



Education Board

Date: TUESDAY, 21 JANUARY 2025
Time: 2.00 pm
Venue: COMMITTEE ROOM 2 - 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 MBE
James Adeleke
Bolu Faseun
Jane Hindle
Floyd Steadman OBE

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Ian Thomas CBE, Chief Executive and Town Clerk

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 of the meeting held on 02 December 2024.

For Decision
(Pages 5 - 12)

4. **REVIEW OF TERMS OF REFERENCE**

To consider the report of the Clerk.

For Decision
(Pages 13 - 18)

5. **OUTSTANDING ACTIONS**

Report of the Town Clerk.

For Information
(Pages 19 - 20)

Improving Employability

6. **APPRENTICESHIPS AND SUPPORTED INTERNSHIPS**

- Supported Employment Programme updates
- Apprenticeships and work experience
- Government Youth Guarantee

For Information
(Verbal Report)

7. **MENTORING UPDATE**

For Information
(Verbal Report)

8. **LONDON CAREERS FESTIVAL UPDATE**

Verbal update on London Careers Festival (03 – 14 February 2025)

For Information
(Verbal Report)

Embracing Culture, Creativity and the Arts

9. **A NEW DIRECTION: DELIVERY OF PRIMARY ARTS**
To receive the report of the Interim Managing Director of City Bridge Foundation

For Information
(Pages 21 - 36)

Supporting Education Excellence

10. **KEY STAGE 4 OUTCOMES ANALYSIS: PERFORMANCE OF SOLE-SPONSORED ACADEMIES IN THE CITY OF LONDON ACADEMIES TRUST**
To receive the report of the Executive Director of Community and Children's Services

For Information
(Pages 37 - 42)

11. **CITY PREMIUM GRANT 2024/25 ROUND 2 APPLICATIONS**
To consider the report of the Strategic Education & Skills Director.

For Information
(Pages 43 - 54)

Promoting Personal Development

12. **UPDATE ON PARTNERSHIP WORK AT CLS AND CLSG**
To receive an update on partnership work at City of London School for Girls and City of London School.

For Information
(Verbal Report)

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 02 December 2024.

For Decision
(Pages 55 - 56)

17. **FINANCE UPDATE - 1. THE CITY EDUCATIONAL TRUST FUND (CETF) (290840)
& 2. CITY OF LONDON CORPORATION COMBINED EDUCATION CHARITY
(CEC) (312836)**

To consider the report of the City Bridge Foundation & Charities Interim Finance Director (representing the Chamberlain).

For Decision
(Pages 57 - 62)

Supporting Educational Excellence

18. **GROWTH STRATEGY - RECONSIDERATION OF EXISTING STRATEGY FOR
CITY OF LONDON ACADEMY TRUST (COLAT)**

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

For Decision
(Pages 63 - 70)

19. **PLASHET SCHOOL APPROACH TO JOIN CITY OF LONDON ACADEMY TRUST
(COLAT)**

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

For Decision
(Pages 71 - 76)

20. **UPDATE ON VAT - INDEPENDENT SCHOOLS**

For Information

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

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

EDUCATION BOARD

Monday, 2 December 2024

Minutes of the meeting of the Education Board held at Committee Room 1 - 2nd Floor West Wing, Guildhall on Monday, 2 December 2024 at 10.30 am

Present

Members:

John Griffiths (Deputy Chairman)	Alderman Elizabeth Anne King, BEM JP
Caroline Haines	Helen Fentimen OBE JP
Steve Goodman OBE	James Adeleke
Alderman Robert Howard	Jane Hindle
Deputy Shравan Joshi MBE	Floyd Steadman OBE
Ruby Sayed	

Guest:

Catherine McGuinness CBE

Officers:

Deborah Bell	- Community & Children's Services Department
Scott Caizley	- Community & Children's Services Department
Mark Jarvis	- Chamberlain's Department
Caitlin McMillan	- Community & Children Services Department
Torriano Stewart	- Community & Children's Services Department
Jayne Moore	- Town Clerk's Department
Kevin Colville	- Comptroller and City Solicitors
Mark Emmerson	- City of London Academies Trust - CEO
Barbara Hamilton	- Community and Children's Services Department
Kaye Saxton-Lea	- People & HR
Melody Thornton	- People & HR
Simon Lightman	- King Edward's School Witley

Item 9 only:

John Atkinson - ImpactEd
Owen Carter - ImpactEd

1. APOLOGIES

Apologies for absence were received from Naresh Sonpar and Joanna Abeyie.

The meeting was chaired by the Deputy Chairman John Griffiths.

The Board welcomed the recently appointed external Member Jane Hindle to her first meeting.

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 09 October 2024 be approved as a correct record of the proceedings.

4. **BUDGET ESTIMATES 2025/26**

The Committee considered the report of The Chamberlain and the Executive Director of Community & Children's Services setting out the annual submission of the revenue budgets overseen by the Education Board, noting that the proposed budget for 2025/26 has been prepared within the resource envelope allocated to each Director by the Corporation's Resource Allocation Sub Committee.

Members noted that the provisional nature of the revenue budgets recognises that further revisions may arise from the necessary realignment of funds resulting from decisions at the Corporation's Policy & Resources Committee and the final allocations of the school funding model, and that 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, at which point the budget will be revised during the financial year to incorporate these changes.

Members noted that the 2025/26 provisional revenue budget totals £3.161m, an increase of £70,000 when compared with the Original Budget for 2024/25 and that the main reasons for the increase are:

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

Members commented that it would be beneficial to receive an overview of the contribution made by the Corporation to the education spend that could inform decisions on the direction of travel around education generally, noting the complexity of the wide range of funding sources.

A Member asked for further information on the spend allocated in 2024 to City of London Academy Islington and for clarification on the ownership of the building. The meeting heard that the school building as a distinct separate entity is owned by the Trust (while the residential part is owned by the City of London Corporation), that there is a 125-year lease on the land, and that the project was undertaken by surveyors with input from the Corporation and the CoLAT. In response to a question on whether the lease specifically identifies elements held in common (such as perimeter boundaries) the meeting heard that there is no overlap though there are perimeter issues and that a joint-use agreement exists for some areas.

A Member asked that a clear delineation of the financial responsibilities around the matter be provided or circulated (see action point)

RESOLVED, That the Board

- Agree that the provisional 2025/26 revenue budget reflects the Committee's objectives;
- 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 the Education Board of specific allocations of funding to individual Academies after finalisation of the schools funding model; and
- Agree that minor amendments for 2024/25 and 2025/26 budgets arising during budget setting be delegated to The Chamberlain.

5. SUPPORTED EMPLOYMENT PROGRAMME

The Board received the report of the Executive Director of Community & Children's Services and the Strategic Director for Education and Skills that included information on the recently introduced Supported Employment Programme that is grant funded by the Department for Works and Pensions (DWP).

Members noted that the Supported Employment Programme will work with a wide range of local partners and 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, with a particular focus on participants outside the workforce, especially those experiencing disadvantages when applying for work.

The Board noted that the report is submitted to the Board for information purposes given the Board's oversight of Adult Skills, and that the responsibility for the programme sits with Central London Forward (CLF) at which the Corporation is represented by the Policy Chairman. The Board also noted that there is no statutory requirement to provide the programme. In response to a query on whether the information would be submitted to the Corporation's Community and Children's Services Committee for information given its scope, the Board heard that the information may be submitted to that Committee in line with an analysis on the participants in the programme.

A Member asked whether the programme was linked to any care-leaver initiatives. The meeting heard that it is linked to people "with a disadvantage" with a focus on health disadvantages, but also encompasses those with other kinds of disadvantage including people who have not been successful in securing employment for other reasons, citing in particular section 27 of the report.

A Member commented that previous DWP programmes appeared to be compromised by boundary issues and asked whether those issues have been addressed. The meeting noted that there are currently no postcode restrictions and that delivery is London-wide, working with Local Authorities across London.

A Member sought confirmation that no duplication or double-counting was taking place given the other Adult Skills programmes under way. The meeting noted that the offering focussed on progression routes and that individuals could engage with different programmes at different times.

Referencing in particular sections 2,7, 13 and 15 of the report, a Member asked for clarity on what constituted a “local” partnership. The meeting heard that these refer to partnerships with Local Authorities outside the scope of CLF and included a range of other providers including care-leaver and health organisations.

6. UPDATE ON WORK EXPERIENCE

The Board heard an update on work experience.

The Board heard that around 65 work experience requests have been received since early 2024 and that work is ongoing to standardise and centralise the collation and allocation process focussing in particular on the needs of the young people taking into account resources, equipment and safeguarding.

The following comments were made:

- A certification step would be useful and motivating;
- Flexibility around work experience time spans and time slots would be welcome;
- All schools within the Family of Schools would benefit from CoLC work experience opportunities;
- CoLC contractors offering Social Value commitments would benefit from being involved in work experience;
- There should be an emphasis on co-ordinating the fragmented work experience opportunities and services in the City to minimise any duplication or wastage that could be encapsulated within a City-wide offering based on the proposed Youth Guarantee.

Members noted the publication on 26 November 2024 of the ‘Get Britain Working White Paper’ produced by the Secretary of State for Work and Pensions, Chancellor of the Exchequer, and Secretary of State for Education that included a commitment to an “expansion of work experience” and a Youth Guarantee. Members asked that further information be brought to the next Education Board on progress, with numbers of work experience opportunities offered, taken up and successfully concluded alongside targets as the programme rolls out.

