



Education Board

Date: MONDAY, 2 DECEMBER 2024
Time: 10.30 am
Venue: COMMITTEE ROOM 1 - 2ND FLOOR WEST WING, GUILDHALL

Members: Naresh Hari Sonpar (Chair)
John Griffiths (Deputy Chair)
Caroline Haines
Steve Goodman OBE
Alderman Robert Howard
Deputy Shravan Joshi MBE
Ruby Sayed
Alderwoman Elizabeth Anne King, BEM JP
Mandeep Thandi
Helen Fentimen OBE JP
Joanna Tufuo Abeyie
James Adeleke
Bolu Faseun
Jane Hindle
Floyd Steadman OBE

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Ian Thomas CBE
Town Clerk and Chief Executive

AGENDA

Part 1 - Public Agenda

1. **APOLOGIES**

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

3. **PUBLIC MINUTES**

To agree the public minutes and summary of the meeting held on 09 October 2024.

For Decision
(Pages 7 - 14)

Delivery

4. **BUDGET ESTIMATES 2025/26**

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

For Decision
(Pages 15 - 20)

Improving Employability

5. **SUPPORTED EMPLOYMENT PROGRAMME**

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

For Information
(Pages 21 - 26)

6. **UPDATE ON WORK EXPERIENCE**

To receive an update on work experience.

For Information
(Verbal Report)

7. **FUTURE PROFESSIONALS SUMMER SCHOOL IMPACT REPORT FOR 2023/24**

To receive the report of the Director of Community & Children's Services and the Chamberlain.

For Information
(Pages 27 - 42)

8. **LCF UPDATE**
To receive an update on the 2025 London Careers Festival (03-14 February 2025)

For Information
(Verbal Report)

Supporting Educational Excellence

9. **CITY PREMIUM GRANT 2023/24 UPDATE**
To receive the report of the Director of Education and Skills.

For Information
(Pages 43 - 96)

10. **UPDATE ON RESEARCH PROJECTS**
To receive an update on Education Strategy Unit research projects.

For Information
(Verbal Report)

Embracing Culture, Creativity & the Arts

11. **CULTURAL & CREATIVE LEARNING FUND 2023/24 EVALUATION REPORT**
To receive the report of the Director of Community and Children's Services
Department

For Information
(Pages 97 - 124)

Reinforcing Safety, Health and Wellbeing

12. **CITY YOUTH ENVIRONMENT BOARD**
To receive an update on the City Youth Environment Board

For Information

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

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

15. **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

16. **NON-PUBLIC MINUTES**

To agree the non-public minutes of the meeting held on 09 October 2024.

For Decision
(Pages 125 - 128)

Promoting Personal Development

17. **CITY CORPORATION MENTORING PROJECT**

To receive the report of the Strategic Director of Education and Skills.

For Information
(Pages 129 - 192)

Supporting Educational Excellence

18. **UPDATE FROM COLAT**

Update on City of London Academies Trust

For Information
(Verbal Report)

19. **INDEPENDENT SCHOOLS UPDATE**

To receive an update on CoL independent schools.

For Information
(Verbal Report)

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

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

EDUCATION BOARD

Wednesday, 9 October 2024

Minutes of the meeting of the Education Board held at Committee Room 1 - 2nd Floor West Wing, Guildhall on Wednesday, 9 October 2024 at 2.00 pm

Present

Members:

Naresh Hari Sonpar (Chairman)
John Griffiths (Deputy Chairman)
Caroline Haines
Steve Goodman OBE

Alderman Elizabeth Anne King, BEM JP
Helen Fentimen OBE JP
James Adeleke

Guest Member:

Catherine McGuinness CBE

Officers:

Deborah Bell	- Community & Children's Services Department
Scott Caizley	- Community & Children's Services Department
Mark Jarvis	- Chamberlain's Department
Jack Joslin	- The City Bridge Trust
Chandni Tanna	- Town Clerk's Department
Jayne Moore	- Town Clerk's Department
Anne Pietsch	- Comptroller and City Solicitor's
Kevin Colville	- Comptroller and City Solicitor's
Barbara Hamilton	- Community and Children's Services Department
Caitlin McMillan	- Community and Children's Services Department
Mark Emmerson	- City of London Academies Trust
Veronica Pearce	- The City Bridge Trust

1. APOLOGIES

Apologies for absence were received from Joanna Abeyie and from Ruby Sayed.

These Members sent apologies and observed the meeting online: Alderman Robert Howard, Floyd Steadman.

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

There were no declarations.

3. PUBLIC MINUTES

RESOLVED, That the public minutes of the meeting of 14 June 2024 be approved as a correct record.

4. **GOVERNANCE UPDATE**

The Board considered the report of the Clerk, noting that the proposed appointment of the Board's Chair to the Corporation's Policy & Resources Committee has been deferred until at least May 2025 due to the Corporation's consideration of the remit and scope of its Committees during the 2025 election period.

The Board noted the upcoming meeting of the Nominations Sub-Committee to appoint an external Member to replace Mary Robey.

No further Board Members agreed to join the Nominations Sub-Committee.

A Member asked for an update on governor appointments at Emmanuel School following recent media interest in the matter. The Board heard that the matter would be investigated and an update provided to the next Education Board meeting.

RESOLVED, That the Board note the CoLAT appointments ratified via the urgency process.

5. **RESEARCH PROJECTS FOR 2024/25**

The Board considered the report of the Director of Community & Children's Services seeking approval to proceed with two research projects from a list of proposed research projects for the upcoming academic year, noting that the projects align with the new Education Strategy 2024-29 which promotes bringing research to the education community in London and further afield and focuses on achieving the five strategic priorities: Supporting Educational Excellence, Promoting Personal Development, Reinforcing Safety, Health & Wellbeing, Improving Employability, and Embracing Culture, Creativity & the Arts.

Members noted that each proposed project is designed to contribute to the strategic goals by fostering innovation, collaboration, new learning and evidence-based practices, and noted the detailed outline set out in the appendix to the report - noting especially the benefits of new research, added value that it would provide, and how such research might fit into the overall corporate plan of the Corporation.

A Member asked whether the Education Strategy Unit (ESU) has conducted research before, and the meeting heard that the proposed projects are a new initiative on the part of the ESU delivery of the new strategy whose remit now has a greater focus on new research and fresh knowledge and insight. The meeting noted that the four proposals stem from areas of concern following feedback from stakeholders during the consultation around the recently approved Education Strategy, and that the four proposals were extracted from a broader set of areas of concern expressed in that feedback.

A Member asked whether the proposed projects constituted research (as opposed to fact-finding exercises). Based on the research experience of two ESU officers gained during their doctoral theses, the meeting noted that the proposals have been delineated to ensure that, as shorter pieces of research, they are able to offer value and insight into important areas and to potentially act as a catalyst of ideas that can be further explored, particularly in the light of the interest in the CoLC being more responsive to developing concerns and ideas.

Noting the £10K cap on the cost (well within Officer delegated authority), a Member sought clarification on the opportunity costs of conducting the research. The Board heard that the cost is from the existing budget, that the opportunity cost may involve staging fewer events that do not have a measurable impact, and that the research proposals will offer greater insight and knowledge to the educating communities in London and across the UK.

In response to a question on why the CoLC should be undertaking the research and the extent of the commitment of the CoLC family of schools, the meeting heard that the CoLC is uniquely placed (because of its close relationship with the Guildhall School of Music and Drama and its wider interests in art and culture) in respect of option 3 (music education) noting, in particular, the DfE's publication in May 2024 of the School Music Development Plan and current national curriculum review. The meeting heard that there is no expectation of involvement on the part of CoL schools, since the focus in the schools is on the operational delivery of excellent education, and that the views of the CoLAT executive would also be sought. It also reflects the content of the Education Strategy, approved by Court of Common Council.

The meeting noted that contact has been made with a CoLAT governor who is a high-profile expert on music in education.

Members commented that more detailed selection criteria would be welcome (to include intended audience, expected impact, and existing knowledge gaps), noting also an apparent lack of clarity on the reason for the selection of the topics of the projects that the Board was being asked to sponsor. The Board heard that , drawing on detail in the Appendix to the paper, the intended audience is schools, Government, and researchers and that the expected impact includes the sharing of new knowledge and insight in the name of the CoLC.

Members noted that option 2 (on the 'post-truth era') offered an opportunity for the City of London Corporation (CoLC) to contribute a new perspective to an innovative area of study arising from the civil unrest during summer 2024.

A Member noted the merits of opting for option 4, particularly for the purposes of teacher retention issues and the CoLC's broader strategy.

Members asked for further details of the proposed projects to be circulated with a response required by Friday 18 October 2024, ahead of the Awayday on 21 October 2024, so that responses can be collated with a view to those

responses informing a decision via delegated authority of the Town Clerk on the matter, in consultation with the Chair and Deputy Chair.

RESOLVED, That Delegated Authority be granted to the Town Clerk to select two projects in consultation with the Chair and Deputy Chair, following a consultation among Members during which responses would be collated.

6. EDUCATION STRATEGY - ACTION PLAN 2024/25

The Board reviewed the report of the Director of Children & Community Services presenting Members with the list of actions selected from the City of London Corporation's new Education Strategy 2024-29, for implementation in the 2024/25 academic year.

In response to a Member request that each meeting agenda item be linked to an element of the Strategic Plan, the meeting heard that each agenda item would be linked to its relevant strategic point in future reports.

A Member asked whether measures of success and/or impact could be built into the actions set out in the paper. The meeting noted that a measurement matrix with KPIs was shared with the Board at the June 2024 meeting.

A Member commented that some priorities appeared to be the responsibility of schools, particularly 'Educational Excellence', and that the CoLC can deliver added value to other priorities, especially around engaging the whole CoLC in playing a part in improving employability and improving life chances, referencing in particular section 11 of the report.

The meeting noted that 'Educational Excellence' areas of strategic action and outcome specify the CoLC's input potential rather than encroaching upon schools' areas of responsibility.

Referencing section 9 (funding), a Member asked for an update on the involvement of the City Premium Grant (CPG) on the strategy actions. The meeting noted that initiatives are under way at CoLAT to ensure that the CPG application process is more systemised and better rationalised and optimised to generate efficiencies and additionality via the newly created partnerships co-ordinator position at CoLAT.

Members noted that the CPG is partly needs-based and that some schools have asked whether there should be a metric that recognises the increasing number of EHCPs in a school, noting that Local Authority funding for EHCP children does not cover the cost of handling those needs and is not provided in a timely manner, and that schools that acquire a reputation for excellence in special needs tend to experience rising demand for those services thereby incurring further costs and eroding schools' capacity to deliver additionality. Members noted that any alteration to CPG scope and remit would involve revisiting the Tomlinson Review.

The meeting noted that no activity would be eligible if it is not aligned with one of the priorities as set out.

Members commented on the urgency around the need for the CoLC to co-ordinate a joined-up strategy focussing on City-based employers providing more opportunities for students. The meeting noted that conversations are ongoing within the CoLC to convene key entities to deliver better opportunities for City school children through a more focussed centralised initiative, including work placements, and that the issue has been live for many years with little clear progress being made so far for a range of reasons, though good work is under way to deliver significant improvements in that space. A report on CoLC's new capacity for this work will be provided to Education Board meeting by HR Officers.

A Member commented on the potential benefits of asking Common Councillors to bring forward a relevant business contact for those purposes, and suggested that there is merit in arranging for students to spend time in a workplace while doing school work or undertaking work-related activities as a way of experiencing the workplace in a different way.

A Member thanked the executive for organising such a successful Leavers' event in spring 2024.

7. UPDATE ON WORK UNDERTAKEN BY SIR ALAN WOOD CBE

Members received the report of the Director of Community & Children's Services updating Members on the work undertaken by Sir Alan Wood CBE and noted the summary outcomes set out as an Appendix. Members noted that Sir Alan Wood was invited by the Town Clerk to work with the City of London Corporation, City of London Academy Trust and the four independent schools on the current risks and opportunities presenting within the educational landscape.

A Member asked whether more detail on the work completed was forthcoming. The meeting noted that no further information is available, and that the Chief Town Clerk is aware of the report.

8. LCF UPDATE

The Board heard that the London Careers Festival 2025 will run from 03 February to 14 February, the in-person festival being during the first week.

The early booking facility for some sessions that was successfully trialled in 2024 is being rolled out for the 2025 iteration and has been met with success, and further updates will be brought to the December 2024 meeting of the Board.

Members noted that a key objective is to expand partnerships with Square Mile businesses as part of a suite of opportunities for businesses to engage with the CoLC's educational offering and to further facilitate work experience and apprenticeship opportunities for learners

Members discussed ways to engage Square Mile businesses in partnership work around the educational offering, and a range of suggestions was made including: asking all CoLC members to submit one employer name, and calling on the services of CoLC-related experts in the field.

A Member asked what impact analysis has been made of the 2024 event over and above the evaluation provided at the June 2024 meeting. The meeting noted that a refresher on the impacts of the 2024 event would be provided for newer Members.

9. BUDGET MONITORING REPORT P3

Members noted the report of the Director of Community & Children's Services presenting Members with the budget monitoring update for Period 3 (P3), noting that the current forecast indicates that the budget for 2024/25 is projected to be fully utilised as anticipated.

A Member asked where the budget was shown for the research projects proposed at item 5 of the meeting. The meeting heard that the finances for that is within the 'Education Strategy' line.

A Member sought clarification on why Aldgate School was incorporated into the plans. The meeting heard that the school is part of the Family of Schools and has access to the CPG (partnerships, and strategic).

10. THE CITY EDUCATIONAL TRUST FUND (CHARITY NO. 290840) GRANT RECOMMENDATION AND MANAGEMENT UPDATE

The Board received the report of the Managing Director of the City Bridge Foundation noting that the City of London Corporation is the sole corporate trustee of this Charity: the City Educational Trust Fund (CETF) (Charity No. 290840).

The Board noted that it had agreed, at its April 2024 meeting, to award a £3,649,998 grant to A New Direction (Charity No. 1126216) to deliver Primary Arts.

Acting collectively for the City of London Corporation as Trustee of the City Educational Trust Fund (CETF) (290840) and being satisfied that it is in the best interests of the charity to do so, Members noted the evaluation of the pilot of the Primary Arts programme funded by the CETF, and noted the update of the work-to-date of the rollout for the full-length Primary Arts programme funded by the CETF.

A Member sought confirmation on the extent to which consideration has been given to the sustainability and longevity of the project once the Primary Arts project is completed. The Board heard that visits are under way to ascertain what has been embedded in schools from the project, noting that feedback so far suggests that activities and structures arising from masterclasses are being rolled out in schools.

A Member commented that there is merit in more extensive linkage of the programme with the CoLC's cultural and heritage assets, noting the involvement of Tower Bridge and the Guildhall Art Gallery among others.

On the target to reach out to under-served schools and children, a Member asked for progress on how that recommendation has been implemented. The Board heard that a selection matrix has been devised for completion by schools that includes criteria such as EHCP, EAL and PP numbers.

11. **SCHOOL VISITS FUND REPORT 2023-24**

The Board considered the report of the Director of Community and Children's Services presenting Members with key information relating to the impact of the School Visits Fund in the academic year 2023/24, noting also that the administration of the fund was transferred into the Education Strategy Unit, from Culture Mile Learning.

RESOLVED, That the grant quantum be adjusted so that visits on Tuesdays, Wednesday and Thursdays attract grants of up to £275 and visits on Mondays and Fridays attract grants of up to £325.

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

There were no questions.

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

The Board received an update on the Ethical AI in Education City Schools Conference that took place on 01 October 2024 at Merchant Taylors' Hall.

The event convened 100+ school teachers and leaders alongside a range of IT professionals and educational charities to discuss ethical issues around AI and education, with a keynote address by Dr Claire Malone.

Members noted that the event was received very positively, and commented that more work on all aspects of AI in education was merited.

14. **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 4.00 pm

Chairman

Contact Officer: Jayne Moore
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DRAFT

City of London Corporation Committee Report

Committee(s): Education Board	Dated: 02/12/2024
Subject: Revenue Budgets 2025/26	Public For Decision
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?	No
Report of: The Chamberlain and the Executive Director of Community and Children's Services	
Report author: Beatrix Jako, Chamberlain's Department	

Summary

This report is the annual submission of the revenue budgets overseen by your Committee. It seeks approval to the provisional revenue budget for 2025/26 for subsequent submission to the Finance Committee. The proposed budget for 2025/26 has been prepared within the resource envelope allocated to each Director by Resource Allocation Sub Committee.

The provisional nature of the revenue budgets particularly recognises that further revisions may arise from the necessary realignment of funds resulting from decisions at Policy & Resources Committee and the final allocations of the school funding model.

The provisional 2025/26 Original Budget, presented in the report, does not account for the increased rate of employer National Insurance (NI) contributions that will take effect from April 2025. The budget will be revised during the financial year to incorporate these changes.

Table 1 Summary	Original Budget 2024/25	Approved Budget 2024/25	Original Budget 2025/26	Movement Original 2024/25 to Original Budget 2025/26
	£'000	£'000	£'000	£'000
Local Risk	(863)	(863)	(880)	(17)
Central Risk	(2,226)	(2,226)	(2,226)	-
Support Services	(2)	(2)	(55)	(53)
Total Net Expenditure	(3,091)	(3,091)	(3,161)	(70)

Overall, the 2025/26 provisional revenue budget totals £3.161m, an increase of £70,000 when compared with the Original Budget for 2024/25. The main reasons for this increase are:

- 2025/26 local risk budgets include a 2% inflation uplift amounting to £17,000;
- 2025/26 support services budget was increased by £53,000 due to a new basis of apportionment for all recharges.

Recommendations

Members are asked to:

- Review the provisional 2025/26 revenue budget to ensure that it reflects the Committee's objectives and, if so, approve the budget for submission to the Finance Committee;
- Authorise the Chamberlain to revise these budgets to allow for further implications arising from the agreement by this Committee of specific allocations of funding to individual Academies after finalisation of the schools funding model;
- Agree that minor amendments for 2024/25 and 2025/26 budgets arising during budget setting be delegated to the Chamberlain.

Main Report

Introduction

1. The Education Board is responsible for reviewing the strategy and making recommendations to Committees and the Court as appropriate on the delivery of the City Corporation's vision and strategic objectives in this area. The Board will also have responsibility for distributing funds allocated to it for educational purposes. In addition, it will be responsible for the City Corporation's role as an academy sponsor.
2. This report sets out the proposed revenue budgets for 2025/26. The revenue budget management arrangements are to:
 - Provide a clear distinction between local risk and central risk.
 - Place responsibility for budgetary control on departmental Chief Officers
 - Apply a cash limit policy to Chief Officers' budgets
3. The budget has been analysed by service expenditure and compared with the approved budget for the current year.
4. The report also compares the current year's budget with the forecast outturn.

Strategic Objectives

5. The Education Board has oversight over the delivery of the City Corporation Education Strategy. This work is driven by our vision for education: “supporting others to provide outstanding education, lifelong learning and skills” (Corporate Strategy) and “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” (Education Strategy 2024-2029 vision).

Proposed Revenue Budget for 2025/26

6. The proposed Revenue Budget for 2025/26 is shown in Table 2 analysed between:
- **Local Risk** budgets – these are budgets deemed to be largely within the Chief Officer’s control.
 - **Central Risk** budgets – these are budgets comprising specific items where a Chief Officer manages the underlying service, but where the eventual financial outturn can be strongly influenced by external factors outside of his/her control or are budget/s of a corporate nature (e.g., interest on balances and rent incomes from investment properties).
 - **Support Services**– these cover budgets for services provided by one activity to another. The control of these costs is exercised at the point where the expenditure or income first arises as local or central risk.
7. The provisional 2025/26 budgets, under the control of the Director of Community & Children’s Services being presented to your Committee, have been prepared in accordance with guidelines agreed by the Policy and Resources and Finance Committees.

TABLE 2 EDUCATION BOARD SUMMARY – CITY’S ESTATE					
Analysis of Service Expenditure	Local or Central Risk	Original Budget 2024-25 £'000	Original Budget 2025-26 £'000	Movement 2024-25 to 2025-26 £'000	Para Ref
EXPENDITURE					
Employees	L	(415)	(457)	(42)	8
Premises Related Expenses	L	-	-	-	
Supplies and Services	L	(448)	(423)	25	
City Premium Grants	C	(1,458)	(1,458)	-	
Partnership Project Grants	C	(384)	(384)	-	
Strategic Project Grants	C	(384)	(384)	-	
INCOME					
Customer, Client Receipts	L	-	-	-	
SUPPORT SERVICES					
Central Support Services		(2)	(55)	(53)	9
TOTAL NET EXPENDITURE		(3,091)	(3,161)	(70)	

8. Employment costs have increased due to inflation in salary budgets. Furthermore, the 2025/26 Education Strategy Unit (ESU) budget includes the Cultural and Creative Lead post, which is being funded from the former Culture Mile Learning budget that was transferred to the ESU.
9. 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 within the total original envelope.

Revenue Budget 2024/25

10. The forecast outturn for the current year is on budget when compared with the Approved Budget of £3.091m. **Appendix 1** shows the movement between the Original Budget 2024/25 and the Original Budget 2025/26.

Draft Capital and Supplementary Revenue Budgets

1. The latest estimated costs of the Committee's current approved capital and supplementary revenue projects are summarised in the Table below.

Project	Exp. Pre 01/04/24 £'000	2024/25 £'000	2025/26 £'000	2026/27 £'000	Later Years £'000	Total £'000
Authority to start work						
City of London Academy Islington New Build	(23,156)	(67)	-	-	-	(23,223)
TOTAL EDUCATION BOARD	(23,156)	(67)	-	-	-	(23,223)

2. This project has created an asset owned by the City of London Academy Islington.
3. The latest Capital and Supplementary Revenue Project forecast expenditure on approved schemes will be presented to the Court of Common Council for formal approval in March 2025.

Appendices

- Appendix 1 – Movement between 2024/25 Original Budget and 2025/26 Original Budget

Mark Jarvis

Chamberlain's Department

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Appendix 1: Movement between 2024/25 Original Book Budget and 2025/26 Original Budget

	£'000
Original Budget 2024/25	(3,091)
<ul style="list-style-type: none">• 2% inflation uplift in Local Risk budget• new basis of apportionment for all recharges	(17) (53)
Original Budget 2025/26	(3,161)

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City of London Corporation Committee Report

Committee: Education Board	Dated: 02/12/2024
Subject: Supported Employment Programme	Public report: For Information
This proposal: <ul style="list-style-type: none"> delivers Corporate Plan 2024-29 outcomes 	Diverse Engaged Communities: Across our residents, workers, businesses, and visitors, everyone should feel that they belong. Connecting people of all ages and backgrounds will help build diverse, engaged communities that are involved in co-creating great services and outcomes. Providing Excellent Services: Supporting people to live healthy, independent lives and achieve their ambitions is dependent on excellent services. Vital to that continued pursuit is enabling access to effective adult and children’s social care, outstanding education, lifelong learning, quality housing, and combatting homelessness.
Does this proposal require extra revenue and/or capital spending?	No
If so, how much?	N/A
What is the source of Funding?	Grant Supported from the Department for Work and Pensions (DWP)
Has this Funding Source been agreed with the Chamberlain’s Department?	Yes
Report of: Judith Finlay, Executive Director of Community and Children’s Services Deborah Bell, Strategic Director for Education and Skills	

Summary

This report provides Committee Members with information about the recently introduced Supported Employment Programme, which is grant funded by the Department for Works and Pensions (DWP). The report outlines the programme's aims, objectives and its proposed method of delivery. Central Government has presented its clear intention to further encourage a collaborative, locally led approach as a strategy for addressing hidden unemployment.

The Supported Employment Programme will work with a wide range of local partners, including services such as social housing departments, health and social care providers, Job Centre Plus, Local GPs, practice nurses, allied health professionals, Community Care, Rehabilitation centres, and local faith groups.

The new Supported Employment Programme will be one of the first local developmental initiatives to enable local areas to jointly implement firm plans to address economic inactivity and identify employment opportunities. Its focus is on participants outside the workforce, especially those experiencing disadvantages when applying for work.

The Supported Employment Programme is a voluntary programme to help address economic inactivity by providing more targeted support. It is aimed at those individuals who meet the eligibility criteria and who are well placed to take full advantage of the prescribed support available. The type of support offered will be based on individual circumstance.

Eligible participants must be in one of the following groups:

- A disabled person, who has a disability or long-term health condition, as defined in the Equality Act 2010 or the Social Model of Disability, or a specified disadvantaged group.
- In the UK there are 1.8 million people who would like to enter the workforce but because of disadvantages, ill health or a disability, they are unable to benefit from employment opportunities. Local area partnerships, when fully established are estimated to help more than 100,000 disabled people. Participants who have ill health, or those with complex barriers to employment, will be supported for 12 months to assist them to identify suitable employment options.
- The Accountable Body, Central London Forward (CLF), will have responsibility to decide whether the Supported Employment Programme is appropriate for individual participants.

Recommendation

Members are asked to:

- Note the report.

