-identifying pupils within secondary schools, with a notable increase observed over recent years. Additionally, Policy Exchange's report (2023) 'Asleep at the Wheel' based on Freedom of Information requests from schools across England highlighted shortcomings in informing parents about gender distress disclosures, school policies on gender self-identification, and requirements for affirmation of a gender-distressed child's identity by peers. 	<ul style="list-style-type: none"> - Encourage schools to involve parents and families of transgender and non-binary students in the educational process, including decision-making, planning, and support. - Create new partnerships with LGBTQ+ organisations and advocacy groups to collaborate on initiatives that promote inclusion, visibility, and support for transgender and non-binary students. - Stay abreast of the latest policy guidance and laws which impact this protected characteristic and advocate best practice through all channels of communication with the education community.

Pregnancy and Maternity

Check this box if NOT applicable

<p>Pregnancy and Maternity - Additional Equalities Data (Service Level or Corporate)</p> <p>Our assessment demonstrates that the Education Strategy 2024-29 will not yield adverse effects on learners/ teachers falling within the protected characteristic of pregnancy and maternity. The educational provisions for pupils/ teachers within this protected group will persist unaffected by the proposed measures throughout the strategy. Notably, the handling of issues related to pregnancy and maternity at the school level will remain distinct from the role of the Education Strategy Unit. The Education Strategy Unit does not hold data on pregnancy or maternity for both learners or on the number of members of the education workforce with this characteristic where our work is delivered. However, the protected characteristic of sex is relevant here, and the workforce across secondary schools and FE colleges has a higher proportion of females than the general population.</p>

Click or tap here to enter text.

What is the proposal's impact on the equalities aim? Look for *direct impact* but also evidence of *disproportionate impact* i.e. where a decision affects a protected group more than the general population, including *indirect impact*
Click or tap here to enter text.

National data collected on conception through the Census gives an indication of how this protected characteristic relates to age groups, though this does not give us the full picture of how this affects learners in education or the education workforce and covers both England and Wales:

Age group: %

All Ages: 71.5

Under 16: 2.1

Under 18: 13.2

Under 20: 26.1

20 to 24: 78.9

25 to 29: 113.6

30 to 34: 116.2

35 to 39: 65.1

40 and over: 17.3

There are no national datasets available specifically addressing the impact of pregnancy and maternity on learners within community-based education settings, resulting in limited evidence. However, insights from grey literature demonstrate the broader contextual factors influencing this characteristic, particularly in terms of educational access and opportunity. The existing evidence highlights the inequalities experienced by young mothers (as well as adult learners). For example, empirical evidence underscores the correlation between teenage pregnancy and socio-economic disadvantage (Harden et al., 2009), contributing to diminished educational participation among young mothers, often attributed to factors like childcare accessibility and affordability (DfE, 2024).

What actions can be taken to avoid or mitigate any negative impact or to better advance equality and foster good relations?

Click or tap here to enter text.

- A strategic initiative of the Education Strategy 2024-29 is to collaborate with learners in identifying and dismantling barriers to learning. Furthermore, the strategy prioritises equal access and opportunity, with a specific focus on equality considerations. Should such data reveal specific obstacles related to pregnancy and maternity, further exploration through future research endeavour will be made.
- We have acknowledged that childcare emerges as a significant barrier to learning, as highlighted by adult learners engaged in the process. We have also considered that young mothers may tend to have lower educational attainment levels compared to older mothers, impacting their career trajectories. This trend also correlates with reduced likelihood of employment, with education serving as a critical predictor of future employment prospects. In the context of learners, our assessment reveals that the Education Strategy 2024-29 has the potential to yield positive outcomes for individuals characterised by pregnancy and maternity, thereby addressing the imperative to promote equality of opportunity across all that we do.

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Race

Check this box if NOT applicable

Race - Additional Equalities Data (Service Level or Corporate) Schools in England are subject to equality duties to tackle discrimination and harassment, to advance equality of opportunity, and to foster good relations between people with different protected characteristics, including race. A person's race can include a number of personal characteristics. As defined in the 2010 Act race includes colour, nationality and ethnic or national origins. The Education Strategy Unit has identified evidence that the Education Strategy 2024-29 could have a positive impact on all learners, regardless of their race or ethnicity. This potential impact is particularly significant in addressing skill development and bridging attainment gaps, thereby enhancing individuals' progression and employability prospects, as well as improving overall educational outcomes. The Education Strategy Unit does not hold data on race in regard to education and outcomes. However, we have drawn on data at the DfE and wider literature to inform our strategic focus, priority areas and targeted actions.

<p>What is the proposal's impact on the equalities aim? Look for <i>direct impact</i> but also evidence of <i>disproportionate impact</i> i.e. where a decision affects a protected group more than the general population, including <i>indirect impact</i></p> <p><i>Click or tap here to enter text.</i></p>	<p>What actions can be taken to avoid or mitigate any negative impact or to better advance equality and foster good relations?</p>
<p>Size of Ethnic Groups in English Schools:</p>	<ul style="list-style-type: none"> - Given that the Education Strategy 2024-29 will have a pan-London focus, we have acknowledged this data in regard to our actions and priorities and have informed our work through the data which highlights the link between disadvantage and educational attainment in regard to the protected characteristic of race. It is also noteworthy here that exclusion and suspension rates further highlight the challenges faced by certain ethnic groups, such as Black Caribbean and Gypsy, Roma, Traveller children, who are disproportionately affected. As a result, targeted interventions on attainment and exclusion will continue to be at the forefront of our strategic areas, especially through the delivery of the City Premium Grant. - We have also acknowledged the disparities in higher education access, with Black pupils experiencing lower entry rates into higher tariff institutions compared to their peers. This disparity underscores the importance of

Aggregated Ethnic Group	Detailed Ethnic Group	Number of pupils (rounded)	Proportion of all pupils
White	Irish	21,000	0.26%
White	Traveller of Irish Heritage	6,000	0.07%
White	Any other White background	556,000	6.82%
White	White British	5,289,000	66.44%
White	Gypsy/Roma	25,000	0.31%
Mixed	White and Black Caribbean	127,000	1.55%
Mixed	White and African	71,000	0.88%
Mixed	White and Asian	126,000	1.55%
Mixed	Any other Mixed background	196,000	2.40%
Asian	Indian	271,000	3.33%
Asian	Pakistani	364,000	4.47%
Asian	Bangladeshi	145,000	1.78%
Asian	Any other Asian background	158,000	1.94%
Black	Caribbean	81,000	0.99%
Black	African	318,000	3.89%
Black	Any other black background	63,000	0.77%
Chinese	Chinese	37,000	0.46%
Other	Any other ethnic group	170,000	2.08%

Source: School Census 2021

- We firstly acknowledge the socio-economic disadvantage variants by ethnicity. The DfE report that around 1 in 5 pupils (20.5%) are eligible for Free School Meals (FSM) in England yet some ethnic groups are disproportionately eligible for FSM, indicating a higher level of deprivation. For example, Black Caribbean (37%), Mixed White/Black Caribbean (38%) and Gypsy/Roma (47%) pupils are FSM eligible at around twice the national average rate. A majority (63%) of pupils of Irish Traveller Heritage are also FSM Eligible whereas Indian (7%),

addressing race as a key factor in educational outcomes. We will provide extra support in this area through projects and programmes.

- We will conduct thorough data analysis and monitoring of outcome data disaggregated by race to identify disparities and areas for improvement. We will then use this information to inform policy development, resource allocation, and targeted interventions aimed at addressing racial inequalities in attainment.
- We will invest in research initiatives and collaborate with external partners to identify and disseminate best practices for improving outcomes among racial minority groups.
- We will continue to share insights and strategies with schools and educators to inform their practice and support them in addressing racial disparities in achievement, attendance and outcomes including destinations.
- We will also ensure our work with parent/carers is strategically aligned to the data. This will ensure that parents/ carers from Global Majority backgrounds are considered through expert consulting and advice when we are delivering programmes/ projects in this area.

Chinese (9%) and Other White (13%) and Other Asian (18%) have significantly lower FSM eligibility than White British (20%) pupils.

- Socioeconomic disadvantage in regard to race also corresponds to attainment scores in education. The data from the DfE show how Black Caribbean, Mixed White and Black Caribbean and Other Black pupils are all less likely to meet the expected standard at all stages than White British pupils, and the size of this gap doubles between 4- to 5-year-olds and GCSE pupils. For example, when comparing between a class of 30 White British pupils and a class of 30 pupils from these 3 groups, on average 1 or 2 more pupils in the Black and Mixed class would be below the expected standard at 4 to 5 years-old, whereas 3 to 5 fewer pupils would receive a strong pass in English and Maths GCSE.
- According to the 2021 Census, London was the most ethnically diverse region in England and Wales. London is therefore considered a diverse city with 54% of residents identifying as White, 21% as Asian/Asian British, 14% as Black/African/Caribbean/Black British and 12% identify as Mixed/Multiple Ethnic Groups or Other Ethnic Group. Looking more closely at the data, we can see that boroughs such as Tower Hamlets has a significantly higher proportion of Asian/Asian British residents and Lambeth and Southwark have higher proportions of Black/African/Caribbean/Black British residents. Newham in London was the most ethnically diverse of all local authorities in England and Wales according to the census data (2021). Some of these boroughs are also home to some of the schools which form part of the City Family of Schools.

Religion or Belief - Additional Equalities Data (Service Level or Corporate)

The Education Strategy Unit does not hold data on religion or belief of learners or members of the education sector for where our work is delivered. However, Census data has provided us with an indication of the population by religious group and we have drawn on wider data to inform our strategy to ensure our activities and programmes do not discriminate against this protected characteristic.

What is the proposal's impact on the equalities aim? Look for *direct impact* but also evidence of *disproportionate impact* i.e. where a decision affects a protected group more than the general population, including *indirect impact*
Click or tap here to enter text.

The recent census data show that for the first time in a census of England and Wales, less than half of the population (46.2%, 27.5 million people) described themselves as "Christian", a 13.1% decrease from 59.3% (33.3 million) in 2011; despite this decrease, "Christian" remained the most common response to the religion question. "No religion" was the second most common response, increasing by 12% to 37.2% (22.2 million) from 25.2% (14.1 million) in 2011. There were also increases in the number of people who described themselves as "Muslim" (3.9 million, 6.5% in 2021, up from 2.7 million, 4.9% in 2011) and "Hindu" (1.0 million, 1.7% in 2021, up from 818,000, 1.5% in 2011). London remains the most religiously diverse region of England in 2021, with over a quarter (25.3%) of all usual residents reporting a religion other than "Christian"; the North East and South West are the least religiously diverse regions, with 4.2% and 3.2%, respectively, selecting a religion other than "Christian".

The most useful and widely acknowledged data set is that from the ONS (2021) which shows that between 2012 and 2018 in England and Wales, those who identified as Christian were consistently less likely to report having a degree or equivalent qualification than all other religious groups,

What actions can be taken to avoid or mitigate any negative impact or to better advance equality and foster good relations?

Click or tap here to enter text.

- We have acknowledged that some of our work might be delivered outside of mainstream school hours, off-site and with host-partners and have acknowledged our role in ensuring our partners understand that learners who are required to follow religious obligations should be able to do so without any discrimination. As such, we have identified that there could be a neutral/positive impact on learners whose protected characteristic of race and religion requires them to follow religious obligations that could coincide with the projects, programmes and activities funded and delivered through the outcomes of the Education Strategy. This impact relates to the need to eliminate discrimination, harassment, victimisation and advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- The strategy will also ensure the Education Strategy Unit continues to communicate with schools the latest advice and guidance on complying with relevant equalities legislation and help assist schools on how to accommodate the religious needs of their learners and their staff where appropriate.

likely reflecting the older age profile of this group. Over the same period, although the percentage has been declining over time, those who identified as Muslim were more likely to report having no qualifications than most other religious groups. Economic inactivity was also the highest among women who identified as Muslim, over half of whom were economically inactive. After controlling for age, sex, ethnic group, marital status, region of residence and highest qualification held, adults who identified as Muslim were significantly less likely to be economically active than those who identified as Christian, particularly for women. Reflecting the higher rates of economic inactivity among this group, those who identified as Muslim had the lowest employment rate of all religious groups across England and Wales throughout the period between 2012 and 2018. This data has been acknowledged by the Education Strategy Unit and has played a role in our approach to the Education Strategy, especially in regard to our aim of increasing employability and life outcomes for all, regardless of their religion or belief.

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Check this box if NOT applicable

Sex - Additional Equalities Data (Service Level or Corporate)

The Education Strategy Unit does not hold data on gender/ sex of learners or members of the education sector for where our work is delivered. However, we have collected wider data which has provided us with an indication of the educational population by sex and we have drawn on wider data to inform our strategy to ensure our activities and programmes do not discriminate against this protected characteristic.

What is the proposal's impact on the equalities aim? Look for *direct impact* but also evidence of *disproportionate impact* i.e. where a decision affects a protected group more than the general population, including *indirect impact*

Click or tap here to enter text.

What actions can be taken to avoid or mitigate any negative impact or to better advance equality and foster good relations?

Click or tap here to enter text.

Data from EPI (2023) show the following:

Early years foundation stage (EYFS)

Historically, girls have outperformed boys across education phases. The gap among pupils aged 5 is already quite marked: girls were 3.2 months ahead of boys in 2022. The gender gap increased in 2022 (from 2.9 months in 2019), reversing the gap-narrowing trend from 2013 to 2019. Nevertheless, the difference between boys and girls in 2022 has diminished since the start of our series in 2013 by almost one month.

Primary school

By the end of primary school, the gender gap has shrunk compared to reception year – in 2022, boys were 2.1 months behind girls. This is a smaller gap than in 2019 (of 2.4 months) and similar to the 2011 gap (of 2.0 months). Following a period of gap-narrowing until 2015, girls have once again established a clear lead over boys. This lead was established in 2016 – the first year which assessed the new, more challenging national curriculum introduced in 2014.

Secondary school

Whilst the gender gap – unlike the gaps for disadvantaged pupils and other vulnerable groups – reduces as children progress through primary school, it widens again during secondary school. In 2022, boys were 5.0 months behind girls averaged across GCSE English and maths. This is over one month smaller than the 6.3 month gap recorded in 2019 and marks the smallest gender gap since the start of the series in 2011 (when it was 5.6 months).

Exploring gender gaps in more depth

To get a better understanding of the gender gap at each key stage, we split the headline gap into its constituent scores for individual subjects or areas of learning. We find that across school phases, the headline gap is masking important variation by subject, with boys consistently having a narrower gap – or even outperforming girls – in maths compared to the gap in

Early Years Foundation Stage (EYFS)

- Encourage targeted early intervention programmes focusing on boys, particularly in areas of literacy and communication.
- Provide training where possible for early years educators on gender-sensitive teaching practices to ensure they can effectively support boys' development.

Parental Engagement

- Develop workshops and resources for parents and schools, emphasising the importance of early literacy and numeracy for boys.
- Encourage parental involvement in boys' early learning through home-based activities and reading programs.

Primary School

- Promote and fund additional maths programmes, leveraging the fact that girls tend to perform slightly better in maths than boys

Secondary School

- Support schools where possible to ensure they deliver targeted interventions for boys in English and other subjects where they underperform, including tutoring, mentoring, and after-school programmes.
- Promote projects and programmes with a STEM focus among girls to balance gender representation, addressing the ongoing trends in data at both a local and national level.
- Advocate for programmes specifically designed to reduce the rates of suspension and permanent exclusion among boys and where necessary, girls from underrepresented backgrounds.
- Create initiatives that promote STEM subjects to girls and through leveraging our City links, increase exposure to female STEM professionals.
- Regularly collect and analyse data on gender performance across all subjects and key stages to monitor the effectiveness of interventions and to

English. The secondary school phase is when boys appear to particularly lose ground to girls.

In addition, we have drawn on data from UK Parliament data (2024) which show that:

Boys perform worse than girls on most major educational indicators through their school years. In England, and in the 2022-23 academic year, boys performed worse on the following measures:

- Exclusion: in the autumn term, boys were nearly twice as likely as girls to be suspended, and slightly more than twice as likely to be permanently excluded.
- End of reception year: Just under two-thirds of boys had a 'good level of development' aged around five, compared to around three-quarters of girls.
- End of primary schooling: 63% of girls met the expected standard in all of English reading, writing and maths, compared to 56% of boys. However, boys did slightly better than girls, in maths alone: 73% met the expected standard, compared to 72% of girls.
- End of compulsory secondary education: girls do better across all headline Department for Education (DfE) measures than boys. For example, in 2023, 68% of girls in state-funded schools achieved both English and maths GCSEs at grade 4 or above, compared to 63% of boys.
- Some groups of boys have particularly low attainment levels. For example, of those eligible for free school meals (FSM), only 34% of White British boys, 35% of mixed White and Black Caribbean boys, and 36% of Caribbean boys attained grade 4 in both English and maths GCSEs in 2023. FSM-eligible boys from Gypsy/ Roma or Traveller of Irish Heritage backgrounds had particularly low pass rates but small absolute numbers of these pupils mean caution is needed interpreting the percentage figures for these groups.