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

The Committee received the report of the Director of Community & Children’s Services and The Chamberlain that outlined the success of the City Corporation-funded Widening Participation programme in collaboration with St George’s, University of London and the Lord Mayor.

A Member asked for information on the total budget for the programme. The meeting heard that the total amount allocated to the programme will be confirmed to the Board (see action point).

A Member requested further information on City St George's and asked for further information (see action point), noting the benefits of the work.

A Member commented that more detailed information on the impacts (tangible and less tangible) of the programme would be welcome, noting that long-term tracking is planned and noting also that it is not necessarily feasible or meaningful to directly track impacts.

The meeting also noted that City St George's University will continue to work with the schools that participated in the programme and offer guaranteed places on their Year 11 and Post-16 programmes to these schools, aiming to provide repeat engagements with the Future Professionals students.

8. **LCF UPDATE**

The Board received an update on the upcoming 7th London Careers Festival running in February 2025 that is expected to include workshops, information sessions and on-location business experiences designed to inspire young Londoners and mobilise City businesses and organisations.

9. **CITY PREMIUM GRANT 2023/24 UPDATE**

The Committee received the report of the Director of Community & Children's Services setting out 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. Members noted in particular these points:

- key statistics from the 117 CPG funded projects that ran in 2023/24;
- highlights of popular themes and areas of focus across projects;
- developments in the process's second year of operation; and
- key learnings and intended improvements.

In response to a question on alignment with the Education Strategy, Members noted that future reports will be mapped against priority areas set out in the Education Strategy.

The Board heard from ImpactEd on their evaluation of the CPG (Appendix 3).

A Member sought clarification on whether the programmes are being centrally curated at CoLAT, and the Board noted that a newly-appointed partnership lead is co-ordinating bids at strategic level and ensuring that the additionality is having the desired outcome.

A Member sought clarification on negative outcomes associated with a small number of the programmes, and the Board noted that the outcomes could be measuring confidence levels, assessment variations, or could indicate a need to adjust the programme.

In response to a question on schools' evaluations and how they were delivered, the Board noted that an incentive mechanism exists to ensure that schools provide an evaluation ahead of securing future bids.

A Member asked whether the primary/secondary CPG applications were in line with expectations, the meeting heard that the proportions were in line with expectations.

The meeting heard from two students at City of London Academy Highgate Hill and one student at Islington Collegiate Sixth Form who shared their account of their transformative experiences made possible by CPG funding.

10. **UPDATE ON RESEARCH PROJECTS**

Members noted that, following the electronic circulation of details of the proposed research projects via email in October 2024, a majority of Members who responded agreed that these two projects be pursued:

3. Exploring Parental Perspectives on Music Education: Understanding the Role of Parents in Shaping the Future of Music Education in Schools

4. Navigating the ITTECF: Lived Experiences of Early Career Teachers (ECTs) and the Impact on Supporting Pupils with SEND
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Members heard updates on the projects:

- The Education Strategy Unit is working with the Guildhall School of Music and Drama on project 3; and
- The Education Strategy Unit is working with The City Academy Hackney on project 4.

11. **CULTURAL & CREATIVE LEARNING FUND 2023/24 EVALUATION REPORT**

The Committee received the report of the Director of Community & Children's Services setting out key information relating to the first year of the City's Cultural and Creative Learning (CCL) funding model, noting also that 12 projects were awarded money from the CCL budget to the combined cost of £184,315, and that funding from one project was returned as the project was not completed leading to an actual spend of £170,115. Members noted that 3,220 participants took part across the completed projects.

Members also noted the summary of findings from the evaluations returned by partners at the end of project delivery together with an overview of the projects.

In response to a question on what learnings, of any, were being applied to the current year, the meeting heard that the evaluation model is to be adjusted, and that visuals will be gathered from every project.

A Member commented that the words 'racism' and 'slavery' featured on the word cloud shown on page 2 of Appendix 2 and asked for further information on that, noting that it might benefit students more to learn poetry for its own sake rather than through any kind of misleading lens. The meeting noted that the organisation Poetry VS Colonialism was involved in some of the projects which will have accounted for those terms.

12. CITY YOUTH ENVIRONMENT BOARD

The Board heard an update on the Youth Natural Environment Board, delivered by Simon Lightman at King Edward's School Witley.

The Board noted that its aims are to act as a point of youth advocacy on environmental issues, and to act as a point of collaboration with a range of partners.

The Board thanked the school for its dedication and commitment and congratulated the school on achieving Eco-Schools Green Flag accreditation status, commenting on the salience of ensuring the youth voice continues to be heard.

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

There were no questions.

14. ANY OTHER BUSINESS THAT THE CHAIR CONSIDERS URGENT

There were no items of urgent business.

15. EXCLUSION OF THE PUBLIC

RESOLVED – That under Section 100A(4) of the Local Government Act 1972, the public be excluded from the meeting for subsequent 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 12.40 pm

Chairman

Contact Officer: Jayne Moore

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DRAFT

Agenda Item 4

Committee(s): Education Board	Dated: 21 January 2025
Subject: Annual Review of the Committee's Terms of Reference	Public
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	
Does this proposal require extra revenue and/or capital spending?	N/A
If so, how much?	
What is the source of Funding?	
Has this Funding Source been agreed with the Chamberlain's Department?	
Report of: Town Clerk	For Decision
Report author: Committee and Member Services Officer	

Summary

The Committee's current Terms of Reference are submitted here to give the Committee an opportunity to consider them, and to enable any proposed changes to be considered at the Policy and Resources Committee meeting of 13 February 2025 in time for the re-appointment of Committees by the Court of Common Council in April 2025.

Please note that the membership given was correct at April 2024 and has since changed to reflect the resignation of Mary Robey, replaced by Jane Hindle.

Recommendations:

1. The terms of reference of the Committee (**set out at Appendix 1**) be approved subject to any comments, for submission to the Court in April 2025; and,
2. Members to consider whether any change is required to the frequency of the Committee's meetings.

Contact: jayne.moore@cityoflondon.gov.uk

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

1. **Constitution**

A Non-Ward Committee consisting of,

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

2. **Quorum**

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

3. **Membership 2024/25**

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

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

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

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

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

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

4. **Terms of Reference**

- (a) To monitor and review the City of London Strategies for Education, ~~Cultural and Creative Learning, and Skills~~ and to oversee their implementation (including skills and work related learning, and cultural and creative learning) in consultation, where appropriate, with Policy and Resources Committee and the relevant Service Committees; referring any proposed changes to the Court of Common Council for approval;
- (b) To oversee generally the City of London Corporation's education activities (including, where relevant, the City Corporation's commitment to ensuring education promotes healthy lifestyles); consulting with those Committees where education responsibilities are expressly provided for within the terms of reference of those Committees and liaising with the City's affiliated schools and co-sponsors; post school learning providers, and cultural organisations but excluding Gresham College and any responsibilities of the Gresham (City Side) Committee;
- (c) To be responsible for the oversight and monitoring of the City of London Corporation's sponsorship of its Academies, including the appointment of academy governors and, where relevant Members, Directors and Trustees;
- (d) Except for those matters reserved to the Court of Common Council or which are the responsibility of another Committee, the Committee will be responsible for all aspects of the City of London Combined Education Charity (312836) and City Educational Trust Fund's (290840) day-to-day management and administration of the charity. The Committee may exercise any available powers on behalf of the City Corporation as trustee under delegated authority from the Court of Common Council as the body responsible for exercising the powers of the City Corporation as trustee. This includes, but is not limited to, ensuring effective operational arrangements are in place for the proper administration of the charities, and to support expedient and efficient delivery of the charities' objects and activities in accordance with the charities' annual budget, strategy and policies;
- (e) To recommend to the Court of Common Council candidates for appointment as the City of London Corporation's representative on school governing bodies where nomination rights are granted and which do not fall within the remit of any other Committee;
- (f) To monitor the frameworks for effective accountability, challenge and support in the City Family of Schools**;
- (g) To be responsible for the distribution of funds specifically allocated to it for education purposes, in accordance with the City of London Corporation's strategic policies;
- (h) To assist with promotion of skills training and education-business link activities in line with the City of London Corporation's Skills Strategy.

**The expression "the City Family of Schools" means those schools for which the City has either direct responsibility as proprietor, sponsor or local authority, or historic links. These include but are not restricted to: The Aldgate Primary School,

the City of London School, the City of London School for Girls, the City of London Freeman's School, and the academies managed by the City of London Academies Trust.

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EDUCATION BOARD
Summary of actions - updated December 2024

Item	Title	Action (Responsible Officer/Governor)	Timeframe/Deadline
Action from 02 December 2024			
7	Widening Participation programme in collaboration with St George's, University of London and the Lord Mayor	Confirm sum allocated to the programme – A Rogers	Circulated on 07 Jan. 2025 via email
7	Widening Participation programme in collaboration with St George's, University of London and the Lord Mayor	Further information on City St George's to be circulated to Members	Circulated on 17 December 2024 via email
4	Financial responsibilities of buildings at CoLA Islington	Set out clear delineation of financial responsibilities of buildings and facilities at CoLA Islington	Circulated on 07 Jan. 2025 via email

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Committee(s): Education Board	Dated: 21/01/2025
Subject: The City Educational Trust Fund (Charity No. 290840) Grant Recommendation and Management Update	Public
Which outcomes in the City Corporation’s Corporate Plan does this proposal aim to impact directly?	Diverse Engaged Communities Providing Excellent Services
Does this proposal require extra revenue and/or capital spending?	No
If so, how much?	n/a
What is the source of Funding?	n/a
Has this Funding Source been agreed with the CBF & Charities Finance Team (representing The Chamberlain’s)	n/a
Report of: Simon Latham, Interim Managing Director of City Bridge Foundation	For Information
Report author: Veronica Pearce, Central Funding and Charity Management Team	

Summary

The City of London Corporation is the sole corporate trustee of the following Charity which operates, in summary, to further education for the public benefit: the City Educational Trust Fund (“CETF”) (Charity No. 290840).