Main Report

Background

1. The Government has been clear about wanting to take a collaborative approach to addressing some of the many issues that are associated with unemployment.
2. The Universal Support Programme will be used for a new locally delivered Supported Employment Programme. The aim is to introduce a fundamental change to employment support policy. This level of change will transform local partnership relationships, ensuring joint effective delivery strategies to help local people find good and sustainable work.
3. The new Supported Employment Programme will be part of an initial step to enable Londoners to address local economic inactivity and develop a range of initiatives to expand employment opportunities for local people, many of whom exist outside the workforce and who may be experiencing increased levels of labour market disadvantages.
4. Statistics shows that the UK has more than 1.8 million people who are willing to work but who are unable to do so. They have complex barriers, such as health issues, or disabilities. The new programme, when fully developed, will aim to work with those individuals and offer intensive, well planned programmes to identify sustainable work.
5. The Adult Skills Service will work in partnership with CLF and the 11 Central London local authorities to deliver the Supported Employment Programme for Londoners.

Current Position

6. The new Government has clearly stated that one of its five missions is to kickstart economic growth with worthwhile jobs and improved productivity in all geographical areas.
7. The aim is to create social mobility in work, allowing previously unemployed individuals to secure work and to progress within their work areas. Local collaboration will include local service providers such as health services, education services, community organisations and local employers.
8. The Adult Skills and Education Service will work with local partners and internal Adult Social Care specialist teams to develop a package of support.
9. The Supported Employment Programme in England will provide support for approximately 93,000 disabled people, those with health conditions and people with complex barriers to employment, to help them identify sustainable work.

10. This package will include additional support with basic skills such as maths, English, language and IT/digital skills, CV writing and job interview practise.

Options

11. Option 1: to work in partnership with CLF and the 11 Central London local authorities to develop an effective package of learning skills and employment support and opportunities to local people with health conditions or those who may be facing barriers to work.
12. Option 2: to reject the opportunity to develop a local employment package to reduce barriers to employment and to work in partnership with other 12 local authorities.

Proposals

13. The Supported Employment Programme will take a more collaborative and locally led approach to addressing what has been referred to as 'hidden unemployment'. The Adult Skills team will work with local health and social services and skill providers partners to develop high-quality support for disabled and unemployed local people.
14. The Supported Employment Programme is an investment to transform local people's lives, and can make a difference for disabled people, people with health conditions and other complex barriers to helping them find work.

Key Data

15. The proposal suggests that the delivery areas will be divided into clusters. Each local authority will be allocated an agreed number of participants. The City of London have been allocated approximately 48 participants.

The table below shows how participants could be split across delivery areas. (Figures have been rounded to the nearest 100.)

Delivery area	Local authority	Rounded Indicative programme starts
Central London	Camden	300
	City of London	Less than 100
	Hackney	500
	Haringey	500
	Islington	300
	Kensington and Chelsea	300
	Lambeth	500
	Lewisham	400
	Southwark	700
	Tower Hamlets	500
	Wandsworth	200
Westminster	600	

Corporate & Strategic Implications

16. Strategic implications – This proposal aligns with and will support the delivery of the Corporate Plan 2024–2029.
17. Financial implications: None
18. Resource implications: None
19. Legal implications: None
20. Risk implications: None
21. Equalities implications – The proposal is compliant with our Public Sector Equality Duty 2010. The proposal outlined 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.
22. Climate implications: None
23. Security implications: None

Conclusion

24. The Supported Employment Programme will be a collaboration between the DWP, CLF, and 12 local authority areas. The programme aims to provide support to enable participants to secure good-quality work, and to provide people with an income, opportunities for social interaction, and a general sense of fulfilment.
25. The Supported Employment Agenda will be a locally led approach to tackling 'hidden unemployment'. The programme will help to provide local people with work, basic education skills, and employment skills support.
26. The programme will work jointly with other locally planned services to encourage economic activity and expand employment opportunities by joining up health, education skills and employment support systems. The Supported Employment Programme will assist participants who are currently outside the workforce and facing increased levels of labour market disadvantage.
27. Current Adult Skills Service work involves providing a skills and employment service to similar groups of participants. For example, more than 85% of the current client groups are registered from Job Centre Plus. These clients experience similar disadvantages with disabilities, ill health and unemployment.

Appendices

- None

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Committee(s): Education Board	Dated: 02/12/2024
Subject: Future Professionals Summer School Impact Report for 2023/24	Public
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	Diverse Engaged Communities Providing Excellent Services Vibrant Thriving Destination
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: Alice Rogers, Projects Officer	

Summary

- This report outlines the success of the City Corporation-funded Widening Participation programme in collaboration with St George's, University of London and the Lord Mayor. The initiative aimed to provide 13–15-year-olds from underserved communities with unique opportunities through the 'Future Professionals Summer School'. Participants explored a wide range of careers in a number of sectors, equipping them with the skills and knowledge needed to pursue future professional career opportunities. This report highlights the positive impact of the pilot programme on the participants and its potential for long-term benefits in promoting upwards social mobility and inclusion.

Recommendation(s)

Members are asked to:

- Note the report.

Main Report

Background

1. In October 2023, St George's, University of London approached the City Corporation to collaborate on a pilot programme that would enable school pupils from traditionally underserved communities in London to engage with higher education, gain an understanding of a range of academic routes, interact and meet with industry experts and engage with Livery companies.
2. The City Corporation provided £20,000 in funding from its Education Strategy Cost Centre and the ESU played a key role in engaging schools and Liveries with the pilot.
3. The Future Professionals Summer School focused on developing pupils' communication, networking, and career exploration skills, offering workshops and hands-on activities in various fields, including law, business, politics, engineering, healthcare, journalism, and sustainability. It culminated in a graduation ceremony attended by family members, the Lord Mayor and senior Liveryman to celebrate the cohort's achievements.

Current Position

4. The programme ran over three weeks from 10-28 June 2024, engaging 107 pupils from 12 schools across London.
5. 37 pupils from The City of London Academies Trust (CoLAT) participated in the pilot initiative, coming from City of London Academy Highgate Hill, City of London Academy Shoreditch Park, City of London Academy Islington, City Academy Hackney, and City of London Academy Highbury Grove, respectively.
6. The Future Professionals Summer School pilot initiative has demonstrated significant positive impact, providing underrepresented young people with valuable career insights and supporting to build practical and transferrable skills.
7. 92% of participants completed the evaluation survey. Of these:
 - I. 97% of participants reported having some or great awareness of the skills employers need in the post-survey, an increase from 62% from the pre-survey.
 - II. 90% of pupils reported feeling confident or greatly confident speaking to professionals in jobs they're interested to gain work experience in, an increase from 73% in the pre-survey.
 - III. 88% of pupils reported feeling somewhat or greatly supported and guided in making future decisions in the post-survey, a notable increase from 69% in the pre-survey.
 - IV. Pupils reported an increase in confidence in talking about their strengths (22% increase), creating plans for your future with future goals (21% increase), and speaking with professionals (17% increase).
8. The full impact data is available in Appendix One of this report.

Options

N/A

Proposals

N/A

Key Data

9. A full and detailed breakdown of the data collected in the evaluation can be found in Appendix One.

Corporate & Strategic Implications

Strategic implications – Through providing career insights and guidance to its participants, the Future Professionals programme supports the strategic area of Providing Excellent Services, supporting young people to achieve their professional ambitions.

Financial implications- none

Resource implications- none

Legal implications- none

Risk implications- none

Equalities implications – The Future Professionals programme supports underrepresented young people aged 13-15 to gain unique insights and hands-on experiences across a range of professions, in addition to receiving practical training in job application processes such as CV writing and career planning.

Climate implications- none

Security implications- none

Conclusion

10. The Future Professionals Summer School pilot proved to be a significantly impactful initiative on participants, enhancing confidence and understanding of future career and academic pathways. As evidenced by the evaluation, the pilot illustrated its ability to bolster upwards social mobility for young Londoners by equipping them with the knowledge and tools needed to succeed in a broad range of industries.

Appendice

- Appendix One – Future Professionals Impact Report

Alice Rogers

Projects Officer, City of London Corporation

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FUTURE PROFESSIONALS

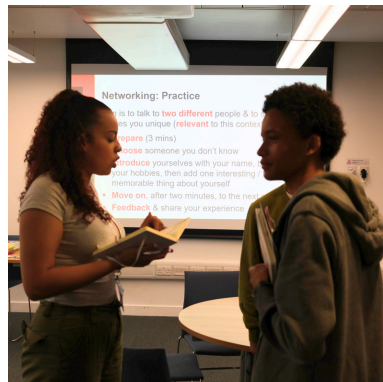
JULY

A summer school designed to empower young people to explore emerging career opportunities and prepare for future professions.

2024



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UNIVERSITY OF LONDON



A special thanks to the funders of Future Professionals:



City of London Corporation



The Mercers' Company



The Worshipful Company of Tax Advisers



The Tallow Chandlers' Company



The Worshipful Company of Turners



The Worshipful Company of Horners



The Worshipful Company of Carmen



It is my great pleasure to introduce this impact report for the inaugural Lord Mayor & Liveries Future Professionals Summer School. City St George's, University of London was founded by the City of London and its Liveries more than 125 years ago to widen access to professional education. We remain true to the founding mission today through our Widening Participation team who are dedicated to delivering equity in access to Higher Education. The Lord Mayor of the City of London is the university's Rector, and we are extremely proud of both our origins and our "special relationship" with the City.

This year we partnered with the Corporation, the Lord Mayor and the Liveries to offer young people in schools supported by Liveries and the City of London Academy Trust a unique summer school experience and the chance to work with our inspiring faculty, award-winning professional experts and our brilliant student role models to explore the changing world of the professions. In this report you'll read about the impact of our collaboration on young lives.

We are excited to continue. Join us!

Dr Sionade Robinson FRGS, SFHEA
Vice President, Engagement, Enterprise
and Employability
City St George's, University of London

Executive Summary

Overview

City, St George's University of London, in partnership with the Lord Mayor, successfully ran a Future Professionals Summer School for underrepresented young people aged 13-15. This report highlights how participants gained unique insights and hands-on experiences across a range of professions, including Health, Law, Business, Science and Technology, Politics, and the Creative Industries. Students also received practical training in job application processes such as CV writing and career planning. Drawing on the expertise of City's faculty, leading practitioners, and student ambassadors, the programme enabled students to explore potential careers and develop skills crucial for thriving in future professions, providing opportunities that are often beyond the reach of many schools.

Goals and Objectives

Inspired & Empowered



- Students are more empowered to access degree subjects and careers of the future, thereby increasing diversity and representation in these spaces.

Informed & Aware



- Students make informed post-16 choices that align with their personal interests and career aspirations.

Skills & Knowledge

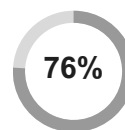


- Introducing and equipping students with the skills and knowledge they need for success in education and future careers.

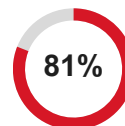
How did we collect data?

Data	Information
Surveys	We shared a survey with the students both before and after the Future Professionals Programme to assess changes in their attitudes, skills, and overall perceptions.
Interviews	Our student ambassadors spoke with students to gather feedback on their experiences throughout the week.
Daily Reflection	Each day, students were asked to reflect on what went well and what could be improved. They wrote their thoughts on sticky notes and placed them on the wall.
Vision Boards	Students were asked to create Vision Boards showing their ideal future careers, using images, quotes, and other creative elements.

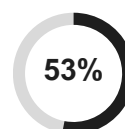
Key demographics



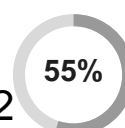
76% out of 107 students who attended Future Professionals, 76% shared their demographic data.



81% of students were from minority ethnic backgrounds.



53% of students identified as female.



55% would be first-generation university students if they choose to enter higher education.

Which schools did our students attend from?

Future Professionals invited 12 schools from across London to participate, offering their students the chance to engage in the event. In total, 107 students attended. Below is a list of the participating schools and the number of students from each:

City of London Academy
Highgate Hill

7



City of London Academy
Shoreditch Park

6



City of London Academy
Islington

12



City of London Academy
Highbury Grove

7



Hammersmith Academy

7



Mulberry UTC

11



Whitefield School

2



The Halley Academy

20



Woolwich Polytechnic School for Boys

2



Greig City Academy

20



St Aloysius' College

8



City Academy Hackney

5



Plan of the Week

The Future Professionals programme ran for three weeks across June and July 2024, with a new cohort each week. Here's a glimpse of the incredible experiences students gained:



Monday

- Students explored post-16 educational pathways, including BTECs, A Levels, Apprenticeships, and University options.
- Participated in a "Climate Jams" workshop focused on sustainability and sustainable careers.
- Engaged in a Q&A session with Ambassadors to discuss university pathways and future careers.
- Developed networking skills throughout the day's activities.



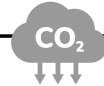
Tuesday

- Students focused on developing communication and networking skills, including practicing introductions, active listening, and following up on connections.
- Participated in a speed networking session with professionals from various industries, with each student speaking to 10 different professionals in total.
- Concluded the day with a "Careers in Law" session, featuring a mock trial led by law academics.



Wednesday

- Students explored careers in Business through a taster lecture on topics such as business models in fashion, AI in business, and investment financing.
- Participated in a Politics workshop, where they acted as countries or coalitions to debate climate change and negotiate on reducing emissions and replanting forests.
- Engaged in a round robin session with "Better Space" businesses, including a Q&A with professionals from various industries.



Thursday

- Students explored engineering careers by visiting a flight simulator and attending a lecture on Health Engineering.
- The first two cohorts participated in a Lego Sustainability task, designing university facilities with a focus on sustainability.
- In the third week, our final cohort learnt about cybersecurity through a lecture and group tasks.
- Attended Health Career sessions with practical activities on Speech Therapy, Radiography, Psychology, and Nursing.



Friday

- Students looked at careers in Journalism by recording a podcast introduction, filming a news segment, and analysing headlines in groups.
- Participated in a CV writing workshop, gaining practical tips and comparing examples.
- Concluded the day with a vision boarding session, where students planned their futures in a relaxed setting.
- The week ended with a graduation ceremony, where students invited friends and family to celebrate their achievements.



How did our students feel before and after Future Professionals?

We surveyed students about their feelings before and after participating in the Future Professionals Programme, with a 92% completion rate among participants.

97%

of students reported having some or great awareness of **the skills employers need** in the post-survey, up from **62%** in the pre-survey.

91%

of students reported to have **thought about how careers or jobs might change in the future** increased in the post-survey, up from **76%** in the pre-survey.

90%

of students reported feeling somewhat or greatly confident about **speaking to professionals in jobs they're interested in to gain work experience**, an increase from **73%** in the pre-survey.

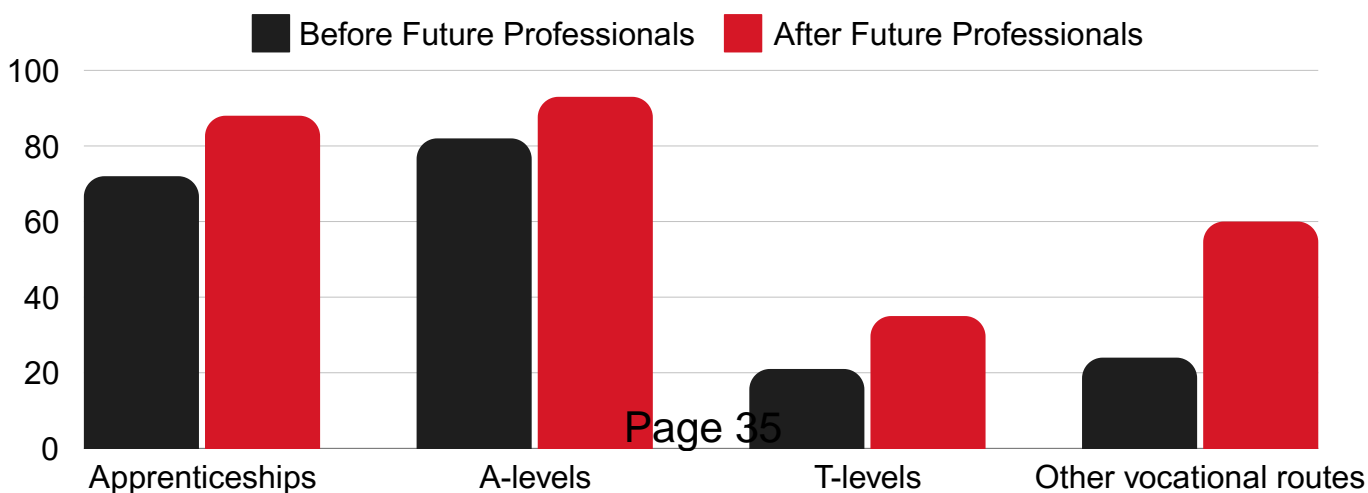
88%

of students reported feeling somewhat or greatly **supported and guided in making future decisions** in the post-survey, a notable increase from **69%** in the pre-survey.

Students had the chance to share their future ambitions, offering insights into their dreams and goals. Here are a couple quotes from them:

Four student quotes are displayed in boxes, each with an icon representing their career goal: a gavel for law, a comedy mask for performing arts, a hard hat for engineering, and a speech bubble for computing. The quotes are: "For the future I would like to go into law", "To follow my dreams in the performing arts", "To start my own business which is connected to engineering", and "I'll pursue a job in computing, maybe specifically AI".

Students reported having better awareness about all post-16 options after participating in Future Professionals week:



How did our student feel before and after Future Professionals?

Percentage of students who reported feeling somewhat, fairly confident or completely confident in the following categories:

Before Future Professionals

After Future Professionals



Speaking with professionals

72%



89%



Creating plans for your future with clear goals

68%



89%

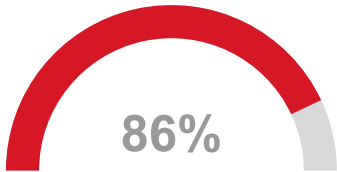


Talking about your strengths

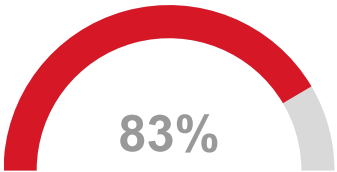
64%



86%



86% of participants reported feeling somewhat, fairly or completely confident in **their ability to create a strong CV** after Future Professionals.



83% of participants reported feeling somewhat, fairly, or completely confident in **their ability to follow through with their career plan** after Future Professionals.

Percentage of students who agreed with the following statements:



88%

Future Professionals week inspired me to think more about my future education and career.



86%

I am more aware of different degree subjects after attending Future Professionals week.



85%

I am more aware of different career options after attending Future Professionals week.



66%

I am likely to seek more career information and guidance from teachers or career advisers in the future.



73%

I have more belief in my ability to pursue a degree or career of my choice.

What did our students say?

Our student ambassadors interviewed students to share their views on Future Professionals.

“

This week has been really interesting, it's opened up doors I didn't know I had.

“

What I really enjoyed was the law school session because it clarified that I wanted to become a lawyer.

“

I enjoyed learning about the different types of sustainable jobs for the future.

“

Great activity of teaching us communication and networking and then practicing with professionals.

“

Careers interview was a cool experience, never been asked so in depth on what I want to do.

“

I liked talking to all the different people who work for different and unique businesses.

“

Networking gave me the opportunity to talk to new people and get different perspectives on what I could do in the future.

“

This week has inspired me with aerospace engineering.

“

I really liked the different lectures about the different subjects, and I think it worked great.



Case Study: Gabriella

Gabriella attended all sessions in the Future Professionals programme. She especially enjoyed the aeroplane simulator, psychology session, and the networking bingo.

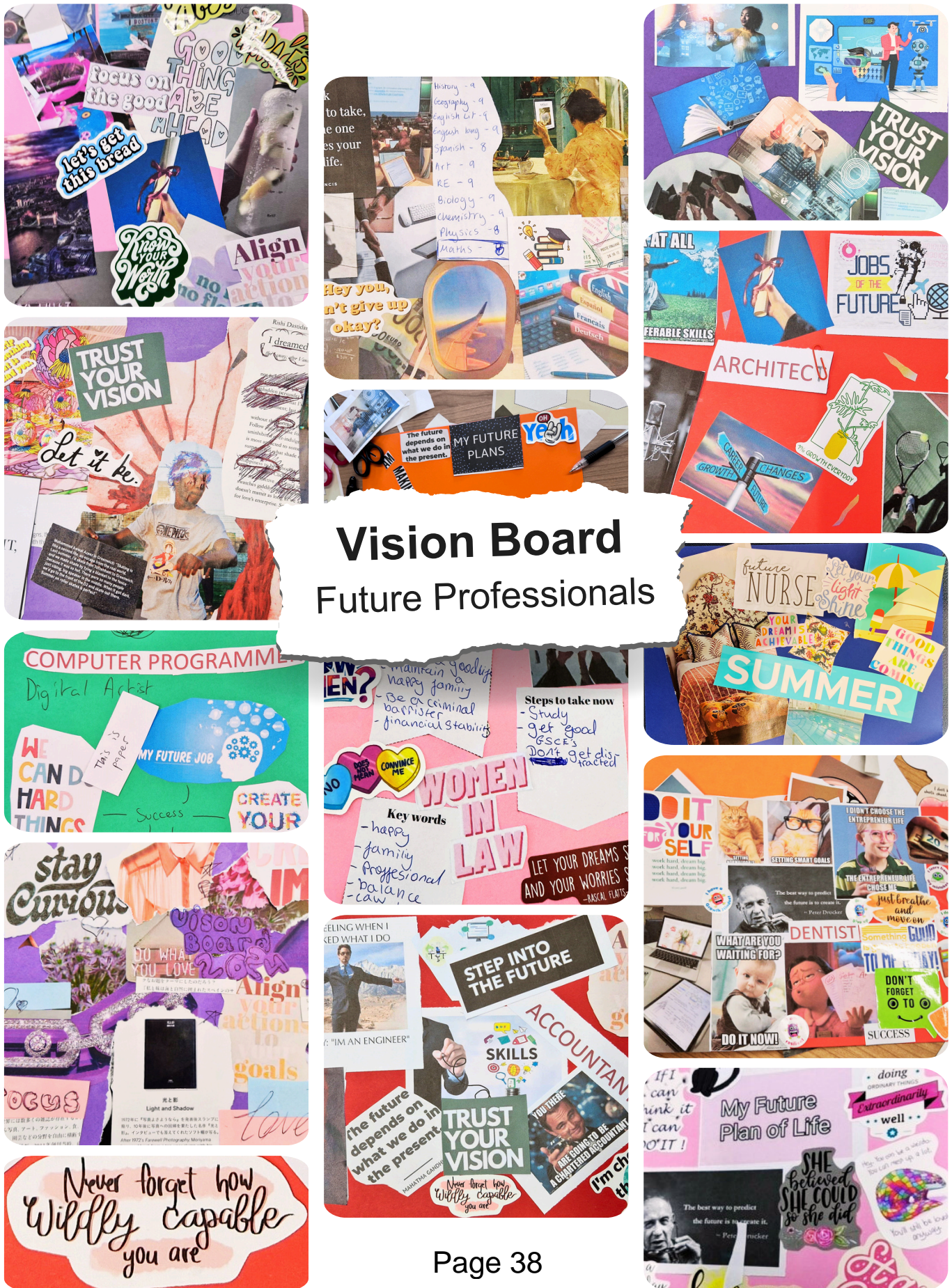
Before joining the programme, Gabriella was already interested in Forensics and Psychology, and had been considering them as a future career. After getting a taster for these sessions, along with exploring other career options and subjects during the week, Gabriella said she is now also considering Engineering as a future choice.

Gabriella's key takeaway from the week was the skills she learnt in language therapy. She said she found communicating difficult in the past, but thought language therapy was a good way to help her communicate with others.

When asked to sum up her experience on the programme, Gabriella said: "I found the week enlightening and very productive."

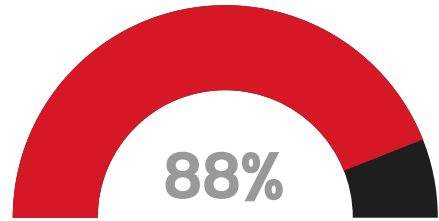
How do our students see the future?

On the final day of the Future Professionals Programme, we invited our students to create vision boards as a way to visually capture their perceptions of the future:



Key takeaways & conclusion

The findings from the Future Professionals Programme indicate that students greatly valued the opportunity, developing a broad range of skills for their future careers. This is further supported by positive feedback on their overall experience, with many expressing high levels of satisfaction and a strong willingness to recommend the programme to others.



On average, students rated their likelihood of recommending the Future Professionals Programme to a friend at 8 out of 10.

88% of participants reported being satisfied or very satisfied with their overall experience during the Future Professionals weeks.



In this photo, students pose with smiles, surrounded by friends and family, celebrating the completion of the Future Professionals Programme.

Conclusion

In conclusion, the Future Professionals Programme has proven to be an effective initiative in equipping students with essential skills and knowledge for their future careers. The positive feedback and high levels of satisfaction from participants highlight the programme's success in fostering both professional growth and personal development. By offering valuable insights, practical experience, and industry-relevant training, the programme has served as a crucial stepping stone for students as they prepare for future opportunities.