Boys are also more likely to have identified special educational needs than girls. In January 2023, 22% of boys had identified SEN, compared to 12% of

stay abreast of the latest policy developments and guidance in this area – ensuring all of our work is targeted at maximizing equality within this area.

girls. 6% of boys had Education, health and care (EHC) plans, suggesting more complex special educational needs, compared to 2% of girls. These figures include pupils at all types of state-funded schools, and non-maintained special schools.

Furthermore, additional data from DfE (2023) show that:

- Proportionately, female pupils were less likely to rank a STEM-related subject first for enjoyment: 32% compared to 59% of males.
- Females were also less likely to consider themselves to be best at a STEM subject: 33% compared to 60% of males.
- When asked about which subjects were most likely to lead to a future job, 69% of male pupils named a STEM subject compared to 51% of females.
- More males (36%) than females (23%) felt that mathematics was most likely to lead to a job in the future; the most common answer for females was English.
- Like male pupils, the majority of females thought that STEM subjects were most likely to lead to higher paid jobs (77% compared to 81%).
- Science was thought to yield the highest salary by both genders: 31% of males, 39% of females.
- Males were more likely to plan to take a STEM subject at A level, with the exception of biology: 26% of males compared to 34% of females.
- The largest difference in planned take-up of a STEM subjects at A level was for physics (30% male, 8% female) and IT (16% compared to 3%).

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Sexual Orientation - Additional Equalities Data (Service Level or Corporate)

We have acknowledged sexual orientation as a protected characteristic under the equality act 2010. The Education Strategy is aimed at learners of school age, younger and older. Actions and outcomes of the Education Strategy 2024-29 could potentially have a positive impact on sexual orientation, in particular, through our priority on Equity, Diversity and Inclusion. The Education Strategy Unit does not hold data on sexual orientation and has drawn on national data in this area. It must be noted that data is only available for those aged 16 and above with a few instances of data being captured for children and young people.

What is the proposal's impact on the equalities aim? Look for *direct impact* but also evidence of *disproportionate impact* i.e. where a decision affects a protected group more than the general population, including *indirect impact*
Click or tap here to enter text.

The census question on sexual orientation was a voluntary question asked of those aged 16 years and over. Around 43.4 million people (89.4%) identified as straight or heterosexual.

- Around 1.5 million people (3.2%) identified with an LGB+ orientation ("Gay or Lesbian", "Bisexual" or "Other sexual orientation").
- The remaining 3.6 million people (7.5%) did not answer the question.

- The English region with the highest proportion of people who identified with an LGB+ orientation ("gay or lesbian", "bisexual", or "other sexual orientation") was London (4.3%). In London, 2.2% described their sexual orientation as gay or lesbian, 1.5% described their sexual orientation as bisexual, and 0.5% wrote in a different orientation. The local authority with the largest LGB+ population among those aged 16 years and over was Brighton and Hove (10.7%). Seven of the other local authorities in the top 10 were in London, with the largest LGB+ populations in the City of London (10.3%), Lambeth (8.3%), and Southwark (8.1%).

- The NSPCC (2024) has recently published evidence that in 2022/23, Childline provided 3,397 counselling sessions to children wanting to talk about their sexuality or gender identity. The NSPCC Helpline handled 46

What actions can be taken to avoid or mitigate any negative impact or to better advance equality and foster good relations?

Click or tap here to enter text.

- Partner with LGBTQ+ organisations and advocacy groups to support schools in promoting LGBTQ+ inclusion and addressing disparities in attainment. This can include providing resources, training, and guidance on LGBTQ+ inclusion and supporting schools in implementing evidence-based practices.
- Provide resources for schools to better engage with parents, families, and the wider community in efforts to promote LGBTQ+ inclusion. This can involve providing resources, toolkits and information to schools, parents and families on how to support LGBTQ+ students, as well as fostering partnerships with community organisations to promote LGB+ inclusion and awareness.

contacts from adults about these issues. Some young people who are LGBTQ+ will have supportive experiences as they explore their sexuality or gender identity. However, some young people face a range of pressures to change or suppress who they are. Some children felt dismissed by adults in their lives, who regarded them as too young to make decisions about their sexuality or gender identity. Some children described instances of emotional abuse in the family home, including constant shouting, hurtful comments, and threats of violence.

Marriage and Civil Partnership

N/A

Marriage and Civil Partnership - Additional Equalities Data (Service Level or Corporate) *Include data analysis of the impact of the proposals Click or tap here to enter text.*

What is the proposal's impact on the equalities aim? *Look for **direct impact** but also evidence of **disproportionate impact** i.e. where a decision affects a protected group more than the general population, including **indirect impact***
Click or tap here to enter text.

- N/A

What actions can be taken to avoid or mitigate any negative impact or to better advance equality and foster good relations?

Click or tap here to enter text.

N/A

Additional Equalities Data (Service Level or Corporate)

- *We will continue to work with and expand our portfolio of partners across the City and Greater London to ensure our delivery partners are diverse and representative of the communities which they serve.*
- *We will continue to work with central government departments and NGOs (such as the DfE/ UNESCO/ OECD) to inform our work through the latest data and policy guidance, especially when considering what works and what works best.*
- *We will ensure we are liaising with internal colleagues/ departments across the City Corporation, especially those whose work is involved in Education, EDI, Social Mobility and Skills.*

Are there any additional benefits or risks of the proposals on advancing equality and fostering good relations not considered above?

N/A

What actions can be taken to avoid or mitigate any negative impact on advancing equality or fostering good relations not considered above? Provide details of how effective the mitigation will be and how it will be monitored.

- *We will implement regular reviews and assessments to identify any potential negative impacts on advancing equality or fostering good relations. This will include:*
 - o *Conducting regular surveys with stakeholders and community members to gather feedback on the inclusivity and effectiveness of our programmes.*
 - o *Through the existing Forums to address and respond to any issues or concerns related to equality and community relations promptly.*
 - o *Monitoring KPIs related to equity, diversity and inclusion within our partnerships and projects.*
- *The effectiveness of these mitigation strategies will be tracked through regular reports to the Education Board and adjustments will be made as necessary based on the feedback and data collected.*

This section seeks to identify what additional steps can be taken to promote these aims or to mitigate any adverse impact. Analysis should be based on the data you have collected above for the protected characteristics covered by these aims.

In addition to the sources of the information highlighted above – you may also want to consider using:

- Equality monitoring data in relation to take-up and satisfaction of the service
- Equality related employment data where relevant
- Generic or targeted consultation results or research that is available locally, London-wide or nationally
- Complaints and feedback from different groups.

Additional Social Mobility Data (Service level or Corporate)

Research from the Social Mobility Commissioner's office (2018) indicates that extracurricular activities significantly enhance young people's confidence to interact socially, expand their social networks beyond existing friendship groups, and develop new skills and abilities. Socioeconomic status is a significant factor in determining participation in extracurricular activities, with children from wealthier households being much more likely to engage in these activities, especially music classes and sports. Our Education Strategy emphasises the provision of a wide range of extracurricular activities, particularly in the arts and sports, for learners across the City Family of Schools and beyond. By targeting these areas, we aim to enhance social mobility through:

1. Broadening Access:

We will ensure that extracurricular programmes are accessible to all learners, regardless of their socioeconomic background, by funding projects, programmes and activities to reduce financial barriers.

2. Targeted Outreach:

We will design and co-produce outreach programmes and projects that specifically target learners from disadvantaged backgrounds to encourage their participation in extracurricular activities.

3. Skill Development Programme:

We will offer programmes focused on developing a broad range of skills, including leadership, teamwork, and resilience, which are essential for facilitating upwards social mobility.

Core focus and central element of our Education Strategy is improving social mobility. We are committed to ensuring that all learners, regardless of their background, have the opportunity to succeed and reach their full potential. Our work includes:

City Premium Grant Programme

We will utilise City Premium Grants to fund programmes specifically designed to enhance social mobility, such as tutoring, mentoring, access to higher education and career guidance.

Partnerships with Community Organisations

We will collaborate with local community organisations to offer additional support and resources to learners and their families.

Career and Higher Education Pathways

We will support schools to enhance clear pathways to higher education and careers, including facilitating the talent pipeline to internships, apprenticeships, and university.

Monitoring and Evaluation

To ensure the effectiveness of our initiatives and continuously improve our work to advance equality and social mobility, we will: Regularly collect data on participation, performance, and socioeconomic status to identify trends and areas for improvement and use this data to inform decision-making and tailor interventions to the needs of our learners: Engage with learners, parents, teachers, and community members to gather feedback on our programmes and initiatives and use surveys, focus groups, and consultations to understand their experiences and perspectives: Produce regular reports on the impact of our Education Strategy on social mobility and equality and share these reports with stakeholders to maintain transparency and accountability.

Are there any additional benefits or risks of the proposals on advancing Social Mobility?

N/A

What actions can be taken to avoid or mitigate any negative impact on advancing Social Mobility not considered above?

- We will work more closely with central government departments and higher education institutions to keep informed on the latest policy, research and guidance regarding the advancement of social mobility.

This section seeks to identify what additional steps can be taken to promote the aims or to mitigate any adverse impact on social mobility. This is a voluntary requirement (agreed as policy by the Corporation) and does not have the statutory obligation relating to protected characteristics contained in the Equalities Act 2010. Analysis should be based on the data you have available on social mobility and the access of all groups to employment and other opportunities. In addition to the sources of information highlighted above – you may also want to consider using:

- Social Mobility employment data
- Generic or targeted social mobility consultation results or research that is available locally, London-wide or nationally
- Information arising from the Social Mobility Strategy/Action Plan and the Corporation’s annual submissions to the Social Mobility Ind

Conclusion and Reporting Guidance

Set out your conclusions below using the EA of the protected characteristics and submit to your Director for approval.

If you have identified any negative impacts, please attach your action plan to the EA which addresses any negative impacts identified when submitting for approval.

If you have identified any positive impacts for any equality groups, please explain how these are in line with the equality aims.

Review your EA and action plan as necessary through the development and at the end of your proposal/project and beyond.

Retain your EA as it may be requested by Members or as an FOI request. As a minimum, refer to any completed EA in background papers on reports, but also include any appropriate references to the EA in the body of the report or as an appendix.

This analysis has concluded that ...

Click or tap here to enter text.

Outcome of analysis – check the one that applies

Page 89

Outcome 1

No change required where the assessment has not identified any potential for discrimination or adverse impact and all opportunities to advance equality have been taken.

Outcome 2

Adjustments to remove barriers identified by the assessment or to better advance equality. Are you satisfied that the proposed adjustment will remove the barriers identified.

Outcome 3

Continue despite having identified some potential adverse impacts or missed opportunities to advance equality. In this case, the justification should be included in the assessment and should be in line with the duty to have 'due regard'. For the most important relevant policies, compelling reasons will be needed. You should consider whether there are sufficient plans to reduce the negative impact and/or plans to monitor the actual impact.

Outcome 4

Stop and rethink when an assessment shows actual or potential unlawful discrimination.

Signed off by
Director:

Click or tap here to enter text.

Name: *Click or tap here to enter text.*

Date *Click or tap to enter a date.*

Committee(s): Education Board	Dated: 17/06/2024
Subject: City Premium Grant 2024/25 Round 1 Applications	Public
Which outcomes in the City Corporation’s Corporate Plan does this proposal aim to impact directly?	<ul style="list-style-type: none"> • Diverse Engaged Communities • Providing Excellent Services
Does this proposal require extra revenue and/or capital spending?	N
What is the source of Funding?	Education Board
Has this Funding Source been agreed with the Chamberlain’s Department?	Y
Report of: Director of Community and Children’s Services	For Decision
Report author: Torri Stewart, Lead Strategy & Impact	

Summary

This report updates Members with key information relating to the first round of City Premium Grant (CPG) applications for the 2024/25 academic year. Applications for 106 projects have been received and reviewed. Of these projects, 90 were deemed successful, and these projects collectively request £1,503,279 of funding. This represents 68% of the City Premium Grant funding available to the Family of Schools for the 2024/25 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 to fund successful bids.

An outline of the administration process for the City Premium Grant is contained in **Appendix One**. An overview of all proposed projects is available in **Appendix Two**.

Recommendation

1. Members are asked to:

- Delegate authority to the Chair and the Strategic Director of Education and Skills 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 One.
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. In response to teacher feedback, the City Premium Grant 2024/25 Round 1 bidding window was extended from 6 to 8 weeks and ran from March 4th to April 26th 2024. Applications for funding 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. 106 applications were submitted from 16 schools. This amounts to 20 more applications and engagement from 4 more schools when compared to this point in the previous cycle. This increased demand demonstrates the value that schools continue to place on utilising this funding.
9. Of the 106 applications received, 66 requested City Premium Grant: Disadvantaged Pupils Grant funding, 21 requested City Premium Grant: Partnerships Grant funding and 19 requested City Premium Grant: Strategic Grant funding. Applications across the last two categories represent the creation of 40 proposed project partnerships between schools. At this point in the previous cycle 33 project partnerships had been proposed. This suggests an improved

level of school-led collaboration is taking place between all members of the Family of Schools – a key objective of the City Premium Grant.

10. 90 project applications were deemed successful. These projects account for £1,503,279 of funding. 9 proposed projects were ineligible for consideration as their focus was on standard school activity rather than additionality. 5 of the 106 project applications were returned on the basis that either too little information was provided to accurately assess the proposal, or the projects were being repeated but had not submitted evaluation information from previous years.
11. Collectively, applications marked as successful reference 18,831 learner beneficiaries. This translates to an average of 209 learner beneficiaries per project. Across the 90 projects, the average cost per beneficiary is £333.
12. In response to Member approval at the October 2023 committee meeting £40,000 (split equally across the Partnerships Grant, and the Strategic Grant) will again be committed to support the City of London Academies Trust (CoLAT) in the provision of a Partnerships Co-Ordinator. This co-ordinator will assist academies with the management of bids and project monitoring.
13. If funding is awarded to all projects marked as successful, the amount of remaining funding available for Round 2 awards is £682,721.

Proposals

14. All Round 1 projects have now been processed and reviewed with the input of an independent third-party observer to ensure neutrality. The Education Strategy Unit (ESU) proposes that funds for projects marked as successful be transferred to the relevant schools as soon as possible to maximise the project preparation time available in advance of the new academic year. (An overview of all proposed projects is available in **Appendix Two**. The colour-key indicates bids being proposed for funding, bids that supplied insufficient information for scoring, and bids which were ineligible).
15. Additionally, in recent months a number of conversations regarding potential improvements to the City Premium Grant's existing guidelines have emerged between stakeholders. Generally these relate to facilitating a smaller number of larger impact bids, alongside a number of more mechanical process learnings. To acknowledge this, and to align with the planned launch of the new education strategy in September 2024, the ESU further proposes that work take place over the summer period to engage key stakeholders and consider improvements to current guidelines and processes.

Conclusion

16. This report has updated Members with key information relating to the first round of City Premium Grant funding applications for 2024/25. 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 in advance of the new academic year.

Appendices

Appendix One: City Premium Grant Bid Development Guidance

Appendix Two: City Premium Grant 2024/25 – Round 1 Project Proposals Overview

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City Premium Grant Bid Development Guidance

February 2024

Background Information

What is the City Premium Grant and why does it exist?

The 'City Premium Grant' is an annual grant available to the City Corporation's sponsored academies, and additional special grants that support strategic and partnership projects across the City Corporation 'Family of Schools'. Its purpose is to facilitate activities which will help schools deliver against the aims of the City Corporation's education and learning strategies. Areas of particular focus for the City Corporation are:

- Developing pupils' Fusion Skills (e.g. oral communication, collaboration, resilience, problem solving, creativity, critical thinking).
- Improving teaching and learning practices.
- Driving equality of opportunity by promoting social mobility, 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.

Decisions on the grant are delegated to the City Corporation's Education Board with operational responsibility owned by the City Corporation's Education Strategy Unit (ESU).

What can the City Premium Grant be used for?