At the Education Board in April 2024 Members agreed to award a £3,649,998 grant to A New Direction (Charity No. 1126216) to deliver Primary Arts – a cultural arts programme within London’s primary schools, to enhance the education and teaching in and of the cultural arts for the public benefit, spanning 48 months. This follows on from a 14-month pilot to develop this programme.

This paper provides a quarterly update of the work undertaken by A New Direction.

Recommendation(s)

Members are asked, 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:

1. Note the quarterly update report for the full-length Primary Arts programme funded by the CETF.

Main Report

Background

1. As part of the Corporate Charities Review (CC Review) – as decided in July 2019 – the City Educational Trust Fund (Charity No. 290840) (“CETF”) which operates to further particular educational purposes for the public benefit, has undergone a review with a view to ensuring that the charity operates effectively and impactfully.
2. The City of London Corporation acting by the Common Council is the sole corporate trustee of this charity (“the Trustee”) and the Trustee has, in considering options for the charity’s good administration, resolved to develop proposals with a view to spending out the charity’s funds strategically and impactfully, and to close the charity. In implementing the decision to take a strategic funding approach in spending out the charity’s funds the Trustee resolved to fund a pilot project to support research, study and teaching in the cultural arts, focussed on primary schools in Greater London – ‘Primary Arts’. This report sets out the evaluation of the pilot of Primary Arts. The report also provides an update on the work-to-date for the rollout of the full-length programme which was approved in April 2024.
3. The Central Funding and Charity Management Team (CFCMT) has been managing the CETF since October 2016 under the oversight of this Board. During that time the CFCMT has endeavoured to deliver an open access grant programme for the CEFT which looked to further its charitable educational purposes under the charity’s second object (see paragraph 4.2 below). In July 2019, the CFCMT in reporting upon the outcomes of the City Corporation’s Corporate Charity Review made recommendations to the Education Board to support a large strategic project which would further the advancement of research, study and teaching in and of the cultural arts. Recommendations were based on evidence from the CFCMT from its various open grant programmes and an analysis of demand since 2016.

Current Position

4. A New Direction was awarded a £3,649,998 grant from the CETF across 48 months in April 2024 to rollout Primary Arts – a cultural arts programme across London’s primary schools beginning in July 2024.
5. This work is intended to enhance the research, study and teaching of cultural arts, meeting the CETF’s charitable objects - namely, for the public benefit to advance research, study and teaching in and of the cultural arts that will enable exposure and experience to a varying range of arts opportunities, learning and resources for teachers and students.
6. The full rollout of Primary Arts began in July 2024, having reported on work-to date at October’s Education Board, an update of the work taken place between September-December 2024 has been provided within this report (**Appendix 1**).

Update on Primary Arts Programme

7. Officers met with A New Direction in December 2024 to receive an update on the rollout of full programme delivery across the quarter, Officers ensure the delivery furthers CETF's charitable objects.
8. **Programme launch** – the key achievement of the quarter is the successful launch of the full-scale programme offer on 25 September 2024. 294 settings have been registered on the booking platform, and all programme strands have a robust number of bookings or applications.
9. 31 Boroughs are represented across the registered schools. Boroughs with no sign-ups are Bexley and Sutton. A New Direction is working with the Pathfinder Advisory group and connecting with local authority contacts to help encourage schools from these boroughs to engage in the programme.
10. **Marketing & Communications** – as part of the launch, A New Direction were pleased to secure sector media coverage, as well as implementing a direct mailing to 2,100 schools.
11. All strands of the programme except for In-Schools Touring are now in delivery. 294 schools are registered (of which 15 are SEND settings). On-the-day evaluations are being undertaken and the leadership cohort and touring organisations have completed their baseline evaluation questionnaires. Feedback has been very positive so far and the team have been delighted to see children and teachers enjoying their experiences, learning, and being inspired.
12. **Go & See (Theatre)** – the programme was oversubscribed at launch, with 88 applications (35 selected). Feedback has included: "The resources provided before the performance were incredibly helpful. The visual story allowed some of our children with additional needs to access the performance more easily, and the teachers valued the supportive materials, which guided meaningful questions and discussions both before and after the show."
13. **In-Schools Touring** - the programme was oversubscribed at launch, with 131 applications (100 selected). Initial planning is underway between organisations and their allocated schools. Sessions will take place next quarter.
14. **Masterclasses** – 40 Schools are attending (96 individual teachers). The successful delivery of 'Building Reading for Pleasure Schools' with Centre for Literacy in Primary Education, featuring an author was undertaken. Feedback from one attendee; "It made me reflect on my current school practices and how I am promoting reading for pleasure in school. It made me see more so the value of reading for pleasure."
15. **Come & Try** – 45 schools attending sessions (67 individuals). One session had to be rescheduled to 2025 due to the ASLEF strike. Feedback from the first session was positive including "Natural pigments are perfect for our Stone Age topic and Explore and Draw, which I am currently doing with my Y2s. We will go on a nature hunt and use the materials to make prints."

16. **Cultural Education Leadership Programme** – 18 teachers are participating in this cohort. There has been successful delivery of two learning days, including cultural exploration visits at Kensington Palace and Discover Story Centre, plus a learning visit to two primary schools and London Museum Docklands.
17. On-the-day evaluation of sessions has taken place, but follow-up surveys have yet to be undertaken. These will be sent out to schools around half a term after delivery has taken place, which means that participants in this term's activity will receive a questionnaire in February. Longer-impact will be reported on at a future Board meeting.
18. A New Direction is currently working through the value some schools place on a free offer, which can lead to a 'book in haste, reflect at leisure' approach. The charity is looking at how this is currently communicated to schools – more clearly articulating the cost of the programme, the number of schools on the waiting list for tickets, and the time it takes to confirm bookings – so that they understand the potential impact of them changing or cancelling their booking.
19. Working with the Pathfinder Advisory Group has been of benefit. The Pathfinder Group has been an interim measure, and A New Direction are currently working towards splitting into the two planned groups – a teacher advisory and a strategic development group.

Conclusion

20. This report provides Members with a quarterly update of the full programme rollout of Primary Arts.

Appendices

- Appendix 1 – Primary Arts Quarterly Report December 2024

Background Papers

- Report and Minute of the Policy & Resources Committee, 4 July 2019.
- Report and Minute of the Education Board, 24 April 2023.
- Report and Minute of the Education Board, 5 February 2023.
- Report and Minute of the Education Board, 16 April 2024.
- Report and Minute of the Education Board, 9 October 2024.

Veronica Pearce

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Primary Arts

Quarterly Report: December 2024

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Introduction

A New Direction is pleased to share this quarterly update on delivery of the first year of Primary Arts at full scale for the City Educational Trust Fund. Following successful completion of the pilot programme in July 2024, we were extremely grateful to secure funding to enable us to plan and deliver the programme over the next three and a half years. Over the summer since securing the funding, we have made adjustments to some elements of delivery in response to evaluation findings, but the fundamental structure and offer of the programme remain unchanged, other than the scale of the offer. The five strands of the programme are:

For pupils (with support for staff)

- Go & See (offered in the autumn and summer terms)
- In-Schools Touring (offered in the spring term)

For teachers:

- Cultural Education Leadership Programme (year-long)
- Masterclasses (single day sessions delivered year-round)

For any school staff

- Come & Try (twilights delivered year-round)

A list of delivery partners can be found at the end of this report.

Key Achievements This Quarter

Programme Launch

The key achievement of the quarter is the successful launch of the full-scale programme offer on 25 September 2024 (with the exception of the summer season of Go & See, which will open for bookings in the spring). We have been delighted with interest in and uptake of the programme, with 294 settings registered on our booking platform, and all programme strands with a robust number of bookings or applications.

31 Boroughs are represented across the registered schools. Boroughs with no sign-ups are Bexley and Sutton (of these, Sutton did participate in last year's pilot). We are working with our Pathfinder Advisory group and connecting with local authority contacts to help encourage schools from these boroughs to engage in the programme. We are also looking at uptake data, establishing our Teacher Advisory group and exploring other ways to gain a better understanding of how and why schools are engaging with the programme in order to drive greater uptake.

We are receiving a steady stream of enquiries from schools interested in the 2025/26 Cultural Education Leadership Programme, which suggests an increasing and continued awareness of the programme as well as its relevance and interest to

schools. We have seen continued new registrations onto the booking platform which suggests a more general interest. The next key moment for schools recruitment will be the launch of applications to the summer season of the Go & See programme in the spring term. We continue to profile ongoing opportunities such as Masterclasses and Come & Try events through our schools e-newsletters, social media channels, and through targeted Primary Arts direct mailings.