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City of London Corporation Committee Report

Committee(s): Education Board	Dated: 14/11/2024
Subject: City Premium Grant 2023/24 Update	Public report: For Information
This proposal: <ul style="list-style-type: none"> • Delivers Corporate Plan 2024-29 outcomes 	<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
Report author:	Torri Stewart, Lead Officer, Strategy & Impact

Summary

This report provides Members with a summary of outcomes and learnings relating to projects funded by City Premium Grant (CPG) in the 2023/24 academic year, noting that 2023-24 was the final year of the previous Education Strategies. The report:

- Presents key statistics from the 117 CPG funded projects that ran in 2023/24
- Highlights popular themes and areas of focus across projects, and shares highlights from a selection of projects
- Notes developments in the process's second year of operation
- Highlights key learnings and intended improvements

Recommendation(s)

Members are asked to:

- Note the findings shared in this report.

Main Report

Background

1. The Education Board has oversight of the City of London Corporation's Education Strategy 2024-29. At the core of this strategy are 5 key priorities which together work toward a central vision - "Helping learners to flourish in a rapidly changing world by supporting outstanding education, encouraging lifelong learning and driving upward social mobility'."
2. The City Premium Grant is an annual grant that provides financial support to the City of London Family of Schools, towards programmes and activities which will support the aims of the strategy.
3. As a basic principle, the City Premium Grant (CPG) is provided to support 'additionality' to the education offer. This means that the City Premium Grant should not be used to fund basic school needs, capital purchases or routine school staffing.
4. The City Premium Grant is divided into three separate funding streams: (1) City Premium Grant: Disadvantaged Pupils Grant; (2) City Premium Grant: Partnerships Grant; (3) City Premium Grant: Strategic Grant.
5. The Strategic Grant requires programmes and activities to align with at least one of four strategic themes. For the 2023/24 academic year under the previous Education Strategies, these themes were:
 - Mental Health & Wellbeing
 - Oracy
 - Environmental & Outdoor Learning
 - Youth & Parent Voice
6. The bidding and evaluation process for all CPG projects runs on an online impact measurement platform called ImpactEd. This system allows for more robust qualitative and quantitative data collection than was collected in previous years, and can offer the City Corporation a richer understanding of the outcomes of projects individually, collectively and (in time) longitudinally. Following its introduction in the 2022/23 academic year, teachers reported that despite challenges around initial onboarding and time needed for data collection, the platform itself was easy to use, and if used effectively, could help them more

closely consider the potential outcomes for a project, and also help demonstrate if the project delivered what was expected.

7. For the academic year 2023/24, the City Premium Grant envelope was £2,226,000. Of this total, the Disadvantaged Pupils Grant accounted for £1,458,000, and the Partnerships Grant and Strategic Grant each accounted for £384,000.

Current Position

8. The Education Strategy Unit (ESU) reports that 117 projects ran across the Family of Schools during the course of the 2023/24 academic year. This is 39 more projects than ran in the 2022/23 academic year, and this strong appetite from schools meant that all funding was fully utilised. Details of awards made to schools can be found in Appendix One. Summaries of the projects are available in Appendix Two.
9. For the 2023/24 academic year, CPG funded projects were required to align with the City Corporation's 'Education', 'Cultural and Creative Learning', and 'Skills' strategies which were previously overseen by the Education Board, and which expired in September 2024. The 117 projects that ran in 2023/24 were distributed across the three previous strategies as follows:
 - 64 projects (55%) aligned with outcomes in the Education Strategy
 - 18 projects (15%) aligned with outcomes in the Cultural & Creative Learning Strategy
 - 35 projects (30%) aligned with outcomes in the Skills Strategy
10. The projects were distributed across the three funding streams as follows:
 - 58 projects (50%) were funded by the Disadvantaged Pupils Grant.
 - 35 projects (30%) were funded by the Partnerships Grant.
 - 24 projects (20%) were funded by the Strategic Grant.
11. Within the Strategic Grant specifically, projects were distributed across the four designated themes as follows:
 - 4 projects - Mental Health & Wellbeing
 - 6 projects - Oracy
 - 8 projects - Environmental & Outdoor Learning
 - 4 projects - Youth & Parent Voice
12. Together, projects funded by the Partnerships Grant and the Strategic Grant resulted in the creation of 59 unique project partnerships across the Family of Schools. 20 of these partnerships were led by the Corporation's independent

schools, and the remaining 39 led by the Corporation's sponsored schools. All 59 projects involved at least one non-independent school.

13. 79% of projects targeted secondary-age learners and accounted for 85% of total spend, whilst 21% of projects targeted primary-age learners and accounted for 15% of total spend. On average secondary-age projects cost £25,079 and engaged 150 participants. On average primary-age projects cost £14,646 and engaged 392 participants.
14. Engagement with the ImpactEd platform improved with 100% of projects submitted via the platform compared to 77% in the previous year. The use of ImpactEd demonstrates excellent value for money, costing 1% of CPG funds available. Additionally, data (quantitative, qualitative or both) has been submitted for 81 projects at the time of writing, compared to 52 projects at this point in the previous cycle. Analysis of the project evaluations submitted has offered valuable insights into projects and also highlighted common objectives and motivations which have emerged. Across the Family of Schools, the mix of project types was, (in descending order of frequency):
 - Skills development, (35 projects)
 - Enrichment, (31 projects)
 - Attainment, (22 projects)
 - Future pathways, (11 projects)
 - Pastoral care, (8 projects)
 - Continued Professional Development (CPD), (5 projects)
 - Behaviour, (4 projects)
 - Rewards, (1 project)
15. This shows us that the vast majority of projects (75%) sought to help learners either build their skills and employability, enrich their education experiences, or boost their attainment.
16. As has been the case historically, schools valued the opportunity to design initiatives tailored to their specific needs and projects took a wide variety of different forms. Feedback from teachers as well as data collected on ImpactEd suggest the CPG continues to enable the Family of Schools to uniquely extend and enrich education experiences for learners of all ages. Some highlights include:
 - *'Bar Mock Trial', City of London Academy Highgate Hill*: Responding to the fact that only 26% of Law's top judges come from state-educated backgrounds, this project saw pupils conduct a mock trial supported by Law students from Oxford and Goldsmiths universities. Participants reported that the project helped boost their self-confidence and public speaking skills, improved their understanding of the legal system, and encouraged them to consider a career in the legal sector.

- *'Teaching and Learning Coaching Programme', City of London Academy Hackney:* A teaching and learning coach helped two teacher participants who were new to post, focus on long term curriculum development and impact on KS4 results. As a result, the number of students achieving a grade 7 or better at GCSE rose from 46% to 88% in one subject. In the other subject, the number of students achieving a grade 4 pass increased from 61% to 76%.
- *'New Year 7 Summer School', City of London Academy Southwark:* 150 learners transitioning from primary to secondary school were invited to a four-day summer school to help demystify secondary school and familiarise them with the new environment and its values and expectations. Teachers reported that students were more confident when joining in September, with higher engagement in lessons and a reduction in the number of school refusers.
- *'MiSST', City of London Academy Highbury Grove:* This project helps ensure hundreds of students without equal access have the opportunity to learn a musical instrument. Many positive outcomes were reported including all students in years 7, 8 and 9 learning to play an instrument, 100% of Music A-Level students who previously participated achieving an A or B grade, and amongst a number of performance opportunities the chance to perform alongside Andrew Lloyd Webber and the Kennuh-Mason family on stage at the Theatre Royal.
- *'Freemen's Global Summer School', City of London Freeman's:* A two-week residential at Freeman's helped 12 CoLAT academy students focus on self-development and their future education and careers. The programme included, amongst other things, interview practise, CV writing support and visits to Oxford and Cambridge universities. Students reported that the experience raised their aspirations, increased their motivation to achieve good GCSE and A-Level results, and increased their cultural capital thanks to interaction with international students also participating. Data from student surveys indicated independent learning, motivation and goal orientation rose by 26%, 28% and 38% respectively.
- *'Urban Hope', City of London Academy Highbury Grove:* Youth workers support learners with their personal development, creating a space for them to build their social skills, grow in confidence, and share their anxieties and concerns. Teachers reported that the project helped build positive relationships - including with the families of participants - and led to a decrease in incidents, particularly for the most vulnerable students.
- *'GTL Programme', Newham Collegiate Sixth Form:* MIT undergraduate students provided a programme to elevate knowledge, skills and aspirations with the aim of enhancing students' competitiveness for Russell Group and Ivy League universities. Over the course of 4 weeks over 150 students gained

enrichment from the initiative, building their confidence around university applications and giving them a critical competitive edge.

17. Once again, schools were particularly interested in the mental health and wellbeing of learners and teachers across the Family of Schools, with *'Wellbeing'* being the most selected outcome across all projects. Schools were eager to try and build the confidence, motivation and personal skills of learners of all ages. Schools across the family, but especially academies, committed much of their effort to projects which would help create solid and stable well-being foundations for their learners to work from.
18. The ESU's partners at ImpactEd have developed a more detailed analysis of themes and outcomes that have emerged from the data submitted so far, and this information is available in Appendix 3.
19. As this was the second cycle of the new CPG process, schools had overcome initial challenges and were more familiar with the system. Additionally, teacher feedback was used to implement a number of improvements to the process, including:
 - i. A reduction in the suggested number of assigned measures (reducing data collection requirements)
 - ii. More opportunity to develop bespoke measures for projects
 - iii. A simpler evaluation process for small-scale projects
 - iv. Increased support offered to teachers for bid development, measure selection and sampling
 - v. The ability to submit repeat bids for multi-year projects
 - vi. New, more accessible pupil surveys available for younger pupils and those for whom English is an additional language
20. Teachers tell us they now understand the system better and find it easier to navigate, but some challenges are still being resolved. The highest priority for the next cycle is to improve guidance for schools around collecting qualitative data vs quantitative data. This will further reduce data collection workloads for teachers and improve the quality of the insights we can develop. Improvements will be made continuously to address challenges as they are identified. This will improve the quality of insights developed by all parties and help schools to consistently maximise the value of the grants.
21. With respect to this, late in the 2023/24 academic year, the City of London Academies Trust appointed a new Partnerships Co-ordinator, following Members' agreement to fund the significant majority of cost – Diana Nathan. Diana is now connected across the whole Family of Schools and, through a continuous dialogue with other partnerships leads, ImpactEd and the ESU, is starting to play a crucial role in helping City of London Academies Trust (CoLAT) schools manage the process and maximise the value of funding they receive.

22. At a more foundational level, the ESU and CoLAT are currently discussing ways in which future CPG-funded ambitions can be better galvanised across CoLAT schools, through the creation of a 'City Hour' offer in each sponsored school – the aim being to deliver stronger impact across a smaller number of higher-level initiatives. Additionally, to acknowledge the launch of the new Education Strategy 2024-29, the ESU is working to ensure that future projects funded by the CPG align closely with the new strategy's 5 priorities and are equally distributed across them. Aligning with this transition, future annual reports will map CPG project outcomes across the 5 priorities rather than the different grant pots. This will clearly illustrate how funding is helping to deliver impact in each of the five priority areas and help ensure the Family of Schools uses the funding to deliver against the City Corporation's education strategy.

Options

23. N/A

Proposals

24. N/A

Corporate & Strategic Implications –

Strategic implications

25. 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'.

Financial implications

26. None, existing approved resources will continue to be deployed.

Resource implications

27. None

Legal implications

28. None

Risk implications

29. None

Equalities implications

30. This activity complies with our public Sector Equality Duty 2010. It delivers against the City of London Corporation's Education Strategy 2024-29, for which a comprehensive Equalities Impact Assessment was undertaken. More specifically, City Premium Grant funding is the main way in which the Education Board supports its sponsored academies to deliver the outcomes outlined in the Education Strategy. In particular, the grants support 'additionality' which enables academies to deliver projects and activities – especially to those facing the most disadvantage - which are supplementary to the everyday teaching and learning funded by the academies' core budgets and focus on a holistic approach to education.

Climate implications

31. None

Security implications

32. None

Conclusion

33. This report has provided Members with a summary of outcomes and learnings relating to projects funded by City Premium Grant (CPG) in the 2023/24 academic year. It has shared key information relating to project distribution, and highlighted key themes, outcomes and learnings for consideration across projects and process. Evidence suggests projects have delivered positive impact on the whole, and the new level of understanding around project performance is starting to help schools maximise the value of the funding they receive.

Appendices

- Appendix One: City Premium Grant 2023/24 - Awards to Schools
- Appendix Two: City Premium Grant 2023/24 - Projects Overview
- Appendix Three: ImpactEd City Premium Grant 23-24 Impact Report

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Appendix One:
City Premium Grant 2023/24 - Awards to Schools

RECIPIENT	GRANT TYPE	AMOUNT
CoLAT - (ImpactEd)	Disadvantaged Pupils	£6,450.00
City of London Academy Southwark	Disadvantaged Pupils	£290,332.00
City of London Academy Highbury Grove	Disadvantaged Pupils	£216,449.64
City of London Academy Highgate Hill	Disadvantaged Pupils	£128,533.36
City of London Academy Islington	Disadvantaged Pupils	£199,759.00
City of London Academy Shoreditch Park	Disadvantaged Pupils	£160,696.00
City of London Primary Academy Islington	Disadvantaged Pupils	£22,050.00
Galleywall Primary School	Disadvantaged Pupils	£60,174.00
Newham Collegiate Sixth Form Centre	Disadvantaged Pupils	£83,925.00
Redriff Educational Trust	Disadvantaged Pupils	£55,238.00
The City Academy Hackney	Disadvantaged Pupils	£234,393.00
		£1,458,000.00

RECIPIENT	GRANT TYPE	AMOUNT
CoLAT - (ImpactEd)	Partnerships	£3,225.00
CoLAT - (Partnership Co-Ordinator)	Partnerships	£20,000.00
CoLAT - (Pre-Apprenticeship Academy)	Partnerships	£53,226.50
CoLAT - (Science/Maths)	Partnerships	£40,000.00
City of London Academy Southwark	Partnerships	£0.00
City of London Academy Highbury Grove	Partnerships	£0.00
City of London Academy Highgate Hill	Partnerships	£33,683.50
City of London Academy Islington	Partnerships	£0.00
City of London Academy Shoreditch Park	Partnerships	£18,000.00
City of London Primary Academy Islington	Partnerships	£30,381.00
Galleywall Primary School	Partnerships	£31,180.00
Newham Collegiate Sixth Form Centre	Partnerships	£15,000.00
Redriff Educational Trust	Partnerships	£56,647.00
The City Academy Hackney	Partnerships	£5,000.00
The Aldgate School	Partnerships	£450.00
City of London School	Partnerships	£7,640.00
City of London School for Girls	Partnerships	£27,642.00

City of London Junior School	Partnerships	£0.00
Freemans	Partnerships	£41,925.00
Christ's Hospital	Partnerships	£0.00
King Edwards Witley	Partnerships	£0.00

£384,000.00

RECIPIENT	GRANT TYPE	AMOUNT
CoLAT - (ImpactEd)	Strategic	£3,225.00
CoLAT - (Partnership Co-Ordinator)	Strategic	£20,000.00
CoLAT - (Pre-Apprenticeship Academy)	Strategic	£106,774.00
CoLAT - (Science/Maths)	Strategic	£40,000.00
City of London Academy Southwark	Strategic	£34,951.00
City of London Academy Highbury Grove	Strategic	£0.00
City of London Academy Highgate Hill	Strategic	£19,400.00
City of London Academy Islington	Strategic	£0.00
City of London Academy Shoreditch Park	Strategic	£0.00
City of London Primary Academy Islington	Strategic	£6,726.00
Galleywall Primary School	Strategic	£0.00
Newham Collegiate Sixth Form Centre	Strategic	£0.00
Redriff Educational Trust	Strategic	£51,249.00
The City Academy Hackney	Strategic	£0.00
The Aldgate School	Strategic	£450.00
City of London School	Strategic	£10,025.00
City of London School for Girls	Strategic	£78,375.00
City of London Junior School	Strategic	£0.00
Freemans	Strategic	£12,825.00
Christ's Hospital	Strategic	£0.00
King Edwards Witley	Strategic	£0.00

£384,000.00

KEY:	XXXXXX Strong positive (measured data)	XXXXXX Strong positive (teacher feedback)
	XXXXXX Moderate positive (measured data)	XXXXXX Moderate positive (teacher feedback)
	XXXXXX Moderate negative (measured data)	XXXXXX Moderate negative (teacher feedback)
	XXXXXX Strong negative (measured data)	XXXXXX Strong negative (teacher feedback)

PROJECT TITLE	BUDGETING SCHOOL	GRANT STRAND	REMINDER SUMMARY	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Guildhall Partnership Enrichment Programme	Hackney	Disadvantaged	Program targets talented students, offering music, drama, and production workshops led by GSMD practitioners.	Awaiting final info	Awaiting final info	Awaiting final info	Awaiting final info
The Access Project	Highbury Grove	Disadvantaged	Students receive on-site support from Access Project staff and a University Access Officer who guides them on university and career planning, including visits and academic societies.	Awaiting final info	Awaiting final info	Awaiting final info	Awaiting final info
MiSST	Highbury Grove	Disadvantaged	The MiSST project supports disadvantaged secondary school students by providing musical instruments, regular lessons, performance opportunities, residential programs, and excellence initiatives to enrich their musical development.	Resilience and stamina	Confidence	Music	Self-discipline
Activities Week	Highbury Grove	Disadvantaged	The project aims to provide additional financial support to the Academy and its students to offer a broader range of enriching opportunities that would otherwise be inaccessible due to their socio-economic status.	Positive student experience	Courage		
Year 11 Support	Highbury Grove	Disadvantaged	The program provides academic support through Study Skills workshops, revision materials, and online learning platforms. Data analysis of student performance on these resources allows for targeted interventions.	Reduced teacher workload	Attainment		
In-house Revision	Highbury Grove	Disadvantaged	The program provides in-person and remote intervention sessions, library access, and snacks to support student revision.	School engagement	Motivation		
Student Leadership	Highbury Grove	Disadvantaged	The program provides specialized training from external providers to student leaders, ensuring they have the necessary skills to effectively fulfil their roles within the student union.	Awaiting final info	Awaiting final info	Awaiting final info	Awaiting final info
Careers	Highbury Grove	Disadvantaged	Provides career guidance at key transitions and trains staff to integrate career learning across the curriculum.	Awaiting final info	Awaiting final info	Awaiting final info	Awaiting final info
Rewards	Highbury Grove	Disadvantaged	Comprehensive rewards program cultivates a culture of praise, recognition, and encouragement for student excellence.	Pupil behaviour	Sense of community		
Pre-Apprenticeship Pathway	Highbury Grove	Disadvantaged	Aims to reduce exclusions, improve attendance, attainment, and pastoral care.	School Engagement	Attendance drivers		
City Year	Highbury Grove	Disadvantaged	Provides targeted classroom support, mentoring, counselling, and enrichment activities to improve student wellbeing, behaviour, and achievement.	Awaiting final info	Awaiting final info	Awaiting final info	Awaiting final info

Ref;lect (Urban Hope)	Highbury Grove	Disadvantaged	Decreased student incidents; improved aspirations and achievement for Years 7-11; enhanced self-regulation among identified student group	Behaviour	Attendance	Positive relationships built with staff	
Sharing Stories	Highbury Grove	Partnerships	Sharing Stories' helps Year 12 students build arts portfolios, emphasizing identity, project management, collaboration, and presentation through workshops and exhibitions	Creativity	School engagement	Attendance	
Attendance Rewards	Highgate Hill	Disadvantaged	Promoting attendance through rewards, including trips, to reduce absences across all grades and enhance social mobility opportunities	Attendance			
Boxing Enrichment	Highgate Hill	Disadvantaged	Boxing sessions for Years 7-10 improve physical well-being, discipline, and skills, with potential for talent scouting at Islington Boxing Club.	Attendance			
MiSST	Highgate Hill	Disadvantaged	MiSST partners with COLAHH to fund music education, providing instruments, lessons, performances, and teacher training to disadvantaged secondary schools	Improved instrumental skills of students in Ks3.	Understanding in subject area	Number of student performances	
Boxing Therapy	Highgate Hill	Disadvantaged	Weekly boxing sessions teach selected students anger management, discipline, and self-control, guided by a coach as mentor and role model	Reduced suspensions	Improved student-teacher relationships	School attendance and engagement	
Debate Mate	Highgate Hill	Disadvantaged	Weekly enrichment offers debate and public speaking training with Debate Mate mentors, including competitions across London and nationwide	Oracy	Oracy (confidence)	Team working	Engagement
Reading Incentive Programme	Highgate Hill	Disadvantaged	Promoting a reading-for-pleasure culture, COLAHH's reading journey links genres to local sites, enhancing literacy skills across subjects	Confidence in reading	Engagement with literature		
Green House	Highgate Hill	Disadvantaged	Basketball sessions for Years 7-11 improve physical well-being, skills, and discipline, with talent spotting, mentoring, and intervention opportunities from coaches.	Improved understanding of pathways through sport	Students engaging in extra-curricular physical activity	Attendance	
Early Intervention - One to One Teacher	Highgate Hill	Disadvantaged	Extend one-to-one teaching contracts to provide ongoing support for underachieving students in English through personalized weekly tuition.	Awaiting final info	Awaiting final info	Awaiting final info	Awaiting final info
GCSE Revision Residential	Highgate Hill	Disadvantaged	Key marginal and disadvantaged students will attend a 10-day residential for structured GCSE support, focusing on study and wellbeing.	Awaiting final info	Awaiting final info	Awaiting final info	Awaiting final info
CERN	Highgate Hill	Partnerships	A visit to CERN in Switzerland offers guided tours of research facilities, inspiring aspiring scientists to explore advanced physics.	Critical thinking	Goal orientation	motivation	Understanding and knowledge
Philosophy Enrichment	Highgate Hill	Strategic Grant - Oracy	A Philosophy Specialist will lead a 10-week enrichment program to develop critical thinking and core Fusion Skills in students.	Oracy	Oracy (confidence)		

KS5 Small Group Intervention	Highgate Hill	Partnerships	ICS and HCS propose partnering with Imperial College tutors for after-school sessions to boost academic attainment and self-confidence.	Confidence in subject	Subject knowledge		
MedSoc	Highgate Hill	Partnerships	ICS/HCS MedSoc proposes a collaboration with UCL Medicine Society for masterclasses, developing fusion skills and insights for future medical students.	Critical thinking	Goal orientation	Motivation	
Oxford University Museum of Natural History Visit	Highgate Hill	Partnerships	ICS/HCS proposes a trip to Oxford's Museum of Natural History for a PCR experiment, inspiring students to pursue Biology at top universities	Problem solving	Motivation	Development of practical skills	
GCSE Exam Skills/Wellbeing Workshops	Highgate Hill	Strategic Grant - Mental Health & Wellbeing	Targeted workshops from ExamStudyExpert will help Y11 students develop study habits, manage stress, and overcome exam anxiety.	Awaiting final info	Awaiting final info	Awaiting final info	Awaiting final info
Wales Trip	Highgate Hill	Strategic Grant - Environment and Outdoor Learning	A week-long trip to Wales with the Outward Bound Trust will offer Y7-10 students outdoor team-building experiences to build resilience.	Awaiting final info	Awaiting final info	Awaiting final info	Awaiting final info
Parliament Trip	Highgate Hill	Strategic Grant - Youth Voice	The Parliament Trip and Afternoon Tea with Team Global will help pupils develop communication, collaboration, and critical thinking skills through engagement with policymakers	Goal orientation	Motivation	Understanding of subject matter	Political engagement
Bar Mock Trial	Highgate Hill	Strategic Grant - Oracy	The Bar Mock Trial at ICS aims to develop oracy and critical thinking skills, offering students insight into the legal profession.	Critical thinking	Oracy	Oracy (confidence)	Subject understanding/awareness
COLAT Bake-Off	Highgate Hill	Strategic Grant - Mental Health & Wellbeing	A COLAT schools bake-off will foster wellbeing, creativity, and teamwork as students compete with set ingredients for the top prize.	Creativity	Wellbeing		
Duke of Edinburgh	Highgate Hill	Partnerships	Funding for essential expedition equipment will ensure accessibility to the Duke of Edinburgh Award, benefiting students across partner schools.	Practical skills development	Increased confidence	Resilience	
GCSE Berlin Trip with Shoreditch Park	Highgate Hill	Partnerships	COL Highgate Hill proposes a week-long History trip to Berlin for Year 10 students to explore key historical landmarks and enhance GCSE learning.	Problem solving	Grit	Growth mindset	
Access Project	Islington	Disadvantaged	This ongoing mentoring and tutoring program for Years 10-13 focuses on encouraging higher education participation, with subject-specific support.	Achieving university first choice	Motivation (continued programme participation)	English	Maths
City Year	Islington	Disadvantaged	City Year volunteers support inner-city schools by mentoring at-risk students, leading activities, and assisting with enrichment and trips.	English Language	Maths		
Enrichment and Rewards Fund	Islington	Disadvantaged	The fund will reward student achievements, subsidize trips for free school meal recipients, and support enrichment activities.	Awaiting final info	Awaiting final info	Awaiting final info	Awaiting final info