The City Premium Grant is provided to support '**additionality**' to the education offer. This means it should support programmes, resources or activities which are *additional* to those already provided under regular day-to-day circumstances. Some examples of **qualifying** proposals might be:

- ✓ 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
- ✓ Resources to enrich aspects of the curriculum

City Premium Grant funds *cannot* be used to fund basic school needs, capital purchases or routine school staffing. Some examples of **non-qualifying** proposals might be:

- ✗ Building works
- ✗ Purchases of computer hardware
- ✗ Software and telephony costs
- ✗ Staffing
- ✗ Basic stationary such as paper and pens
- ✗ School meals

How is the City Premium Grant allocated?

The City Premium Grant is divided into three separate funding streams:

1: Disadvantaged Pupils Grant

This annual grant is available to City Corporation sponsored academies. This grant can be used freely to support additionality that addresses the particular needs or ambitions of your individual school.

2: Partnerships Grant

This annual grant is available to all schools within the City Corporation's Family of Schools. It is designed to encourage collaboration and richer dialogue between schools, and should result in co-designed additionality that supports issues, needs, priorities, subjects, skills, learning phases, projects, curriculum goals, staff development goals etc, that are shared by two or more schools. Bids and resulting activity **must** be developed in partnership with at least one other school from the Family of Schools. At least one non-independent school should be included in any partnership.

3: Strategic Grant

This annual grant is available to all schools within the City Corporation's Family of Schools. It can be used to help deliver additionality within your school, but bids and resulting activity **must** relate to a designated strategic theme, and **must** be developed in partnership with at least one other school from the Family of Schools. Again, this is to promote richer collaboration and improved dialogue across the Family of Schools. At least one non-independent school should be included in any partnership.

For the 2024/2025 academic year, any project or activity proposed for the Strategic Grant **must** follow at least one of the following strategic themes:

- **Mental Health & Wellbeing** - Providing guidance, support, and enrichment to help improve the mental health and wellbeing of learners and/or school staff. This has been an area of growing significance in recent years and evidence continues to suggest that the pandemic amplified existing problems.
- **Environmental & Outdoor Learning** – Enriching learner relationships with the natural environment, and/or improving learner awareness of environmental challenges (e.g. climate change, waste management, pollution, habitat loss). Exposure to the natural environment can positively impact mental health and wellbeing and the City Corporation is passionate about supporting activity that will help learners benefit from nature, and help nature benefit from learners.
- **Employability** – Improving the future career prospects of learners by helping them develop employability-focused skills and knowledge, whilst also helping them gain exposure to the world of work. The City Corporation has historically committed to improving career prospects for learners in the City and beyond and there will be additional focus in this area for the 2024/25 academic year.
- **Personal Development** – Supporting the development of values, principles, competencies and life skills that will help build the confidence of learners and encourage them to live positive, productive lives. A focus on personal development is an essential component of a holistic education and will benefit all learners both personally and professionally.

Developing a Bid for City Premium Grant Funding

How are bids submitted?

Schools will be informed of bidding windows and submission deadlines by email.

Bid submission and project reporting are completed via ImpactEd - an online impact measurement platform designed for UK schools. This platform enables better tracking by teachers, the schools, and the City of London Academy Trust. It also enables clearer overall impact reporting, and reporting by specific groups of pupils or by specific programmes.

ImpactEd onboarding sessions are offered periodically for new and existing project leads within schools, and technical support is always available via the ImpactEd team.

What does a good bid look like?

The ImpactEd platform will provide the overall format for your bid. The first part is the 'Project Description'. This should be a *maximum* of 250 words, and cover what the initiative is, why you are proposing it, who it will impact, how long it will last, where it will take place and what your intended outcomes of the project are. Project descriptions do not need to be complex and lengthy – you just need to provide a simple but complete summary of your proposed project, with impact and value for money being key areas of focus in your decision making. Here's an example:

Boxing Enrichment:

Students will be given the opportunity to develop their physical health, sporting skills and mental discipline through boxing lessons. The sessions will run during enrichment lessons and will be open to students from years 7 - 10. Sessions will take place at the Islington boxing club allowing the students to experience a real-world boxing gym. As students will have chosen to attend the sessions, the professional coaches training them will be able to talent spot and advise interested students on how to potentially pursue the sport more seriously. Our long-term aim is that this initiative will raise the confidence of students attending whilst also teaching them self-discipline.

Once you have entered your project description, you will need to add some granular details in the boxes provided. These will include information such as costs, the number of staff involved, the number of pupils you hope to engage, and the number of pupils eligible for Pupil Premium.

To finish you will need to add 2 or 3 evaluation measures to your proposal. This will make clear what outcomes you intend to measure. For the example above, relevant measures might be '*School Engagement*', '*Grit*', and '*Motivation*'. Additional support in developing bids is always available via the ImpactEd support team.

Please note that where funding envelopes are applicable, amounts will be clearly set out when you are invited to bid via email. Please also note that bids can now be submitted for projects that will last up to a maximum of 3 years. In cases where projects last longer than a single academic year, funding will be awarded annually for each year of the activity. The full cost of a multi-year project will not be paid up front.

What are the reporting requirements?

Whilst there is no expectation that every project will be a success, it is expected that reporting will take place in all cases.

Where projects are particularly short or have a very small associated cost, a simplified reporting process will be used, however, all project bids will still need to be submitted via ImpactEd.

In all other cases ImpactEd must be used for full reporting, and support will be provided by the City Corporation and the ImpactEd team to help schools with this. Failure to evidence outcomes and impact may result in the school being ineligible to apply for funds the following year.

Further Information

For more detailed information please also refer to the City Premium Grant 'Frequently Asked Questions' document. Further support can be found at the following sources.

Evaluation Development & Technical Support - ImpactEd:

John Atkinson - john.atkinson@impacted.org.uk

Lucy Preston - lucy.preston@impacted.org.uk

Bid Development Support & Process Enquiries - Education Strategy Unit:

Torri Stewart - torriano.stewart@cityoflondon.gov.uk

Alice Rogers - alice.rogers@cityoflondon.gov.uk

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City Premium Grant 2024/25 – Round 1 Project Proposals Overview

Marked as successful ■
 Application returned ■
 Ineligible for funding ■

PROJECT TITLE	PARTICIPATING SCHOOLS	PARTICIPANTS IMPACTED	TOTAL COST	PROJECT IN A LINE	
City Scholars SPARC	CLS, CLSG, Freemens, Highgate Hill School, City Of London Academy Southwark	40	£5,800	An innovative cross-school partnership program that will recruit and pay for 5 current PhD students to serve as STEM mentors and enrichment providers across the City of London Family of Schools. City Scholars will also deliver academic coaching for students, subject seminars, university admissions guidance, test prep, and assistance with curricula activities such as CREST Awards. The project would allow pupils to explore cultural contexts around academic fields, boosting cultural literacy alongside STEM skills, particularly for girls	
Family of Schools Debating Competition 2025	CLS, Highgate Hill, Shoreditch Park, Aldgate, Redriff, Southwark, Islington, Galleywall	40	£1,000	The Family of Schools Debating Day aims to expand cross-phase events for Year 6 and 7 pupils, teaching fundamental debating rules, enabling pupil voice, oracy, and cultural capital, while encouraging collaboration and competition in mixed school teams. With expert guidance, prizes, and individual feedback, the event will develop participants' public speaking and debating skills, as well as improve their teamwork, confidence, and social interaction	
Sixth Form Readiness Conference	COLA Shoreditch Park, COLA Highgate Hill, Southwark, CLS, CLSG.	60	£1,700	The Sixth Form Readiness Conference aims to prepare Year 11 pupils for A-Level study by providing workshops on skills, routines, independent learning, and post-18 options. The conference will promote confidence, motivation, and informed decision-making for the participants' academic future.	
Primary Author Visit	Redriff, Aldgate, CLS, Galleywall, COLPAI	100	£1,500	City of London School wants to continue its annual author visit and workshop for primary school pupils, aiming to celebrate reading, enhance cultural capital and develop writing skills, with objectives including participation in live author talks and workshops, providing signed books, and impacting pupils' inspiration, cultural capital, and writing skills.	
Primary Summer School 2024	Redriff, Aldgate, Galleywall, CLS, COLPAI	25	£4,500	City of London School's Primary Summer School 2024 will offer English and Maths sessions, enrichment activities, and a cultural day at the Guildhall Art Gallery with a visiting artist workshop, aiming to develop oracy, personal skills, and wellbeing. Targeting more able Pupil Premium pupils, it enriches learning, boosts readiness for school, and enhances academic, social, and cultural capital.	
Year 12 Climate Conference 2024	Shoreditch Park, Southwark, CLSG, CLS, NCS, Highbury Grove, Highgate Hill.	50	£2,000	The Climate Conference for Year 12 pupils features a Mock COP 27 and expert discussions to raise awareness and encourage action on climate issue. After hearing from a panel of climate experts, pupils will have opportunities to use their voice and develop their expertise collaboratively, with expert guidance and facilitation. Pupils will also carry out a Mock Cop in mixed school teams to develop social and cultural capital. Participants will hone in on their critical thinking skills, ability to work in a team, as well as improving their public speaking abilities whilst concurrently fostering pro-environmental attitudes.	
Access to LNAT and UCAT Courses 2025	Shoreditch Park, Highgate Hill, Southwark, Highbury Grove, NCS, Islington, CLSG	44	£5,808	This project would provide additional support for pupils seeking to access aspirational Higher Education and career paths for pupils in our partner schools. This project would allow pupils from state partner schools can access the LNAT and UCAT as part of their preparation for competitive higher education options, building confidence and experience.	
Big Sing 2025 in Partnership with The London Handel Festival	Highgate Hill, Shoreditch Park, City Junior School, CLSG, Aldgate School, City Academy Southwark, Freemens, Redriff, Galleywall	400	£11,120	A project to bring children from the Family of Schools together to collaborate with professional musicians and the London Handel Festival, celebrating George Frideric Handel with rehearsals and a final performance at the Guildhall in March 2025, fostering cultural awareness, musicianship skills, and understanding of London history and diversity.	
Family of Schools Family Summer Fun Day	Galleywall, CLSG, Redriff, Aldgate and COLPAI	200	£5,000	CLSG plans to host a summer event for Reception to Year 2 pupils and their families, focusing on oracy, cultural capital, and parental engagement, offering free activities including storytelling, performances, and crafts, with CLSG students involved, aiming to enhance families' sense of belonging within the Family of Schools network and inviting the local community	
LSE Mentourpreneurship Programme	Freemen's, City of London School, Highbury Grove, Highgate Hill, COLAI, Shoreditch Park, COLAS, The City Academy Hackney, NCS, CLSG, King Edward's School Witley, Christ's Hospital	70	£6,000	The LSE Mentourpreneurship Programme will offer Y9 students across the Family of Schools a chance to understand entrepreneurship through a three and a half day programme run by the London School of Economics, fostering entrepreneur skills, networking opportunities, and aspirations for future careers.	

Leadership Interactive Workshop 2025	CLS, CLSG, Shoreditch Park, Highgate Hill, Southwark, Highbury Grove, NCS, Islington.	80	£5,000	a one-day interactive leadership workshop, focusing on building youth voice, leadership, and oracy skills, with expert trainers providing individualized feedback, aiming to develop leadership skills and foster collaboration among students from diverse backgrounds.
Easter 2025 GCSE Booster Revision Course	Freemens, Highgate Hill, Shoreditch Park, Islington, Highbury Grove, Hackney and Southwark	40	£16,000	Three-day residential GCSE booster revision course at City of London Freeman's School during Easter 2025, aiming to improve confidence and grades for 40 Year 11 students featuring lessons, pastoral care, and teamwork building activities.
Residential	Christ's Hospital, Galleywall, Redriff	210	£24,098	A 2-day Outdoor Education Camp for pupils in late-June/early-July 2025. Through bushcraft and forest school activities, the project will enhance personal development, teamwork, leadership skills, confidence, and wellbeing, while fostering environmental interest and navigation skills.
Cultivating Connections	King Edwards School Witley, COLAS	40	£4,000	This is a pilot project aimed at empowering students to become environmental leaders. Through sessions focused on nature immersion, urban sustainability exploration, and collaborative projects, students develop skills, deepen their connection with nature, and create positive change in their communities.
24/25 R1 Philosophy Enrichment	Highgate Hill, Shoreditch Park	20	£2,000	A 10-week Philosophy enrichment programme, led by a UCL PhD student, in collaboration with HCS (COLASP), aimed at nurturing intense critical thinking, problem-solving, and oral communication skills among 20 students per session, focusing on the development of Fusion Skills and fostering diverse cultural perspectives within ICS/HCS' curriculum.
24/25R1 COLAT Bake-Off	Highgate Hill, Highbury Grove, COLAI, Shoreditch Park, COLAS	20	£300	A wellbeing bake-off among COLAT schools where teams of 4 students from each sixth form will compete, using set ingredients to create creative bakes.
24/25 R1 Boxing Enrichment	Highgate Hill	30	£6,000	Highgate Hill proposes boxing sessions during enrichment for students in years 7-10, aiming to promote physical fitness, discipline, and talent development. These sessions not only improve fitness but also provide a chance for talent spotting and can lead to further opportunities outside of school.
24/25 R1 Creative Writing Literacy	Highgate Hill	400	£4,000	The Creative writing project aims to enhance reading by promoting progressive transition for each cohort, celebrating individualism, and involving Year 6 families in inter-generational reading activities, with engaging events featuring authors and poets to highlight the benefits of reading, and opportunities for students to discuss texts, relate to personal experiences, and expand vocabulary.
24/25 R1 Bar Mock Trial	Highgate Hill, NCS, Shoreditch Park	30	£200	A Bar Mock Trial led by lawyers to develop oracy and critical thinking skills, provide insight into the legal profession, and address the lack of state-educated judges (26%) by boosting confidence and connections for students, preparing students for future debates and public speaking competitions.
24/25 R1 Reduce Truancy and Exclusions	Highgate Hill	10	£10,000	Highgate Hill aims to combat truancy among Year 10 students by providing mentoring and rewards, targeting a core group of disadvantaged or disaffected youth to ensure they engage in lessons and achieve academic excellence. This would target students with poor attendance, offering weekly mentoring and support groups to develop study skills with assistance from an outside agency or charity.
2425 Sixth Form Residential Trip to Oxford	Highgate Hill	50	£15,000	Highgate Hill proposes a two-night residential trip to Oxford University for the entire year group to kickstart their Sixth Form experience, offering workshops, meetings with professors, and a visit to the Natural History Museum with the aim of raising aspirations.
2425 R1 Early Intervention - One to One Teacher (3 year project please)	Highgate Hill	22	£23,333	Highgate Hill offers one-to-one support for underachieving students in English and Maths, with a focus on Year 7 and disadvantaged students. Identified students will receive weekly one-hour sessions tailored to their needs, aiming to improve academic performance and self-esteem through personalised intervention and ongoing assessment.
2425 R1 MiSST	Highgate Hill	240	£20,000	Highgate Hill proposes a collaboration with MiSST to provide sustainable music provision and excellence in music education at COLAHH. Goals include providing instruments and group tuition to all secondary students, enhancing teaching quality through staff training, and fostering Fusion Skills and creativity in teaching and learning, thus increasing access to culture and excellence in music programs.