Marketing & Communications

To support launch we were pleased to secure the following:

- Teach Primary print advert (September 2024 issue, page 56) and paid social media posts.
 - Link: <https://cdn.teachwire.net/e-mag/Teach-Primary-Issue-18.6/>
- Arts Professional (23/09/2024) 'Creative education in London gets £3.6m boost'.
 - Link: <https://www.artsprofessional.co.uk/news/creative-education-london-gets-ps36m-boost>
- The Educator – '1000s of pupils and teachers from London's state primary schools and SEND settings will receive access to free cultural and creative opportunities in A New Direction's new primary Arts programme' (24/09/2024)
 - Link: <https://the-educator.org/1000s-of-pupils-and-teachers-from-londons-state-primary-schools-and-send-settings-will-receive-access-to-free-cultural-and-creative-opportunities-in-a-new-directions-new-primary-arts/>
- Michelle Walker, London Area Director, Arts Council England, said: "A New Direction's commitment to empowering children—and now their teachers—to embrace creativity, shape culture, and achieve their potential is truly inspiring. Arts Council England is thrilled to support the new Primary Arts free programme across London's state primary schools and primary SEND settings."
- The Arty Teacher (art teacher / education blogger with over 10,000 followers) @the.arty.teacher, [The Arty Teacher](#).
- Direct postal mailing to 2,100 schools.

Booking Platform

Our newly-developed, bespoke online [booking platform](#) has proven to be a useful and effective tool for schools to manage their engagement with the programme, and has worked smoothly from launch. It is also a valuable tool for the team in terms of managing and monitoring school bookings and associated administrative processes.

Programme Delivery

Following launch, bookings and an allocations phase, all strands of the programme except for In-Schools Touring are now in delivery. On-the-day evaluations are being undertaken and the leadership cohort and touring organisations have completed their baseline evaluation questionnaires. Feedback has been very positive so far and the team have been delighted to see children and teachers enjoying their experiences, learning, and being inspired.

Highlights

As mentioned above, the positive interest in and uptake of the programme has been a significant highlight. We were also delighted to bring together all delivery partners and members of the CETF team and board for a launch celebration in September.

Highlights for each strand of the programme include:

Go & See

- Programme oversubscribed at launch.
- It has been joyful to see hundreds of excited children in cultural venues having a wonderful time.
- Very positive feedback to the programme – see quotes, below.

In-Schools Touring

- Programme oversubscribed at launch.
- Two successful Network Meetings with the 10 delivery organisations to support their onboarding and their planning around inclusion.
- Initial planning underway between organisations and their allocated schools.

Masterclasses

- Successful delivery of our first Masterclass, 'Building Reading for Pleasure Schools' with CLPE, featuring author SF Said. See quotes, below.

Come & Try

- Five out of six sessions fully booked, one place remaining at the sixth.
- Successful delivery of the second planned session (session 1 has been rearranged to February due to planned ASLEF strike action in November).

Cultural Education Leadership Programme

- 18 teachers participating.

- Successful delivery of two learning days, including cultural exploration visits at Kensington Palace and Discover Story Centre, plus learning visit to two primary schools and London Museum Docklands.

Number of Booked Places

294 Schools registered (of which 15 are SEND settings).

- 131 Touring Applications (100 selected)
- 88 Go & See Applications (35 selected)
- 40 Schools attending Masterclasses (96 individual teachers)
- 45 Schools attending Come & Try sessions (67 individuals)
- 18 Schools on leadership programme (recruited summer 2024)

Uptake by borough

The table below shows school engagement by borough on the basis of registrations and bookings made.

Please note: *Schools registered* – all schools registered on booking platform.

Individuals registered – each school can have multiple teachers linked to it as individuals book their own places on specific programme strands.

Schools participating – schools that are actively signed up for any programme strands (counted only once irrespective of the number of individuals participating or the number of strands engaged with).

Borough	Schools registered	Individuals registered	Schools participating
Barking & Dagenham	10	23	9
Barnet	5	5	2
Bexley	0	0	0
Brent	8	22	5
Bromley	5	6	3
Camden	20	32	11
City of London	1	2	0
Croydon	6	14	5
Ealing	17	30	11
Enfield	8	14	3
Greenwich	12	22	5
Hackney	14	25	10
Hammersmith & Fulham	6	6	4
Haringey	9	11	4
Harrow	3	4	2
Havering	2	2	1
Hillingdon	10	16	5

Borough	Schools registered	Individuals registered	Schools participating
Hounslow	6	10	2
Islington	9	20	9
Kensington & Chelsea	3	4	2
Kingston	3	3	1
Lambeth	16	30	11
Lewisham	19	24	12
Merton	9	12	3
Newham	19	22	13
Redbridge	10	15	7
Richmond	8	11	5
Southwark	15	22	10
Sutton	0	0	0
Tower Hamlets	12	23	7
Waltham Forest	15	35	9
Wandsworth	11	17	7
Westminster	3	4	1
TOTAL	294	486	179

Sessions Taken Place

Date	Strand	Event	Venue
19/9/24	Leadership	Warm up social	Phoenix Garden (WC2H) Cambridge Theatre
30/9/24	Touring	Delivery organisations network meeting 1 (onboarding)	Good Growth Hub
30/9/24	All	Launch celebration	Good Growth Hub
10/10/24	Leadership	Session 1: The foundations of successful schools and effective cultural education + learning visit Kensington Palace	Kensington Palace
13/11/24	Leadership	Session 2: Hallmarks of a successful cultural education curriculum + learning visit London Museum Docklands	Mayflower Primary School /Lauriston Primary School (both LBTH) London Museum Docklands
20/11/24	Touring	Delivery organisations network meeting 2 (inclusion)	Good Growth Hub
22/11/24	Go & See	Alice in Wonderland Returns	Brixton House
22/11/24	Go & See	Immersive art experience	Frameless
26/11/24	Masterclasses	Masterclass 1: Building 'Reading for Pleasure' Schools	CLPE
26/11/24	Leadership Alumni	Alumni meet-up 1	Royal Academy
27/11/24	Go & See	Dick Whittington & His Cat	Greenwich Theatre
27/11/24	Come & Try	Make with Natural Dyes and Materials	Crafts Council
28/11/24	Go & See	Aladdin	Lyric Hammersmith
28/11/24	Go & See	Dick Whittington & His Cat	Greenwich Theatre
3/12/24	Go & See	Pinocchio	Stratford East
3/12/24	Leadership	Session 3: Understanding self and planning for impact + learning visit Discover Centre	UCL East Discover Centre
4/12/24	Go & See	Aladdin	Lyric Hammersmith
5/12/24	Go & See	Pinocchio	Stratford East
6/12/24	Go & See	The Singing Mermaid	Little Angel Theatre
6/12/24	Go & See	Aladdin	Lyric Hammersmith
10/12/24	Go & See	Alice in Wonderland Returns	Brixton House
13/12/24	Go & See	The Singing Mermaid	Little Angel Theatre

In addition, the Pathfinder Advisory Group has met on the following dates:

- 4 July
- 23 September
- 21 November

Number of Children/Teachers Involved this Quarter

Please note some numbers are based on bookings rather than actual attendance as monitoring forms have not yet been received for all sessions.

Some teachers may have participated in more than one strand of the programme – please note these figures have not been deduplicated.

For Go & See and Come & Try the total for ‘teachers’ includes non-teaching adults such as parent helpers supporting Go & See visits, or non-teaching school staff attending a Go & See session.

Strand	Children	Teachers	Booked or actual	Notes
Go & See	1783	312	Booked	May include other adults (eg parent helpers)
In-Schools Touring	n/a	n/a	n/a	Delivery commences February 2025
Masterclasses	n/a	27	Actual	All teachers
Come & Try	n/a	21	Actual	May include non-teaching staff
Leadership	n/a	18	Actual	All teachers
TOTAL	1783	378		

Case Studies/ Quotes

Go & See (Theatre)

“I accompanied the children with the class teacher. I got to see the awe and wonder in the children’s faces and share in their joy. Many children had never been in a theatre before and it was great to see how the children listened to the rules concerning the show and their complete immersion in the experience.”

“The resources provided before the performance were incredibly helpful. The visual story allowed some of our children with additional needs to access the performance more easily, and the teachers valued the supportive materials, which guided meaningful questions and discussions both before and after the show.”

"The children thoroughly enjoyed this experience and had an amazing time at the theatre. For many of them, it was their first time attending a theatre or watching a live pantomime, and they were brimming with excitement and curiosity both before and after the performance. This exposure to live theatre, encouraged many children to portray their own stories through role play and further in class discussion."

Masterclasses

"I feel really inspired to take these new ideas back to my school."

"It made me reflect on my current school practices and how I am promoting reading for pleasure in school. It made me see more so the value of reading for pleasure."

"The message was most inspiring. Just the knowledge that what we instinctively want to do as a teacher (but perhaps are hindered by SLT etc) is the most valuable experience for our children."

Come & Try

"Extremely welcoming, friendly and knowledgeable artists and leads, no pressure of sharing creations, well resourced, great level of explanations. Loved that we were able to take samples for reference and a printed breakdown of the tried crafts. A brilliant evening!!"

"Learnt new skills to apply in school. Met really nice teachers. Really enjoyable time!"

"I will defo take elements back to the classroom and these sessions are excellent for my mental health. Teachers need taking care of!"

"Natural pigments are perfect for our Stone Age topic and Explore and Draw, which I am currently doing with my Y2s. We will go on a nature hunt and use the materials to make prints."

"Thank you for such an engaging and enjoyable session. This has been the best CPD I've been on in a while."