Think Forward	Islington	Disadvantaged	This ongoing coaching program supports students from Year 9 to 21, preventing NEET status by offering work-related learning and career application guidance.	English Language	Maths	Motivation	Pupils transition
Wellbeing Fund	Islington	Disadvantaged	We fund wellbeing projects, including mentoring, psychotherapy, and mindfulness, to support students facing mental health challenges and stress.	Awaiting final info	Awaiting final info	Awaiting final info	Awaiting final info
Year 11 and 13 Intervention 2023	Islington	Disadvantaged	We fund interventions such as revision classes, workshops, and residential trips to enhance student engagement and academic outcomes.	English Language			
Year 9 MFL trip to France and Spain	Islington	Disadvantaged	Two Year 9 MFL trips to France and Spain aim to improve language skills, build confidence, and increase interest in MFL.	French	Spanish		
Instrumental Programme	Shoreditch Park	Disadvantaged	The program offers subsidized instrumental tuition to 100% of Year 7, 50% of Year 8, 25% of Year 9, and all GCSE/A-Level music students.	Creativity	Wellbeing		
Intervention Tutors	Shoreditch Park	Disadvantaged	The tuition aims to help students meet target grades in English and Maths GCSEs, contributing to a 90% school target.	Anxiety	Self-efficacy	Motivation	Growth mindset
Coding Course KS4&5	Shoreditch Park	Partnerships	The project empowers A-Level and high-achieving GCSE students in coding, computing, and maths, enhancing university access and employability.	Awaiting final info	Awaiting final info	Awaiting final info	Awaiting final info
Iceland Trip- A-Level Geography	Shoreditch Park	Partnerships	A Level Geography students can earn a trip to Iceland through an essay competition, deepening their exam knowledge and inspiring future study.	Awaiting final info	Awaiting final info	Awaiting final info	Awaiting final info
African Kingdoms trip to Benin	Shoreditch Park	Partnerships	A-level history students from Highgate Hill and Shoreditch Park will compete in an essay contest for an educational trip to Benin, enhancing cultural and historical knowledge.	Awaiting final info	Awaiting final info	Awaiting final info	Awaiting final info
Peripatetic Teacher - Year 7 Lessons	Southwark	Disadvantaged	Employment of peripatetic teacher to lead Year 7 musical instrument lessons	Awaiting final info	Awaiting final info	Awaiting final info	Awaiting final info
One-to-one Peripatetic Teaching - GCSE, A-level and FSM	Southwark	Disadvantaged	One-on-one peripatetic teaching for students, targeted towards GCSE and A-Level students and then student receiving FSM in Years 7/8/9.	Awaiting final info	Awaiting final info	Awaiting final info	Awaiting final info
VPA Productions Support	Southwark	Disadvantaged	Supporting the Visual Performing Arts whole school production, fashion show and three musical showcases.	Extraversion	Creativity		
Academic Intervention to Support	Southwark	Disadvantaged	This money will go towards after school, weekend and holiday interventions to support students	Awaiting final info	Awaiting final info	Awaiting final info	Awaiting final info

Rewards and Enrichment Opportunities	Southwark	Disadvantaged	Rewards and Enrichment opportunities for current CoLA students	Awaiting final info	Awaiting final info	Awaiting final info	Awaiting final info
Pastoral Interventions	Southwark	Disadvantaged	Pastoral support for students whose behaviour is hindering their progress.	Grit			
New Year 7 Summer School	Southwark	Disadvantaged	"We invite our new Year 7 cohort into the academy for four days in the late summer to induct them into the ways of the academy, expectations, and values	Awaiting final info	Awaiting final info	Awaiting final info	Awaiting final info
Reading Programme Support	Southwark	Disadvantaged	Support for the reading programme at CoLA	Awaiting final info	Awaiting final info	Awaiting final info	Awaiting final info
6th Form Resources	Southwark	Disadvantaged	Improve the quality of the 6th Form resource centre	Awaiting final info	Awaiting final info	Awaiting final info	Awaiting final info
Staff coaching	Southwark	Disadvantaged	An external coach supports Middle and Senior managers, helping retain 90% of SLT and MLT and fostering alignment with academy culture.	Awaiting final info	Awaiting final info	Awaiting final info	Awaiting final info
Residential Trips	Southwark	Strategic- EOL	Two outdoor residentials for Year 5 and 7 students will build resilience, foster friendships, and enhance fusion skills through skill-building activities	Awaiting final info	Awaiting final info	Awaiting final info	Awaiting final info
Easter GCSE Booster Revision Course	Freemen's School	Partnerships	A three-day residential GCSE booster course at Easter 2024 will support Year 11 students aiming to improve their maths and English grades.	Self efficacy	Metacognition	Motivation	Maths
City Primary Sports Day	Freemen's School	Strategic Grant - Environment and Outdoor Learning	A sports day at City of London Freemen's School will boost self-esteem, promote teamwork, and develop leadership and sports skills for Year 6 pupils.	Awaiting final info	Awaiting final info	Awaiting final info	Awaiting final info
Freemen's Global Summer School - COLA Highgate Hill	Freemen's School	Partnerships	Four Year 10 students will attend the Freemen's Global Summer School, gaining life skills and leadership experience.	Goal orientation	Motivation	Independent Learning	
Freemen's Global Summer School - COLA Shoreditch Park	Freemen's School	Partnerships	Four Year 10 students will attend the Freemen's Global Summer School, gaining life skills and leadership experience.	Goal orientation	Motivation	Independent learning	
Freemen's Global Summer School - COLA Hackney	Freemen's School	Partnerships	Four Year 10 students will attend the Freemen's Global Summer School, gaining life skills and leadership experience.	Goal orientation	Motivation	Independent learning	
Freemen's Global Summer School - COLA Highbury Grove	Freemen's School	Partnerships	Four Year 10 students will attend the Freemen's Global Summer School, gaining life skills and leadership experience.	Goal orientation	Motivation	Independent learning	

Part-Time Intervention Teacher	CoLPAI	Disadvantaged	To employ an interventions teacher (equivalent to 2 days per week) to run bespoke intervention sessions	Awaiting final info	Awaiting final info	Awaiting final info	Awaiting final info
English Speaking Board Partnership Project	CoLPAI	Partnerships	Joint oracy project aims to run an age and stage appropriate English Speaking Board Programme in each school	Awaiting final info	Awaiting final info	Awaiting final info	Awaiting final info
School Journey to Cardfields	CoLPAI	Strategic Grant - Environment and Outdoor Learning	COLPAI plans a week-long school journey to Cardfields for 30 Year 5 pupils, enhancing personal development, fusion skills, and cultural capital.	Awaiting final info	Awaiting final info	Awaiting final info	Awaiting final info
Year 6 Easter Revision Courses	CoLPAI	Partnerships	A three-day Year 6 revision course for pupil premium and vulnerable students will focus on reading, math, SPaG, and academic resilience.	Reading	SPAG	Maths	
Year 6 Enrichment	CoLPAI	Partnerships	COLPAI, Redriff, and Galleywall will offer post-SATs enrichment activities to Year 6 students, enhancing cultural capital, mental health, and learning.	Motivation	Openness	Wellbeing	
Primary Author Visit	CLS	Strategic Grant - Oracy	Pupils will attend a live author talk, participate in writing workshops, and receive a signed novel to enhance creativity and writing skills.	Enjoyment of visit	Love of reading		
Family of Schools Debating Competition	CLS	Strategic Grant - Youth Voice	Pupils will learn debating skills, collaborate in mixed school teams, compete in debates, and receive feedback to enhance oracy and cultural capital.	Confidence voicing opinions	Oracy (confidence)	Team working	
Oxbridge Interview Support Day	CLS	Partnerships	Five pupils from each state partner school will participate in Oxbridge mock interviews and workshops, gaining experience and feedback from admissions interviewers.	Awaiting final info	Awaiting final info	Awaiting final info	Awaiting final info
Year 12 Climate Conference	CLS	Strategic Grant - Youth Voice	50 Year 12 pupils will attend a climate conference at City of London School, featuring a keynote speaker and Mock COP27 to enhance climate awareness and collaboration.	Team working	Critical thinking	Voicing opinions	Attitude to climate change
Primary Summer School	CLS	Strategic Grant - Oracy	The program enriches primary pupils' curriculum with a focus on oracy, offering summer learning in key subjects and cultural experiences in a secondary environment.	Oracy-confidence	Oracy	Growth mindset	
Family of Schools Sixth Form Readiness Conference	CLS	Partnerships	A post-GCSE event for 60 higher-ability Pupil Premium students will offer workshops on Sixth Form transition, independent learning, and post-18 options.	Motivation	6th form readiness		
Robotics Club	CLSG	Partnerships	An after-school robotics club, led by an experienced CLSG teacher, will take place at Aldgate School and COLPAI.	Goal orientation	Problem solving	Team working	
Family of Schools Inspirational Collaborative Conference	CLSG	Strategic Grant - Youth Voice	Students will engage in dynamic sessions with expert speakers, collaborating on issues like AI, sustainability, and curriculum reform, enhancing oracy and social mobility.	Understanding world issues	Enjoyment of the day		

Leadership Interactive Workshop	CLSG	Strategic Grant - Youth Voice	Pupils from partner secondary schools will collaborate in a one-day workshop on leadership, youth voice, and oracy, with personalized feedback from expert trainers.	Confidence - voicing opinions	Oracy (confidence)	Growth mindset	
Latin Partnership Teaching	CLSG	Partnerships	This initiative aims to enhance pupils' cultural capital by providing additional learning opportunities outside the school day, covering diverse subjects.	Oracy (confidence)	Analysis & evaluation	Openness	
Access to BMAT, LNAT, UCAT courses	CLSG	Partnerships	This initiative offers additional support for pupils from partner schools, helping them prepare for competitive higher education through BMAT, LNAT, and UCAT preparation.	Problem solving	Analysis & evaluation	Fusion critical thinking	
Climate Change and sustainability education programme	CLSG	Strategic- EOL	The Climate Education project offers workshops, training, and a course to promote climate awareness, sustainability, and net-zero compliance across schools.	Climate change attitudes			
Family of Schools Family Fun Day	CLSG	Strategic- Parental engagement	CLSG plans a summer event for Reception to Year 2 pupils, featuring storytelling, magic, and crafts to enhance oracy, cultural capital, and parental engagement.	Positive family experiences reported			
Oracy cross-phase CPD	CLSG	Strategic- oracy	This proposal outlines two oracy-focused CPD sessions in Spring and Summer 2024, led by Talk the Talk, to enhance teaching strategies and collaborative research within the FOS Oracy Network.	Awaiting final info	Awaiting final info	Awaiting final info	Awaiting final info
KS3 Respite at Pre-Apprenticeship Academy	COLAT	Strategic- Mental Health and Wellbeing	Providing up to 3 places for KS3 pupils who are at risk of failing managed moves as an alternative to PEX.	Pupil feedback			
R2 pre-apprenticeship Academy KS4 23-24	COLAT	Strategic- Mental Health and Wellbeing	This initiative aims to provide 20 places for KS4 pupils at risk of permanent exclusion, reducing exclusions, preventing NEETs, and improving academic outcomes.	Awaiting final info	Awaiting final info	Awaiting final info	Awaiting final info
Maths and Science 1-2-1 and small group intervention	COLAT	Partnerships	KS4 intervention teachers will provide one-to-one and small group tuition in Maths and Science for Year 10 and 11 students, from post-mock exams to GCSEs.	Maths	Science		
Voice 21	Galleywall	Partnerships	As a Voice 21 Oracy School, each school will choose one of three pathways to enhance oracy, with professional development and consultancy for Oracy Champions.	Confidence voicing opinions	Written communication	Oracy	Oracy (confidence)
Islington Library Service	Galleywall	Partnerships	Redriff and Galleywall will subscribe to Islington Library Service to borrow artefacts, props, and toys to enhance humanities, science, RE, and literacy teaching through object handling.	Oracy	Oracy (confidence)	School engagement	
EAL Flash Academy	Galleywall	Partnerships	The FLASH Academy EAL programme supports language development for KS1/KS2 pupils, with dedicated EAL Leads and parent engagement.	Oracy	Oracy (confidence)	ESL student provision	
Y6 Easter Revision Classes	Galleywall	Partnerships	Galleywall and Redriff will run a three-day Year 6 revision course during Easter, targeting vulnerable pupils' attainment.	Test anxiety	Growth mindset		

Talk Boost	Galleywall	Disadvantaged	A Teaching Assistant will support communication in Reception and Year 1, including interventions like Talk Boost and phonics.	Speech and language			
Small Group Teaching	Galleywall	Disadvantaged	An intervention teacher will provide small group Maths teaching for children at risk of underachieving, promoting rapid progress.	Maths			
MFL Partnership with COLAS	Galleywall	Partnerships	This proposal uses MFL language assistants to enhance teaching, upskill staff, and foster language skills and cultural awareness.	Openness			
Coaching and Counselling Support Provision	Newham Sixth Form	Disadvantaged	Coaching, Counselling and family therapy provision	Counselling	Resource allocation	Successful coaching	
GTL Programme	Newham Sixth Form	Partnerships	MIT undergraduates will mentor NCS and Highgate Hill students through lectures, projects, and workshops to enhance university competitiveness.	Stretch and challenge to high-achieving pupils			
Arts and Outdoor Learning Curriculum Enhancement	Redriff Primary	Disadvantaged	Arts and outdoor curriculum will be enhanced with music, arts projects, and gardening, funded by various providers.	Wellbeing			
Embedding Tackling Play Poverty	Redriff Primary	Strategic Grant - Environment and Outdoor Learning	Galleywall and Redriff will enhance play through partnership with Opal, developing skills like problem-solving, cooperation, and confidence.	Wellbeing	Self-efficacy	Play skills	
Debate Mate Primary and Voice 21 CPD	Redriff Primary	Strategic Grant - Oracy	In this project, Galleywall and Redriff will engage with two elements of the Debate Mate Primary programme as well as CPD provided by Voice 21.	Oracy	Oracy (confidence)	Confidence voicing opinions	School engagement
School Journey to France	Redriff Primary	Strategic Grant - Environment and Outdoor Learning	To take all 90 Y6 pupils on a School Journey to France, through the School Journey Association	Awaiting final info	Awaiting final info	Awaiting final info	Awaiting final info
School Journey Contributions	Redriff Primary	Partnerships	Contribution to cost of residentials and school journeys across Redriff and Galleywall	Growth mindset	Metacognition	Openness	
Building Sports Capital Across the Family of Schools	Redriff Primary	Partnerships	This projects aims to allow the primary schools within the family to participate in high quality inter school sports competitions.	Team Working			
Cultural Visits and Enrichment	Redriff Primary	Partnerships	An enrichment programme ensuring year-round cultural and heritage visits for all pupils	School Engagement	Motivation	Critical thinking	
Forest School	Redriff Primary	Strategic- EOL	To run a Forest School for EYFS and KS1 children, fostering nature-based learning, play, and risk-taking	Creativity	Problem solving	Team working	

Mitigating the Reading Gap for Disadvantaged Pupils in the Early Years	Redriff Primary	Partnerships	Lexia, a research-proven program, accelerates pupil progress and effectively engages early language development.	Reading			
Work Experience	Hackney	Disadvantaged	To offer high quality work experience opportunities for all year 10 and 12 students	Successful completion of work experience	Confidence	Cultural capital	Attainment
Duke of Edinburgh Award	Hackney	Disadvantaged	To ensure all 6th form students achieve the Duke of Edinburgh qualification	Qualification complete	Cultural capital	Attainment	
Be Her Lead	Hackney	Disadvantaged	To develop and empower KS5 female students to provide leadership and peer support to younger students	Awaiting final info	Awaiting final info	Awaiting final info	Awaiting final info
Outward Bound Residential	Hackney	Disadvantaged	To develop resilience and independence for 30 yr7/8 students via a high-quality outward bound residential.	Pathway to future leadership roles	Cultural capital		
Residential Trip: France	Hackney	Disadvantaged	To support the development of language learning for all students studying GCSE French	French speaking	Cultural capital		
Residential Trip: Spain	Hackney	Disadvantaged	To support the development of Spanish language learning for all students	Awaiting final info	Awaiting final info	Awaiting final info	Awaiting final info
Year 12 France/Spain Work Experience Residential	Hackney	Disadvantaged	To support the development of French or Spanish language learning at A level	Awaiting final info	Awaiting final info	Awaiting final info	Awaiting final info
Alternative Provision: COLAT Apprenticeship Academy	Hackney	Disadvantaged	To support the development of French or Spanish language learning at A level	Pastoral support	Exclusions	Future pathways	
Easter Revision School	Hackney	Disadvantaged	A programme of targeted revision sessions for GCSE & A level students during the Easter holiday	Independent learning			
Aim Higher Saturday School	Hackney	Disadvantaged	To provide targeted intervention sessions for Year 11 students in English, maths and science on Saturday mornings	Attainment	Student attitudes	Student commitment	
Music Tuition: Project Band	Hackney	Disadvantaged	To enable all students in year 7 to access music tuition and learn to play a musical instrument.	Musicianship	Student engagement		
Middle Leaders Residential Training Weekend	Hackney	Disadvantaged	Provide high-quality CPD for key staff members, improving efficacy and increasing staff retention	High quality planning	Formative assessment	Implement new curriculum	

A-Level STEM Tuition	Hackney	Disadvantaged	To provide 1-1 A level tuition in STEM subjects in partnership with Imperial College.	Attainment			
Teaching & Learning Coaching Programme	Hackney	Partnerships	To work with the teaching & learning coach at Newham Collegiate 6th form to develop capacity and efficacy in our T&L team.	Staff support	Staff preparedness		

City Premium Grant 2023-24 Impact Report



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About ImpactEd Evaluation

ImpactEd is a social enterprise that exists to improve pupil outcomes by addressing the evaluation deficit in education. We support schools and education organisations to evaluate their impact, learn from it, and prioritise what is working best to improve outcomes for young people.

ImpactEd is a winner of the 2018 Teach First Innovation Award and the 2020 Fair Education Alliance’s Scaling Award and was named a finalist for ‘Supplier of the Year’ in the Education Resources Awards. We partner with a number of the UK’s leading school groups and education organisations to support high-quality monitoring and evaluation.

How we work



Platform

We use our unique digital platform to make monitoring and evaluation easier and more effective, providing access to reliable measures of impact on both academic and non-academic outcomes, and automating data analysis.



Partnership

We provide a tailored support and training programme that helps partners identify what it is they are trying to improve, how they are trying to do it, and ways in which they might measure this. Our training and ongoing consultation builds staff capacity for research and evaluation.



Impact

Through this process we help our partners – both schools and education organisations – to identify where and how they can make the biggest difference for young people, and prioritise accordingly to achieve the greatest impact.

About this project

In 2023-24 the City Premium Grant funded 117 programmes across the City of London Family of schools. These programmes were funded by three grants:

- 58 projects (50%) were funded by the Disadvantaged Pupils Grant.
- 35 projects (30%) were funded by the Partnerships Grant.
- 24 projects (21%) were funded by the Strategic Grant.

All schools were given access to and training on using ImpactEd Evaluation's School Impact Platform (SIP), where schools bid for the grant funding, evaluate the work they do and write reflections on the outputs, outcomes and impact of this funding on pupils.

This work relates directly to the City of London 2019-2023 strategic priorities by:

- Evaluating and demonstrating the City Corporation's commitment to delivering a **transformative, safe, inclusive and empowering education for all**, by capturing the impact of initiatives on academic achievement and other success measures linked to **positive pupil outcomes now and in the future**.
- Supporting **strategic oversight** of the ESU through **impact evaluation** of the City Premium Grant, ensuring it delivers its commitment to an enriching educational experience

About this report

Data was gathered from a variety of sources on the projects funded by the City Premium Grant. Data collected for the 2023/24 projects shows an increase compared to 2022/23; further expanding data collection would enable deeper insights and more comprehensive analysis of the grants' impact in the future. Where possible and available, existing data from schools was used to streamline evaluation – for example, considering impact on factors such as attainment, behaviour and attendance.

Many projects also used assessments of social and emotional skills. Developed in partnership between City of London and ImpactEd, these assessments use short, pupil-facing questionnaires to understand the impact of programmes on factors such as motivation, self-belief, and team working. The questionnaires used have been shown to have robust links to academic outcomes and educational and career destinations – particularly important because of the City's commitment to social mobility.

This report is designed to give a broad overview of:

- The outcomes and impact of programmes across the family of schools
- The key themes that have emerged in the data collected from 2023-24
- Suggested next steps for ongoing evaluation, both to demonstrate the impact of the grant and to continuously improve the quality of programming to support pupil outcomes

It considers the three City Premium Grants individually, assessing the impact that each grant has had on its beneficiaries. Within each section it outlines in turn: 1) the overall headlines; 2) comparison of the data to benchmarks; 3) analysis by pupil groups, such as by gender and disadvantage.

Executive Summary

Our analysis across the City Premium Grant to date highlights several areas of success for the City of London:

- Statistically significant improvements were noted in pupils' personal development outcomes.
- Positive trends were observed in academic achievement.
- Comparisons to national benchmarks generally showed that CoL pupils reported higher than national levels of social and emotional skills, such as motivation and wellbeing.
- Disadvantaged pupils performed particularly favourably compared to national averages.

1 Overview for Partnerships City Premium Grant

Headlines

- Collaboration around shared priorities in projects funded by the partnership grant saw **statistically significant increases** in pupils' metacognition, motivation, and self-efficacy. These social and emotional skills are robustly linked to academic achievement and long-term life outcomes such as health and employability (Flavell, 1979; Higgins et al., 2016; Gutman & Schoon, 2013; Vallerand, 1997; DeWitz et. al. 2009).
- Decreases were recorded over the same period in pupils' team working and school engagement scores. However, these changes **were not statistically significant**, so could be due to chance or natural variation.
- **Positive changes in academic attainment** were observed. For example, there was a 2.5% increase from predicted grade to GCSE result for Freeman's Easter Revision Programme.

Comparison to benchmarks

- We also conducted benchmarking for these results, looking at how City of London pupils' scores on these measures compared to national averages on social and emotional skills collected over the same time period in our evaluation platform.
- The data for participating pupils is higher than the national average for metacognition (+14%) and motivation (+16.5%); it is even more favourable when compared to national data collected in the summer term of 2023-24 where metacognition is 15% higher and motivation is 23.2% higher than those benchmarks.

Breakdown by group

- **Male pupils experienced greater increases than their female peers** in metacognition, motivation and self-efficacy. The opposite was true for school engagement.

2 Overview for Disadvantaged City Premium Grant

Headlines

- The majority of schools' projects within the Disadvantaged City Premium Grant, aimed at additionality for school-specific priorities, measured attainment. **Statistically significant increases in academic achievement were found.** For example, at COLAI, Y11 pupils participating in residential revision trips, revision workshops and breakfast clubs saw an average increase of 8.3% in English Language. Matched data from 138 pupils contributed to an increase from an average AP1 grade of 3.9, to an average GCSE grade of 4.6.

- Disadvantaged pupils saw greater progress than pupils not receiving free school meals suggesting more positive outcomes for this group targeted specifically by the grant.

Comparison to benchmarks

- Disadvantaged pupils reported wellbeing that was **4% above the national average for disadvantaged pupils** in the summer term of 23-24.

Breakdown by group

- Disadvantaged pupils- those specifically targeted by the grant for this project- reported **wellbeing 1% higher than their non-disadvantaged peers**; nationally, in the summer of 2023/24, wellbeing of FSM pupils was lower than that of non-FSM.



Overview for Strategic City Premium Grant

Headlines

- In Strategic CPG funded projects, where schools collaborate around 5 identified priority areas (including oracy), pupils with pre- and post-programme data saw a 5% average increase in oracy and an 8.3% increase in their oracy confidence. However, these changes were **not statistically significant** and may be due to chance or natural variation.
- Pupils engaging in Oracy-funded projects also saw increases in growth mindset and openness, although sample sizes were too small to test the statistical significance of these findings.
- Youth Voice projects **showed positive signs** of their impact on pupils' confidence to voice opinions, their confidence in oracy and their creativity – evidence that the grant is achieving its stated aims, though small sample sizes should be noted. Team working skills stayed relatively stable over time.

Comparison to benchmarks

- Although small amounts of quantitative data were collected on mental health and wellbeing projects, for those surveyed there were increases in self-reported creativity and wellbeing, both of which were above the national average at the final data point.

Breakdown by group

- Although the sample size was small, the impact on non-Pupil Premium (PP) pupils was higher than that on PP pupils, whose oracy confidence decreased over the time period. However, sample sizes were too small to draw significant conclusions.

Next steps and recommendations

Our recommendations are outlined in further depth at the end of this report. These can be summarised as follows:

- The City of London should **recognise and celebrate** the generally positive trends reported on this report, particularly for partnerships work where there were the largest number of statistically significant improvements in skills linked to long-term life outcomes for children.
- Options for **scaling the most successful projects** spotlighted in this report – for example, Galleywall’s Easter Revision Programme, COLAI’s Year 11 interventions and the 6th Form Readiness Conference– should be explored. In-depth discussions should take place to understand how these projects were implemented and lessons learned for other schools.
- Further work should be conducted to support **consistent data returns and reporting**. Much of this is already underway with updates to school support and training, but the more that can be shared from schools, the richer the insights will be.
- There is a particular interest in measuring **pupil wellbeing**, which was the most selected of different assessments by schools. We would be happy to facilitate additional training for schools on how to use this data to support positive wellbeing cultures.

As we plan ahead to future evaluation of the funded projects, we would recommend implementing the following updates to the methodology:

- Planning for more in-depth **qualitative research**. This would allow us to answer in more depth why positive changes or decreases were seen and ensure that successful projects are celebrated and showcased.
- The usage of **contextual benchmarking**, comparing the experience of City of London pupils to other pupils in London or statistically similar pupils nationally (a form of control group) from ImpactEd’s dataset. This would enable more rigorous impact claims to be made.