2425 R1 Debate Mate	Highgate Hill	30	£2,150	Highgate Hill proposes a weekly debate and public speaking enrichment for 30 KS3 students, providing opportunities to learn from Debate Mate mentors, participate in competitions, and build skills in articulation and critical thinking. The aim is to develop Fusion Skills by allowing students to express themselves, engage in constructive challenge, and build confidence in communication.
2425 R1 Green House	Highgate Hill	100	£25,000	Delivering basketball sessions to students from Years 7-11, aiming to develop physical well-being, discipline, and Fusion Skills like communication and problem-solving, with opportunities for mentoring, talent-spotting, and pathway into local clubs, benefiting students through before, during, and after school activities.
2425 R1 KS5 Small Group Intervention	Highgate Hill, Shoreditch Park	72	£6,000	Through recruiting academic tutors from Imperial College, London, this project would target underperforming students in each school with small group weekly sessions to address learning gaps and boost confidence. Top-performing students will have the chance to explore advanced concepts, enhancing critical thinking and collaboration skills, aiming to bridge the attainment gap and promote social mobility while broadening the curriculum.
2425 R1 MedSoc	Highgate Hill, Shoreditch Park	25	£1,000	Highgate Hill aims to partner with UCL Medicine Society to offer bespoke masterclasses for prospective medical students (around 20-25 students), fostering fusion skills and providing insight into medicine through monthly visits to UCL, including dissections and interview prep, to drive ambition and enhance students' career readiness while benefiting teachers and offering work experience opportunities.
2425 R1 Boxing Therapy	Highgate Hill	10	£2,150	Highgate Hill aims to reduce exclusions and negative peer interactions among selected pupils through weekly one-hour boxing sessions with Islington Boxing Club, focusing on channeling anger positively, self-regulation, and providing a mentorship role, driven by the discipline of boxing to promote social mobility, good health, and wellbeing for vulnerable students.
2425 R1 Reading Incentive Programme	Highgate Hill	400	£4,500	Highgate Hill aims to foster a culture of reading for pleasure through a variety of activities including the Literacy Trust's Let's get Islington Reading Project, Decade of Diversity initiative, timetabled LRC reading lessons, World Book Day celebrations, and creative writing workshops, continuing to enhance the literacy ethos, promote meaningful reading experiences, and develop fusion skills while driving social mobility and improving teaching and learning practices.
2425 R1 GCSE Exam Skills/Wellbeing Workshops	Highgate Hill, Highbury Grove	200	£5,000	Highgate Hill plans targeted workshops by ExamStudyExpert focusing on the 'science of learning' for Y11 students, including masterclasses on motivation, study habits, memory, and exam success. These sessions, targeting the entire Y11 cohort and 15 pupils with exam anxiety from each school, aim to ease anxiety and promote a growth mindset, enabling students to take charge of their learning with GRIT and perseverance. The workshops also provide staff with access to the latest cognitive science research, with the goal of promoting social mobility, good health, and wellbeing.
2425 R1 Attendance Rewards	Highgate Hill	300	£15,000	Highgate Hill aims to create a culture of reward and praise to promote excellent attendance and reduce persistent absence across all year groups. Students with 100% attendance in a term and those showing improvement will be rewarded, including a trip to Thorpe Park. The intended outcome is improved attendance, promoting social mobility through attendance and driving equality of opportunity..
2425 R1 GCSE Revision Residential	Highgate Hill	20	£30,000	A 10-day residential for marginal and disadvantaged students during the crucial GCSE period, offering structured study environments, intensive evening and weekend interventions, limited distractions, one-to-one and group tuition, supervised study, reduced mobile and social media usage, physical activities, mindfulness sessions, and collaborative activities to develop fusion skills and promote social mobility, wellbeing, and cultural capital.
24/25 R1 Wales Trip	Highgate Hill, Highbury Grove	40	£11,000	Highgate Hill plans a week-long trip to Wales with the Outward Bound Trust for Y7-10 students, offering outdoor activities to build resilience, teamwork, and mental wellbeing, providing urban students with a unique experience and broadening the curriculum through hands-on Biology/Geography concepts, fostering fusion skills and promoting social mobility.
2425 R1 GCSE Berlin Trip with Shoreditch Park	Highgate Hill, Shoreditch Park	60	£31,200	Highgate Hill proposes a week-long History School Trip to Berlin for year 10 GCSE students, aiming to provide an immersive experience of key historical landmarks, foster critical thinking and empathy, and enhance understanding of GCSE History topics.
<u>Talk the Talk</u>	NCS, Highgate Hill	325	£8,500	NCS proposes a career-focused day with Talk the Talk consultancy, aiming to develop self-esteem through effective communication and oracy skills. The intended long term impact of this project would be increased confidence levels.

US SAT preparation programme	NCS, Highgate Hill	30	£25,000	NCS and Highgate Hill aim to provide dedicated tutoring and training to support students in their applications to Ivy League universities, offering additional academic support to close gaps and enhance their understanding, subject knowledge, and skills.
GTL Programme	NCS, Highgate Hill	150	£17,000	The GTL Programme aims to elevate students' knowledge, raise aspirations, and broaden experiences and skills, supporting them in making competitive applications to Russell Group and Ivy League universities through enrichment provided by MIT undergraduates.
Coaching & Counselling Support Provision 24/25	NCS	70	£115,000	NCS would like to continue offering coaching, counseling, and family therapy to targeted students for additional wellbeing support. Counselling and coaching provides a safe space for students to discuss anxieties, make disclosures and receive appropriate support and guidance and would contribute to improved student outcomes.
24/25 R1: RE Workshops - Statutory Content	Shoreditch Park, Highgate Hill	60	£1,000	The conference will invite Year 12 and Year 13 pupils to cover RE statutory requirements in an engaging way, fostering a comprehensive grasp of religious and philosophical concepts. Workshops are designed to improve social and emotional engagement, leading to enhanced relationships, empathy, and conflict resolution skills. The workshops aim to enhance students' social and emotional skills, resulting in improved relationships, empathy, and conflict resolution. This will empower them to navigate life beyond school effectively. The conference's impact on students' personal development will foster a more inclusive and supportive school environment.
24/25 R1: Live Theatre Experiences & Productions Programme	Shoreditch Park	250	£15,000	Live Theatre Experiences & Productions Programme aims to provide all students with access to professional theatre experiences and high-quality productions, fostering inclusivity, creativity, and personal development. Through theatre trips and our own musical production, students will develop teamwork, problem-solving, and self-expression skills, while also gaining insights into various career paths within the arts.
24/25 R1: Year 7 Transition Trips	Shoreditch Park	200	£35,000	Shoreditch Park proposes a residential outdoor education trip for the entire new year 7 cohort, aiming to foster resilience, confidence, and social integration, improve physical health, enhance academic performance, and promote long-term personal development and success.
24/25 R1: Intervention Tutors for year 11, 12 and 13.	Shoreditch Park	60	£60,000	Shoreditch Park aims to provide targeted tuition for students in English and Maths, ensuring they meet their target grades and pass their GCSE examinations, thereby improving educational excellence and employability. Mentors will address specific weaknesses using QLA data, with a focus on supporting disadvantaged Year 11 students, especially those on Pupil Premium/Free School Meals, to overcome pandemic-related learning loss and achieve academic success.
24/25 R1: Instrumental Programme	Shoreditch Park	350	£60,000	Shoreditch Park's Instrumental Programme offers heavily subsidized instrumental tuition to all year 7 students, targeting Pupil Premium/Free School Meals students, aiming to enhance cultural capital, attainment, and fusion skills.
24/25 R1: Large Hadron Collider Switzerland Trip	Shoreditch Park, Highgate Hill	60	£23,000	COLASP and Highgate Hill's Physics A-Level Trip to Large Hadron Collider aims to select 20-30 Physics A-Level students, offering them an enriching experience at CERN to deepen academic understanding, foster enthusiasm for STEM careers, and raise aspirations.
Aim Higher Saturday School	City Academy Hackney	70	£19,000	Targeted intervention sessions in English, maths, and science for Year 11 students on Saturday mornings, along with residential revision sessions. The intended outcome is to raise attainment and achievement in these core subjects for Year 11 pupils, supporting educational excellence.
Duke of Edinburgh Award	City Academy Hackney	110	£15,000	The project aims to ensure that all 6th form students can access the Duke of Edinburgh qualification, with a minimum of a bronze award. It seeks to bolster collaboration, confidence, and cultural capital among year 12 students. The initiative will impact 110 year 12 students and aligns with the education strategy priority of promoting personal development.
R1 A-Level STEM Tuition	City Academy Hackney	10	£3,000	City Academy Hackney would like to offer 1-1 A-level tuition in STEM subjects with Imperial College to help students excel in their exams and enhance cultural capital, impacting 10 year 12 or 13 pupils, prioritizing Supporting Educational Excellence.

R1 Easter Revision School	City Academy Hackney	75	£15,000	City Academy Hackney's project would provide targeted revision sessions for GCSE & A-level students during the Easter holiday, aiming to boost attainment and achievement, prioritizing supporting educational excellence, with an impact on approximately 75 year 11 pupils. The spin a sustained will result in improvement in attainment and achievement for GCSE and A level students requiring additional support. By bolstering their understanding and confidence in core subjects, students will continue to excel academically.	
R1 Middle Leaders Residential Training Weekend	City Academy Hackney	1138	£20,000	Offer high-quality CPD for key staff, enhancing efficacy, increasing staff retention, and investing in staff wellbeing, aiming to impact all students by driving key improvement priorities: SEND First, reducing suspensions, anti-racist practice, and teaching and learning excellence.	
R1 Music Tuition: Project Band	City Academy Hackney	240	£80,000	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	
R1 Outward Bound Residential	City Academy Hackney	36	£18,000	23/05- Anna sarchet emailed for more information To develop resilience and independence for YR7/8/9 students via a high-quality outward bound residential.	
R1 Residential Trip: France	City Academy Hackney	30	£12,000	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.	
R1 Residential Trip: Spain	City Academy Hackney	50	£30,000	To support the development of Spanish language learning for all students, regardless of background or financial circumstance, through a subsidised residential experience in Spain.	
R1 Work Experience	City Academy Hackney	190	£20,000	To offer high quality work experience opportunities for all year 10 and 12 students in line with Gatsby benchmarks.	
Teaching and Learning Coaching Programme	City Academy Hackney, NCS	15	£5,000	To work with the teaching & learning coach at Newham Collegiate 6th form to develop capacity and efficacy in the T&L team, building teacher expertise, particularly for ECTs and less experienced teachers.	
Early Literacy Intervention (ELI) Programme	Galleywall	10	£7,000	Implementing an Early Literacy Intervention (ELI) programme to provide targeted phonics support for 10 selected children who struggle with class teaching, aimed at enhancing reading confidence and ability in the early years, thus fostering academic excellence and long-term prospects.	
R1 2425 Talk Boost	Galleywall	30	£18,574	Hiring an additional teaching assistant to support communication skills, particularly for pupil premium children, in Reception and Year 1, through targeted language interventions, phonics booster sessions, and collaboration with parents. This initiative aims to address the post-COVID decline in speech and language levels, facilitating academic excellence and enhancing long-term prospects for all students.	
2024/25 R1 Small Group Teaching	Galleywall	12	£33,000	Employing an additional intervention teacher for small group teaching aimed at KS2 children at risk of not meeting expectations, especially those with limited parental support. This tailored approach aims to enhance academic progress, supports readiness for secondary school, and improves long-term prospects for all students.	
2024/25 R1 Islington Library Service	Galleywall, COLPAI, and Redriff	1,197	£7,500	Galleywall, COLPAI, and Redriff would subscribe to Islington Library Service, borrowing artefact resources to enhance teaching in Humanities, Science, and RE. The service offers story props, toys, costumes, and accessories, engaging students in active learning and connecting with historical periods and cultures, supporting educational excellence across subjects.	
2024/25 R1 Flash Academy	Galleywall, Redriff	30	£2,190	The bid would benefit EAL (English as an Additional Language) students across Galleywall and Redriff schools by implementing the FLASH Academy EAL programme, supporting their language development and integration into the school community. With an EAL Lead in each school, the programme aims to enhance academic excellence and promote mental health and well-being.	

R1 Pre-Apprenticeship academy KS3 and KS4 24-27	Highbury Grove, Highgate Hill, COLAI, Shoreditch Park, Southwark, City Academy Hackney	20	£120,000	COLAT's Apprenticeship Academy aims to provide up to 20 places for KS4 pupils at risk of or undergoing permanent exclusions (PEX), with goals to reduce PEXs, achieve zero PEXs and NEETs from the Academy, and improve KS4 outcomes,	
COLPAI Teaching Assistant - Disadvantaged Pupils Grant	CoLPAl	77	£26,132	Contribution for a teaching assistant to provide bespoke intervention sessions for vulnerable pupils, focusing on Reading, Writing, and Mathematics to improve educational outcomes, addressing gaps through tailored interventions and progress monitoring.	
R1 24/25 VPA Productions	Southwark	30	£8,000	This will support a school musical production and three showcases, benefiting around 30 students between Years 7-12, fostering creativity and collaboration.	
R1 24/25 Careers Supports	Southwark	960	£8,500	Acquiring a classroom set of laptops and a trolley to enhance career provision during form time for 960 students in Years 7 to 10, aiming to improve character education through enhanced careers education.	
R1 24/25 Staff Coaching	Southwark	24	£13,953	External coaching for middle and senior managers has retained 90% of Senior and Middle Leadership Team members annually, providing a safe space for 24 staff members to address work-related issues, supporting high-performing staff, facilitating departures for those not aligning with the academy's culture, and retaining top talent.	
R1 24/25 Peripatetic Instrumental Lessons	Southwark	290	£25,000	Support Year 7-specific instrumental lessons with specialists and one-on-one peripatetic lessons for GCSE, A-Level students, and FSM students in Years 7-9 aiming to enhance musical education for these groups.	
R1 24/25 New Year 7 Summer School	Southwark	190	£14,000	Supports a four-day induction program for approximately 190 Year 6 students transitioning into Year 7, includes 18 members of staff, aiming to communicate academy expectations, provide support for students and parents, and identify early challenges in adapting to secondary education.	
R1 24/25 Rewards and Enrichment Opportunities for Current CoLA Students That Help Build a Sense of Belonging	Southwark	1580	£80,000	This will support enriching activities including West End Theatre shows, Drop Down Days for PSHE and RSE, University open day visits, student rewards and trips including prom events, Duke of Edinburgh program management, lunch clubs and facilities, and equipment for an in-house boxing intervention program, targeting various student groups and promoting engagement and positive school experiences.	
R1 24/25 Pastoral support for Students Whose Behaviour is Hindering Their Progress at the Academy.	Southwark	170	£45,000	The allocated funds will be used for funding five Gap-Year students and pastoral interventions to support at-risk students.	
R1 24/25 Year 5 and Year 7 Residential	Southwark	300	£79,200	The two residential experiences will allow students in year 5 and 7 to benefit from the experience of outdoor adventure and learning. The opportunity to develop skills beyond a classroom and be immersed in nature, engaging activities, develop personal skills and make amazing memories.	
R1 24/25 Academic Intervention to Support Exceptional Outcomes (Mainly in Year 11 and 13)	Southwark	960	£80,000	This will support educational initiatives including teacher-directed interventions, revision guides, printed KOs, an Oxbridge Pathway Programme, and an online curriculum platform, benefiting specific student groups and aiming to achieve top national progress outcomes for Year 11 and 13 students.	
Lunchtime Enrichment	Highbury Grove	1005	£15,000	Enrichment at lunch time- broadening the offer of extra-curricular clubs and experiences for students during lunch and break times.	
Power BI Pro	Highbury Grove	1005	£1,400	Power BI Pro is a tool that will allow us to better track, analyse and respond to data regarding behaviour, attendance and other personal development indicators. This will enable pastoral leads and other leaders to act on data in the best interests of our students and respond to any trends seen.	

Think Forward 24-25	Highbury Grove	28	£16,000	ThinkForward Autumn Term
Year 11 Support	Highbury Grove	215	£45,002	Year 11 intervention, mentoring and support to improve outcomes.
Online Learning Platforms	Highbury Grove	1005	£7,497	The online learning platform, Tassomai, to be used by all key stage 3 and key stage 4 students for science homework, revision and intervention. The online learning platform, Seneca, to be used by all key stage 3 and key stage 4 students for english homework, revision and intervention. The online learning platform, Sparx Maths, to be used by all key stage 3 and key stage 4 students for maths homework, revision and intervention. This will lead to improved student performance and engagement.
MISST	Highbury Grove	585	£20,000	The MISST project provides funding for musical instruments, regular tuition, performance opportunities, a residential, and a programme of excellence for disadvantaged secondary school students from Year 7 to 13, with all students in Years 7-9 learning a musical instrument.
Cadet Toubkal Expedition	Highbury Grove, COLAI	30	£10,000	15 senior cadets from Highbury Grove and COLAI will undertake an expedition to Morocco, aiming to climb Mount Toubkal with overnight stays at the Toubkal refuge and Amarend, supplemented by lessons on expedition skills, Responsible Tourism, Ethical travel, and a beach clean-up, with partial funding from The Ulysees Trust. This is for both schools, including two staff members.
Rewards	Highbury Grove	1073	£4,000	Rewards to uphold good behaviour with a culture of praise. We are keen to ensure that we create a positive environment to support educational excellence. 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. We will continue to use our rewards system and encourage students personal development through creating a culture of praise, kindness and success.
1:1 Careers Meetings	Highbury Grove	215	£10,600	1:1 careers meeting with a level 4+ qualified careers advisor. Throughout the course of the Autumn term, each student will have a 1:1. In this meeting, students are given guidance against their current attainment, and recommendations for suitable placements are recorded on a careers interview form. The details of these notes are later shared with students to support their college and sixth form applications. Intended outcomes:-The individual needs of student are met with up to date careers advice.-Sharing of careers interview documentation empower parents to support with the application process-0% NEET 2025
Work-Related-Learning: WEX	Highbury Grove	379	£3,000	Unifrog provides a careers-focused platform for students, offering access to resources and work-related learning, with features to track engagement, streamline admin for work experience, and ensure 100% participation in placements for Year 10 and Year 12 students.
Work-Related-Learning: INSPIRE	Highbury Grove	174	£6,000	INSPIRE provides innovation week and work experience support, ensuring 100% of year 10 students engage in work-related learning, access higher education opportunities, and conduct risk assessments for at least 50% of work experience placements.
Student Leadership Training	Highbury Grove	60	£1,000	Provide bespoke training by external providers for student leaders within the Student Union Structure to enhance their leadership skills and personal development opportunities.
Activities Week 2024	Highbury Grove	303	£20,000	Activities Week aims to offer financial support for enriching opportunities to students, fostering personal skill development including collaboration, resilience, and courage, regardless of socio-economic status.