Impact Quotes

We have completed on-the-day evaluation of sessions (see above) but have not yet undertaken follow-up surveys. These are sent out to schools around half a term after delivery has taken place, which means that participants in this term's activity will receive a questionnaire in February. As such we do not have evidence yet of longer-term impact to share.

The evaluation for the programme is based on our Theory of Change (ToC), which has been adjusted very slightly since the pilot of the programme. Linked to this ToC is

an overarching evaluation framework for the programme. From this, our independent evaluator has developed a series of evaluation tools and approaches for each strand of the programme, including:

Cultural Education Leadership Programme:

- Baseline & endpoint questionnaires for all participants.
- On-the-day 'what went well' / 'even better if' feedback for iterative programme design.
- Follow up questionnaire one term after completing the programme.

Masterclasses:

- On-the-day evaluation.
- Follow up questionnaire half a term after completing the programme.

Come & Try

- On-the-day evaluation.
- Follow up questionnaire half a term after completing the programme.

Go & See

- Post trip evaluation.
- Follow up questionnaire half a term after completing the programme.

In-Schools Touring

- Baseline and endpoint evaluation with delivery organisations.
- On-the-day evaluation of staff CPD session.
- On-the-day evaluation with pupils.
- On-the-day evaluation with teachers.
- On-the-day event report from delivery organisations.
- Follow up questionnaire half a term after completing the programme.

We will also be creating three case studies for the programme. These will be completed over summer 2025 and shared along with our Year 1 evaluation report.

Challenges

For Go & See there is a challenge around the value some schools place on a free offer, which can lead to a 'book in haste, reflect at leisure' approach. This has meant that in a few cases, schools have rushed to place a booking request without properly considering whether the date or venue is suitable for the group they are booking for, or without checking details properly. During the allocations phase this led to a number of schools significantly changing their booking request which caused additional administration for the team trying to fill spaces on the programme. There is also

(much more rarely) a challenge around schools not bringing as many children to the performance as they had booked for.

We are considering how we communicate with schools around this issue – more clearly articulating the cost of the programme, the number of schools on the waiting list for tickets, and the time it takes to confirm bookings – so that they understand the potential impact of them changing or cancelling their booking. We already have a cancellation policy in place (including a charge for no-shows or late cancellations) but this does not cover schools attending with a much lower number of pupils than planned, so we are reviewing the wording of this. It will never be possible to completely mitigate these sorts of challenges as they are not unusual when working with schools, but we want to ensure that we do everything we can to fill places on the programme to deliver it cost effectively and with maximum benefit to schools, teachers and pupils.

Advisory Group Learnings

Working with the Pathfinder Advisory Group has been very beneficial. The Pathfinder Group has been an interim measure, and we are currently working towards splitting into the two planned groups – a teacher advisory and a strategic development group. We anticipate these being in place by the end of March.

Across the three meetings held to date with the Pathfinder group, we have valued their input around:

- Working towards increasing the diversity of the membership of the group in the future (suggesting networks and mechanisms for recruitment).
- Networks and groups to engage with to support school recruitment into the programme.
- Forward planning and timelines (what works best for schools and the sector).
- Sustainability and legacy of the programme.

Appendix I: List of Partners

Go & See

Winter season:

The Winter offer for Go & See focusses on visual art and theatre.

- Frameless
- Brixton House
- Greenwich Theatre
- Little Angel Theatre
- Lyric Hammersmith
- Theatre Royal Stratford East

Summer season:

The Summer season focusses on visual art, film and theatre.

- Frameless
- Royal Academy
- BFI
- Into Film
- Little Angel Theatre
- Polka Theatre

In-Schools Touring Programme

- Animate Arts
- Arvon
- Clowns Without Borders
- Conductive Music
- Embracing Arts
- Emma and PJ
- LAStheatre
- Mbilla Arts
- Musiko Musika
- Postal Museum

Cultural Education Leadership Programme

Delivered in partnership with UCL Centre for Educational Leadership, and supported by:

- Mayflower Primary School
- Lansbury Lawrence Primary School
- Kensington Palace
- Tower Bridge
- Discover
- National Theatre

Masterclasses

Delivered in partnership with the Centre for Literacy in Primary Education.

Come & Try

Delivered in partnership with the Crafts Council.

City of London Corporation Committee Report

Committee(s): Education Board	Dated: 21/01/2025
Subject: Key Stage 4 Outcomes Analysis: Performance of Sole-Sponsored Academies in the City of London Academies Trust	Public report: For Information
This proposal: <ul style="list-style-type: none"> delivers Corporate Plan 2024-29 outcomes 	Providing Excellent Services
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:	Executive Director of Community and Children's Services
Report author:	Dr Scott Caizley

Summary

This report examines the Key Stage 4 (KS4) results for the six sole-sponsored academies within the City of London Academies Trust (CoLAT), which operate across three Local Authority areas within Inner London. Utilising newly published data from the Department for Education (DfE), the analysis provides insights into pupil attainment and achievement at the school, local authority and national levels. The findings aim to inform strategic discussions around educational impact, identify trends in performance, and support supplementary targeted improvement initiatives within the Trust.

Recommendation(s)

Members are asked to:

- Note the report

Main Report

Background

1. The validated GCSE results for Summer 2024 have now been published, following the conclusion of exams in June. These results provide a definitive view of pupil attainment at Key Stage 4 across England.
2. The grading process for Summer 2024 adhered to pre-pandemic standards, consistent with the approach used in 2023. Nationally, GCSE results for 2024 are broadly in line with those from 2023, reflecting stable attainment levels under established grading frameworks.

Current Position

3. The City of London Corporation is the sole sponsor of the City of London Academies Trust.
4. Analysing the Trust schools' performance on a local authority basis aligns with the requirements of the Sponsorship Agreement, enabling a detailed examination of performance, risks, and issues within the context of local educational landscapes.
5. This approach provides further insights into how schools are performing relative to their local and national peers, identifying strengths and areas for improvement while supporting a contextual understanding of challenges and opportunities specific to each geographical area.
6. By facilitating data-driven discussions during scrutiny meetings and with the Chief Executive Officer of the Trust, the Sponsor can ensure performance evaluations are evidence-based and contribute meaningfully to continuous improvement.
7. Additionally, this analysis equips the Sponsor to present a nuanced view of school performance to the Education Board, and supports strategic planning for growth, ensuring that the Trust's expansion aligns with the highest standards. Finally, it ensures compliance with agreed timelines, enabling the Strategic Director of Education and Skills to report effectively to the January Education Board meeting as highlighted in the current Sponsorship Agreement.
8. The KS4 results below include both the Average Attainment 8 scores and the percentage of pupils achieving grade 5 or higher in English and Maths. The data is presented for each school and organised by the respective Local Authority area.
9. Attainment 8 is used in this analysis as it provides a clear, absolute measure of student performance across a broad range of subjects, offering transparency and comparability without adjustments for prior attainment. Unlike Progress 8, which evaluates progress relative to national averages and relies on complex calculations tied to KS2 starting points, Attainment 8 reflects straightforward outcomes that are easier to interpret and communicate. This makes it particularly useful for identifying subject-specific strengths and areas for improvement, while avoiding distortions or methodological adjustments like capping extreme scores. By focusing on Attainment 8, the analysis delivers a direct, unaltered view of school performance.

KS4 Performance Analysis by Local Authority

Southwark

- **Local Authority Average Attainment 8 Score:** 51.9%
- **Local Authority % Achieving Grades 5 in English and Maths:** 56%
- **City of London Academy Southwark:**
 - **Average Attainment 8 Score:** 53.4% (Above LA Average: +1.5%; Above National Average: +7.5%)
 - **% Achieving Grades 5 in English and Maths:** 62.6% (Above LA Average: +6.6%; Above National Average: +16.7%)

Overall LA Analysis: Southwark is performing above both local and national averages, demonstrating strong outcomes, particularly in English and Maths achievement.

Hackney

- **Local Authority Average Attainment 8 Score:** 51.1%
- **Local Authority % Achieving Grades 5 in English and Maths:** 53.4%
- **City of London Academy Shoreditch Park:**
 - **Average Attainment 8 Score:** 58.9% (Above LA Average: +7.8%; Above National Average: +13%)
 - **% Achieving Grades 5 in English and Maths:** 69.3% (Above LA Average: +15.9%; Above National Average: +23.4%)
- **City Academy Hackney:**
 - **Average Attainment 8 Score:** 53.1% (Above LA Average: +2%; Above National Average: +7.2%)
 - **% Achieving Grades 5 in English and Maths:** 58.7% (Above LA Average: +5.3%; Above National Average: +12.8%)

Overall LA Analysis: Both academies outperform local and national averages, with City of London Academy Shoreditch Park showing particularly strong results.

Islington

- **Local Authority Average Attainment 8 Score:** 48%
- **Local Authority % Achieving Grades 5 in English and Maths:** 51.3%
- **City of London Academy Highbury Grove:**
 - **Average Attainment 8 Score:** 47.2% (Below LA Average: -0.8%; Above National Average: +1.3%)
 - **% Achieving Grades 5 in English and Maths:** 51.6% (Above LA Average: +0.3%; Above National Average: +5.7%)
- **City of London Academy Islington:**
 - **Average Attainment 8 Score:** 45.5% (Below LA Average: -2.5%; Below National Average: -0.4%)
 - **% Achieving Grades 5 in English and Maths:** 37.5% (Below LA Average: -13.8%; Below National Average: -8.4%)
- **City of London Academy Highgate Hill:**
 - **Average Attainment 8 Score:** (Not provided)
 - **% Achieving Grades 5 in English and Maths:** 45.5% (Below LA Average: -5.8%; Below National Average: -0.4%)

Overall LA Analysis: Performance in Islington highlights areas of potential and opportunity. City of London Academy Highbury Grove performs close to local averages, demonstrating a good foundation to build upon. The other two academies present opportunities for targeted support and strategic interventions to enhance attainment and improve outcomes.