Methodology

Data has been gathered from a range of sources to evaluate the outcomes and impact of the work of the City of London Premium Grant project.

1. Quantitative Data Sources

The following types of quantitative data have been collected on the ImpactEd School Impact Platform (SIP):

Academically validated social and emotional questionnaires

These are pupil self-report questions using Likert scales, collected via SIP. Where possible, survey data was collected at the start and end of each programme to show change over time.

These are scales to measure social and emotional skills linked to academic achievement and long-term life outcomes that have been developed and peer reviewed by academic researchers within the fields of education and psychology. We consulted with the City of London to ensure these were mapped to the Fusion Skills framework. These assessments have been developed to ensure:

1. **Predictive validity.** These skills have been shown to be closely related to desirable life outcomes such as educational achievement, employability and earnings potential, or long-term health and life satisfaction. (In psychometrics, predictive validity is the extent to which a score on a scale or test predicts scores on some criterion measure. For example, the validity of a cognitive test for job performance is the correlation between test scores and, say, supervisor performance ratings).
2. **Construct validity.** The measure tests for the skill that it says it does, as defined in the literature.
3. **Test-retest and internal reliability.** The results are similar when tests are repeated, and questions are internally consistent.

A full list of measures used in this report is cited on page 30.

Custom self-report questions

In order to evaluate aspects of specific projects, some customised questions have been used with pupils and staff.

Existing school data

This looks at existing school data from a variety of sources including attainment data, behaviour and attendance data.

2. Qualitative Data Sources

Teacher comments and observations have been drawn from reports and reflections written by staff running programmes across the family of schools.

3. Definitions and Analysis

Statistical significance: where there is a large enough sample size (upwards of 30 matched pupils completing both baseline and final surveys) we have included statistical significance testing using a two tailed paired mean comparison t-test. A result is considered statistically significant if it is unlikely to have occurred by chance: in this report, this is measured by a p-value of ≤ 0.05 .

Please note that statistical significance testing is very sensitive to sample size. In other words, just because a finding is not significant does not mean it was not meaningful. It simply means that we are not able statistically to draw definitive conclusions one way or the other from the data available.

Disadvantaged pupils: for the purposes of this report, we use receipt of free school meals (FSM) as a proxy for pupils facing disadvantage.

4. Limitations

Sample size

Some data sets in this report have small sample sizes due to program focus and data collection challenges. Where possible, outcomes have been grouped to allow broader analysis, but small samples should be interpreted cautiously. While they may not support wider conclusions, they reflect individual pupil changes. A sample size of 20-30 pupils is ideal, but smaller groups can still offer valuable insights into specific pupil outcomes.

School data

School attendance, behaviour, and attainment data should be interpreted carefully, alongside schools' reflections. Differences in how schools measure these factors should be considered. Additionally, the national attendance issue this year means attendance data must be viewed in that broader context.

Key Findings

The City Premium Grant is an annual grant to City Corporation’s sponsored academies, and special grants around strategic and partnership projects across the Family of Schools. The City Premium Grant is to support ‘additionality’ to the education offer of schools.

In this section we analyse the key findings in turn for:

1. Partnership City Premium Grant
2. Disadvantaged City Premium Grant
3. Strategic City Premium Grant

1) Partnership City Premium Grant

Total projects: 35
Total pupils directly supported: 8630
Total cost: £429,965
Average cost per project: £12,285

Projects funded by the Partnership Grant must involve two or more schools and their aim can be to address particular skills, issues, needs, priorities, subject/s, learning phase/s, projects, staff development goals, youth generated learning and curriculum goals.

This section summarises the overall findings for the Partnership CPG, followed by spotlights of Galleywall’s Easter Revision project and the Family of Schools’ Sixth Form Readiness Conference.

Headlines

Key Finding One: Pupils in partnership grant projects saw statistically significant increases in metacognition, motivation and self-efficacy.

Across these projects we measured through pre and post-questionnaires:

- Metacognition: pupils' ability to think explicitly about their own learning (“learning to learn”)
- Motivation: pupils' inherent enjoyment or interest in a task
- Self-efficacy: pupils' belief in their ability to achieve tasks in the future

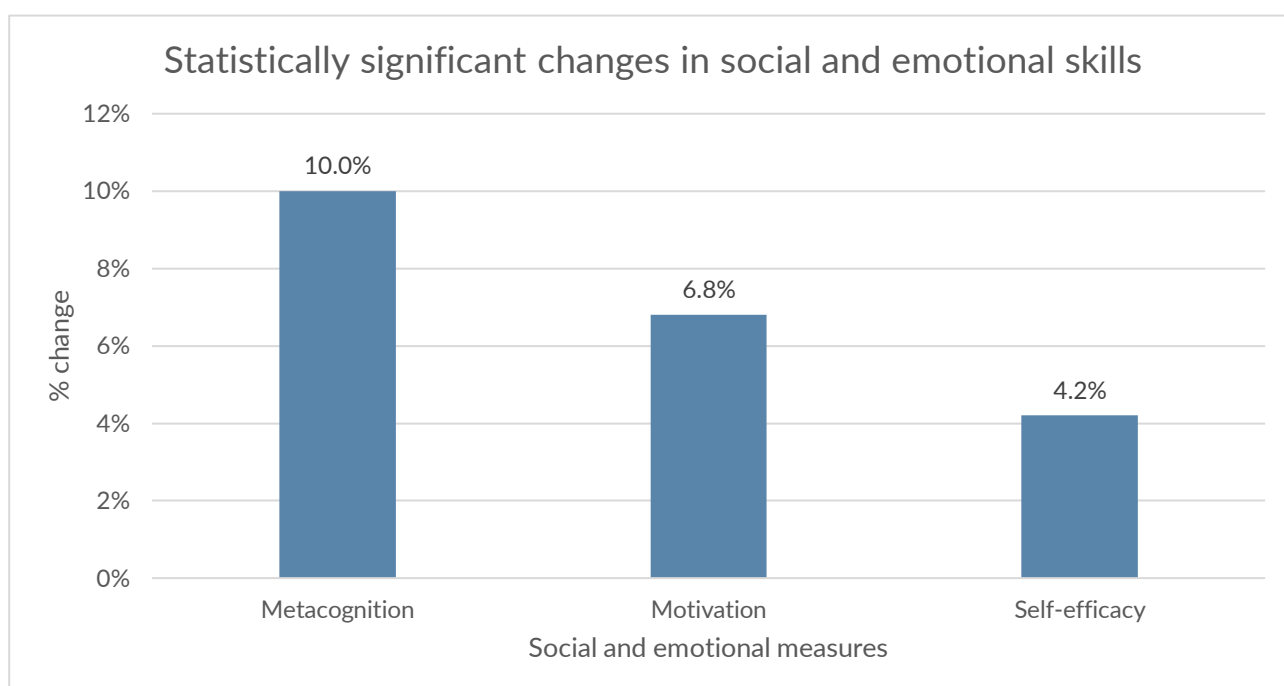
Participating pupils saw increased average metacognition (+10%), motivation (+6.8%), and self-efficacy (+4.2%) over the course of their respective projects. These increases were all statistically significant ($p < 0.05$).

A p-value is a measure of the probability that an observed result could have occurred by chance alone. The lower the p-value, the greater the statistical significance of the observed difference. Typically, a p-value of less than 0.05 indicates that the change was statistically significant. A p-value of higher than 0.05 is not statistically significant.

These findings are particularly important as:

- Metacognition is strongly associated with academic progress and is related to a range of other skills required for learning. It enables pupils to develop strategies to plan, monitor, and evaluate their learning (Flavell, 1979; Higgins et al., 2016).
- Intrinsic motivation has positive effects on academic performance, encouraging high-quality learning and creativity (Gutman & Schoon, 2013; Vallerand, 1997).
- Self-efficacy is correlated with higher academic achievement and persistence, and also contributes to pupil wellbeing. (Gutman & Schoon 2013, DeWitz et. al. 2009).

As such, statistically significant increases in these areas indicate both short-term and potential longer-term benefits to pupils when participating in Partnership Grant-funded projects.



Key Finding Two: Decreases were recorded over the same period in pupils’ team working and school engagement scores. However, these changes were not statistically significant.

Decreases were recorded over the same time period in average pupil team working (-7.7%) and school engagement (-3.1%) scores in matched pupils and further consideration of these reductions in social and emotional skills for these pupils is recommended. These were tested and found not to be statistically significant decreases.

Pupils’ oracy scores collected at baseline for Partnership Grant funded projects were above the national average but saw a reduction of 4.5% in matched pupils over the course of the projects. However, pupils’ confidence in oracy saw a marginal increase over the course of the year in matched pupils of 0.6%.

Key Finding Three: Positive changes in academic attainment were observed.

As well as changes in social and emotional measures, schools have also reported improvement in attainment of pupils that have participated in Partnership Grant-funded projects.

For example, pupils participating in the Easter Revision Programme at Freeman’s saw an average increase of 2.5% between their school predicted grade and their eventual GCSE result. However, on

the same project, pupils' eventual English Language GCSE results were 3.7% down on their predicted grades (although there was a small sample size here of only 9 pupils).

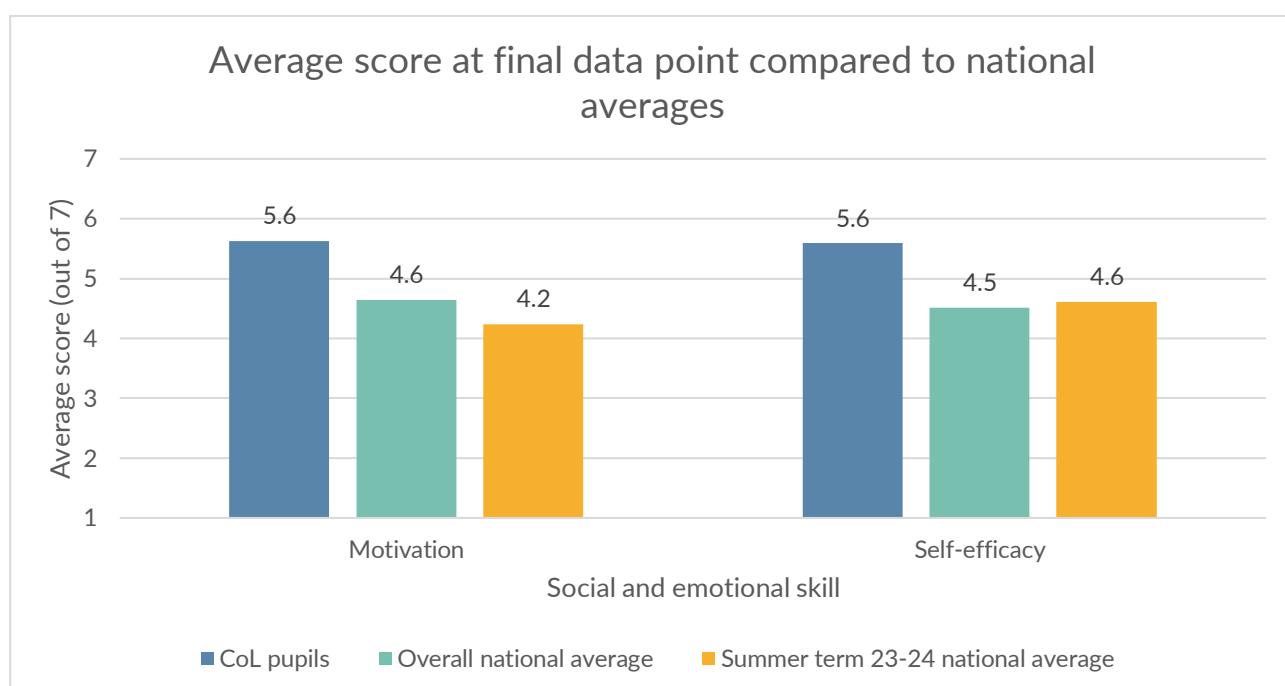
Pupils at Redriff participating in Mitigating the Reading Gap for Disadvantaged Pupils reported an average increase of 14% in teacher assessed reading scores between the two time points.

Comparison to benchmarks

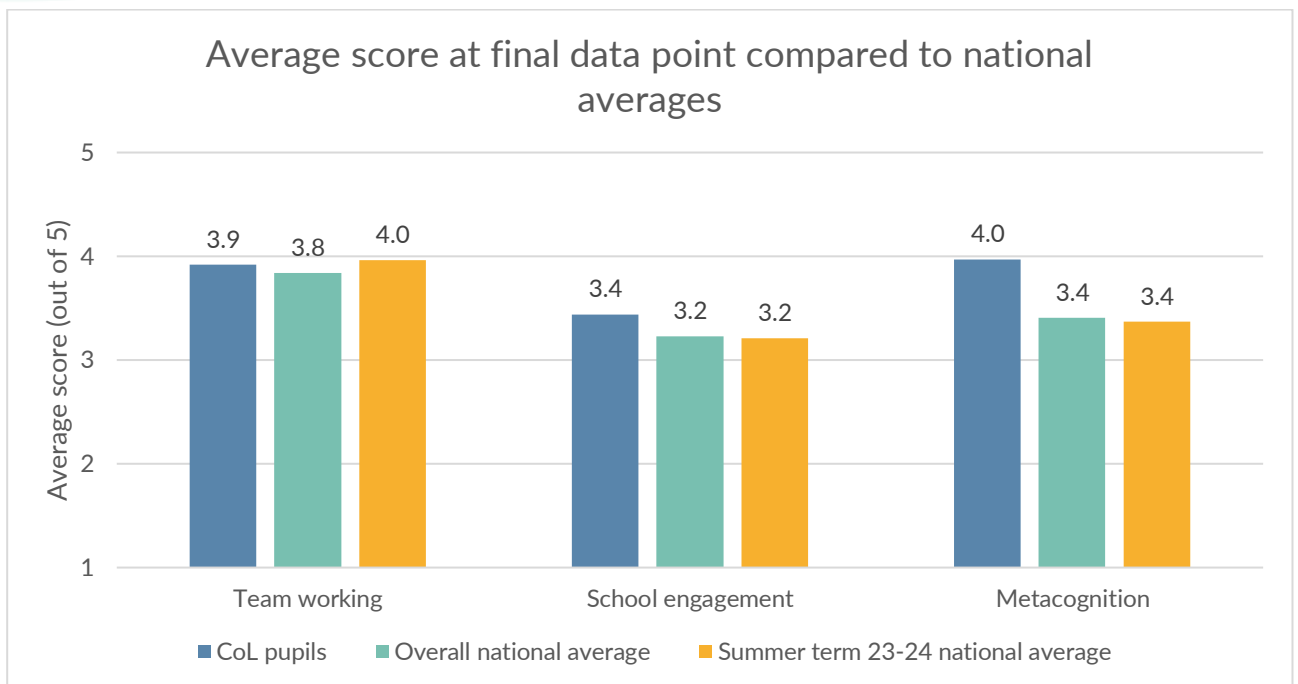
Using ImpactEd Evaluation's national dataset from over 200,000 pupils nationally, it is possible to compare pupils' responses to the overall national average for these measures, as well as the most recent averages recorded in these measures by pupils in England (for the purposes of this comparison, data collected nationally in the summer term of 2023/24).

Key Finding Four: Data for Partnership CPG-funded projects shows stronger results in metacognition and motivation when compared to national averages.

Although the data collected at the final data point is higher than the national average for all surveyed social and emotional skills, metacognition (+14%) and motivation (+16.5%) are the skills where the difference is greatest; it is even more favourable when compared to national data collected in the summer term of 2023-24 where metacognition is 15% higher and motivation is 23.2% higher than those benchmarks.



Teamworking skills of pupils at the final data point were 2.5% above the national average, but 2.5% below the national average for pupils in the summer term of 2023-24. School engagement of pupils was 5% above both the national average, and the national average from the summer term.



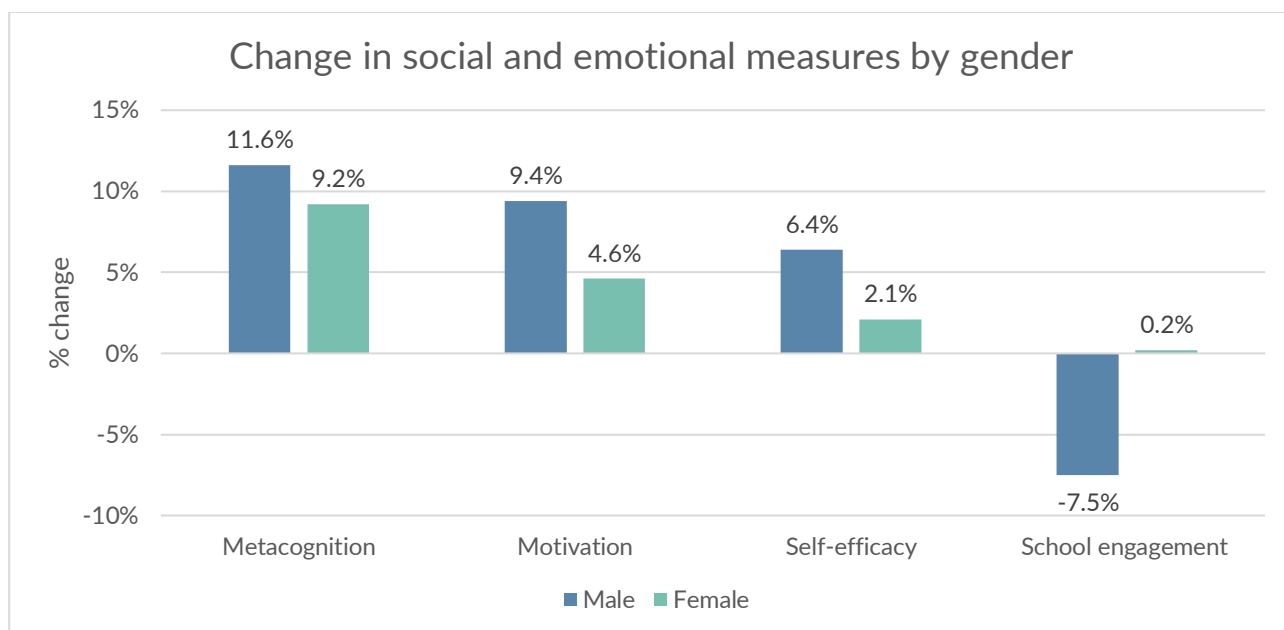
Breakdown by group

Key Finding Five: Male pupils experienced greater increases than their female peers in metacognition, motivation and self-efficacy. The opposite was true for school engagement.

Whilst both male and female pupils experienced positive changes to social and emotional measures, male pupils experienced more favourable outcomes than their female peers in metacognition, motivation and self-efficacy.

In contrast, in school engagement, where there was an average decrease in all pupils of 3.1%, it was males who experienced the least favourable outcomes. Female school engagement remained stable across the projects (+0.2%), whereas the school engagement of male pupils decreased by 7.5%. Further investigation into the relative experiences of funded projects' impact on male and female participants is recommended.





Summary of Key Findings: Partnership City Premium Grant

1. Collaboration around shared priorities in projects funded by the partnership grant saw statistically significant increases in their metacognition, motivation, and self-efficacy
2. Decreases were recorded over the same period in pupils' team working and school engagement scores. However, these changes were not statistically significant.
3. Positive changes in academic attainment were observed.
4. Data for Partnership CPG-funded projects shows stronger results in metacognition and motivation when compared to national averages.
5. Male pupils experienced greater increases than their female peers in metacognition, motivation and self-efficacy. The opposite was true for school engagement.

Below, we spotlight the impact of two projects funded by the Partnerships City Premium Grant: of Galleywall's Easter Revision project and City of London School's Family of Schools' Sixth Form Readiness Conference.

Spotlight: Easter Revision at Galleywall Primary School

Galleywall and Redriff collaboratively ran a three-day Year 6 revision course in small groups during the Easter break. Sessions were targeted at children with Pupil Premium, vulnerable children and children at risk of not meeting their predictions.

A key outcome measured was test anxiety. Test anxiety is concerned with pupils' emotional responses to tests (Pintrich and De Groot, 1990). Greater levels of test anxiety can result in worse performance in exams.

Test Anxiety (primary) >>

Monitoring

Dates 1

Baseline
14 pupils

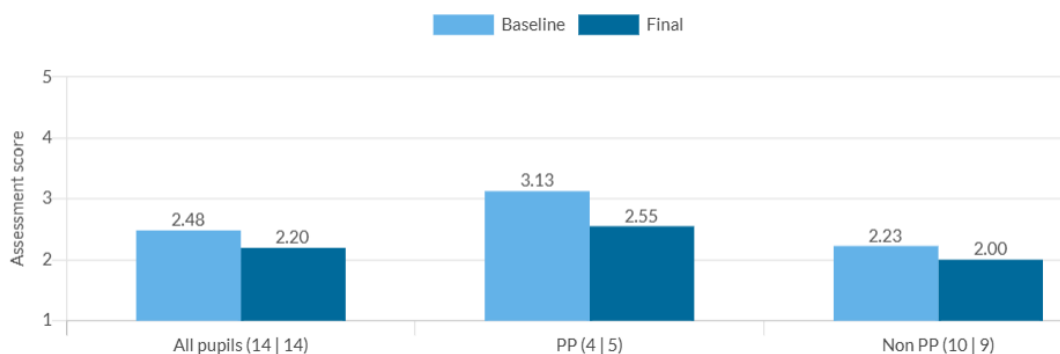
2.48_{/5}

-0.15 from national average (all pupils)

Final
14 pupils

2.20_{/5}

-0.43 from national average (all pupils)

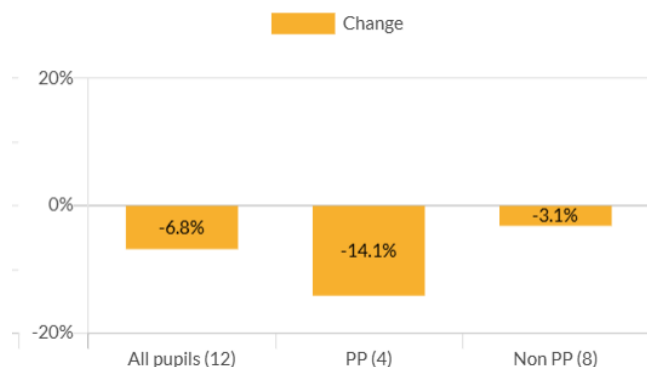


Overall change

For 12 pupils with baseline & final

6.8% ↓

[Guidance on change scores](#)



Participating pupils reported an average decrease of 6.8% in their test anxiety over the course of the project. As test anxiety is an inversely scored measure, this is a positive outcome for participating pupils.

Although the sample size was small, the effect on the test anxiety of those pupils with Pupil Premium (PP) was particularly strong: PP pupils' test anxiety decreased by 14.1%.

This represents a strongly positive outcome of the project.

Spotlight: Family of Schools' Sixth Form Readiness Conference

City of London School hosted a post-GCSE event for approximately 60 pupils. The day featured workshops on successful Sixth Form transition, independent learning, and post-18 study options, including a pupil panel sharing insights. The event targeted high ability Pupil Premium students, aiding their transition to A Level study and post-18 planning.

Pupils that attended the Sixth Form Readiness Conference were asked to complete a short survey at the end of the day.

This survey required pupils to respond to ImpactEd's academically validated measure of motivation. Intrinsic motivation has positive effects on academic performance, encouraging high-quality learning and creativity (Gutman & Schoon, 2013; Vallerand, 1997).

Participating pupils' reported motivation was 16.8% above the national average, suggesting the positive relation the event may have had to this social and emotional outcome.

In addition, surveys revealed that 90% of attendees felt that, as a result of the event, they felt better prepared for 6th form and when asked what they had learnt during the day, they responded with comments such as, "how to stay motivated", "how to study and revise effectively", and "the importance of networking".



2) Disadvantaged City Premium Grant

Total projects: 58
Total pupils directly supported: 16,109
Total cost: £1,445,605
Average cost per project: £29,924

Projects funded by the Disadvantaged City Premium Grant are only available to City of London academies and the amount is based on the number of pupil premium or equivalent (PP) pupils in each sponsored academy. The majority of data collected for projects funded by the Disadvantaged City Premium Grant was attainment data, but data on social and emotional skills was also collected by some schools.

Headlines

Key Finding One: There were statistically significant increases in attainment of participating pupils.

Increases were seen in academic achievement in participating pupils. For example, at COLAI, where Y11 pupils participating in residential revision trips, revision workshops and breakfast clubs, pupils reported a statistically significant 8.3% average increase in English Language grades. Matched data from 138 pupils contributed to an increase from an average AP1 grade of 3.9, to an average GCSE grade of 4.6.

Breakdown by groups

Key Finding Two: Disadvantaged pupils saw greater progress than pupils not receiving free school meals.

In the same project at COLAI, FSM pupils recorded a higher percentage increase (8.7%) in their English language attainment than their non-FSM peers over the course of the intervention, suggesting the particularly positive impact of these interventions for targeted disadvantaged pupils.

Comparison to benchmarks

Key Finding Three: Disadvantaged pupils reported wellbeing that was 4% above the national average for disadvantaged pupils in the summer term of 23-24.