Literacy Highbury Grove	Highbury Grove	800	£13,000	Increasing reading in tutor time to x3 sessions per week, reading high quality texts at pace, led by an expert. Resourcing this will require a large amount of fiction texts to be used across years 7-10. Evidence for this is supported by this University of Sussex study: https://sussex.figshare.com/articles/journal_contribution/_Just_reading_the_impact_of_a_faster_pace_of_reading_narratives_on_the_comprehension_of_poorer_adolescent_readers_in_English_classrooms/23449943 2. Bedrock - online reading programme. This is an online reading/English portal that requires students to do a significant amount of reading of high quality texts, with an emphasis on teaching vocabulary. This will be used for homework in English with KS3 students.
Teaching and Learning Resources	Highbury Grove	1140	£15,000	Production of Knowledge Organisers for every pupil for all subjects for the year and the purchase of mini white boards and visualisers for every classroom to enhance the quality of teaching and learning in the support of educational excellence. The intended outcomes are improved quality of teaching and as a result improvement in student outcomes.
Internal Behaviour Provision Led by Behaviour Mentor	Highbury Grove	1009	£40,500	The bid is for the hire of a behaviour mentor who will support at-risk students, focusing on building self-esteem, self-regulation, and learning strategies, aiming to reduce suspensions and improve learning behaviors across the school.
R1 The Access Project	Highbury Grove	40	£15,000	The Access Project provides in-school mentoring, university guidance, and tutorial sessions, including visits to universities and subject-specific societies, aimed at supporting students in COLAHG to access higher education opportunities.
T1 Oversees Trips 2024/25	COLAI	883	£9,800	This fund will be used to fund students trips and visits abroad, in line with trips abroad that we have previously ran, such as trips to France, Spain and Belgium.
R1 Year 11 and 13 Intervention 2024-2025	COLAI	230	£60,000	Provide enhancement to students' academic engagement and success by funding various interventions such as intervention classes, residential revision trips, and breakfast clubs, aimed at improving academic outcomes and progress relative to their starting points.
R1 Access Project	COLAI	33	£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.
R1 Rewards and Enrichment Fund 2024/25	COLAI	883	£20,000	This fund will 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. The fund will also contribute towards the Academy's rewards programmes, which will celebrate student success.
R1 CPG Think Forward	COLAI	31	£16,000	An ongoing coaching programme that is focused on preventing students ending up as NEET (not in education, employment or training). COLAI has 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 aspirational post-16 destinations.
R1 Wellbeing Fund	COLAI	54	£20,000	Continue funding various wellbeing projects including the R-U-N mentoring programme, sessions with a child psychotherapist, and mindfulness sessions for students and staff, to address the increasing challenges of poor mental health, stress, and anxiety among young people, acknowledging that CAMHS services, while valuable, are not always the most appropriate intervention for all students.
R1 City Year	COLAI	42	£56,000	City Year, a volunteering project from the USA, assigns teams to inner city schools with high socio-economic deprivation, providing invaluable support through mentoring, leading clubs and activities, assisting with reading programs, staffing enrichment, and supporting school trips.
Subject Intervention	COLAI	107	£5,000	Provide enhanced student engagement and academic success by funding access to Uplearn for our sixth form students, providing exam-specific content, personalized revision, and 24/7 tutor support, with a success rate of 97% achieving A or A* grades.

R1: Wonder Maths (Redriff and Galleywall)	Redriff, Galleywall	110	£650	Wonder Maths is a KS2 programme aimed at enhancing problem-solving skills through staff-led clubs, inter-school competitions, and championships, fostering resilience and self-esteem.
R1: Redriff: CGP - Disadvantaged Pupils Grant - The Arts and Additional Outdoor Learning Enhancement	Redriff	497	£48,020	The Arts and Additional Outdoor Learning Enhancement Curriculum provides specialist music and arts provision as well as a school gardener, enriching the educational experiences of 497 pupils, particularly benefiting those with Pupil Premium, fostering cultural capital and creativity.
R1: Future Men (Redriff and Galleywall)	Redriff, Galleywall	79	£5,751	Future Men is a Boys Development Programme supporting 11 vulnerable boys in UKS2, aiming to improve confidence, resilience, self-esteem, and aspirations through mentorship, promoting personal development, behavior, and wellbeing, and enhancing educational excellence and future employability at Redriff and Galleywall schools.
R1: Debate Mate (Redriff and Galleywall)	Redriff, Galleywall NCS	156	£10,100	Debate Mate Primary programme will impact pupils from each school significantly, developing their oracy skills, critical thinking, and confidence, with a positive learning impact aiming to improve their future employability.
R1: Well Being Champion Programme, Resources and Partnership (Redriff and Galleywall)	Redriff, Galleywall	386	£4,019	Redriff and Galleywall will collaborate to train Wellbeing Champions, empowering pupils to support peers in creating a safe, supportive environment, reducing stigma around mental health, promoting wellbeing strategies, and improving the whole school's well-being and personal development, with funding supporting program implementation and additional training over three years.
R1: School Journey (Redriff, Galleywall, COLPAI)	Redriff, Galleywall CoLPAI	79	£21,417	Provision of outstanding school journey experiences for 150 pupils, promoting personal development, mental health, fusion skills, and cultural capital through adventurous outdoor lessons, arts, and cultural experiences, with the greatest impact for disadvantaged children, facilitating collaboration and enhancing geographical field skills and social communication.
R1: Peer Mediation (Redriff and COLPAI)	Redriff, COLPAI	79	£1,741	Peer Mediation programme, training 12 carefully selected disadvantaged pupils to become peer mediators, fostering leadership, critical thinking, and problem-solving skills, promoting health, safety, and wellbeing, with impacts extending to whole school pupils, improving general well-being and educational excellence.
R1: ADDITIONAL BID: Additional Communication Support Bid (Redriff, Galleywall, COLPAI)	Redriff, Galleywall CoLPAI	497	£63,000	This is an unprecedented bid request from a collaboration from all three primary schools. This cannot come from the partnership, strategic or disadvantaged pot for every school. Instead, this is an ADDITIONAL request due to an ADDITIONAL common need that all three schools need to work collaboratively to solve, with hopefully funding from the trust to support this. This 'Additional Communication Support Bid' is an additional project that will impact specific, identified, vulnerable children across Redriff, Galleywall and CoLA Primary Islington who have an identified speech, language and communication need. While the needs of these children are already known and supported by their school, the family of three primary schools have collaborated and have identified this as a priority for ADDITIONAL funding. This additional funding is required to ensure that these pupils receive the additional communication support to flourish socially, personally and academically.
R1: Year 6 Easter Additional Boostering (Redriff, Galleywall and COLPAI)	Redriff, Galleywall CoLPAI	79	£11,735	Collaboration to provide additional Easter revision boosting for vulnerable learners, offering a three-day Year 6 revision course focusing on Reading, Grammar, and Maths to promote educational excellence, tailored to pupil premium, vulnerable, and at-risk children, aiming to fine-tune teaching and foster academic resilience and personal development.
R1 Pre-Apprenticeship Pathway	Highbury Grove	7	£17,998	Reduction in the number of permanent exclusions. Increased attendance and punctuality. Improved attainment and progression routes Improved pastoral care. Benefits 6 students with full time places across year 10 and year 1

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Committee(s)	Dated:
Education Board	17 June 2024
Policy and Resources Committee	11 July 2024
Subject: Review of funding to the Guildhall School of Music & Drama for Scholarships	Public
Report of: The Principal, Guildhall School of Music & Drama	For Decision
Report authors: Head of Finance, Chamberlains Unit 6 Head of Development, Guildhall School	

Summary

This report reviews the City Corporation’s payment of £30,000 per annum to the Guildhall School of Music and Drama (the School), as part of the implementation of the City Corporation’s Grants Service Based Review. This payment has historically been used to fund scholarships. This report demonstrates the impact of the funds on the School and on the scholarship recipients in 2023/24. Members are asked to agree to continue the annual payment for the financial years 2024/25 and 25/26 and to review the payment again in two years’ time in the context of the City Corporation’s wider education offering.

Recommendations

Members are asked to:

- Review and approve as satisfactory the submission of the School’s impact report on the use of the £30,000 grant in 2023/24, in particular noting Appendix II, which outlines how social mobility is embedded in Guildhall School’s scholarships policy;
- Approve the grant continuation to 2024/25 on the basis of this satisfactory submission.

Main Report

Background

1. A one-off grant payment of £30,000 for 2005/06 was approved by the Finance Grants Sub-Committee in May 2005 to The Guildhall School Trust (the Trust) (Charity No. 1082472, Company No. 04041975) to go towards the cost of UK and EU bursaries. A £30,000 payment has been made annually for scholarships since then, into the School’s account via journal payment, rather than the Guildhall School Trust’s account.
2. The annual payment has been used for scholarships, going into the School’s scholarships account and was awarded as an unrestricted award to help attract the best artists to the School and London.

Current position

3. The environment in which the School operates has changed significantly since 2005. Tuition fees for home students are now three times higher at £9,250 and the School has closer to 1,100 FTE when compared to around 800 in 2005. This number is set to continue to grow as part of the School’s strategic plan. The School’s competitors are in a position where they can offer both full fee and maintenance scholarships in order to attract and secure the best talent.

4. The School awarded £3.7m in Scholarships (both fee and maintenance awards based on merit) for the 2023/24 Academic Year, and anticipates an even greater demand for support in 2024/25. In a highly competitive market place any Scholarship offer is an important one.

Proposal

5. This report requests that the City Corporation approves the renewal of the 2-year funding commitment to the School of £30,000 p.a. for scholarships for the financial years 2024/25 and 2025/26.
6. It is also proposed that the School reports back annually to the Education Board on the number of Scholarships awarded and the impact of the £30,000 grant.

Implications

7. As the £30,000 payment is made from the City's Cash Finance account and would continue to be made out of that account, there are no financial implications for the Education Board's budget.

Conclusion

8. This paper reviews the Guildhall School's use of the £30,000 grant from the City's Cash for UK Scholarship support in 2023/24 and asks Members to approve the renewal of the grant for 2024/25 and 2025/26, subject to the receipt of a further impact report in June 2025.

Appendices

- Appendix I Use and impact of the 2023/24 allocation & recommendations
- Appendix II (new) How social mobility is embedded in Guildhall School's scholarships policy.

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By virtue of paragraph(s) 2 of Part 1 of Schedule 12A
of the Local Government Act 1972.

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Appendix II

How social mobility is embedded in the Scholarship Programme Guildhall School of Music & Drama 2023/24

Grant summary & criteria

A ring-fenced grant of £30,000, awarded by the City of London Corporation for Guildhall School recipients in 23/24 academic year, was restricted to support students meeting the following agreed criteria:

“Support skills development in performance, production arts and creative enterprise, provide support where the need is greatest, particularly students from a broad cultural and socio-economic demographic, and strengthen progression opportunities to the Guildhall School, and its associated Young Artist programme, for pupils from the City of London Academies. Providing greater support for Guildhall Students on pathways such as those mentioned above would help to ensure greater alignment between the School’s own Widening Participation strategy and the City of London’s Education, Skills and Cultural and Creative Learning strategies.”

Guildhall School’s Social Mobility Programme: Supported Application Scheme

At Guildhall School of Music & Drama we recognize the City of London Corporation’s definition of social mobility within the Social Mobility Strategy as follows: “The ability and opportunity for individuals, families or groups to progress within a society to reach their full potential – in terms of income, education, employment, perceived social status, housing and place/postcode”.

Guildhall School encourages applications from students whose backgrounds are underrepresented in higher education. Our commitment to social mobility recruitment is reflected in the Supported Application Scheme, a programme which provides applicants from low-income backgrounds with a range of activities and resources designed to develop skills and confidence for the competitive audition process. Students coming through this programme are prioritized for scholarship funding to help them to start and continue their training.

To be eligible for Guildhall School’s Supported Application Scheme, applicants must:

- Have no previous experience of university; and
- Be applying for an eligible undergraduate programme; and
- Be UK-domiciled; and
- Be living in a household with a gross annual income below £33,000 OR receive means tested state benefits and/or in receipt of Free School Meals, a 16-19 bursary OR a means tested bursary in a Centre for Young Musicians or Junior Guildhall (under 18s).

In addition, they must meet at least one more of the criteria below:

- Have a home postcode which is classified as Quintile 1 or Quintile 2 in the POLAR4 data;
- Have a home postcode which is classified as Decile 1-4 in the Index of Multiple Deprivation (IMD) Government dataset;
- Be Black, Asian or ethnically diverse;
- Be in care, a recent care leaver or estranged from family;
- Attend one of our partner schools or youth organisations;
- Have a disability declared on the application;

- Have attended a state school or college for the entirety of their education and able to provide evidence of this.

Supported Application Scheme students are prioritized for scholarship support from the City of London Education Board. In the case of 23/24 recipients 3 out of the 6 undergraduate awards were made to students who came through this process. Two other students who did not apply via this scheme received financial support as they qualified under the same set of stringent criteria i.e.:

Student 1: Single parent, low-income household, Black, Asian or ethnically diverse.

Student 5: Single parent, low-income household, Black, Asian or ethnically diverse.

The only exception is **Student 6** who would not have qualified for support under this category but is still underrepresented within the Guildhall School community as a mature student from a low-income household with no financial support from their family.

Guildhall Young Artists Scholars (under 18s)

As with the higher education awards, Guildhall School is mindful of both the set grant criteria and the Social Mobility Strategy in awarding scholarships. All awards are made on the basis of means testing. We aspire to increase the number of applicants for all our performing arts courses from City of London Academies, and are working hard to counteract the challenges resulting from the decline in performing arts training opportunities in schools.

As there is now no music education within the curriculum, there is often little space within schools to engage with music study. Schools have neither the staff, time nor funding to introduce their pupils to music and, as a result, fewer students are choosing to pursue either additional or further music education, via the school route. Demand for extra-curricular music and performing arts training is coming directly from young people and their families via community settings such as local council run music hubs, e.g. Music Education Islington and Saturday centres.

Guildhall School recognizes the importance of increasing out-of-school (weekend) provision for the performing arts for young people and has seen soaring demand for this in the Guildhall Young Artists online service and the new Guildhall Young Artists Kings Cross Centre which opened in September 2022. This new centre currently has 132 students aged 5-18, nearly double its intake from its first year. 75% of take up is from state school educated pupils or those who are home educated. At least 43% of students are from global majority backgrounds, and 33% are from lower income backgrounds and are supported by bursary to attend. As such, we know that demand for performing arts and music training overall is strong outside of the schools setting.

In order to drive and enhance recruitment efforts in City of London Academies this year the Head of Junior Guildhall took the following proactive measures:

- Wrote to all Head Teachers and Directors of Music to make them aware of the scholarships;
- Sent a follow-up communication to remind contacts of the funds available;
- Advertised funding specifically for students from City of London pupils for the Young Composers course online;
- Prominently signposted the scholarships available on our GYA webpage;
- We also conducted introductory workshops in schools to introduce students to courses, making them aware of funding available and encouraging applications.

The outcome is that 7 out of 13 awards made to under 18s from the City of London Education Board grant were to pupils attending City of London schools and 4 others were to pupils who live in the City of London.

Further information

For any further information on Guildhall School's scholarship awarding process and social mobility agenda, please contact: Caroline Hawley, Head of Development, caroline.hawley@gsmd.ac.uk, 07733 385099.