Key Observations Across Local Authorities

10. City of London Academy Southwark and City of London Academy Shoreditch Park demonstrate exceptional performance, exceeding both local and national benchmarks significantly.
11. Islington academies, particularly City of London Academy Islington and Highgate Hill, could benefit further from focused intervention to enhance outcomes, especially in English and Maths.
12. All CoLAT schools exceed national averages for Attainment 8, with the exception of City of London Academy Islington, which is marginally below.

Options

13. N/A

Proposals

14. N/A

Key Data

15. The key data is included in this report. For those interested in exploring the full statistical release by the DfE, further details can be accessed at [Search for schools, colleges and multi-academy trusts - Compare school and college performance data in England - GOV.UK](#)

Corporate & Strategic Implications

Strategic implications – this work is aligned with and will contribute to the outcomes of the City Corporation’s Corporate Plan 2024-29, specifically ‘Providing Excellent Services’.

Financial implications- none

Resource implications – none

Legal implications – none

Risk implications – none

Equalities implications – In line with the Public Sector Equality Duty 2010, this report has been developed with consideration of its potential impact on people protected by equality legislation, including age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity. The analysis of KS4 performance across the Trust’s schools, broken down by Local Authority, aims to

ensure that all pupils, regardless of their background or protected characteristics, are supported to achieve the best outcomes. Any identified disparities in performance, particularly across different local authority areas, will be carefully considered, with a focus on providing targeted support where it is most needed to address inequality. Should an Equality Impact Assessment be required, this will be undertaken to ensure that any decisions or interventions are fully compliant with equality legislation and are designed to promote fair access to educational opportunities for all pupils.

Climate implications – none

Security implications – none

Conclusion

16. This report highlights the key findings from the analysis of KS4 results for the six sole-sponsored academies within the City of London Academies Trust, covering performance across three Local Authority areas within inner London. The data reveals both areas of strength and opportunities for improvement, with particular attention given to variations in attainment across schools and local contexts. The insights gained from this analysis will help inform targeted interventions and strategic planning to support continued educational improvement within the Trust. By aligning performance monitoring with local authority areas, the Trust can better address the specific needs of its diverse student population, ensuring that all pupils are provided with the support they need to achieve their full potential.

Dr Scott Caizley

Lead Policy and Research Officer for Education

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City of London Corporation Committee Report

Committee(s): Education Board	Dated: 21/01/2025
Subject: City Premium Grant 2024/25 Round 2 Applications	Public report: For Decision
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
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?	Yes
Report of:	Dr Deborah Bell
Report author:	Torri Stewart, Lead Officer, Strategy & Impact

Summary

This report updates Members with key information relating to the second round of City Premium Grant applications for 2024/25. The amount of funding still available to the Family of Schools for the 2024/25 academic year is £381,678.

Applications for 61 projects have been received and reviewed. Nearly all proposed projects were eligible to be considered for funding.

The report asks Members to delegate authority to the Chair and the Strategic Education and Skills Director to distribute awards from the remaining City Premium Grant envelope 2024-25 in order that schools can begin delivery of their second round projects as soon as possible.

The report further proposes that remaining eligible bids from this round be considered for 2025/26 Round 1 funding, in February 2025.

An overview of all bid submissions is available in **Appendix One**.

Recommendation(s)

Members are asked to:

- Delegate authority to the Town Clerk in consultation with the Chair and the Strategic Director of Education and Skills to distribute Round 2 awards from the City Premium Grant: Disadvantaged Pupils Grant, the City Premium Grant: Partnerships Grant, and the City Premium Grant: Strategic Grant to the schools.

Main Report

Background

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 (CPG) 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 is provided to support 'additionality' to the education offer. This means that the City Premium Grant should not be used to fund basic school needs, capital purchases, school meals or routine school staffing. This was agreed by the Court of Common Council following the Tomlinson Review.
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 2024/25 academic year, these themes were:
 - Mental Health & Wellbeing
 - Environmental & Outdoor Learning
 - Employability
 - Personal Development
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 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. Since its introduction in 2022 continuous incremental

improvements to the submission process have been made in response to teacher feedback. Teachers have reported that despite initial challenges the platform is easy to use, and when used effectively, can help them more closely consider the potential outcomes for a project, and help demonstrate if the project delivered what was expected

7. For the academic year 2024/25, 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. As approved by Members at the October 2023 committee meeting, £40,000 of this envelope, (split equally across the Partnerships Grant, and the Strategic Grant), has been committed to support the City of London Academies Trust (CoLAT) in the provision of a Partnerships Co-Ordinator to assist academies with the management of bids and project monitoring for a period of three years.

Current Position

8. The City Premium Grant 2024/25 Round 2 bidding window was open between October and November of 2024. Applications for funding have now been processed and reviewed with the input of an independent third-party observer to ensure neutrality. The Education Strategy Unit reports that:
9. 61 applications were submitted from 13 schools. At this point in the previous cycle, 41 applications had been received from 8 schools. This consistent increase in engagement demonstrates the value that schools continue to place on utilising this funding. It also illustrates a strong level of school-led collaboration taking place between all members of the Family of Schools – a key objective of the City Premium Grant.
10. Of the 61 applications received, 20 requested City Premium Grant: Disadvantaged Pupils Grant funding, 19 requested City Premium Grant: Partnerships Grant funding and 22 requested City Premium Grant: Strategic Grant funding. Applications across the last two categories represent the creation of 41 proposed project partnerships between schools.
11. 59 of the 61 project applications were eligible to be considered for City Premium Grant funding, and a marked improvement in the quality of bids was noted. The eligibility of two proposed projects was questioned and the authors of these bids will be invited to clarify the points in question and potentially re-submit the bids in February 2025 for the first round of funding for the 2025/26 academic year.
12. Collectively the applications reference 19,339 learner beneficiaries. This translates to an average of 317 learner beneficiaries per project and an average project cost per beneficiary of £57.

13. Following the distribution of Round 1 awards, £381,678 of funding is available for Round 2 applications.

Proposals

14. All Round 2 projects have now been processed and reviewed with the input of an independent third-party observer to ensure neutrality. The Education Strategy Unit (ESU) proposes that 27 eligible bids receive awards as soon as possible to allow schools to start delivering their projects.

15. The ESU further proposes that in response to the high level of demand, eligible bids that could not be funded in this round are carried forward for consideration in February 2025 for 2025/26 Round 1 funding.

16. An overview of all proposed projects is available in Appendix One. The colour-key indicates bids proposed for full funding, bids for proposed for future consideration and bids returned.

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 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

17. This report has updated Members with key information relating to the second round of City Premium Grant funding applications for 2024/25. It has then asked Members to delegate authority to the Chair and the Strategic Education and Skills Director to distribute awards from the City Premium Grant: Disadvantaged Pupils Grant, the City Premium Grant: Partnerships Grant; and the City Premium Grant: Strategic Grant, in order that schools can begin delivery of their second round projects as soon as possible.

Appendices

- Appendix 1 - City Premium Grant 2024/25: Round 2 Project Proposals Overview

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Appendix 1 - City Premium Grant 2024/25: Round 2 Project Proposals Overview

To be funded 

For future consideration (2025/26 Round 1) 