Across these projects we measured wellbeing and creativity through pre- and post-questionnaires:

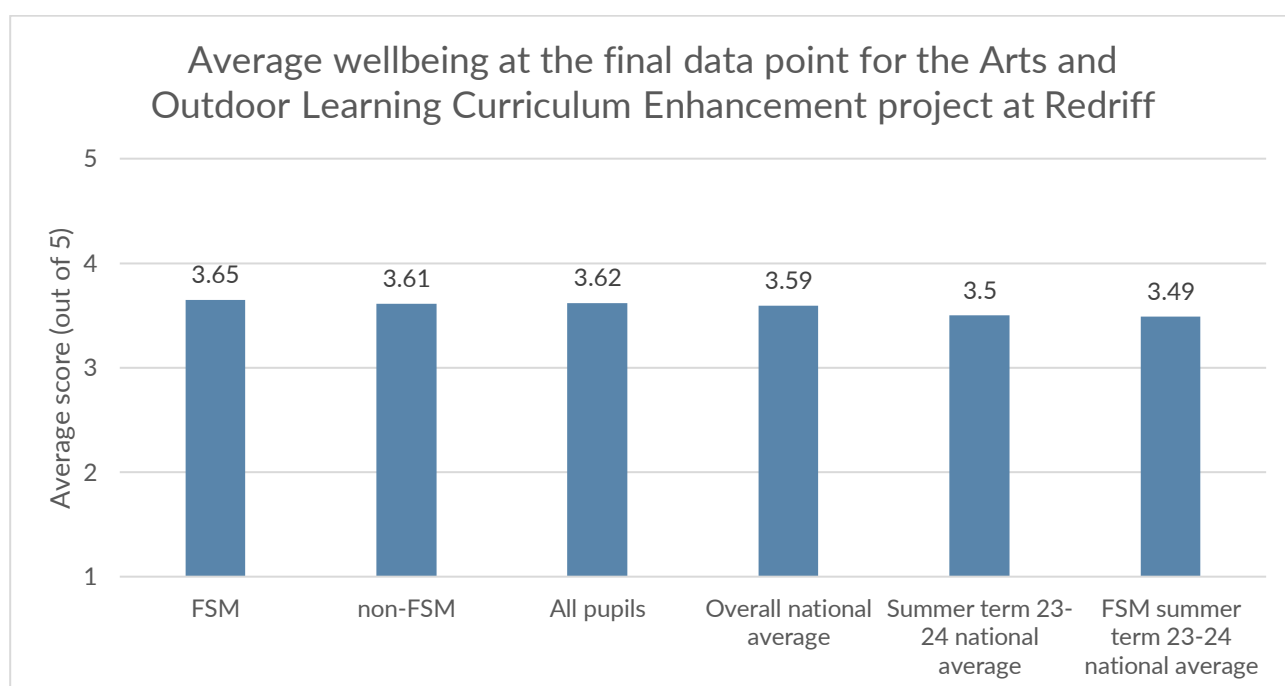
- Wellbeing - a state in which individuals thrive and flourish
- Creativity - being imaginative and generating new ideas

At Redriff, pupils who took part in the Arts and Outdoor Learning Curriculum Enhancement project responded to ImpactEd's academically validated pupil self-report surveys to measure their wellbeing at the end of the programme (baseline data was not collected), with positive results. Disadvantaged pupils reported wellbeing that was 4% above the national average for disadvantaged pupils in the summer term of 23-24.

In another project, decreases were seen in reported wellbeing (5.4%) and creativity (6.5%) for pupils participating in the Instrumental Programme for KS3. However, this was with a small sample size of 28 matched pupils, so these results may be due to natural variation.

Key Finding Four: Disadvantaged pupils reported wellbeing 1% higher than their non-disadvantaged peers.

At Redriff, disadvantaged pupils (FSM) reported wellbeing that was 1% higher than their non-FSM peers and 1.5% above the national average for this measure. Benchmarking allows us to additionally compare participating pupil wellbeing with both the national average for all pupils during the summer term of 23/24, but also FSM pupils during that term. This makes the comparison more favourable, with all pupils' wellbeing 2.8% higher than the contextual average for summer 23-24, and FSM pupils' average score 4% higher than the contextual average for FSM pupils in the summer term of 23/24.



Summary of Key Findings: Disadvantaged City Premium Grant

1. The majority of schools' projects within the Disadvantaged City Premium Grant, aimed at additionality for school-specific priorities, measured attainment. Statistically significant increases in academic achievement were found
2. Disadvantaged pupils saw greater progress than pupils not receiving free school meals.
3. Disadvantaged pupils reported wellbeing that was 4% above the national average for disadvantaged pupils in the summer term of 23-24.
4. Disadvantaged pupils reported wellbeing 1% higher than their non-disadvantaged peers.

Below, we spotlight the impact of two projects funded by the Disadvantaged City Premium Grant: COLAI's Year 11 interventions and Highgate Hills' Reading Incentive Programme.

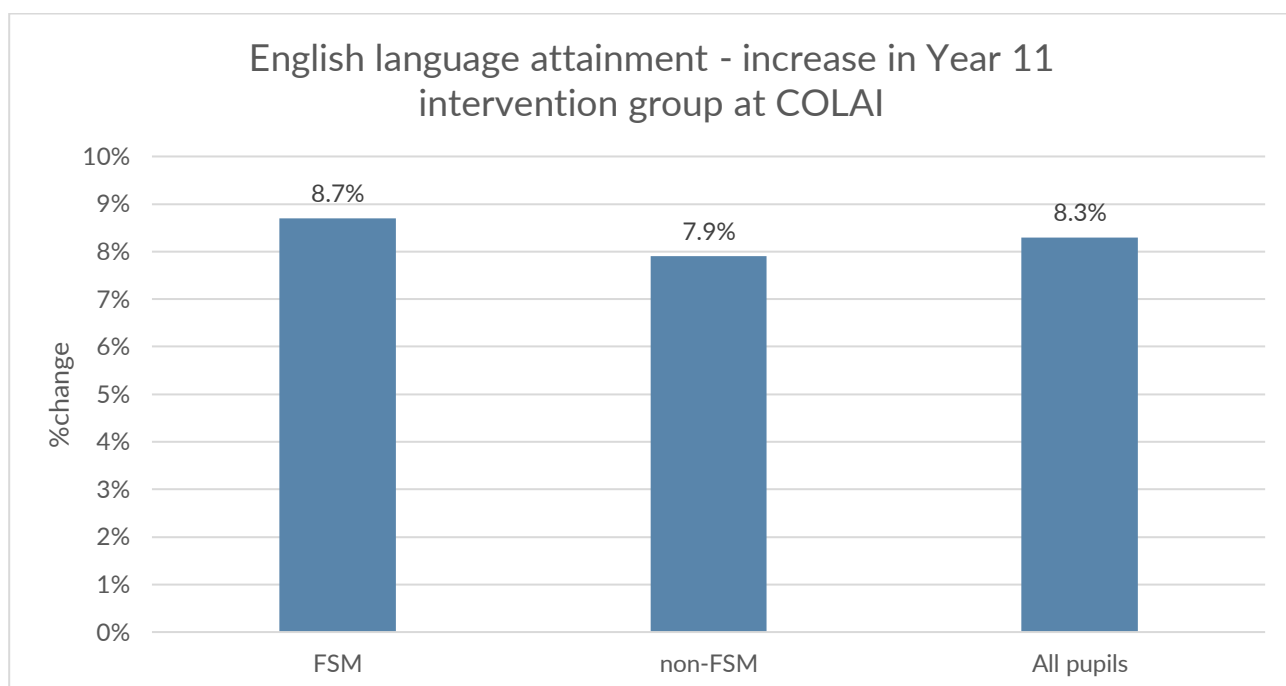
Spotlight: COLAI Year 11 intervention

City of London Academy Islington aimed to improve students' engagement with their academic studies and ensure they have the resources and skills to be successful in their examinations. A number of interventions for COLAI's examination year groups were funded, including intervention classes, residential trips, revision workshops and breakfast clubs.

These all aim to improve the academic outcomes of the students and the progress they have made relative to their starting points.

Matched data from 138 pupils showed a statistically significant 8.3% increase from an average English Language AP1 grade of 3.9 before the intervention, to an average English Language GCSE grade of 4.6.

FSM pupils recorded a higher percentage increase (8.7%) in their English language attainment than their non-FSM peers over the course of the intervention, suggesting the positive impact of these interventions, particularly for disadvantaged pupils.



Spotlight: Highgate Hill - Reading Incentive Programme

The aim of the project was to continue to develop and enhance the reading for pleasure ethos, making reading meaningful, enjoyable and expanding the ‘real readers’ culture already embedded at COLAHH.

Students embarked on a reading journey through community recognition with the ‘National and Islington Borough’ aspect of the reading road map, a link to particular locations within the choice of genres, each representing reading level challenge in support of student developmental and experiential learning, which will enhance literacy skills across the curriculum subject areas.

Confidence in Reading

Competency

Dates 1

Baseline
26 pupils

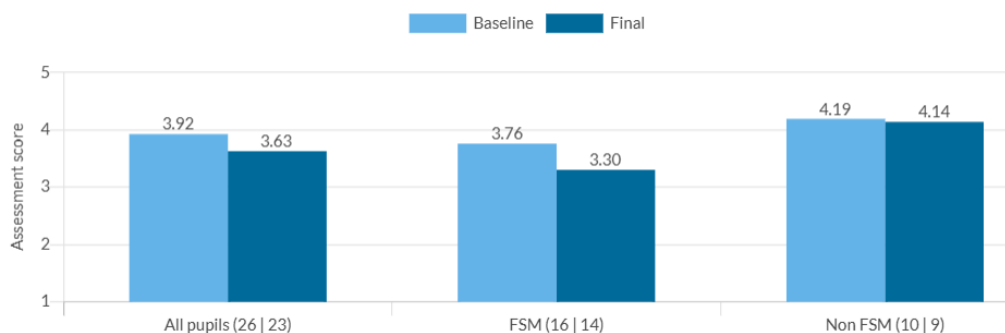
3.92_{/5}

+0.54 from national average (all pupils)

Final
23 pupils

3.63_{/5}

+0.24 from national average (all pupils)

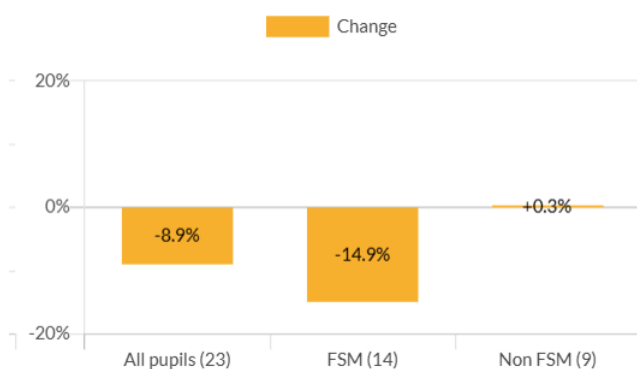


Overall change

For 23 pupils with baseline & final

8.9%↓

Guidance on change scores



Whilst average scores at the final data point for confidence in reading were 6% above the national average, confidence in reading decreased by 8.9% over the course of the programme in matched pupils. This was higher for disadvantaged pupils, though small sample sizes should be taken into account.

It is possible that as the programme was largely reaching more confident than average readers, its potential to make a positive impact was more limited. The targeting of this project could be reviewed in future.

3) Strategic City Premium Grant

Total projects: 24

Mental Health and Wellbeing – 4 projects

Oracy – 6 projects

Youth Voice – 5 projects

Parental Engagement – 1 project

Environmental and Outdoor Learning – 8 projects

Total pupils directly involved: 2869

Total cost: £462,984

Average cost per project: £19,290

The Strategic City Premium Grant is linked to a core general priority identified across all the Family of Schools (including academies, schools and independent schools) and directly linked to the tripartite group of strategies. Projects had a focus of either: Mental Health and Wellbeing, Oracy, Youth Voice, Parental Engagement or Environmental and Outdoor Learning.

Whilst data collection was not consistent across all projects, social and emotional data was collected to measure pupils’ oracy, wellbeing and teamwork.

Headlines

Key Finding One: Pupils with pre- and post-programme data saw a 5% average increase in oracy and an 8.3% increase in their oracy confidence.

Across these projects we measured oracy and oracy confidence through pre and post-questionnaires:

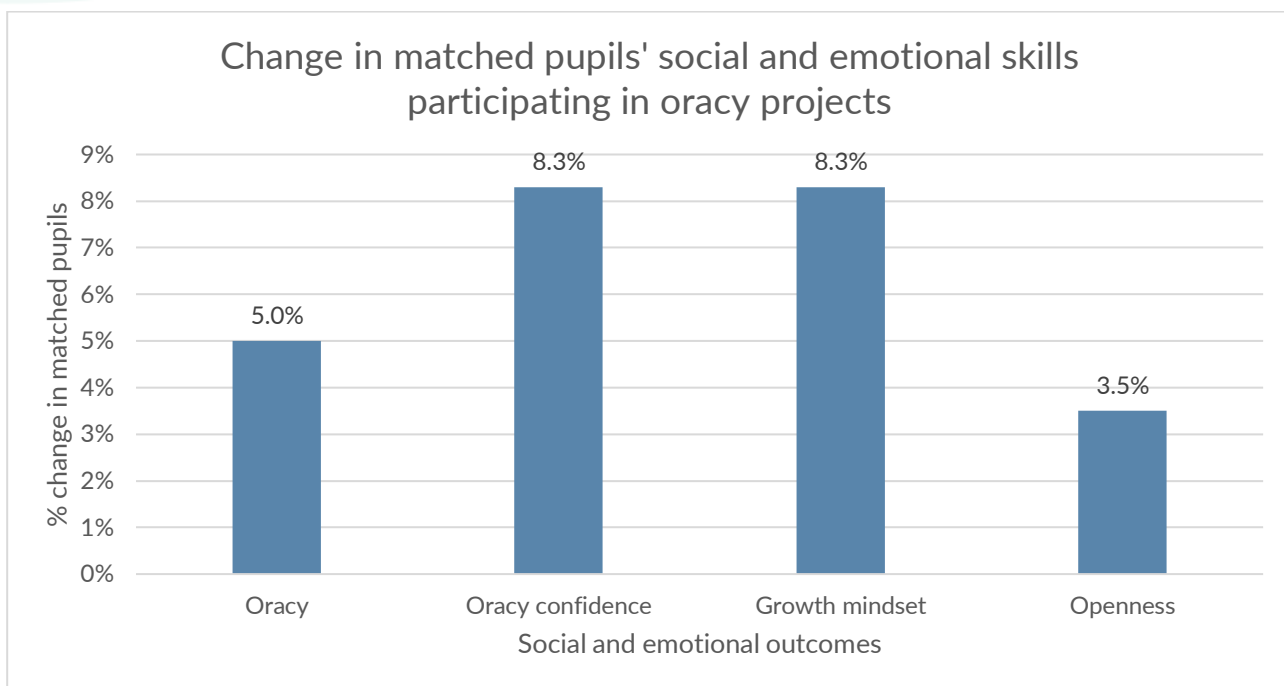
- Oracy - pupils’ ability to explain, use grammar, use new words, speak and understand
- Oracy confidence - a custom measure that examines pupils’ confidence in oracy

Matched pupils taking part in projects funded by the Oracy strand of the Strategic City Premium Grant reported an average increase in their oracy of 5% over the time period. Their oracy confidence increased by 8.3%. These changes were not statistically significant so may be due to natural variation.

Key Finding Two: Pupils engaging in Oracy-funded projects saw increases in growth mindset and openness.

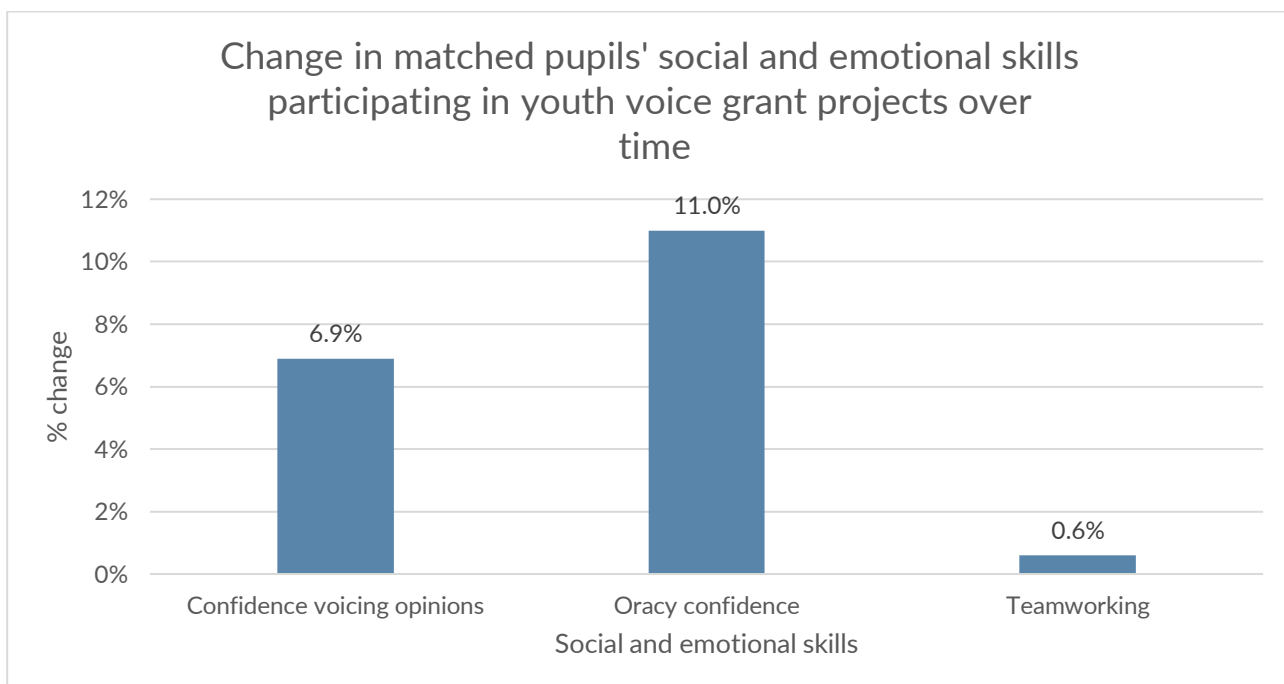
- Growth mindset – a belief that your skills and intelligence are things that you can develop through effort
- Openness - the tendency to be open to new academic, cultural, or intellectual experiences

Matched pupils engaging in projects funded by the Oracy strand of the Strategic Grant saw increases in growth mindset (+8.3%) and openness (+3.5%) in matched pupils. Sample sizes were too small to test the statistical significance of these findings.



Key Finding Three: Youth Voice projects showed positive signs of their impact on pupils' creativity, their confidence to voice opinions and their confidence in oracy.

Projects funded by the Youth Voice strand of the Strategic Grant reported an increase, on average, in pupils' confidence to voice opinions (+6.9% in matched pupils), and their confidence in oracy (+11%). Participating pupils' team working skills did not see the same improvements, staying relatively stable between the timepoints (+0.6%).



Although little data was collected on projects that were funded by the Mental Health and Wellbeing strand of the Strategic Grant, there were positive signs in creativity, where the small number of pupils surveyed responded with data that showed creativity (+17.8%) and wellbeing (+18.5%) were above the national average at the final data point (matched pupil data was not available).

Comparison to benchmarks

Key Finding Four: There were increases in creativity and wellbeing in pupils taking part in mental health and wellbeing projects, being above national average by the final data point.

No data was collected in the one project funded by the Parental Engagement strand of the Strategic Grant, but positive social and emotional data was collected in projects funded by the Environment and Outdoor Learning funding strand.

In those projects, pupils' wellbeing was 5.5% above the national average by the final data point (no matched pupil data was available to report changes in these measures over time).

Breakdown by groups

Key Finding Five: The impact on non-Pupil Premium (PP) pupils was higher than that on PP pupils, whose oracy confidence decreased over the time period.

Although the sample size was small, the impact on non-PP pupils (+14.3%) was higher than that on PP pupils, whose confidence in oracy decreased by 16.7% over the time period. However, sample sizes were too small to draw definitive conclusions.

Summary of Key Findings: Strategic City Premium Grant

1. In Strategic CPG funded projects, where schools collaborate around 5 identified priority areas (including oracy), pupils with pre- and post-programme data saw a 5% average increase in oracy and an 8.3% increase in their oracy confidence.
2. Pupils engaging in Oracy-funded projects saw increases in growth mindset and openness, though sample sizes were too small to test statistical significance.
3. Youth Voice projects showed positive signs of their impact on pupils' creativity, their confidence to voice opinions and their confidence in oracy.
4. There were increases in creativity and wellbeing in pupils taking part in mental health and wellbeing projects, both of which were above the national average at the final data point.
5. The impact on non-Pupil Premium (PP) pupils was higher than that on PP pupils, whose oracy confidence decreased over the time period. However, sample sizes were too small to draw significant conclusions.

Below, we spotlight the impact of two projects funded by the Strategic City Premium Grant: Family of School's Inspirational Collaborative Conference and Redriff's Embedding Tackling Play Poverty Through Partnership project.

Spotlight: Family of Schools Inspirational Collaborative Conference

'Re-Imagining our Future':

Students were inspired and challenged in a series of dynamic sessions led by leaders in the field at a conference hosted by City of London School.

Working collaboratively in mixed school tables of 10, pupils explored the ideas presented by inspiring speakers, such as Rachel Sylvester of the Times Commission on Education, Will Gompertz, director of the Barbican and Camilla Cavendish, FT journalist and former head of Number 10 Policy Unit.

The aim was to encourage young people to work collaboratively and to grapple with some of the major issues facing their futures, and to gain confidence to articulate, challenge and extend their thinking.

At the end of the event, pupils were asked to complete a short survey and 94.6% of pupils stated that they enjoyed the day, with 71.6% of pupils stating that the conference helped them understand some of the major issues facing the world today.

When asked specifically what they had learned, pupils stated that they had learned “about the significant impact that AI will have on the future”, “the key changes that’ll take place in the transport industry and working industry along with the expected changes to education and how all these factors make up the structure of London as a thriving city” and when asked to describe the conference in 3 words, pupils chose terms such as, “inspiring”, “thought provoking”, “interesting”, “interactive”, and “informative”.



Spotlight: Environmental and outdoor learning – Embedding Tackling Play Poverty Through Partnership

Galleywall and Redriff worked with Opal (a specialist play organisation) to continue to significantly improve their play offer. They worked in partnership to develop their play offer including collaborative planning, development and reviewing across the year, as well as the sharing of successes and challenges, resources and learning.

As well as giving them heightened confidence, the project aimed to support children's behaviour across the school which in turn would impact positively on learning that happens within the classroom.

A sample of pupils completed wellbeing surveys at the end of the project, reporting wellbeing that was 5.5% above the national average. Contextual benchmarking revealed that, compared to average national wellbeing recorded specifically in the summer term of 23/24, participating pupils were 7.8% above the national average.

Well-being refers to a state in which individuals thrive and flourish, including contentment and overall sense of purpose as well as day-to-day happiness (Huppert, Baylis, & Keverne, 2004). Although baseline data was not collected to support change in wellbeing over time, this wellbeing data reflects positively on the impact of the project.

The same survey revealed 80% of pupils agreed or strongly agreed with the statement, "I enjoy school playtimes" and only 13% of pupils disagreed with the statement, "The adults at school help us to have a great playtime" at the end of the programme.

Next steps and recommendations

As outlined in the introduction, effective evaluation of funding is key to the City of London strategic priorities by supporting commitment to educational excellence, helping assess the impact of personal development and wellbeing activities, and ultimately supporting the implementation and measurement of educational projects.

Programme next steps

Our analysis to date indicates a number of areas that the City of London can celebrate and build on:

- There were several **statistically significant improvements** in relation to personal development outcomes and the work of the Partnerships Grant.
- There were also positive trends in relation to **academic achievement**, for example in revision programmes and Year 11 interventions.
- Comparisons to **national benchmarks** were generally favourable, with CoL pupils often being more likely to report higher levels of social and emotional skills such as motivation or wellbeing. Disadvantage gaps in this data were also favourable for CoL pupils relative to national averages.

In particular, the City of London should consult with schools to consider **options for scaling** the most successful projects spotlighted in this report – for example, Galleywall’s Easter Revision Programme, COLAI’s Year 11 interventions and the 6th Form Readiness Conference. In-depth discussions could take place to understand how these projects were implemented and lessons learned for other schools.

It is also worth noting that there is a particular interest from schools in **measuring pupil wellbeing**, which was the most frequently selected of the different assessment measures. We would be happy to facilitate additional training for schools on how to use this data to support positive wellbeing cultures within their settings.

There are also a number of areas for further investigation:

- **Gender gaps** were notable on some programmes, and a review of this on a project level to understand if males and females needs are being equally met may be beneficial.
- **More consistent data collection**, particularly of both pre and post data, would help to substantiate findings and provide further rigour.

Evaluation next steps

Building on the above areas, we would recommend the following for enhancing the quality of the strategic evaluation that CoL undertakes:

- **Embedding school support for data collection.** Revisions made for this second year of the evaluation resulted in higher data returns. To further increase the quality of data collected, we are supporting schools in choosing an effective sample and focusing more selectively on the projects benefiting from in-depth evaluation. Support from CoL in embedding this effectively would be highly valued.