CONFIDENTIAL

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Committee(s): Education Board	Dated: 17/06/2024
Subject: Apprenticeship Levy Spend Update	Public
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	Providing excellent services.
Does this proposal require extra revenue and/or capital spending?	N/A
If so, how much?	N/A
What is the source of funding?	N/A
Has this Funding Source been agreed with the Chamberlain's Department?	N/A
Report of: Alison Littlewood, Chief People Officer, People & HR	For information
Report author: Kaye Saxton-Lea, Acting Assistant Director of Learning and Organisational Development, People & Human Resources	

Summary

This report provides an overview of the advancements made in bolstering apprenticeship opportunities and how the apprenticeship levy is spent within the City of London Corporation.

There has been a marked increase in the number of both centrally and levy funded apprenticeships, from 47 in December 2022 to 276 apprenticeships in April 2024.

In addition, there has been an impressive decrease in the amount of digital levy funds being returned to HMRC. This has dropped from a return of £53,188 in December 2022, to a (zero) return in August 2023 which has been maintained to-date.

We have collaborated closely with both internal and external stakeholders to develop apprenticeship initiatives and forge stronger connections to our social mobility agenda. Our goal has been to facilitate broader access to employment opportunities for individuals from disadvantaged socioeconomic backgrounds, thereby fostering inclusivity and greater equity across the City Corporation.

Main Report

Background

1. Since the introduction of the apprenticeship levy in May 2017, 0.5% is deducted from monthly payroll for the sole use of training apprentices, this became a pivotal aspect of the City of London's commitment to bolstering skills development and workforce enhancement. As part of this commitment, the City Corporation pledged to fund 100 apprenticeships at any given time, ensuring that individuals undertaking apprenticeships programmes receive a fair salary reflective of the living standards in the capitol. Specifically, apprentices at level 2 are remunerated at the London living wage, whilst those at level 3 receive London living wage plus 2%. The initiative not only aims to cultivate a skilled workforce but also underscores the City Corporations dedication to supporting social mobility and inclusivity.

2. The emergence of the COVID-19 pandemic precipitated unforeseen challenges for apprenticeships. Lockdown measures implemented to curb the spread of the virus mandated the suspension of new apprenticeship recruitment activities, accompanied by the extension of contracts for existing apprentices. This measure aimed to provide stability and continuity for the apprentices to facilitate the successful completion of their learning. Apprenticeship numbers fell significantly across most London Councils during and after lockdown.
3. Following the Target Operating Model, the organisation introduced a new position of Apprenticeship Manager who was tasked with enhancing the numbers of centrally funded apprenticeships roles. Moreover, in line with broader objectives to enhance skill levels across departments, the City Corporation has actively incorporated the utilisation of the levy fund for training of existing staff at all levels. This multifaceted approach underscores the recognition of the importance of continuous learning and upskilling employees.

Key steps included:

- a. Key Stakeholder engagement - Connecting Communities, Urban Synergy, The Princes Trust, including collaborative working with Children & Community Services to support care leavers.
- b. Ring fence 15% of centrally funded apprenticeship for care leaver apprentices
- c. Supporting young people with Information, Advice & Guidance (IAG) sessions and CV & Application writing, and interview techniques
- d. Promotion of apprenticeship opportunities at local school career events
- e. Attending departmental meetings to raise awareness of the two apprenticeships workstreams.
- f. Promoting vacancies in National Apprenticeship Week

4. The work undertaken dramatically increased apprenticeships numbers in both centrally funded and levy funded areas and decreased levy returns.

Date	Dec 2022	Mar 2023	August 2023	Dec 2023	Mar 2024	April 2024
Centrally funded number	40	46	62	66	79	91
Levy funded numbers	7	11	106	116	177	185
Levy Spent	£22,975	£36,352	£78,814	£88,063	£97,370	£103,368
Levy returned to HMRC	£53,188	£41,650	Nil	Nil	Nil	Nil

Next Steps

8. The introduction of a Graduate and Work Experience coordinator will facilitate enhanced links between graduates, volunteers, individuals seeking work experience and the apprenticeships. This initiative aims to provide clearer development and career pathways for individuals, thereby strengthening the organisation's talent pipeline and fostering professional growth opportunities.
9. Increased data collection to show number of conversions from apprenticeships to permanent roles at the City Corporation on completion of their qualification.
10. Introduction of quarterly corporate apprenticeship development days, 2 have now taken place at sites around the City Corporation.

Corporate and Strategic Implications

11. Strategic implications – The Apprenticeship programmes will be an integral part of the People Strategy and provide a structured pathway for talent development, enabling the cultivation of a skilled workforce, which in turn will enhance employee retention and facilitate succession planning by nurturing talent. Help bridge the skills gaps by providing hands-on-training and practical experience, demonstrating the organisations commitment to workforce development and corporate social responsibility.
12. Financial and Resource implications – Maintaining the cost of the contingency fund put aside for the salaries of the 100 centrally funded apprentices. Level 2 paid at London Living wage, level 3 at London Living wage plus 2%.
13. Legal implications – Apprenticeships are governed by the Education, Skills, Funding Agency (ESFA). By adhering to these regulations and ensuring programme compliance will mitigate the organisational risk
14. Risk implications – Investing in apprenticeships demonstrates commitment to workforce development and social responsibility however could lead to employer brand or reputational risk if programmes are not run in an ethical and inclusive manner.
15. Equalities implications – Equality, Diversity and Inclusion are critical to the success of apprenticeship programmes. Offering opportunities for individuals from diverse backgrounds to enter and thrive in the workforce, will ensure that the organisation meets their socioeconomic and social mobility agenda.
16. Climate implications – There are no specific climate implications although communications about and employee engagement in sustainability and climate justice activity will be important to realise the ambitions and aspirations of City Corporation’s workforce.
17. Security implications – There are no direct security implications.

Conclusion – The work undertaken has significantly improved numbers of both centrally funded and levy funded apprenticeships. Showing a significant increase in levy spend and a decrease in HMRC levy return.

Appendices

None

Background Papers

None

Kaye Saxton-Lea, People and Human Resources

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Committee(s)	Dated:
Education Board	17/06/2024
Subject: London Careers Festival 2024 Evaluation	Public
Which outcomes in the City Corporation’s Corporate Plan does this proposal aim to impact directly?	Diverse Engaged Communities Providing Excellent Services
Does this proposal require extra revenue and/or capital spending?	N
If so, how much?	N/A
What is the source of Funding?	N/A
Has this Funding Source been agreed with the Chamberlain’s Department?	N/A
Report of: Strategic Director of Education and Skills	For Information
Report author: Jamie Hannon, Lead Partnerships and Programmes Officer	

Summary

This report updates Members on the outcomes of the London Careers Festival (LCF) 2024 which engaged primary, secondary, and post-16 pupils and young people aged up to 25 from across London in work-related and skills development activities. An in-person festival week took place at The Guildhall, plus some sessions at partner business locations. The online festival week was hosted by the LCF online festival delivery partner and broadcast live into primary and secondary school classrooms.

The full report in **Appendix One** further examines the achievements of LCF and makes recommendations for subsequent years.

Recommendation(s)

Members are asked to:

- Note the LCF 2024 evaluation report with key outcomes and achievements.
- Note the recommendations for LCF 2025 and onwards.

Main Report

Background

1. Since 2019, LCF has been delivering on the City of London Corporation (CoL) commitment to ensuring learning is linked to the world of work at all stages to enable learners to make informed career choices.
2. The vision for LCF 2024 was for learners, who are pupils, students, apprentices, and young workers to encounter professionals from a diverse set of future-relevant careers in engaging and interactive ways that challenge stereotypes and inspire learners to think positively about their futures.
3. The event was marketed to young people and educators across London and connected boroughs. The programme of events was aimed at school pupils from primary through to post-16 and young people aged up to 25.

Current Position

4. The London Careers Festival 2024 was delivered between 26 February to 8 March 2024.
5. The in-person week (26 February to 1 March) was structured as follows:
 - Monday 26 February – Primary (*Livery Showcase and other workshops*)
 - Tuesday 27 February – Secondary (*Livery Showcase and other workshops*)
 - Wednesday 28 February – Ages 14 to 25 (*Post-16 Pathways and Careers Expo, and other workshops*)
 - Thursday 29 February – On-location day hosted at partner businesses.
 - Friday 1 March – Young Professionals Conference all-day takeover. This event expanded on the evening-only event in LCF 2023 involving three sessions, morning, afternoon, and early evening, each offering networking and employer information stands. Plus, each session included employer-led insight panels, one for law and the other for finance.
6. Monday 26, Tuesday 27, Wednesday 28, and Friday 1 were hosted at The Guildhall. On-location sessions on Thursday 29 were hosted at 5 partner businesses.
7. The online festival week (4 March to 8 March) included:
 - 4 interactive workshops for primary school classes led by industry professionals. These included 2 skills sessions covering a variety of job roles, plus a specific STEM session, and a special *Jobs Behind the Books* session on World Book Day for which pupils were encouraged to dress up as their favourite book characters.
 - 3 interactive sessions for secondary school classes led by industry professionals. 1 session explored tech, planning, and medical roles in healthcare, another explored careers in the built environment, and a final session explored the variety of options available post-16.

- A webinar led by the BBC exploring careers in media and journalism for secondary school classes.

Key findings from LCF 2024:

8. The following points provide headline summaries from the full evaluation report contained in Appendix One:
 - An estimated 17,139 young people attended LCF 2024. Of these, 14,252 attended the virtual festival and 2,887 attended in-person. This is a 34% increase on LCF 2023, and a nearly three-fold increase on LCF 2022.
 - Over 134 businesses, training providers, and livery companies participated in the delivery of LCF 2024. They helped provide 29 insight sessions or workshops, of which 5 specialist sessions were available for those differently abled or with special educational needs, and 1 specialist session for those care experienced.
 - 88% of young people rated their experience as excellent or good, a five percentage point increase on 2023, while 92% said LCF helped them think about a range of careers, a two percentage point increase on 2023. 90% of those who attended an on-location insight session said they were likely to apply for a job at the partner business.
 - Pupil feedback from across the online week showed that pupils felt empowered to aspire to any job they want and not be limited by job stereotypes. Teachers also agreed that pupils learned about lots of different aspirational jobs, many of which they hadn't heard about before.
9. Key insights:
 - 9.1 Teachers praised the festival's inclusion of pupils of a variety of ages, from primary-aged through to post-16.
 - 9.2 The festival continues to help young people to discover the broad spectrum of careers and pathways into careers, even in areas they have some existing knowledge of.
 - 9.3 Six industries represented at LCF were well-matched to young people's interests. They were Science, Technology, and Engineering; Architecture and Construction; Arts and Communication; Finance; Law; Business.
 - 9.4 Two industries were underrepresented at LCF but are of interest to young people. They are: Online / Social Media, and Sports.
 - 9.5 The ability to have detailed conversations with employers, industry professionals, and training providers continues to be highly valued by attendees.
 - 9.6 There was high demand for sessions that explored entrepreneurship and how to start a business.

Options

Item for information only.

Proposals

10. After analysing data from the London Careers Festival 2024 and reflecting on recommendations and insights of previous evaluation reports, the LCF team would make the following recommendations for 2025:

10.1 Acknowledging the following two items to be the festival's unique propositions and forming enhancements that are informed by these:

10.1.1 Livery Companies

The involvement of the Livery Companies and their interactive way of exploring key industry skills. Their approach is very popular with primary-aged and secondary-aged pupils.

10.1.2 Careers connected to the Square Mile

The City Corporation and its connected networks of partners, contractors, departments, and Members as industry professionals are uniquely placed to mobilise and galvanise representatives from the wide variety of careers connected to the Square Mile.

10.2 Adopt three festival aims as clear and communicable motifs:

10.2.1 **Inspire:** Inspire young Londoners to consider a Square Mile connected career.

10.2.2 **Support:** Support those facing the most challenge to explore the skills required for Square Mile connected careers.

10.2.3 **Mobilise:** Mobilise organisations operating in the Square Mile to be career advocates, including apprenticeship routes and entrepreneurship.

10.3 Continue to enhance the festival each year by:

10.3.1 Further incorporating youth voice, for example, by continuing to increase representation of industries identified as being of interest to participants while utilising opportunities for co-creation.

10.3.2 Communicating the festival aims and providing clear expectations to session providers and exhibitors to ensure sessions are interactive and continue to be appropriate for the participants.

10.3.3 Adopting initiatives to reduce the impact of no-shows.

10.3.4 Reflecting the wide variety of careers connected to the Square Mile.

10.4 Publicising the festival through retaining a pre-booking activity, celebrating festival partners on City of London social media channels, and increasing mailing list subscribers.

- 10.5 Increase attendance in-person by engaging with more schools from boroughs underrepresented in previous years, for example, Enfield, Haringey, Hackney, Lambeth, and the outer West London boroughs.
- 10.6 Review briefs for workshops and insights sessions to ensure they are serving the participants well, in particular, secondary-aged pupils, care experienced, and those who are differently abled, neurodiverse, or have special educational needs.
- 10.7 Revise and enhance the ways in which LCF is evaluated to better measure impact, outcomes, and to inform future enhancements.

Key Data

The data relevant to the report is included in **Appendix One**.

Corporate and Strategic Implications –

Strategic implications

11. LCF aligns with both corporate strategies and education strategies, as follows.
 - 11.1 LCF has aligned directly with key elements of the Education Board's strategies from 2019 to 2023.
 - 11.2 LCF continues to align with the City Corporation corporate plans, including Corporate Plan 2024-2029, contributing directly to Actions 1, 5, and 6 under the theme of Providing Excellent Services and Action 1 under Diverse, Engaged Communities demonstrated by businesses operating in the Square Mile taking part in LCF.
 - 11.3 Furthermore, LCF will make a significant and direct contribution to Outcomes 1 to 4 under Improving Employability in the Education Strategy 2024-2029.
 - 11.4 As outlined in these strategies, the City of London Corporation aims to improve social mobility and reduce inequalities while supporting outstanding education, lifelong learning, and skills. LCF provides improved professional prospects for young people, particularly those facing the most challenge, by helping them to be better equipped to start businesses or to navigate the Square Mile and follow the career path of their choice.

Financial implications

12. The festival continues to be good value-for-money and have impact on its core audiences: pupils, schools, businesses, and livery companies. Furthermore, the festival has successfully attracted and delivered to increased numbers of young people year-on-year while remaining within its budget envelope. Key to running the 2025 festival will be the continuation and expansion of successful partnerships to support marketing and operational activities. Continued financial support is needed alongside key partnerships to

ensure the festival can still deliver on its equalities commitments and to manage inflationary increases in costs for in-person events.

Resource implications

13. As recommended in the full report, the festival will continue to need operational support from external contractors and continued strategic oversight by officers within the Education Strategy Unit.

Equalities implications

14. Over two thirds of the schools who booked for LCF 2024 had a Pupil Premium rate of 31% or higher. Over one third had a Pupil Premium rate of over 60%. 2 in 5 schools were from one of the nine City Corporation target boroughs. Five sessions were run specifically for children differently abled or with special educational needs. One session was delivered for care experienced pupils. The quiet space was retained, as in previous years, ensuring an inclusive environment for those who are neurodiverse.

There are no Legal, Risk, Security or Climate implications identified.

Conclusion

The London Careers Festival has grown into a respected leader among careers initiatives, trusted by teachers and praised by the young participants. The offer is varied, covering a wide selection of industries through in-person workshops, online insight session, on-location taster days, and walkthrough showcases, while also celebrating its unique offer as a place to explore Square Mile connected careers with interactive encounters provided by the Livery Companies.

Continued enhancements would maintain and advance the position of the festival as a leading careers initiative that mobilises organisations to support and inspire young people.

Appendices

- **Appendix One - London Careers Festival 2024 Evaluation Report**
- **Appendix Two - Summary Report on London Careers Festival 2024**

Jamie Hannon

Lead Partnerships and Programmes Officer

Education Strategy Unit

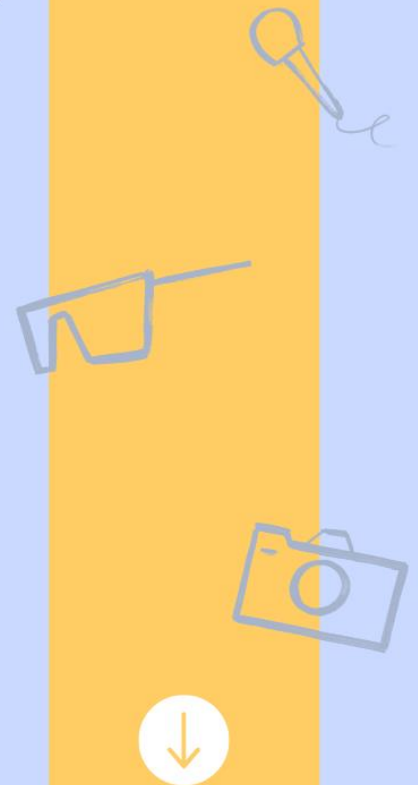
E: jamie.hannon@cityoflondon.gov.uk



LONDON CAREERS FESTIVAL

2024 Summary Report

- Headlines
- Recommendations



The London Careers Festival

The London Careers Festival (LCF) is an annual event open to primary and secondary schools, sixth forms and colleges, and those aged up to 25. Since its inception in 2019, it has grown into a flagship educational event, bringing young people from across London and neighbouring counties to the City of London Guildhall for industry insight sessions, careers workshops, and expositions that showcase London businesses, learning providers, and Livery Companies and their connected industries. Since 2020, the festival has also included an online virtual festival that sees career-themed workshops streamed live into primary and secondary school classrooms, and from 2022 has continued in a hybrid way with both an in-person week and an online week.