Bid returned 

PROJECT TITLE	PARTICIPATNG SCHOOLS	PARTICIPANTS IMPACTED	TOTAL COST	REMINDER SUMMARY	
R2 - Improving Staff & Student Wellbeing through CPD	Redriff Primary School, COLPAI, Redriff	1178	£30,000	The Improving Staff and Student Wellbeing project will provide high-quality CPD for staff at Redriff, Galleywall, and CoLA Primary Academy Islington, including Trauma Informed training, Team Teach, SEMH support, and Crisis Prevention,	
Controversies & Critical Thinking Conference	CLS, Highgate Hill, Shoreditch Park, COLAI, Freemens, CLSG,NCS	120	£5,000	A conference for Year 12 pupils from the Family of Schools, partnering with UCL to enhance critical thinking, oracy, and communication skills through expert-led sessions on societal issues, promoting diversity and teaching the art of respectful disagreement.	
R2 Teacher Directed Intervention	Southwark	1184	£25,000	The Teacher-Directed Intervention project will provide 700 hours of after-school sessions for Year 7-11 students, offering targeted academic support, homework assistance, and enrichment, particularly for Pupil Premium students, aiming to improve performance, confidence, and long-term academic success.	
R2 Oxbridge Pathway Intervention	Southwark	469	£10,000	The Oxbridge Pathway Intervention provides tailored support, including masterclasses, application guidance, and interview coaching, to help high-achieving students apply to Oxbridge and develop the skills and confidence needed for success.	
R2 *NEW* Activities Week 2025	Highbury Grove	621	£20,000	The Activities Week will involve the entire KS3 cohort (621 students, including 303 Pupil Premium pupils) and provide a range of enriching activities, from cooking workshops and football camps to rollercoaster trips and an Outward Bound experience in the Lake District, aiming to expand learning beyond the classroom, foster new interests, and develop key skills such as resilience, confidence, and communication, all while offering opportunities typically unavailable due to socio-economic status.	
R2 UpLearn	Southwark	458	£11,000	The UpLearn project will provide Year 12 and 13 students with personalised online learning and revision resources in subjects like Economics, Maths, and Science, improving academic performance, exam confidence, and independent learning, particularly benefiting those in receipt of Free School Meals.	
R2 Work-Related-Learning: INSPIRE	Highbury Grove	174	£3,000	INSPIRE Innovation Week and Work Experience Support will provide Year 10 students with opportunities for work-related learning, including trips to universities and colleges, industry workshops, and CV/application writing skills sessions. The intended outcomes are to ensure 100% of Year 10 students engage in work-related learning, and provide opportunities to explore higher education.	
24/25 R2: Intervention Tutor for Year 9	Shoreditch Park	15	£830	This project aims to provide 1:1 tuition for vulnerable Year 9 students, particularly those who are Pupil Premium (PP) or Free School Meals (FSM), to ensure they are on track to meet their target grades and succeed in their English and Maths GCSE exams. The tuition will address learning gaps, using QLA from COLASP teachers to target areas of weakness and prevent students from becoming marginal in Year 11. The mentors will liaise with teachers and parents, and the impact will be evaluated after each assessment, helping students build the necessary skills for a strong start to KS4.	
R2 - Reading Interventions	Highbury Grove	679	£11,000	Training 2 staff members to deliver the Fresh Start phonics program, alongside access to online resources and Lexia subscription, aimed at improving reading skills for struggling KS3 and Y7/8 students, alongside a tutor reading program for 6th form to enhance literacy and cultural capital.	
R2 * New * Year 11 Support 24-25	Highbury Grove	203	£39,000	This project aims to provide targeted after-school intervention classes for Year 11 students based on their academic progress at the end of Year 10, focusing on Maths, English, and Science to close knowledge gaps, improve exam performance, and build confidence and resilience, with the goal of increasing academic performance and uptake into sixth form at Highbury Grove.	

R2 Oversees Trips 2024/25	COLAI	60	£9,800	The three Year 9 MFL and Humanities trips to France, Spain, and Belgium aim to improve linguistic skills and proficiency in French and Spanish, enhance communication skills, build confidence and independence, and broaden students' horizons through cultural immersion. These trips will also stimulate curiosity and interest in foreign cultures and important historical events. Additionally, the trips aim to increase the uptake of MFL and/or history at GCSE level, which will contribute to higher EBACC numbers. Students will stay with host families or local B&Bs, attend language lessons or historic tours, and participate in cultural activities to enhance their learning experience.
R2 Revision Guides	Southwark	1184	£15,000	The Revision Guides project will provide Year 7-11 students with subject-specific guides to improve exam preparation, memory retention, and independent learning, supporting their academic success and ensuring all students have access to valuable resources.
R2 ELSA	COLPAI	72	£5,110	The Emotional Literacy Support Assistant (ELSA) programme provides targeted one-to-one support for Year 1-6 pupils to address emotional and social barriers to learning, fostering resilience, mental well-being, and confidence to enhance their readiness for school and academic success.
R2 Zones of Regulation	COLPAI	108	£6,000	The Zones of Regulation intervention helps EYFS, KS1, and KS2 pupils develop strategies to manage strong emotions, improving self-regulation, emotional well-being, and readiness for learning.
R2 Internal Behaviour Programme Led by Behaviour Mentor	Highbury Grove	1009	£30,500	This project will offer at-risk students from years 7-11 the opportunity to work with a behaviour mentor through a programme focused on building self-esteem, developing self-regulation skills, reflecting on previous behaviours, and participating in sporting activities to promote resilience, confidence, and healthy living, with the aim of reducing negative behaviours, improving attendance, and fostering better relationships with adults at school.
R2 Knowledge Organisers	Southwark	1184	£15,000	The Knowledge Organisers project will provide all Year 7-11 students with subject-specific resources each half term to support independent learning, revision, and academic achievement, particularly benefiting Pupil Premium students who may lack access to quality resources.
R2 Attention Bucket	COLPAI	39	£2,000	The Attention Bucket intervention targets pupils with social and communication needs, enhancing attention, verbal communication, listening skills, turn-taking, and group engagement to ensure they are school-ready.
24/24 R2 Behaviour Consultant	Highgate Hill, Highbury Grove	1500	£70,000	A joint initiative with Highbury Grove to embed the Trust Behaviour Policy consistently across both schools by engaging a senior behaviour consultant to enhance systems, coach staff, support students, engage parents, and encourage outstanding behaviour and culture.
R2 - Partnership	Galleywall Primary School, COLPAI, Redriff	720	£13,500	The project aims to cultivate a love of reading among Key Stage 2 pupils by providing access to a book for each child during reading lessons, in line with the DFE reading framework's emphasis on complete texts. Schools will partner to select high-quality, diverse texts representative of their communities, with the goal of improving children's academic outcomes in reading and fostering positive attitudes toward reading lessons.
R2 Sensory Circuits Intervention	COLPAI	60	£6,000	Sensory Circuit Groups support EYFS, KS1, and KS2 pupils with sensory processing challenges through structured physical activities, helping them feel alert, organized, and ready for learning.
R2 *NEW* - Year 13 Academic Tutoring to Improve Outcomes	Highbury Grove	15	£4,000	This project will target Year 13 students based on their academic progress at the end of Year 12, offering intervention classes led by subject experts to close knowledge gaps, improve exam performance, and boost university application rates, with a focus on Maths and Science, while also building confidence and resilience.
Coding Club	NCS, Highgate Hill, Shoreditch Park	40	£2,000	NCS want to offer a Coding Course to enhance students knowledge and their ability to make a competitive application for Computer Science at university.
Y5 and Y6 Maths Tuition	COLPAI	54	£7,020	Year 5 and Year 6 Revision Groups provide daily, targeted support to close learning gaps in core subjects, preparing pupils to achieve age-related expectations or greater depth in their KS2 statutory tests and transition confidently to secondary education.
24/25 R2 English Support	Highgate Hill	40	£4,537	The "Exam Prep Classes" project provides one-on-one English tuition for underachieving Year 7 and disadvantaged Year 11 students, offering personalized support to help them meet academic targets, with periodic assessments to measure progress and boost self-esteem.

R2 English Speaking Board	COLPAI, Shoreditch Park	120	£6,999	This project will promote oracy and communication skills across COLPAI and COLASP by running an English Speaking Board Programme, where primary pupils receive mentoring and cross-phase performances, while secondary students engage in coaching workshops and performance platforms, fostering speech-making, debating, and persuasive presentation skills to ensure strong foundations for future education.
Enrichment Trip to Cambridge	NCS, Highgate Hill, Shoreditch Park	200	£6,000	The project aims to raise aspirations and improve post-18 university choices by organising trips to Cambridge for identified students in Humanities and Sciences, in partnership with Highgate Hill and Shoreditch Park, to broaden their understanding of available courses and inform their subject choices, with funding sought for the cost of coaches.
Trip Funding	Southwark	1184	£33,000	The trip funding will part fund international and local trips for Pupil Premium students, including a Turing Trip to New York, a football tour to Belgium, a ski trip, and a beach trip, aiming to enhance educational enrichment, personal development, confidence, and cultural awareness.
24/25 R2 Tokyo	Highgate Hill, NCS	15	£30,000	The Tokyo STEM and Robotics trip will take students for a week-long immersive experience in Tokyo, exploring scientific, industry, and cultural capitals, with a focus on engineering, robotics, and innovation, enhancing aspirations, creativity, and motivation for future careers in STEM
R2 - Cultural Visits and Enrichment	Redriff Primary School, Galleywall, COLPAI	1178	£57,000	The project aims to provide year-round cultural and heritage visits, school-based workshops, and theatre trips for all pupils across Redriff Primary School, Galleywall, and ColPAI, enhancing curriculum knowledge, critical thinking, emotional and social development, cultural awareness, and creativity, with the goal of fostering a lifelong passion for learning.
R2 EYFS Outdoor Provision - Strategic	COLPAI, Galleywall, Redriff	180	£60,000	This project will enhance outdoor learning and play provision at COLPAI, Redriff, and Galleywall schools by funding equipment such as a role play and story-telling hut, additional trips to natural environments, a shelter for outdoor activities, high-quality outdoor storage, playground markings, and noise-reducing screening.
R2 Year 6 School Journey	COLPAI, Redriff, Galleywall	180	£27,000	This project will provide a week-long outdoor school journey for pupils across COLPAI, Redriff, and Galleywall primary schools in the academic year 2025/26, focusing on personal development, mental health, and cultural capital through outdoor lessons, adventurous activities, arts experiences, and geographical fieldwork, while supporting vulnerable and disadvantaged children who would otherwise not be able to attend due to financial barriers.
R2 - Strategic Mental Health & Wellbeing	Galleywall Primary School, Redriff	60	£60,000	Galleywall and Redriff aim to apply for funding to engage a professional consultant specialising in whole school behavior and wellbeing improvement to support vulnerable pupils, develop effective policies, and enhance emotional regulation, with the goal of improving pupils' mental health, wellbeing, academic outcomes, and long-term support for behavior and emotional regulation.
R2- Embedding Tackling Play Poverty Through Environment and Outdoor Learning in the Partnership	Redriff Primary School, Galleywall, COLPAI	171	£24,000	A year-long whole-school project with Opal to enhance play opportunities, develop key life skills, and positively impact classroom learning through collaborative planning, resource development, and shared learning.
24/25 R2 Jamies Farm	Highgate Hill, COLAI	12	£10,000	A 5-day residential trip to Jamie's Farm for 12 pupils at risk of repeat suspensions, offering therapy through farm activities to promote self-discovery, build self-esteem, and foster stronger relationships with staff, with a total cost of £10,000
24/25 R2 Uplearn	Highgate Hill, Shoreditch Park	200	£8,000	Initial trial of Uplearn, an AI-driven academic intervention, to support students at ICS and HCS in achieving A*/A grades in key A-Level subjects (Economics, Psychology, Maths, Physics, Chemistry, and Biology), with a focus on personalised learning and targeted progress to help students meet their university offers.
24/25 R2 Code Breakers	Highgate Hill, Shoreditch Park	80	£2,000	Code Breaker programme is a key part of the Personal Development offer in sixth forms, helping students grow into well-rounded, articulate young adults. The programme teaches students the social codes essential for success in the professional world, focusing on professionalism, etiquette, positive attitudes, and life skills.
R2 - Indoor Plants & Rewilding	Redriff, Galleywall, COLPAI	483	£30,000	This project will improve the mental and physical health of pupils and staff by rewilding outdoor areas and increasing indoor plantings, fostering a deeper connection with nature, promoting community building, and supporting biodiversity.