- **Ensuring accessibility.** We have updated measures to include symbol-supported questionnaires, ensuring that surveys can be accessed by a wide range of reading levels. Feedback on these tools as they are implemented would be beneficial.
- Planning for more in-depth **qualitative research.** For example, interviews could take place with staff or young people to reflect on their experiences, which could be triangulated with quantitative data. This would allow us to answer in more depth *why* positive changes or decreases were seen, to inform programmes and to celebrate and showcase project successes.
- The usage of **contextual benchmarking.** This report included national benchmarks, broken down by relevant time period for the measures used. For future evaluations, it could be possible to take this one step further by comparing the experience of City of London pupils to other pupils in London or statistically similar pupils nationally (a form of control group) from ImpactEd's dataset. This would enable more rigorous impact claims to be made

In reviewing the 2023-24 CPG data, we can begin to see patterns and trends emerge in the data that can help to inform the Education Board about how funding can be used effectively to support pupils facing the most disadvantage.

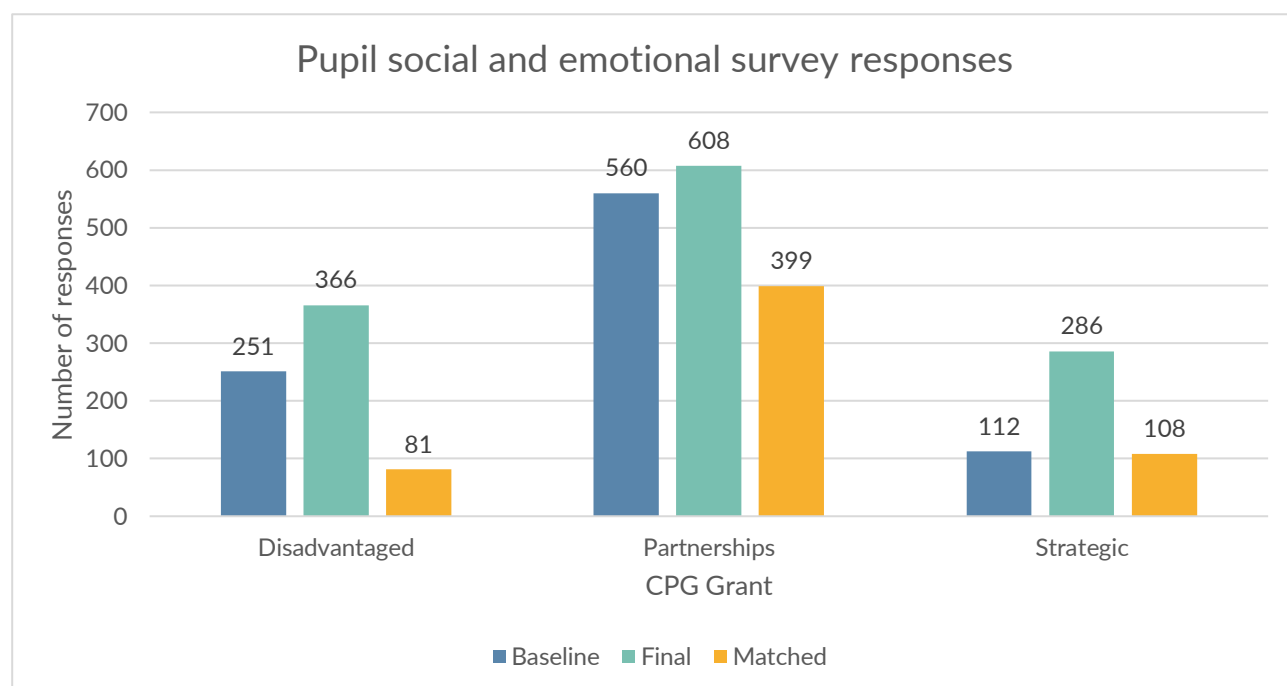
It will also provide support for schools as they think about the best programmes to bid for, and how to ensure that funding is spent to maximise outcomes. As this evaluation becomes embedded, we should see this body of evidence of effective practice grow, enabling sharing of best practice, refinement of programmes and evidence-based reflection as part of programme delivery.

Appendix 1: Trends in measures used

Which were the most popular social and emotional outcomes by City Premium Grant strand?

Pupils registered 2183 responses to our surveys across all CPG-funded projects in 2023-24. Of that, 923 were baseline surveys (before the activity), and 1260 were final surveys. There were 588 matched pupil responses (where the same pupil completes both baseline and final data points).

The graph below shows the total number of baseline, final and matched pupils from each of the three funding streams.



Where data is unmatched, we can compare it to national and contextual averages, but to see changes in social and emotional skills in pupils over the course of their projects, matched data is required. A further commitment to collecting matched data next year is recommended.

The most surveyed measure across all CPG-funded projects was wellbeing, with 370 responses to the primary and secondary wellbeing measure (combined). Problem solving, self-efficacy and oracy were the other most responded-to measures.

The table below shows the three measures that received the most responses in each funding strand.

Partnerships	Problem solving	Oracy	Motivation
Disadvantage	Wellbeing	Creativity	Growth Mindset
Strategic	Oracy	Wellbeing	Teamwork

Appendix 2: Social & Emotional Measures

Programme leads selected from a variety of social and emotional measures, depending on the outcomes and impact they wanted their programme to have. Schools also asked some customised questions relevant to their settings.

The key measures highlighted in this report are set out below.

Mental Health and Wellbeing measures

Wellbeing Wellbeing refers to a state in which individuals thrive and flourish, including contentment and overall sense of purpose as well as day-to-day happiness.

The measure of wellbeing used in this research programme (WEMWBS) is a self-report scale designed to measure wellbeing in UK populations and has also been validated for use with school pupils (Clarke et al., 2011). Its items have high internal consistency, at above 0.7 (Clarke et al., 2011).

Test Anxiety Test anxiety is concerned with pupils' emotional responses to tests (Pintrich and De Groot, 1990). Greater levels of test anxiety can result in worse performance in exams.

Test anxiety has been positively associated with meta-cognition and self-regulation (Pintrich and De Groot, 1990). However, test anxiety has also been shown to result in lower test scores (Cassady & Johnson, 2001). The impact of test anxiety on motivation is mixed, with some studies indicating that test anxiety increases persistence, and other studies showing that it decreases persistence (Benjamin et al., 1981; but also see Hill & Wigfield, 1984).

Anxiety Anxiety is a feeling of worry or fear that is experienced as a combination of physical sensations, thoughts or feelings. Feelings of anxiety are associated with significant negative outcomes, including impaired academic, social and health functioning (Reardon & Spence, 2018).

The measure used in this research programme (GAD-7), is a short scale of 7 items, which assesses the severity of generalised anxiety disorder. It has shown excellent internal consistency (Spitzer et al., 2006) and has been validated for primary care patients, the general population as well as with adolescents.

Oracy Measures

Oracy This looks at key skills such as pupils' ability to explain, use grammar, use new words, speak and understand. The measure was developed in partnership with Voice21*.

Confidence in Oracy This is a custom measure that examines pupils' confidence in oracy.

Other Key measures

* <https://voice21.org/membership-2/>

Creativity	Being imaginative and generating new ideas. Creativity is the complement to Problem Solving, and is about generating innovations or ideas which can then be honed through the problem-solving process.
Reading confidence	This survey measures pupils' confidence in their own ability to read well, both when they are reading on their own and out loud.
Growth Mindset	<p>Growth mindset is a belief that your skills and intelligence are things that you can develop through effort. Pupils with a greater level of growth mindset will tend to embrace challenge and judge success by being about how much they stretch themselves, not just what they achieve (Dweck, 2008).</p> <p>Students with a growth mindset think of their ability as something that they can develop through effort, practice and instruction. They don't believe that everyone has the same potential or that anyone can do anything, but they understand that even successful individuals wouldn't be successful without years of passionate and dedicated practice (Dweck 2009).</p>
Motivation	<p>Motivation is what causes an individual to want to do one thing, and not another. Intrinsic motivation relates to pupils' inherent enjoyment or interest in a task, and has positive effects on academic performance.</p> <p>Motivation relates to the underlying goals that give rise to an action (Ryan & Deci, 2000). Motivation can be shaped externally by the environment, or driven internally by the individual - referred to as extrinsic and intrinsic motivation. Extrinsic motivation is driven by outcomes separate to the individual, while intrinsic motivation is linked to inherent enjoyment or interest (Deci & Ryan, 1985; Ryan & Deci, 2000).</p>
Openness	Openness is the tendency to be open to new academic, cultural, or intellectual experiences. In pupils it is associated with the motivation to engage in self-examination, and relates to both academic performance and wellbeing.
Voicing opinions	Taken from the Cognitive Autonomy and Self Evaluation inventory. The Cognitive Autonomy and Self Evaluation (CASE) Inventory (Beckert, 2007) is a measure of cognitive autonomy in adolescence.
Climate change	The Climate Change Attitude Survey measure students' beliefs and intentions toward the environment with a focus on climate change. (Christensen et al. 2015)
Critical thinking	This skills measure forms part of the General Decision Making Style assessment tool. This was designed to assess how individuals approach decision situations. (Sott 1995)
Team working	Team working is defined as a young person's perceived ability to collaborate and work with others to achieve a common goal in a group or team context (Anderson-Butcher et al., 2014). It is often particularly associated with capacity to engage in collaborative learning and work well in groups.
Self-efficacy	Self-efficacy is a measure of pupils' belief in their ability to achieve a specific task in the future. Self-efficacy is correlated with higher academic achievement and persistence, and also contributes to pupil wellbeing. (Gutman & Schoon 2013, DeWitz et. al. 2009).

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Appendix 4: Glossary

Evaluation Terminology

Academic attainment

This refers to test scores in academic subjects such as maths, science, English etc. Some evaluations will compare pupils' attainment in tests for these subjects at the start (baseline) and end (final) of an evaluation to see whether they have made progress over time.

Academically validated measures

These are scales to measure social and emotional skills linked to academic achievement and long-term life outcomes that have been developed and peer reviewed by academic researchers within the fields of education and psychology. These have been developed to ensure:

4. Predictive validity. These skills have been shown to be closely related to desirable life outcomes such as educational achievement, employability and earnings potential, or long-term health and life satisfaction. (In psychometrics, predictive validity is the extent to which a score on a scale or test predicts scores on some criterion measure. For example, the validity of a cognitive test for job performance is the correlation between test scores and, say, supervisor performance ratings).
5. Construct validity. The measure tests for the skill that it says it does, as defined in the literature.
6. Test-retest validity. The results stay the same when tests are repeated.

Start

The initial assessment of pupils' attainment or social and emotional skills, at the start of an evaluation.

Change over time

The difference between a pupil's baseline result and their final result, either for attainment or social and emotional skills. This indicates progress made during participation in the programme. This will begin to indicate whether the programme has had an impact on pupils, though we must also account for other factors that could lead to this change, which is why we recommend the use of control groups and qualitative analysis.

Evaluation

An evaluation is set up to measure the impact of a particular programme. This will involve monitoring the programme over a specified period, for one or more groups, in order to evaluate the progress participating pupils make. One programme can involve multiple evaluations, and we recommend gathering data across multiple time points to ensure valid and reliable results are generated.

Evaluation Group(s)

An evaluation will either cover one specific group of pupils, who all participate in the programme (e.g. a new programme trialled in one class, or an intervention with one small group). Or, the evaluation may cover multiple evaluation groups (e.g. as several small-group interventions, or with multiple classes carrying out the same programme). In the case of multiple evaluation groups, it can be useful to compare the outcomes for different groups to build up a stronger data set, as well as to compare differences in implementation to see whether this has an effect on results.

End

The final assessment of pupils' attainment or social and emotional skills at the end of an evaluation.

Matched Pupils

Matched Pupils are pupils who carried out both a baseline and a final assessment at the start and end of the evaluation. It can be useful to consider results from Matched Pupils only because this means only including those pupils who participated in the full duration of the programme.

Outcomes

We use outcomes to refer collectively to any social and emotional skills, behaviour, attendance and academic attainment scores that are being measured over the course of an evaluation.

Participating pupils

The group of pupils participating in the evaluation, and not forming part of a control group.

Programme

This could be any intervention, programme or programme run in school with the aim of improving pupil outcomes or life chances. ImpactEd works with schools to build evaluations of their programmes in order to better understand whether they are having their intended impact.

Skills measures

We use a set of academically validated skills measures to assess pupils' social and emotional skills.

Social and emotional skills

The term 'social and emotional skills' refers to a set of attitudes, behaviours, and strategies that are thought to underpin success in school and at work, such as motivation, perseverance, and self-control. They are usually contrasted with the 'hard skills' of cognitive ability in areas such as literacy and numeracy, which are measured by academic tests. There are various ways of referring to this set of skills, such as: non-cognitive skills, twentieth century skills and soft skills. Each term has pros and cons; we use social and emotional skills for consistency but we recognise that it does not perfectly encapsulate each of the skills that come under this umbrella.



Partners and Supporters



Improving pupil outcomes by working with schools to address the evaluation deficit.



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City of London Corporation Committee Report

Committee(s): Education Board	Dated: 02/12/2024
Subject: Cultural & Creative Learning Fund 2023/24 Evaluation Report	Public report: For Information
This proposal: <ul style="list-style-type: none"> • Delivers Corporate Plan 2024-29 outcomes 	Diverse Engaged Communities Vibrant Thriving Destination Leading Sustainable Environment Flourishing Public Spaces
Does this proposal require extra revenue and/or capital spending?	No
If so, how much?	
What is the source of Funding?	Education Board
Has this Funding Source been agreed with the Chamberlain's Department?	Yes
Report of:	Director of Community and Children's Services Department
Report author:	Caitlin McMillan, Education Strategy Unit

Summary

This report presents Members with key information relating to the first year of the City's Cultural and Creative Learning (CCL) funding model. 12 projects were awarded money from the CCL budget to the combined cost of £184,315. Funding from 1 project was returned as the project was not completed, leading to an actual spend of £170,115. 3,220 participants took part across the completed projects.

This report summarises recurring findings from the evaluations returned by partners at the end of project delivery. An overview of the projects can be found in Appendix 1. A full collection of evaluations on each project can be found in Appendix 2.

Recommendation(s)

Members are asked to:

- Note the findings in this report.

Main Report

Background

1. The City of London Corporation (CoLC) is committed to 'Embracing culture, creativity and the arts' (Education Strategy 2024-29) and the City being a 'vibrant thriving destination' (Corporate Plan 2024-29).
2. In the current financial climate for cultural and creative institutions, it is becoming increasingly difficult for partners to access funding for projects.
3. According to the 'Arts in Schools' published by A New Direction (2023), 'there is a lack of value ascribed to the arts within the state education system in England'. The Education Strategy Unit (ESU) is committed to redressing this finding by providing cultural and creative learning opportunities to young learners with a focus on additionality.
4. The management of the cultural and creative learning offer was brought into the Education Strategy Unit in June 2023, from Culture Mile Learning.
5. The CCL Fund was established in 2023. This report relates to its first year of operation.
6. Priority for funding was given to organisations working in partnership with another City cultural venue.

Current Position

7. In the academic year 23/24, 12 projects were funded by the CCL Fund. These were:
 - a. Culturally Speaking
 - b. Garden Club
 - c. Inspiring Young Londoners
 - d. Music Production for Girls
 - e. Nature Learning
 - f. New Leaf
 - g. Poetry vs Colonialism Festival
 - h. Reimagining Londinium
 - i. The Big Picture
 - j. Wild City
 - k. Young City Poets
 - l. Crafting Futures
8. 11 of these projects were successfully delivered. Due to capacity issues, 'Crafting Futures' was not able to be delivered. Their funding was returned.
9. In total, £184,315 of funding was allocated. £14,200 was returned, making the total fund outlay £170,115.

10. £190,000 was originally allocated to the fund. Of the £19,885 underspend, £10,000 was allocated to top up the School Visits Fund for academic year 24/25. The remainder was allocated to cultural and creative careers sessions at the London Careers Festival.
11. 3,220 participants took part across the 11 completed projects.
12. Whilst each project was evaluated separately, there were some themes observed in their impacts including:
 - a. Cultural capital – a majority of projects reported that young people were visiting cultural venues for the first time. Particularly impactful were projects such as ‘Garden Club’ where families were also invited to engage with the cultural venues and given opportunities for further engagement.
 - b. Environmental engagement – a number of the projects reported that participating children experienced increased engagement with and confidence in nature.
 - c. Pupil voice – all of the projects had this focus in their evaluations on the experience of the participating young people. This was particularly of interest in the ‘Nature Learning’ project which employed innovative evaluations methods to ensure that the experience of non-verbal young people could be reported.
 - d. Careers and Employability – several projects (most notably ‘Music Production for Girls’ and ‘Inspiring Young Londoners’) cited an increased understanding of available careers and routes into them as an outcome.
13. A full collection of project evaluations can be found in Appendix 2. This includes evidence of how the projects addressed disadvantage and cultural capital, and the anticipated long-term impact of the projects.

Options

14. N/A

Proposals

15. The feedback from participants makes it clear that the fund is a valuable resource. It should therefore remain part of the City’s cultural and creative learning offer.
16. Evaluation should continue to prioritise impact and addressing disadvantage, growing cultural capital and promoting upward social mobility.
17. Collaborations between the City’s cultural institutions should continue to be prioritised to drive Destination City objectives on behalf of young Londoners.

Key Data

18. See Appendix 1 and 2 for key data relating to this report.

Corporate & Strategic Implications –

Strategic implications – the CCL Fund contributes to the City’s position as a vibrant thriving destination by bringing young people into the City’s cultural venues. It also engages a diverse community of learners. The fund meets the City’s 2024-29 education strategy aim of ‘Embracing culture, creativity and the arts’.

Financial implications - none

Resource implications - none

Legal implications - none

Risk implications – risk assessments for all trips are carried out by the participating schools and venues.

Equalities implications – the CCL Fund provides cultural access opportunities to young people, including those from disadvantaged backgrounds and those protected by existing equality legislation.

Climate implications - a number of the funded projects focused on green skills and improving young people's relationships with the natural environment.

Security implications - none

Conclusion

19. The Cultural and Creative Learning Fund is an effective and valuable component of the City's Cultural and Creative Learning offer. It allows increased opportunities for young people to engage with the City and to have enriching cultural experiences whilst also encouraging collaboration and partnership between the City's cultural institutions.

Appendices

- Appendix 1 – CCL 23.24 Evaluation Overview
- Appendix 2 – CCL 23.24 Evaluations

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Education Strategy Unit

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Project Title	Lead Organisation	Partner Organisations	1 Sentence Project Summary	Project Grant (£)	Number of Participants	Cost per participant (£)
Culturally Speaking	Keats House	Speakers Trust, Guildhall Art Gallery, London Metropolitan Archives, Museum of the Order of St John, Museum of London Docklands.	Students aged 13-14 from 20 schools with over 25% FSM visited one of the City of London's cultural partners, exploring the venue and identifying the themes of the space relevant to them before taking part in a full day public speaking workshop, helping them explore and deliver a speech on one of these themes.	19,900	423	47
Garden Club	Museum of the Order of St John	St Peter and St Paul's Catholic Primary School, The Charterhouse	An after-school club aiming to improve health and well-being through creative and outdoor learning activities, developing greater oracy and self-confidence and improved understanding of the natural world.	17,820.00	31	573
Inspiring Young Londoners	The London Centre	Barbican Centre	Four activity days based around the themes of 'inspire, mentor, access and skills' looking to engage children from disadvantaged backgrounds with creative careers in the built environment industry.	15,000	220	65
Music Production for Girls	Guildhall School of Music and Drama	n/a	A five-day course aimed at girls and participants identifying as girls, wanting to develop their understanding of music production, in particular electronic music.	3,855	10	291
Nature Learning	City of London Natural Environment Learning Team	Tower Bridge	A project to enable children with special educational needs and disabilities to spend time in nature, increase their wellbeing, and apply and consolidate their learning.	18,500	257	72
New Leaf	City of London Natural Environment Learning Team	Barbican Community Libraries, Sea Light, City of London Early Help, Ambition Aspire Achieve	The facilitation of Wellbeing, nature and story journeys for children who face additional challenges (poverty, disability or caring responsibilities) within the 12 central London boroughs.	1,920	44 (29 children, 15 parents)	44
Poetry vs Colonialism Festival	London Metropolitan Archives (LMA)	Keats House, Poetry VS Colonialism, Middlesex University Teacher Training Programmes	A five-day poetry festival exploring the colonial stories of artefacts and archives connected to coffee, tea, opium and spices.	20,000	187	107
Reimagining Londinium	London's Roman Amphitheatre	Billingsgate Roman House and Baths	A unique opportunity for young people to explore the Roman archaeology of the City of London and create 6, large-scale artworks which were exhibited prominently around the City for the duration of the 'Boudica to Bloomberg' festival.	18,100	161	112
The Big Picture	Guildhall Art Gallery	Artis	A project for KS1/2/SEN children exploring the maths links to the painting 'The Siege of Gibraltar', such as: how making art is doing maths, how maths has real-world applications, financial literacy, and the non-financial value of art.	15,020	1,077 (note - a project extension was granted, so this number will change)	14 (note - a project extension was granted, so this number will change)
Wild City	The Salters' Institute	Edible Landscapes London	An environmental and outdoor-learning project for Year 5 students in London aiming to build a green space within a London primary school located in an area facing socio-economic deprivation.	20,000	180	94
Young City Poets	Tower Bridge	National Literacy Trust, London Metropolitan Archives, St Paul's Cathedral, Keat's House Museum of London, Guildhall Art Gallery	A project which inspires primary and secondary school pupils to write for enjoyment, and improve the quality of their writing and oracy skills by using a memorable visit to a cultural venue as the spark for an exciting learning journey.	20,000.00	630	40

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Appendix 2: Cultural & Creative Learning Fund

2023/24 Evaluation

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- 84% of pupils said they were more likely to take up public speaking opportunities if offered to them.
- 100% of surveyed teachers agreed that:
 - Pupils had gained skills that will be useful and empowering for them.
 - This workshop will inspire pupils to take on new challenges.
 - Pupils have deepened their understanding of their peers' different ideas, viewpoints and values.

'Every student who completed the workshop showed incredible resilience powering through their anxieties! The workshop really uplifted the students and in the words of one of our students when asked how they found the workshop 'showed them they were capable of whatever they put their minds to'.'
(teacher, Cumberland Community School)

Disadvantage & Cultural Capital

- Participating schools all had over 20% Free School Meals.
- The confidence of the young people starting the programme was incredibly low:
 - 30% reported having little to no confidence in speaking in front of a group at the start of the first workshop.
 - The average confidence increase amongst these least confident young people was 160% (2.2/10 to 5.8/10)

'One student who never speaks in class and can hardly say good morning. She begged me (although even that was non-verbal it was just head shaking!) not to speak but she did it under the gentle guidance of the facilitator and Swanlea staff.. We acknowledged what a huge thing this was at an oracy rewards tea party with the headteacher where she received an oracy prize. I've since seen a smile that I've never seen before.'
(teacher, Swanlea School)

Unexpected outcomes

'Our staff have used this project as an opportunity to invite new conversations and perspectives surrounding the narratives told by the historic buildings and collections. It has helped us reconsider our interpretation and ways to make the spaces more inviting and relevant to young people.' (Amie, Museum of the Order of St John)

Garden Club

Outputs

- 33 two-hour Garden Club sessions:
 - 14 in-school sessions, including vegetable-growing, creating seasonal plant displays, wildlife surveys and a Victorian foods workshop.
 - 16 sessions at Museum of the Order of St John including bug hotel-building, seed-sowing, making bird feeders, decorating birdboxes, garden sign-making and stained-glass crafts.
 - 3 sessions at The Charterhouse including visits to two historic rooms and the museum galleries, with activities focusing on portraiture and architectural motifs.
- 3 of the Museum sessions were family events where participating children invited their parents, guardians and younger siblings to join them.
- Improvements made to the school playground.
- Healthy eating incorporated into every session.
- Pupils used instant film cameras throughout the year to document and create a final artwork.

Outcomes

- Strong engagement with Yr5 pupils - attendance at sessions was at 96%.
- Positive family engagement – 15 family members attended family sessions.
- High enthusiasm for using the film cameras to document their activities with a marked improvement in the quality of photography over the course of the project.
- Pupil feedback survey results:
 - 96.5% pupils said that they had enjoyed learning about history and wildlife.
 - 96.5% of pupils said that they had enjoyed spending time outdoors.
 - 100% of pupils took part in new activities that they had not previously done.
 - 89.5% of pupils said that they had tried a food that they had never eaten before.
 - 89.5% of pupils believed they had done something to improve their local area for people or wildlife.

'My favourite thing about Garden Club is that you give us things to do (very fun!). And snacks!! And we have been making things!'
(Selena, Yr5)

'My favourite thing was spending time with my friends and helping the environment.'
(Michael, Yr5)

Impact (anticipated long-term changes)

- Participating Yr 5 teacher saw improved communication skills amongst the group, that they had been learning to listen to each other better and work collaboratively.

‘The children thoroughly enjoyed learning these new skills and could not wait to tell others the next day in the classroom. This inquisitive and rewarding approach to learning improved concentration inside the classroom.’