The festival was created to serve the City of London Corporation's Education Strategy (2019-2023) commitment to ensuring *learning is linked to the world of work at all stages to enable learners to make informed career choices*.

The list of strategy outcomes from the 2019-2023 policies the festival was designed to meet are listed in the appendices.

Going forward, the London Careers Festival will be aligned with the new Education Strategy, 2024-2029, contributing to its goals and long-term impact under the Improving Employability strand and Supporting Education Excellence strand (see next page).

Gatsby Benchmarks

The festival will continue to support teachers from participating schools to deliver on five of the eight recommended Gatsby Benchmarks for careers provision. The festival supports directly with the following benchmarks in the ways noted:

#4	Linking curriculum learning to careers	Exhibitors and workshop providers are encouraged to link careers to what pupils are learning in school.
#5	Encounters with employers and employees	At exhibition stalls and in insight sessions.
#6	Experiences of workplaces	Available at on-location sessions.
#7	Encounters with further and higher education	At exhibitor stalls.
#8	Personal guidance	At exhibitor stalls and some sessions, for example, speed mentoring.

Future festivals might also be able increase the level of information about careers connected to the Square Mile, additionally supporting with:

#2 - Learning from career and labour market information

Draft Education Strategy 2024-2029

The London Careers Festival best aligns with Outcomes 1-3 of the Improving Employability priority, and Outcome 4 of the Supporting Educational Excellence priority in the Draft Education Strategy 2024-2029.

Priority Theme: Improving Employability
[1] Learners facing the most challenge have a strong grasp of careers options, are aware of high-quality City-based development opportunities including mentoring and apprenticeships, and build connections with professionals and practitioners.
[2] Learners [...] who are aspiring entrepreneurs are aware of and motivated to engage with the business support services available to them via the City Corporation.
[3] Learners of all ages are more compelled by and inspired to develop green employability skills and are connected with Green Careers pathways.
Priority Theme: Supporting Educational Excellence
[4] More learners engage with the City Corporation's places and spaces through unique enrichment opportunities which offer the chance to build their skills and knowledge, as well as their social and cultural capital.

The aims of the London Careers Festival are based on the above impact statements.

Festival Aims

The following aims will allow the festival to have clear and communicable motifs – Inspire, Support, Mobilise - that festival stakeholders and delivery partners can adopt as shared success factors while ensuring activities contribute to the City Corporation Education Strategy and Corporate Plan.

The London Careers Festival aims to:

London Careers Festival Aims 2025 to 2029	
Inspire	Inspire young Londoners to consider a career connected to the Square Mile by creating interactions and connections with the variety of job roles available in organisations operating there.
Support	Support festival attendees aspiring to a Square Mile connected career to know and explore the skills required, especially those facing the most challenge because of their different ability or barriers to opportunity.
Mobilise	Mobilise organisations operating in the Square Mile or connected to City Corporation to be advocates for Square Mile connected careers, including apprenticeship routes and entrepreneurship.

Corporate Plan 2024-2029

By mobilising Square Mile businesses to inspire and support young Londoners with skills and knowledge around Square Mile connected careers, LCF is promoting participation and enabling social mobility and learning. The Corporate Plan actions that LCF aligns with are listed below.

Outcome: Providing Excellent Services
Action 1 - Support others to provide outstanding education, lifelong learning, and skills.
Action 5 - Promote the health, wellbeing, and quality of life of people of all ages.
Action 6 - Focus on equality, diversity, and inclusion to improve social mobility and reduce inequalities, including health inequalities.
Outcome: Diverse Engaged Communities
Action 1 - Engage with all our communities across the City, working to increase participation in co-creating and delivering services.

Case Study: AECOM Opportunities in the Square Mile and filling the skills gap

“ AECOM is keen to encourage more young people into our sector and we embrace every opportunity to demystify careers and provide guidance.

The design, engineering and construction sector has a significant skills gap. The London Careers Festival is an impactful way to promote the opportunities.

- 30 students from Leyton Sixth Form
- 1 of 5 on-location sessions from Square Mile connected businesses
- AECOM summer internships and routes into careers demystified
- “It was interesting to see how many different people are required for a project” -pupil

LCF removes barriers between schools and business

“ The festival’s support simplified the process and removed some of the logistical barriers that can make school engagement more difficult.



On-location insight session at the AECOM offices in the Square Mile





LONDON CAREERS FESTIVAL



2024 Festival Headlines



134
partner
organisations



59
schools in-person
11 primary schools.
36 secondary schools
12 post-16 organisations



60
stalls each day at
showcase/expo



39
new to the festival
schools
(in-person)



29
insight sessions
or workshops



6 specialist sessions
5 for special educational
needs /disabilities and
education health care plan
1 for care experienced.



162
schools online
133 primary schools.
29 secondary schools



Data Summary

Total Learners 34%



Top 6 industries well matched to learner interests

- Science, Tech & Eng.
- Finance
- Architecture & Construction
- Law
- Arts & Communication
- Business



Young people agreed that "It made me think about..."



increase on 2023





Testimonials

A marvellous opportunity not to be found anywhere else

Teachers want to return year after year



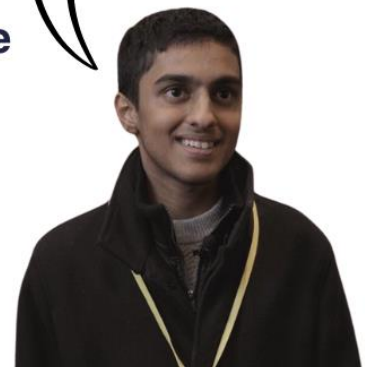
“It is the third or fourth year we’ve brought our Year 9s. I’ll be bringing a lot more year 10s next year - absolutely - on the calendar again! [...] as much as we can speak to them in school - and we’ll have outside speakers in - to bring them to an environment like this, which in itself, the Guildhall is absolutely fabulous... to speak to the trades people [...] and then try out the different skills [...] it’s a marvellous opportunity not to be found anywhere else. Well, I’ve not found it anywhere else, anyway.

**Caroline Brown, Careers Lead
Gladesmore Community School,
Tottenham**

There are many different roles in finance I didn’t know about

Learners get information they can’t find elsewhere

“I came here to find out more about degree apprenticeships, especially in the banking and finance industry. What surprised me the most was that within the finance sector there are many different roles that I didn't know about and that there are many ways you can apply. Currently I aspire to be an investment banker because I spoke to someone today and they gave me a wider insight into what they do, especially being a degree apprenticeship student.



**Devam Sharma,
Attendee, Post-16 Expo**

**Savita Sharma,
Parent of Attendee,
Post-16 Expo**

[...] here you got more information. [...] if we didn't come today, [Devam] would have [thought] most of the apprenticeships [start] in September. We would have missed it. So we now we know where to look - know how to apply - when they're going to be [accepting applications].



See what [young] people are actually interested in



Dayne Reynolds,
Student Recruitment,
St Mary's University

Highly valued by organisations

“ I think it's great for exhibitors to come to the London Careers Festival, it gives you a chance to see what people are actually interested in ...your organisation and what you're offering and what people want out of it.

Even I didn't know that was a career path



Saskia Burke,
Nuclear Scientist,
National Physical Laboratory

“ I'd really recommend for schools and the students to come next year because there were so many things that even I, as someone already a few years into my career, had seen that I didn't even know were career paths or ways of getting into different careers.

“ It's really, really great that we can bring our younger children. We've currently brought 60 Year 5s to show them, look, there's a whole wide world of different careers ...it's been a real eye opener of what's available to them ...and because they are so young, they've got the next seven years, eight years before university to figure it out.

Companies get to see your personality not just an application form

An eye opener for our younger children



Oasis Academy Hadley
Primary Phase

Post-16
Attendees



Young people learn more about their chosen industry

“ It showed a lot of careers that I could go into other than the ones that I thought... I was originally interested in looking for a job in architecture, specifically. But I've seen that there's opportunities in planning and development.

Conclusion and Recommendations

The London Careers Festival has grown into a respected leader among careers initiatives, trusted by teachers and praised by the young participants. The offer is varied, covering a wide selection of industries through in-person workshops, online insight session, on-location taster days, and walkthrough expositions, while also celebrating its unique offer as a place to explore Square Mile careers with interactive encounters provided by the Livery Companies.

LCF and its Unique Propositions

1. Livery Companies

The involvement of the Livery Companies and their interactive way of exploring key industry skills. Their approach is very popular with primary-aged and secondary-aged pupils.

2. Careers connected to the Square Mile

The City Corporation and its connected networks of partners, contractors, departments, and Members as industry professional are uniquely placed to mobilise and galvanise representatives from the wide variety of careers connected to the Square Mile.

The following are recommendations that could advance the position of the festival as a leading careers initiative that mobilises organisations to support and inspire young people.

Headline Recommendations

- A. Continue to enhance the festival each year by:
 - i. Further incorporating youth voice, for example, by continuing to increase representation of industries identified as being of interest to participants while acting on opportunities for co-creation.
 - ii. Communicate the festival aims and provide clear expectations to session providers and exhibitors to ensure sessions are interactive appropriate for the participants.
 - iii. Adopting initiatives to reduce the impact of no-shows.
 - iv. Reflecting the wide variety of careers connected to the Square Mile.
- B. Publicising the festival through retaining a pre-booking activity, celebrating festival partners on City of London social media channels, and increasing mailing list subscribers.
- C. Increase attendance in-person by engaging with more schools from boroughs underrepresented in previous years, for example, Enfield, Lambeth, and the outer West London boroughs.
- D. Review briefs for workshops and insights sessions to ensure they are serving the participants well, in particular, secondary-aged pupils, care experienced, and those who are differently abled, neurodiverse, or have special educational needs.
- E. Revise and enhance the ways in which participant outcomes are evaluated to better measure value and aid future enhancements.

A – Recommendations Brought Forward

- **Co-creation and Youth Voice**
Enhancing co-creation involving young people and incorporating youth voice initiatives should be considered for 2025.
- **Networking Opportunities and Interactive Sessions**
Provide clear guidance for session providers, giving session objectives alongside the overall festival vision, mission, and aims. Guidance should include the importance of linking what pupils learn in school to jobs and careers. This helps to increase LCF actions towards Gatsby Benchmark 4.
- **School No-shows**
It is suggested that the sessions be over-booked incorporating a predicted level of attrition.
- **City Careers and Variety of Careers**
A renewed mission that accounts for the variety of careers available through businesses operating in the Square Mile or connected. Improving the representation of popular sectors, particularly those underrepresented in 2024 (see full Evaluation Report for further detail).

B – Marketing and Communications

- **Pre-booking Activity**
Use a pre-booking activity to generate a surge in bookings in the run up to the official launch. Pre-booking activity could also be a good way of getting the festival into school calendars much earlier than the official programme launch.
- **Mailing List Signups**
Continue to encourage mailing list sign ups. Many bookings come after an e-mail newsletter.
- **Social Media**
Social Media posts are good for general publicity and can be an excellent way for City Corporation and festival partners to celebrate their involvement.

C – Engaging Schools

- Engaging with Livery-connected schools via Livery Schools Link successfully attracts schools from outer London boroughs and London-adjacent boroughs.
- Engagement with schools in the outer West London boroughs is needed, alongside generally bolstering engagement with outer London boroughs.
- Communicating the nearest stations to The Guildhall and recommended routes could attract schools from underrepresented areas, for example, promoting the Elizabeth Line as a route in from the outer West London boroughs.
- To align with the City Corporation target boroughs, attention should be given to engaging schools in the boroughs of Lambeth and Enfield.
- Promoting in-person sessions to schools that previously attended online could increase the amount attending in-person as there are few schools that attend both (see Map F).

D – Responding to Workshop Feedback

- With workshop providers, fully explore the feedback and consider amending workshop briefs for 2025.
- Consider a different approach or workshop provision for secondary-aged learners.
- Ensure all partner experience or stall providers have all the information – including reiterating festival timings and expectations - and space provision they need to deliver their experience in a way that is focus on outcomes for the young people.

E – Evaluating the Way We Evaluate

- Retain the use of questionnaires but review the desired indicators and adjust the questions and the way in which they are asked. (See full Evaluation Report for more detail).
- Retain and enhance the use of interviews and discussions as data collection methods so that rich qualitative feedback can continue to be considered and acted upon.
- Consider new ways of data collection that develop how impact and outcomes are measured.
- Review evaluation processes through desk research or consultancy.

Measuring Impact and Outcomes.

There is opportunity to develop and enhance the ways in which the impacts of the festival are measured and what the long-term outcomes are.

Outcomes should be considered for:

Principal audience

- Young people who attend either in-person or online.

Additional audiences

- Teachers or other school staff and youth leaders.
- Festival partners and Square Mile connected businesses that take part.

As stated in Recommendations, advice and guidance should be sourced from programme evaluation experts either through desk research or consultancy.

The Future of LCF

Vision and Mission

Vision – An inclusive Square Mile with career opportunities for those from underrepresented groups, from areas of deprivation, and those who are neurodiverse, have special educational needs, or are differently abled.

Mission - To hold space for companies and organisations to connect with young Londoners to explore the variety of careers in or connected to the Square Mile.

Aims of the Festival

The London Careers Festival aims to:

London Careers Festival Aims 2025 to 2029	
Inspire	Inspire young Londoners to consider a career connected to the Square Mile by creating interactions and connections with the variety of job roles available in organisations operating there.
Support	Support festival attendees aspiring to a Square Mile connected career to know and explore the skills required, especially those facing the most challenge because of their different ability or barriers to opportunity.
Mobilise	Mobilise organisations operating in the Square Mile or connected to City Corporation to be advocates for Square Mile connected careers, including apprenticeship routes and entrepreneurship.

Evaluation Report in Full

The full evaluation report can be referred to for more detailed analysis and information, including:

- Programme and planning information.
- Data analysis and maps.
- Feedback and testimonial.
- Recommendations.

Committees: Community and Children’s Service – For Information	Dated: 17 June 2024
Subject: Adult Skills, Education and Apprenticeship Update.	Public
Which outcomes in the City Corporation’s Corporate Plan does this proposal aim to impact directly.	<ul style="list-style-type: none"> • Diverse Engaged Communities • Providing Excellent Services • Leading Sustainable Environment
Does this proposal require extra revenue and/or capital spending?	No
If so, how much?	N/A
What is the source of Funding?	N/A
Has this Funding Source been agreed with the Chamberlain’s Department?	N/A
Report of: Dr Deborah Bell, Strategic Director, Education and Skills; and Judith Finlay, Executive Director of Community and Children’s Services	For Information
Report author: Barbara Hamilton, Head of Adult Skills Education and Apprenticeships, Department of Community and Children’s Services	

Summary

- The purpose of this report is to provide Committee Members with an update of the Adult Skills Education and Apprenticeship Service’s delivery activities.
- The report will include a brief outline of some activities which are delivered as part of Adult and Community learning (ACL) course programmes. These courses are delivered in venues such as Barbican Library, Portsoken Community Centre, and the Golden Lane Community Centre. Additional course delivery venues are being discussed. For example, the Artizan Library and newly refurbished Community Hall space in East Aldgate.
- An increased emphasis has been placed on the delivery of accredited Maths, English and English for Speakers of Other Languages (ESOL) courses. The aim of these courses is to provide support to local Londoners. An increased number of City Corporation staff have enrolled on these courses.
- The ACL service currently delivers 85 courses each term. There are approximately 400 enrolments per quarter: 55 courses are accredited and will

enable learners to progress onto higher/further education. For most of the learners, enrolment and fee payments are carried out online.