SPARC Extra Funding Support	CLS, CLSG, Freemens, Highgate Hill School, City Of London Academy Southwark	82	£6,000	A cross-school partnership engaging PhD students as STEM mentors to guide Y12 pupils in original research projects, culminating in CREST awards and fostering skills in scientific research, cultural literacy, and university readiness.
24/25 R2 Costa Rica	Highgate Hill, Shoreditch Park	20	£30,000	A 9-day trip to Costa Rica for Year 10 students, exploring ecotourism, biodiversity in the Amazon Rainforest, tectonic plate activities, sustainability, and rural-urban migration, linking to GCSE Geography topics such as ecosystems, plate boundaries, and global environmental challenges.
R2 - Mental Health & Wellbeing Through Sports	Redriff Primary School, Galleywall, COLPAI	370	£42,000	The project will provide weekly targeted sports interventions, including martial arts and boxing, to enhance the mental health, wellbeing, and personal development of students.
24/25 R2 Emerging Talent	Highgate Hill, NCS, Shoreditch Park	40	£5,000	The Emerging Talent Programmes in the collegiate sixth forms are designed to support students pursuing competitive career paths like Medicine, Law, and Engineering, providing opportunities and preparation for university applications and future success. The programme aims to level the playing field by offering additional resources, including admissions test prep, expert speakers, and summer schools, to ensure equal opportunities for all students.
Primary Summer School 2025	CLS, Redriff, Aldgate, Galleywall, COLPAI	30	£4,500	The Primary Summer School 2025 enriches academic, social, and cultural learning for more able, Pupil Premium primary pupils through a blend of English, maths, STEM, and cultural activities, fostering oracy, personal development, and parental engagement.
24/25 R2 Ivy League	Highgate Hill, City Academy Hackney, NCS	5	£12,000	A 5-day trip to Ivy League universities in the US for 5 students, providing insight into studying in the USA, boosting confidence, and expanding cultural knowledge, with the aim of encouraging disadvantaged students to apply to top universities like MIT and Harvard.
24/25 R2 Sixth Form International Trip	Highgate Hill, Shoreditch Park	50	£10,000	A trip to France to broaden students' horizons, develop cultural capital, and enhance key life skills such as independence, problem solving, and communication, providing them with valuable personal and academic development to prepare them for future success in a competitive job market.
R2 Year 6 Enrichment - Partnerships Grant	COLPAI, Redriff, Galleywall	87	£15,000	This project will allow Year 6 pupils at COLPAI, Redriff, and Galleywall to participate in geography fieldwork, Forest School sessions, cultural trips, and adventure activities, promoting outdoor learning, personal development, and improved wellbeing while addressing gaps in cultural capital caused by the pandemic.
R2 Sensory Room (Strategic)	COLPAI, Redriff, Galleywall	108	£45,000	This project will establish sensory rooms in COLPAI, Redriff, and Galleywall, providing vital support for vulnerable and SEND pupils to enhance emotional regulation, mental health, and readiness to learn.
EDT Industrial Cadets Gold Award 2024-2025	CLS, CLSG, COLA Southwark	30	£7,000	This partnership delivers the prestigious Industrial Cadet Gold Programme, offering Year 12 and 13 students real-world STEM project experience through industry mentorship, self-directed learning, national accreditation, and insights into engineering careers and higher education pathways.
CPG - Strategic Grant - Environment & Outdoor Learning	KESW, Southwark, CLS, CLSG, Hackney, NCS Highgate Hill	15	£4,000	The City of London Natural Environment Youth Board seeks annual funding of £4,000 to support transport, catering, and operational costs. This ensures inclusivity and accessibility, enabling diverse youth voices to influence environmental policies and sustainability projects. The funding will facilitate quarterly meetings, site visits, and events, fostering collaboration and impactful advocacy for the City of London's sustainability goals.
24/25 R2 Alps	Highgate Hill, Shoreditch Park	30	£20,000	A 4-day immersive trip for 30 students to explore glaciated environments and thermal baths, linking directly to key KS4 GCSE curriculum topics such as cold environments, glacial landscapes, natural hazards, and physical processes shaping the land.
24/25 R2 Steel Pan Ensemble	Highgate Hill, City Academy Hackney	20	£20,000	This project aims to establish a West Indian steel pan ensemble at COLA Highgate Hill and Hackney by purchasing steel pans and providing weekly tuition, engaging 20 students in collaborative music-making, and running termly workshops with a steel pan specialist to build a lasting music culture in both schools.
City Ceramic	City Academy Hackney, Shoreditch Park	260	£18,000	A collaborative project by TCAH and COLASP to enhance art education through specialist ceramic teaching, upskilling staff, and increasing student engagement with ceramics.
Leadership Interactive Workshop 2025	CLS, CLSG, Shoreditch Park, Highgate Hill, Southwark, Highbury Grove, NCS, Islington.	80	£5,000	A one-day interactive workshop bringing together secondary school students to develop leadership, youth voice, oracy, and teamwork skills through expert-led activities, collaborative challenges, and practical exercises.

Family of Schools Debating Opportunities	CLSG, Southwark, City Junior School, Aldgate, Galleywall, NCS, Redriff, Highgate Hill, Shoreditch Park, CLS, Islington	60	£5,000	This project introduces Family of Schools Debating Competitions for primary and secondary students, fostering oracy, critical thinking, teamwork, and confidence through professional judging, CPD opportunities, and debates on global issues.
24/25 R2 Library	Highgate Hill, Shoreditch Park	50	£500	A project to expand the sixth form library by adding a wider range of texts, including subscriptions to high-quality journals and magazines like the BMJ, to support intellectual curiosity and reading groups in subjects such as Law and Medicine,
24/25 R2 Pastoral Support	Highgate Hill, Shoreditch Park	20	£30,000	A project to provide on-site mental health support by partnering with a reputable organisation to have a mental health specialist visit school sites, addressing complex SEN and mental health needs and ensuring students' well-being and academic development are supported.
R2 - PGL, Liddington Residential Netball Tour	COLAI, Southwark	42	£11,000	The PGL Liddington Residential Netball Tour aims to promote lifelong physical activity, build communication and teamwork skills, develop resilience and sportsmanship, increase confidence and independence, and provide unique opportunities for students, especially pupil premium students, to participate in a sports tour outside their local borough. The trip will also encourage increased uptake of BTEC Sport and GCSE PE in Key Stage 4 and 5, foster a healthy and active lifestyle, and inspire students to continue participating in netball outside of school.
R2 - Wellbeing Journals	Redriff Primary School, Galleywall, COLPAI	162	£3,200	The Wellbeing Journals project will provide daily journaling tools for pupils in key stages 1 and 2, supporting emotional expression, resilience, self-regulation, and overall mental wellbeing, with the goal of helping children manage stress and maintain mental health throughout their lives.
R2 - Chess Club	Redriff Primary School, Galleywall	171	£15,000	The Chess in Schools project will provide after-school chess clubs for KS1 and KS2 pupils at Redriff and Galleywall, teaching chess over 30 weeks, with access to chess equipment and an online subscription for home use, promoting academic and social skills such as problem-solving, resilience, and sportsmanship.
EU Trip	NCS, Highgate Hill, Shoreditch Park	12	£15,000	Trip to Strasbourg, EU headquarters for identified students to broaden political context to the curriculum and enhance cultural capital.
R2 - EWO	Redriff Primary School, Galleywall, COLPAI	1178	£24,000	The project aims to improve attendance for vulnerable learners at both schools by employing an Education Welfare Officer (EWO) to work with up to 50 families, develop support plans, and foster positive partnerships between home and school, ultimately improving academic outcomes, wellbeing, and life chances. The EWO will also assist with legal support, such as fining and court warnings, to address persistent absence
R2 - Communication	Redriff Primary School, Galleywall, COLPAI	1178	£63,000	The Communication Bid aims to provide additional speech and language support for 40 vulnerable pupils at Redriff, Galleywall, and CoLA Primary Islington, addressing unmet needs exacerbated by COVID, with funding for three extra days of support per school to improve engagement, personal development, and academic achievement

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