(Fionnuala Gormley, Yr5 Teacher / Deputy Head)

- Participants gained a greater appreciation for the natural environment.
- Several participating pupils attended the Museum’s free Summer Holiday family sessions.
- A more sustained relationship between the Museum and the school is developing.
- The raised beds, greenhouses and tool kits provided to the school will last for many years to come. Space within the planters not used by Garden Club has already been adopted by other year groups for growing projects.

Disadvantage & Cultural Capital

- None of the participants had visited the Museum before despite it being local.
- 98% of the children expressed an interest in coming back with their friends or family.
- Very few of the children have access to outdoor space at home. They and their families have now been introduced to a new safe and accessible outdoor space.
- The participating year group had a high proportion of pupils with SEND. These pupils were able to participate and excel in all the activities, ask questions and work at their own pace.

‘This stuff is really good for him. He loves it. He has autism, high functioning. He needs to be busy all the time’

(family member, attendee at Garden Club family session)

- Participants were given opportunities to discuss safe and appropriate behaviour in historic, cultural and religious spaces. Workshop leaders saw a marked improvement in their behaviour in ‘special’ spaces, ensuring that pupils feel more confident, engaged and welcome when visiting similar institutions.
- 100% of pupils reported that they had participated in activities that they would not normally do at school or home.

Unexpected outcomes

- The Museum’s outdoor learning offer has expanded following learning from the Garden Club workshops and pupil feedback (including recruitment of a Family Learning volunteer).
- Team members mentioned feeling a mental health ‘boost’ from delivering sessions outdoors.

Inspiring Young Londoners

Outputs

- Monday 10 July: Working with teachers and geography pupils to deliver a day of activity to aid the Geography curriculum on their Non Exam Assessment (NEA).
 - Model talk at the London Centre
 - Presentations from the head of planning at City of London.
 - Facilitated a trip out into the City on a data collection exercise.
- Wednesday 27 September: School Engagement – London Real Estate Forum at Barbican Centre.
 - Architectural photography workshop led by Luke O'Donovan and Kes-Tchaas Eccleston.
 - Curated exhibition photo boards hung in the Barbican conservatory where each pupil presented what they value to the whole group.
 - 1-1 mentoring with a cross-sector of NextGen built environment professionals.
 - Day finished around NLA's City of London model where the pupils got a different perspective of the city.
- London Careers Festival.
 - July: mentoring session with 30 built environment industry mentors taking part.
 - February: careers fair with different sectors of the built environment taking part, including pathways into new apprenticeships.
- 'Design Future London' workshop.
 - Workshop and model talk, facilitated by NLA and 2-3 Degrees.
 - Mixed age group from 5-21 years old exploring how young people can have a voice to shape the built environment and create sustainable cities.

Outcomes

- Delivered on all 3 intended outcomes:
 - Inspire young people to take up creative careers in the built environment.
 - Help make the built environment industry more diverse and representative of the population.
 - Give young people a voice and an opportunity to collaborate directly with professionals through creative workshops and mentoring.
- 100 pupils attended the NEA workshop.
 - Feedback from Geography lead that there is appetite for more of these workshops
- 35 pupils attended the London Real Estate Forum event
 - Positive feedback from pupils and teachers about careers they are now considering in the industry and what their interest in Geography can lead to.
 - Teacher commented that she had never seen the pupils so engaged and thinking about their future in this way before.

'I enjoyed the photography aspect of today's workshop because it let me get creative. I also learnt the different opportunities geography opens up for our futures.'

(participating pupil)

'I liked talking to the different people about their career, it gave me an idea of what I want to be.'

(participating pupil)

- Approximately 50 pupils attended the London Careers Festival workshop
- 35 pupils attended the 'Design Future London' workshop.
 - Requests received from school leaders for a similar workshop this year.

Impact (anticipated long-term changes)

- Building on the success of the NEA workshop day, have already run a second one with positive feedback from schools.
- Running further workshops with the hope of this becoming a regular annual activity.
- Intend to help progress a pipeline of pupils from school to industry to help improve the skills shortage and deliver more careers focused activity.

Disadvantage & Cultural Capital

- Many of the participating pupils had never left their borough and been to central London.
- For 80% of participants, it was their first time at a cultural institution and their first time in City of London.
- The project-built pupils' skills and personal development, knowledge of London, its past, present and future development, the possible career pathways into planning, architecture, engineering, construction and surveying and gave them first hand insight from industry professionals.

Unexpected outcomes

- Development of social skills and personal development that pupils showed throughout every activity.

'A key highlight from the day was the 1:1 speed mentoring session whereby the pupils were able to meet with varied industry professionals from the community to learn about their individual journeys as well as have the platform to gain insight through questioning and develop their social skills.'

(participating teacher)

- Participating schools have been recommending The London Centre, causing an increase in school enquiries.

Music Production for Girls

Outputs

- 5 day course

- 30 hours of teaching for 10 participants
- Industry masterclass
- Final showcase for friends and family

Outcomes

- Participants inspired and confidence built toward considering music production as a potential career for women
- Participants who answered the feedback survey all rated progression in their knowledge of the subject matter and would be very likely to recommend the course.

'I really enjoyed learning about music production and I gained a lot of knowledge.' (course participant)

Impact (anticipated long-term changes)

As this was a short course, tracking of long-term progress is ongoing. Participants have been encouraged to join other courses or apply to degree programmes at Guildhall. The aim of course was to support a targeted group who are underrepresented in the industry, and this was achieved.

'Our daughter, who is currently studying Music Technology at college is thinking about studying Music production at a higher level, so learning it has been very useful for her.' (participant's parent)

Disadvantage & Cultural Capital

Of participants who answered the survey, only one participant said that they could have afforded the course if it was a paid course. The course was designed as a response to an underrepresented group within the industry and it managed to achieve this by having 10 participants identifying as female and gaining knowledge and confidence.

Unexpected outcomes

n/a

Nature Learning

Outputs

- Project engaged children with special educational needs and disabilities (SEND) through a 'Nature Learning' programme.
- Provided tailored, long-term nature-based learning experiences for school children (EYFS, KS1, and KS2).
- Pupils participated in long term engagement of weekly sessions, with the programmes running over the school year.

- The project took place at West Ham Park in the enclosed wildlife garden, providing a safe and inviting environment
- A specialist outdoor facilitator collaborated with school teachers to develop outdoor learning opportunities addressing the specific learning needs of pupils, including:
 - Developing teamwork skills.
 - Encouraging exploration of nature.
 - Building confidence.
 - Applying and consolidating classroom learning in new contexts.
 - Enhancing language use.
 - Promoting decision-making skills.
 - Connecting with nature as a source of wellbeing.
 - Fostering emotional regulation.
- Example activities from the programme include:
 - Creative, playful and exploratory activities: mud painting, playing with nature puppets, singing and drumming
 - Purposeful activities: raking leaves, planting seeds
 - Supported risk and challenge: toasting bread on a fire, lighting and putting out a fire, using stepping stones.

Outcomes

Given the developmental delays in communication among participating pupils, the evaluation consisted of observational assessments of the children's behaviour and interviews with teachers. Among observed outcomes were:

- Improved confidence to explore in nature.
- Improved wellbeing and emotional regulation.
- Applying and consolidating learning.
- Communicating and developing relationships:

Impact (anticipated long-term changes)

'It has been such a wonderful addition to our school's curriculum, providing our students with unique opportunities for hands-on learning and connecting with nature.'

It has proven to be immensely beneficial for our students, fostering a deeper appreciation for the environment and enriching their educational experience in meaningful ways.' (Assistant Head/SENCO, Sir John Heron School)

'The children are confident in nature... some of our children were quite apprehensive when seeing minibeasts but are now comfortable around insects. The children have improved their listening skills and ability to work in a group setting.... It has been incredibly good for their sensory needs – They are more aware of their surroundings now.'

(teacher, Vicarage Primary)

- Collaboration with the Tower Bridge Learning Team allowed for valuable exchanges of best practices among SEND programme leaders, enhancing the Nature Learning programme.

Disadvantage & Cultural Capital

- Interviews with teachers at the start of the programme identified children's needs and learning aims.
- Teachers also highlighted children who had limited outdoor experiences due to caregivers' concerns about their behaviour and associated fears of taking them outside.

Unexpected outcomes

Some participating adults from the local South Asian community commented that gathering around a fire to share food was a powerful and important cultural connection point which they particularly enjoyed sharing with the children, highlighting its significance in fostering community bonds.

New Leaf

Outputs

- 2 day journey for participants visiting both the Barbican Library and Hampstead Heath.
- Each day began with a welcome, then a series of wellbeing and storytelling activities, including:
 - Movement activities (e.g., yoga) and nature exploration.
 - Sensory experiences (e.g., exploring textures and sounds in nature).
 - Artistic creation, character development, and storytelling.
 - Listening to stories.
 - Creating and narrating original stories.
 - Shared lunch.

Outcomes

- Participants reported:
 - 17% increase in feelings of wellbeing.
 - 28% increase in confidence to explore green spaces and libraries.
- Observations showed multiple indicators of enhanced creativity, including:
 - Defining problems and identifying solutions (e.g., troubleshooting and improving techniques in clay modelling).
 - Asking engaging questions (e.g., inquiring about animals living in Hampstead Heath).
 - Using imagination to explore ideas purposefully (e.g., creating a nature character and developing its story).
 - Managing uncertainty and responding positively to new experiences (e.g., shifting from initial fears of invertebrates to observing them with curiosity and excitement, and trying new foods like wild garlic).

'I had so much fun!'
(participating young person)

Impact (anticipated long-term changes)

'The two days have been a fantastic experience. The project at Barbican Library and Hampstead Heath offered participants a multifaceted experience blending culture, cuisine, and wellbeing. From the architectural wonders of the Barbican Centre to the tranquil beauty of Hampstead Heath, each moment showcased the richness of London's cultural and natural heritage. As the project concluded, participants left with newfound inspiration and a deeper connection to their natural surroundings.'

(Ann Sparrowhawk, Ambition Aspire Achieve)

Disadvantage & Cultural Capital

- The project collaborated with Ambition Aspire Achieve and the City of London Early Help Team to target children facing challenges such as poverty, disability, or caring responsibilities.

"Targeted activities for children known to Early Help and Social Care are essential, especially those children who come from low-income backgrounds. These children and families are often not exposed to things in the City that cost money or do not seem accessible to them based on perception. Exposure to the Barbican, transport links and green spaces in and around London are important for families to see and to feel like they are welcome. Going out for a meal is not a regular occurrence for these children and providing them with this experience lets them know that they too can have this."

(Keisha Nurse, Children's Social Care and Early Help, City of London Corporation)

Unexpected outcomes

n/a

Poetry vs Colonialism Festival

Outputs

- 5-day 'Word on the Street Festival: Poetry VS Colonialism'.
- The London Archives worked with Keats House, Poetry Vs Colonialism and 9 poets to deliver 4 school workshops across the two sites.
- 4 decolonising workshops for professionals working in education and the heritage sector.
- Produced:
 - 60-page anthology.
 - 5 learning resources.
 - 7 high-quality (award winning) poetry films.

Outcomes

- Increased understanding of the UK's colonial past amongst primary and secondary school pupil and heritage / teaching professionals:
 - Poets supported the pupils to explore how stories of materials crucial to the rise of the British Empire which resonate with them and empower them to express their feelings and ideas as individuals.

- The project provided staff with the opportunity to develop good practice principles on decolonising collections and understanding provenance.
- Curiosity and discussion inspired by archives:
 - Pupils asked questions after reading respective poems, as well as questions about the images used in presentations.
 - Responses were creatively exciting including mixing metaphors and engaging with the sensory element of the workshop.
- Making a safe space to explore colonial history:

'Telling us their feelings about colonialism, their own definition, including it in their poems. They already had so much knowledge and used it well. We encouraged all the messy feelings! The template of tea worked well as scaffolding and the mind map of tea memories.'

(poet mentee for tea)

Impact (anticipated long-term changes)

- Learners developed language and communication skills, which are crucial for success in social and professional settings.
- Through reading and writing poetry, pupils improved their vocabulary, comprehension, and expression, as well as gaining exposure to literary techniques and styles.
- Poetry performance training with professional poets helped build oracy skills, helping pupils feel more confident in front of audiences.
- The festival provided pupils with opportunities for self-expression and self-reflection, which are important for personal growth and development.
- Through writing and performing their own poetry, pupils explored their own experiences and emotions with regards to colonial history, developing self-awareness and confidence, and building a sense of identity and purpose.

'The workshop was very informative and interesting! I have learnt a lot and will definitely use these ideas throughout my teaching career. Moreover, Linda's storytelling about Keats was very engaging and being in the kitchen doing exercises and smelling teas was very interesting. It was also great to hear their poems at the end! Thanks for the opportunity!'

(trainee teacher from Middlesex University)

Disadvantage & Cultural Capital

- Pupils were exposed to diverse cultures and perspectives and helped make archive materials creatively accessible.
- By exploring poetry from different cultural traditions and insights from museums and heritage organisations, pupils developed empathy and respect for people from diverse backgrounds and gained a deeper understanding of the world around them.

- Participants learned to think outside the box, generate new ideas, and approach problems in innovative ways.
- At a time when many schools, especially those with high pupil premium numbers, are struggling to afford school trips and to bring in artists to inspire pupils, the project enabled this to happen.
- Participating pupils will receive copies of the festival anthology, allowing them to see some of their work in print alongside the lead poets, thus validating their creative expression.

Unexpected outcomes

- Poet impact and support:
 - Poets gained a unique chance (some for the first time) to engage with archives creatively and learn from heritage professionals how to navigate this.
 - Recruitment of 4 lead poets and 5 mentee poets meant that there was lots of support and learning opportunities in facilitation and creative research, as well as chances for lead poets to develop their mentoring skills.
- Teacher engagement:
 - Struggled to recruit predicted numbers for the two teacher CPD sessions and would need a different strategy and more time for this in the future.
- Launching the films, anthology and resources:
 - The 'Poems from the Archives' films won 1st place in StAnza 2024 (Scotland's International Poetry Festival dedicated to bringing poetry in all its forms and many languages to audiences around the world).

Reimagining Londinium

Outputs

- 6 classes from 3 school.
- 18 individually tailored sessions.
- 6 artworks, prominently displayed across the City of London viewed by an estimated 78,000 visitors.

The project was divided into two sections:

- Teaching and creative exploration:
 - A site visit to either London's Roman Amphitheatre or Billingsgate Roman House and Baths to discover more about Roman London.
 - Taught by a trained archaeologist, each class focused on a slightly different theme to reflect the subject of their artwork.
 - A school visit by a professional artist to talk about their discoveries and start developing ideas for their artworks.
 - A school visit by a professional artist to facilitate the creation of the artworks.
- Presentation and celebration:

- To celebrate their achievements, participants were invited to a lunchtime reception at London's Roman Amphitheatre.
- Artworks were displayed from 26th July – 1st September at locations including London's Roman Amphitheatre, Leadenhall Market and Billingsgate Roman House and Baths.
- Linked by a paper trail available at the City Information Centre, or through a QR code attached to the artworks, these are estimated to have reached an audience of over 78,000 people.

'It was a fantastic and engaging project from start to finish and I'm so pleased we got to participate.'
(participating teacher)

Outcomes

- Expanding horizons:
 - More than 50% of pupils were visiting City cultural venues for the first time.
 - Collaborating with pupils over an extended period enabled the archaeologist and the artist to share information about their careers.
 - Displaying young peoples' artworks across the City shows visitors that this is an area that celebrates and nurtures young talent.
- Building confidence:
 - Scale of artworks and their prominent display was designed to engender a sense of confidence and pride.
 - Teachers commented on the pupils' development in creativity, teamwork and critical thinking.
 - Engaging pupils on an extended project enabled them to take the lead and own the project.

Impact (anticipated long-term changes)

- Teachers noted that communications, teamwork, problem solving, initiative and independent thinking skills were all likely, or extremely likely, to have been enhanced by the project.
- Pupils now have a better understanding that art galleries and other heritage sites are welcoming, and exciting places to visit and potentially work.
- All of the schools involved have expressed an interest in collaborating on future projects with the City of London.

Disadvantage & Cultural Capital

All participating schools were from Inner London boroughs and have high pupil premium levels.

- Increased social /cultural capital, engagements with the City of London:
 - Encouraging pupils to create artworks based on their own discoveries, drawing on their own imaginations and from their own, unique, perspectives was empowering for participants.

- Teachers surveyed gave the overall quality and format of the learning experience, the value of visiting ancient sites and of collaborating with different professionals the highest available grade.
- They also noted that participants had really enjoyed the project.

Unexpected outcomes

'Personally, I have been particularly impressed by the pupils' artworks. Visually, not only are they far more impressive than I dared hope, but they also brilliantly capture a young person's very different view of the world. Equally, the artwork created for the entrance to Billingsgate Roman House and Baths really helped to animate the space by creating a wonderfully vibrant, accessible entrance that drew the attention of passers-by. The different components of the project slotted together in a very cohesive way.'
(Andrew Lane, project lead)

The Big Picture

Outputs

- Workshops designed by Guildhall Art Gallery and Artis looking at Maths through movement and art for KS1/2/SEN children.
- Resources provided to teachers in advance of arrival to enable them to give pupils a tour of the gallery ahead of the session.
- Workshops used the Gallery's largest painting (at 459 sq ft), John Singleton Copley's The Defeat of the Floating Batteries at Gibraltar, alongside others in the collection, as a stimulus to explore scale, measurements, finance and geometry through the performing arts – movement and drama.
- The scale of the Copley painting was also used to demonstrate the complex logistics of fitting it into the gallery.
- Project had a key focus on financial literacy.

Outcomes

- 996 participating children from over 38 classes/ 17 schools across.
- 81 participating teachers.
- 100% of teachers rated the experience as 'Excellent' or 'Good'.

'The session was great, thank you. The children loved it (they are never this quiet and focused!) and there were lots of opportunities for them to be active and for cross-curricular links. We had a great time – thank you!'
(participating teacher)

Impact (anticipated long-term changes)

- Increased Gallery Visits:
 - By making the artwork more accessible through performing arts, the hope is to encourage more frequent visits to the Guildhall Gallery from the schools involved.
 - The Gallery team will be monitoring repeat attendance to help gauge this impact.
- Enhanced Appreciation for the Arts:
 - Introducing children to the arts in an engaging and interactive way aims to foster a long-term love and appreciation for the arts.
- Continual Learning and Improved Attainment:
 - Engaging with the arts has been shown to improve cognitive skills, creativity, and academic performance, potentially leading to improved attainment and progress in the future.
- Creative Teaching Methods:
 - For the teachers attending, the workshops opened up new ideas for incorporating the arts and creative teaching methods into their curriculum.

Disadvantage & Cultural Capital

- The project specifically targeted schools in the top 20% of deprivation in the country.
- The unique approach to understanding Maths and art through movement and drama, allowed children with a variety of needs to access the learning through different approaches, physical and creative expression.
- Feedback indicated that the workshops were accessible and inclusive for all participating children, providing an enriching experience regardless of their background.
- Exposure to innovative teaching strategies through the arts has equipped teachers with new tools and approaches that they can integrate into their classrooms, further benefiting their pupils.

Unexpected outcomes

- Funding that had been allocated to resource creation was underspent (existing Artis/Gallery resources were used). With ESU permission, the project was extended by a further 3 months.
- Need for direct contact with attending teacher before the session – sometimes pre-session resources were not received by the teacher and therefore were not utilised.
- Providing a briefing in advance may have increased teacher confidence in running the self-guided tours.

Wild City

Outputs

- 1 biodiversity photography competition.
- 6 introduction meetings with teachers.
- 6 Wild City Launch Dates sessions.
- 6 Wild City School Site Survey Visits.
- 6 Wild City Celebration dates sessions.
- 5 runner up monetary prizes.
- 1 planting day for the winning school.
- 1 Wild City green space built by Edible Landscapes London, based on the pupils' design.
- 2 Wild City After Care Days and a CPD sessions for teachers and senior management.

Outcomes

- 12 schools took part in the Wild City photography competition.
- 6 schools took part in the in-person activities for Wild City 2024.
- 180 Year 5 pupils were directly involved in this project.
- 504 indirect beneficiaries from winning school (pupils able to use new green space).
- £1,500 donated to the five schools that were runners-up.
- Resource on biodiversity created for British Science Week Community Pack, with 2,489 downloads.
- One Wild City promotional film made.
- One Wild City space built in spring 2024 at the winning school, Morningside Primary School.

Impact (anticipated long-term changes)

- Increased understanding and appreciation of biodiversity and the science behind it.
- Increased confidence in participating teachers to teach outdoor and environmental learning.

'Wild City has significantly enhanced my understanding of teaching biodiversity within the science curriculum by providing practical, engaging, and relatable examples of urban wildlife. ...I have learned how to incorporate local biodiversity into lessons, making the topic more relevant and interesting for students.'

(Participating teacher)

- Improved mental health and wellbeing for winning school pupils.
- 100% of teachers who answered the survey said that they would recommend Wild City to others.
- Development of soft skills such as: self-confidence, creative, critical and curious thinking, presentation skills, and teamwork.

'As a teacher, seeing the children take onus of their project was the best part of the Wild City program because it demonstrated their genuine engagement and ownership of their learning. This was immensely rewarding for several reasons. Firstly, watching students take responsibility for their projects showed that they were truly invested in the task. They were not just completing an assignment because they had to, but because they wanted to. This level of engagement is a clear indicator that they are internalizing the concepts of biodiversity and are motivated to explore them further. It signifies a deeper understanding and a personal connection to the material, which is the ultimate goal of any educational endeavour.'

(Participating teacher)

- Continued learning of biodiversity due to the build at winning school and runner up schools being provided with monetary prize to go towards continuing their biodiversity activities (e.g. one school creating and distributing biodiversity kits for pupils)

'I just wanted to say thank you so much for creating such a beautiful space in our playground. We are incredibly grateful for all your time in creating this amazing garden. Our children are very lucky.'

(Headteacher from winning school Morningside Primary School).

Disadvantage & Cultural Capital

- The six participating schools were located in areas of high socio- economic deprivation in Hackney and Islington with two of the schools reporting high levels of pupils with SEND.
- Pupils were given the opportunity to visit the City of London, with two visits each to Salters' Hall and Salters' Garden which none of the pupils had visited before.

Unexpected outcomes

- Two participating schools had disproportionate numbers of pupils with SEND; these pupils engaged well with the project and benefitted from the variety of activities and role play when learning about these quite complex concepts.
- Teaching staff shortages caused some issue through the project. E.g. one school could not attend the Celebration Date and notified us on the morning of, cancelling their session due to staffing issues.

Young City Poets

Outputs

- A teacher briefing in the autumn term focusing on the latest poetry engagement research and using the National Literacy Trust's three-pillar approach to writing to inspire reluctant writers.
- A handbook for teachers with lesson plans.
- A 'memorable experience' in the spring term for pupils at City of London cultural venues.
- A follow-up visit from a professional poet to work with pupils on writing and performing original poetry.
- The opportunity for pupils to perform their poetry in front of a live audience at the Young City Poets Festival in the summer term.
- Festival goodie bags, professional photography and certificates for all participating pupils.
- Membership of the National Literacy Trust worth £100 with access to courses and resources to support literacy teaching in school.
- A chance for pupils to be published in an anthology with free copies of the publication.

Outcomes

- More pupils enjoyed writing in their free time after taking part in Young City Poets (35.7% before vs 46.2% after).
- Enjoyment of writing in school (47.1% vs 62.2%) and writing poetry (38.8% vs 52.9%) improved.
- Pupils' perceptions of poetry changed. More pupils thought writing poetry was 'fun (18.1% vs 60.0% after) and 'brilliant' (13.1% vs 42.5%) after taking part.
- Most teachers saw a positive impact on pupils' enjoyment of writing poetry.

Impact (anticipated long-term changes)

- Impact on participating teachers:
 - 100% of teachers who answered the survey reported that taking part in Young City Poets increased their understanding of how to support their pupils with writing for pleasure.
 - Nearly all participating teaching staff said they would use cultural connections to teach literacy in the future, compared to only half who said they had done so in the past.

- Most staff reported that participating in Young City Poets helped their school promote writing for pleasure.
- All participating poets reported an improved knowledge and confidence of how to deliver workshops on writing for pleasure and inspire children and young people to write for pleasure.

Disadvantage & Cultural Capital

- Of the 17 participating schools (21 classes), all had a Free School Meals rate above 20%:
 - 21% - 29%: 5 schools
 - 30 – 39%: 3 schools
 - 40 – 49%: 6 schools
 - 50 – 59%: 2 schools
 - 60+%: 1 school
- 81.6% of pupils agreed that the cultural visit meant that they got to visit somewhere they had never visited before.
- 60.8% of pupils felt like they now knew more about the city they live in.

'I never thought I'd get to experience such a thing but here I am!'
(participating pupil)

'Cultural venues ... facilitate curiosity, inspiration and community building. Being able to help young people in London to make their own connections with these spaces through writing poetry is such a great way to foster positive relationships to spaces and an artform that can often feel inaccessible'
(participating poet)

Unexpected outcomes

Cultural partners reported benefits to their overall practice, integrating approaches and techniques developed as part of Young City Poets, and working with poets, into their wider programme and methodology.

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