- The changes in concession and general course fees for 2024/25 programme have meant that the courses can be more competitive, better structured, and resourced (approximately a 40% increase in concession rates and a 15% increase in standard course fees). The increase in concession fees is in direct response to a percentage increase in course material.
- The demand for apprenticeship training in certain areas such as Customer Service, IT Digital Skills, Business Administration and Finance continues to grow.
- An increasing number of apprentices will complete their training in these areas and progress into sustainable employment and/or further education.
- The number of apprentices who are being recruited directly from local schools' academies and from neighbouring communities continues to remain low.
- The Bootcamp courses provided training for unemployed people in Cyber Security and Data Science. The service is in the process of delivery the fifth wave of Bootcamp courses.
- The recent partnership with the Job Centre Plus/Department for Work and Pensions programmes has enabled the service to develop a more direct link between training skills and employment. The Greater London Authority (GLA) supports a skills development programme. The links with Job Centre Plus provide the Adult Skills, Education and Apprenticeship Service (ASES) with a guarantee that participants will be currently unemployed and so will respond positively to employment options.
- The UK Shared Prosperity Fund (UKSPF) secured the London contract for universal support for those not in employment, education, or training (NEET). This contract will be delivered in partnership with seven local authorities.
- An extensive project is being delivered in conjunction with Job Centre Plus. This project requires ASES to work with an increasing number of local unemployed people to provide training in a range of areas. These learners are also offered support with job search, CV writing and interview practise.
- The annual City Guides Green Badge training has been revised, and improved ways for delivering this course are now in place.

Recommendation

Members are asked to:

- Note the report.

Main Report

Background

1. The design of the new timetable for delivery of ACL courses has meant that the new type and course delivery times can now attract a wider group of learners. For example, additional jewellery and textile design classes have been included. An increased number of twilight and evening courses allowed learners who are on the waiting list to immediately engage in learning.
2. The service has also increased the number of maths classes and expanded the availability of different levels and course locations/venues. Additional community space situated in the East of the City is currently being discussed and is being considered for further expansion of the maths, English and digital skills/information technology courses.
3. There has been an increase in the number of learners who have enrolled on ACL courses. For example, the table below shows the enrolment numbers for the last academic year compared to the current enrolment.
4. The increase in enrolment for these subject areas is linked to employers stipulating that potential employees should have basic level maths and English qualifications.

Academic Year	Course/Enrolment Numbers	Course/Enrolment Numbers	Course/Enrolment Numbers
2022/23	English Functional Skills 75	Maths Functional Skills 70	Health and Social Care – Level 2/3 80
2023/24	English Functional Skills 90	Maths Functional Skills 85	Health and Social Care 87

5. There has also been an increase in enrolments for courses such as Pilates and ballroom dancing. These courses are directly linked to the need for improvement in residents' health and wellbeing, and the need to reduce individual social isolation and loneliness.
6. The ACL personal development training areas have grown into what the GLA and Ofsted will define as social clubs. These clubs cannot be funded with the GLA grant. It is therefore necessary for each course to develop a clear structure that demonstrates individual progression and growth.

7. The courses must demonstrate clear evidence of effective teaching and learning.
8. The GLA has recently introduced seven criteria for assessing the effectiveness of this area of learning:

Purpose (for the Adult Learning sector)	Objectives
i. Engaging and/or building confidence	Improved confidence and willingness to engage in learning
ii. Preparation for further learning	Acquisition of skills preparing people for training
iii. Preparation for employment	Acquisition for skills preparing people for employment or self-employment
iv. Improving essential skills including English, maths, ESOL and digital skills	Improved digital, financial literacy and/or communication skills
v. Equipping parents/carers to support children's learning	Parent/carers are better equipped to support and encourage their children's learning
vi. Health and wellbeing	Improved/maintained health and/or social wellbeing
vii. Developing stronger communities	Develop stronger communities, with more self-sufficient, connected, and proactive welfare, health, tackling anti-social behaviour, increased online and self-organised learning, leading to the lives of our most troubled families being turned around.

9. ASES has ensured that all seven purposes are included in the Individual Learning Plan for all learners.
10. Over many years the service has maintained a low concession fee of £20.00 for learners who are over the age of 60 years or those who are unemployed. It has become necessary to increase the concession rate to £30.00 per enrolment.
11. The concession rates are not affecting enrolment numbers; these rates are affecting the number of learners who are retained on the programme and those who eventually complete their learning.
12. There is a consistent increase in the number of learners who have enrolled on ESOL courses. Currently 190 learners are enrolled. The service is delivering 10 ESOL sessions per week, with levels ranging from pre-entry to level 1. The International English Language Testing System (IELTS) course, a professional language qualification, is due to begin in autumn term 2024.
13. There are several evening classes being delivered at the Golden Lane Community Centre and at Guildhall. These courses cater for those learners who are working during office hours.

14. Functional skills maths and English courses are also recruiting well. The completion rates for these courses are approximately 98% and the examination success rate is 95%. The progress rate to a higher-level qualification for these learners is also good.
15. There has also been an increase in the number of learners who have secured employment because of completing a maths, English or ESOL qualification. Learners take full advantage of the GROW Employability Project employment support activities.
16. This is a project that offers information advice and guidance to learners who are seeking employment. The GROW Employability Project offers support with drafting a CV and provides one-to-one preparation for interviews.
17. The number of learners who have secured employment has increased from five in 2022/23 to more than 15 in 2023/24. The request from learners for this level of support continues to grow.
18. ASES continues to be responsible for the delivery of a range of apprenticeship qualifications. These include courses such as Association of Accounting Technicians (AAT), business administration, customer service, zookeeper and aquarist horticulture, human resources, payroll, information technology, digital skills, and events.
19. The service also provides additional learning support to those apprentices who need it. A minimum of level 2 functional skills maths and English is an essential requirement for completing the apprentice qualification. For those apprentices who do not have this qualification, ASES will deliver both sets of learning.
20. In 2022/23, 80% of apprentices successfully completed their apprenticeship (in year of completion). In areas such as customer service and business administration, 73% of apprentices achieved the highest examination/end point assessment award, with distinction grades.
21. An increased number of apprentices are using their qualification as part entry to university/higher education courses. The number of apprentices who secure employment with their apprentice training organisation also continues to increase.
22. The City of London Corporation has successfully secured the GLA tender to deliver a universal NEET programme. This programme will require ASES to deliver an individual learning planned programme for 1,000 16- to 25-year-olds who are NEET. The programme will be delivered within 12-months. It is scheduled to be completed in March 2025.
23. Project work with East London Job Centre Plus continues to progress well.

24. During the current academic year, 90 adults recently participated in ASES training courses: 85% have secured interviews for employment.
25. City Guides is an annual programme. On average, it receives between 180 and 250 applications for 28 places for the Green Badge course. This badge allows qualified and registered guides to conduct guiding walks/tours within the Square Mile.
26. There are 28 candidates due to successfully complete the Green Badge course in July (the final number will not be known until after participants finish sitting their exams). Graduation of successful candidates takes place in October 2024 at Mansion House, where participants are presented with two badges/certificates: one from City of London Corporation; and the other from the Institute of Tourist Guiding.
27. Successful candidates can register with the Institute of Tourist Guiding to gain a place on their register to be recommended as an approved tour guide.

Current Position

28. The ACL programme has increased its range of courses. The course programme includes more accredited courses and ensures that there are more Job Centre Plus activities. The outcomes continue to exceed expectations. Learners have engaged with the ASES training to improve their employment potential. For example, more than 240 unemployed adults have been referred onto the skills programme. Of these learners: 75 have completed the ASES skills and employment course; and 140 engaged with national apprenticeship week activities. In response to a Job Centre Plus centre manager request, a new numeracy programme is currently under discussion with the aim to support learners with budget management.
29. There are currently 104 apprentices on various Levels 2, 3 and 4 programmes through ASES.
30. So far in 2024, there have been 10 completions: three apprentices secured a distinction grade; and three apprentices secured four passes. All of these were timely completions. Eight apprentices secured sustainable employment and one apprentice has progressed onto higher education.
31. Completing in July 2024 will be a further six customer service apprentices, four Level 3 business administration, and three apprentices from the horticulture level 3 course. A further 12 apprentices will complete their training within the calendar year. The forecast is that 10 apprentices will secure distinction grades.
32. In the previous full teaching year, 26 apprentices completed their apprenticeship courses, 14 achieving distinctions across the various apprenticeship areas, such as Levels 2 and 3 in AAT, and Level 3 business administration.

33. The ASES team secured the wave 5 Bootcamp programme. The wave 4 courses delivered learning to 80 data science and 30 cyber security learners: 85 students (65%) secured interviews with employers such as Barclays, Amazon, BBC, BP, PWC and Transport for London.
34. The wave 5 Bootcamp programme will commence in July 2024. The GLA, (the funders), are waiting for the outcomes from the Green Construction Sustainability bid.
35. The Digital Hub programme completed in March 2024. Overall, there were 629 participants in training programmes, and 95 learners started new jobs as a result. Apprenticeships or work placement were offered as pre-apprenticeship option.

There were 142 employers who engaged in training and individual recruitment events, such as the Digital Skills Careers Fair. Employers who engaged with various programmes included Amazon, BBC Academy, Ford Motors, Pearsons UK, and Symons.

36. The main partners for delivering the UKSPF Universal NEET targets are in place. The seven local authority partners have each been given a profiled delivery plan. This plan includes target achievement numbers, completion deadlines, training content, and a calculated payment schedule. Delivery contract agreements have been prepared and circulated to all partners.
37. A first step into computing course is due to commence shortly. The Job Centre Plus management team are keen for the joint approach to delivering training, skills, and employment options to continue.
38. The City Guides programme continues to go from strength to strength. The number of applicants who have applied to engage in this 12-month course has increased.
39. The course has recently undergone a detailed review of its delivery processes, and due to the final report recommendations, the structure of the course has been slightly amended. These changes include all students having full online access to the Moodle information-sharing platform.
40. **Strategic implications** – ASES is fully aligned to and fully supports the delivery of the Corporate Plan.
41. **Financial implications** – None
42. **Resource implications** – None
43. **Legal implications** – None
44. **Risk implications** – None

45. **Equalities implications** – ASES is fully compliant with our public Sector Equality Duty 2010. The proposals in this report will not have any negative impact on people protected by existing equality legislation – age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity.

46. **Climate implications** – None

47. **Security implications** – None

Conclusion

48. The ACL provision continues to provide a good community training and skills service. The service has successfully secured appropriate funding to deliver a combination of local and London-wide education skills and community programmes.

49. ASES is committed to responding to the skills and education needs of different communities. For example, ESOL, maths and English skills are in demand in many communities, especially those who are seeking employment and further education opportunities. The service is also responsible for the delivery of health and wellbeing activities. The course file includes the delivery of courses such as Pilates, jewellery making, sewing and textiles, and ballroom dancing. These high-demand courses continue to successfully recruit from residents.

50. The UKSPF, universal NEET programme and the London delivery agreement with seven local authorities is clear evidence of ASES's commitment to working to support local communities. A further extension of that commitment is demonstrated in the ongoing work with East London Job Centres.

51. The Bootcamps programme provides training in the skills that employers need, such as cyber security and data science, and has successfully progressed to wave 5. In the last training, 160 learners successfully completed the courses, and approximately 75% of learners secured interviews with recruiting employers.

52. ASES's skills projects are directly linked with the needs of employers. The work with apprentice fishmongers in the northern regional areas is an example of the service working with employers to assist them with training and their educational needs.

53. The apprenticeship programme is working well and delivers good outcomes, with an increase in apprentices progressing into employment. The 2023 figures show an 80% completion rate for apprentices. The forecast for 2024 shows a marked increase in successful completion and progression rates.

54. Additional outreach, individual support and marketing work may be needed to ensure that the service provides apprentice training and employment opportunities to young adults – especially those who attend the City of London family of schools, and those who are disadvantaged and live in our neighbouring communities.

Appendices

- None

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Agenda Item 19

Committee(s): Education Board – For Information	Dated: 17/06/2024
Subject: Revenue Outturn 2023/24	Public
Which outcomes in the City Corporation’s Corporate Plan does this proposal aim to impact directly?	3,7,8
Does this proposal require extra revenue and/or capital spending?	N
Report of: Director of Community & Children’s Services and the Chamberlain	For Information
Report author: Beatrix Jako, Chamberlain’s Department	

Summary

This report compares the 2023/24 revenue outturn for the Education Board with the final agreed budget for the year. Total net local risk expenditure during the year was £930,000k which is an overspend of £64,000 when compared to the Final agreed budget of £866,000. There was also a £43,000 adverse variance on recharges. This is summarised in the table below.

Summary Comparison of 2023/24 Revenue Outturn with Final Agreed Budget – Education Board			
	Final Agreed Budget £000	Revenue Outturn £000	Variations (Increase)/ Reduction £000
Local Risk	(866)	(930)	(64)
Central Risk	(2,226)	(2,226)	-
Recharges	(2)	(45)	(43)
Overall Totals	(3,094)	(3,201)	(107)

The Executive Director of Community and Children’s Services had an overall outturn adverse variance of £107,000 mainly due to two London Careers Festivals taking place during 2023/24 (rather than the one budgeted) and due to a new basis for calculating recharges (see paragraphs 3 & 4).

Recommendation

It is recommended that this revenue outturn report for 2023/24 is noted.

Main Report

Revenue Outturn for 2023/24

- Actual net expenditure for your Committee's services during 2023/24 totalled £3.201m. A summary comparison with the final agreed budget for the year of £3.094m is tabulated below. In the tables, figures in brackets indicate expenditure or adverse variances.

Comparison of 2023/24 Revenue Outturn with Final Agreed Budget					
	Original Budget £000	Final Agreed Budget £000	Revenue Outturn £000	Variations (Increase) / Reduction £000	Paragraph
Local Risk					
Employee expenses	(424)	(476)	(459)	17	3
Premises related expenses	-	-	(3)	(3)	
Supplies & Services	(390)	(390)	(472)	(82)	
Customer, Client receipts	-	-	4	4	
Total Local Risk	(814)	(866)	(930)	(64)	
Central Risk					
Grants and subscriptions	(2,226)	(2,226)	(2,226)	-	4
Total Central Risk	(2,226)	(2,226)	(2,226)	-	
Recharges	(2)	(2)	(45)	(43)	
Overall Totals	(3,042)	(3,094)	(3,201)	(107)	

- A reconciliation of original local risk budget to the final agreed local risk budget is provided in Appendix A. The 2023/24 final approved local risk budget includes a £26,000 adjustment for costs relating to centrally funded apprentices, a £19,000 adjustment in relation to the July 2023 pay award, and a £7,000 additional budget in relation to winter payment.

Reasons for significant variations

- Supplies and services were overspent due to two London Careers Festivals taking place in the financial year 2023/24.
- During 2023/24 a review of central support services recharges was carried out. This involved updating the basis of apportionment for all recharges following the Target Operating Model and Governance Review along with trying to make them more transparent and fairer across all services. The updated basis has led to several variations to the originally budgeted charge across committees, but overall total recharges have remained with the total

original envelope. The full review has not yet been formally approved by Members as work is ongoing as how to the new basis will affect 2024/25 budgets. Once the review is fully adopted the 2024/25 budget will be reviewed and updated where necessary and the paper on the review made available.

Local Risk Budget Carry Forward to 2024/25

5. Chief Officers can request underspends of up to 10% or £500,000 (whichever is the lesser) of the final agreed local risk budget to be carried forward provided the underspending is not fortuitous and the resources are required for a planned purpose. Such requests are subject to the approval of the Chamberlain in consultation with the Chairman and Deputy Chairman of the Resources Allocation Sub Committee. Any overspends are carried forward in full and are met from the agreed 2024/25 budgets.
6. Due to the adverse variance on Local Risk, there will be no requests for carry forwards this year for purposes of this Committee.

Corporate & Strategic Implications

Strategic implications: None

Financial implications: None

Resource implications: None

Legal implications: None

Risk implications: None

Equalities implications: None

Climate implications: None

Security implications: None

Conclusion

Members are asked to note this revenue outturn report for 2023/24.

Appendices

Appendix A – Reconciliation of Original Local Risk Budget 2023/24 to the Final Agreed Local Risk Budget 2023/24.

Caroline Al-Beyerty

Chamberlain & CFO

Judith Finlay

**Executive Director of
Community & Children's Services**

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Appendix A

	£'000
Original Local Risk Budget 2023/24	814
July 2023 pay award	19
Winter payment	7
Centrally funded apprentices	26
Final Agreed Local Risk Budget 2023/24	866

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By virtue of paragraph(s) 3 of Part 1 of Schedule 12A
of the Local Government Act 1972.

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