



## Education Board

**Date:** THURSDAY, 22 JANUARY 2026

**Time:** 10.30 am

**Venue:** COMMITTEE ROOM 2 - 2ND FLOOR WEST WING, GUILDHALL

**Members:** Naresh Hari Sonpar (Chairman)  
Tim McNally (Deputy Chair)  
Deputy Anne Corbett  
Deputy Helen Fentimen OBE JP  
Steve Goodman OBE  
Deputy Caroline Haines  
Shravan Joshi MBE  
Alderman Robert Howard  
Mandeep Thandi  
James Adeleke  
Bolu Faseun  
Jane Hindle  
Floyd Steadman OBE

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<https://youtube.com/live/jJ0uZQMkLVM?feature=share>

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**Ian Thomas CBE**  
**Town Clerk and Chief Executive**

# AGENDA

## Part 1 - Public Agenda

1. **APOLOGIES**
2. **MEMBERS' DECLARATIONS UNDER THE CODE OF CONDUCT IN RESPECT OF ITEMS ON THE AGENDA**
3. **PUBLIC MINUTES**  
To agree the public minutes and summary of the meeting of 23 September 2025  
**For Decision**  
(Pages 7 - 14)
4. **OUTSTANDING ACTIONS**  
Report of the Town Clerk.  
**For Information**  
(Pages 15 - 16)
5. **CITY PREMIUM GRANT 2024/25 UPDATE**  
To receive the report of the Strategic Director of Education & Skills  
**For Information**  
(Pages 17 - 76)
6. **MENTORING UPDATE**  
**Skills**  
**For Information**  
(Verbal Report)
7. **LONDON CAREERS FESTIVAL - UPDATE**  
**For Information**  
(Verbal Report)
8. **UPDATE ON CITY OF LONDON CORPORATION'S ADULT SKILLS EDUCATION AND APPRENTICESHIP**  
To receive the report of the Strategic Director for Education and Skills and the Executive Director of Community and Children's Services.  
**For Information**  
(Pages 77 - 84)

9. **APPRENTICESHIP LEVY SPEND UPDATE**

To receive the report of the Chief People Officer, People & HR.

**For Information**  
(Pages 85 - 106)

**Cultural & Creative Learning**

10. **CULTURAL & CREATIVE LEARNING FUND 2024/25 EVALUATION REPORT**

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

**For Information**  
(Pages 107 - 154)

**Education**

11. **REVENUE BUDGETS 2026/27**

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

**For Decision**  
(Pages 155 - 160)

12. **EDUCATION BOARD BUDGET MONITORING REPORT - 2025/26 PERIOD 9**

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

**For Information**  
(Pages 161 - 166)

13. **EDUCATION STRATEGY 2024-29 - YEAR 1 UPDATE**

To receive the report of the Strategic Director of Education & Skills

**For Information**  
(Pages 167 - 212)

14. **PRIMARY ARTS QUARTERLY REPORT - DECEMBER 2025**

To receive the quarterly Primary Parts programme report.

**For Information**  
(Pages 213 - 226)

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

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

**17. 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**

**18. NON-PUBLIC MINUTES**

To agree the non-public minutes of the meeting held on 23 September 2025.

**For Decision**

(Pages 227 - 230)

**19. THE CITY EDUCATIONAL TRUST FUND (CHARITY NO. 290840) GRANT MANAGEMENT UPDATE**

To consider the report of the Acting Managing Director of City Bridge Foundation

**For Information**

(Pages 231 - 240)

**20. CHARITIES FINANCE UPDATE**

To consider the report of the City Bridge Foundation & Charities Finance Director.

**For Decision**

(Pages 241 - 248)

**21. THE CITY EDUCATIONAL TRUST FUND (CHARITY NO. 290840) AND COMBINED EDUCATION CHARITY (CHARITY NO. 312836) RISK MANAGEMENT REPORT**

To consider the report of the Acting Managing Director of City Bridge Foundation

**For Decision**

(Pages 249 - 272)

**22. CITY CORPORATION MENTORING PROJECT**

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

**For Information**

(Pages 273 - 294)

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

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

# Agenda Item 3

## EDUCATION BOARD

**Tuesday, 23 September 2025**

Minutes of the meeting of the Education Board held at Committee Room 1 - 2nd Floor West Wing, Guildhall on Tuesday, 23 September 2025 at 10.30 am

### Present

#### Members:

Tim McNally (Deputy Chair)	Alderman Robert Howard
Deputy Anne Corbett	Jane Hindle
Deputy Helen Fentimen OBE JP	Floyd Steadman OBE
Steve Goodman OBE	Alderwoman Elizabeth Anne King, BEM JP
Deputy Caroline Haines	

### In Attendance

#### Officers:

Deborah Bell	- Community & Children's Services Department
Scott Caizley	- Community & Children's Services Department
Mark Jarvis	- Chamberlain's Department
Jack Joslin	- The City Bridge Trust
Torriano Stewart	- Community & Children's Services Department
Chandni Tanna	- Town Clerk's Department
Jayne Moore	- Town Clerk's Department
Kevin Colville	- Comptroller and City Solicitors
Mark Emmerson	- City of London Academies Trust
Roland Martin	- Headmaster, City of London Freemen's School
Barbara Hamilton	- Community and Children's Services Department
Jelani Banks	- Community and Children's Services Department
Jamie Hannon	- Community and Children's Services Department
Olivia Larkin	- Innovation and Growth
Julia Megone	- City Bridge Foundation
Rebecca Branch	- A New Direction
Laura Fuller	- A New Direction

#### 1. APOLOGIES

Apologies for absence were received from Naresh Sonpar, Shravan Joshi and James Adeleke. The meeting was chaired by Deputy Chair Tim McNally.

The Board welcomed Jelani Banks to his first Board meeting, who is working with the Education Strategy Unit as the Project Officer on the mentoring project and other activities.

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 minutes of the meeting of 10 June 2025 be approved as an accurate record of the proceedings.

4. **OUTSTANDING ACTIONS**

The Board noted the Outstanding Actions.

5. **APPOINTMENTS TO SUB-COMMITTEES AND RENEWAL OF TERM**

The Board considered the report of the Clerk and reviewed the Terms of Reference of the Nominations Sub-Committee and the Member Development and Standards Committee.

**RESOLVED**, That these Members be appointed:

Nominations Sub-Committee: Chair, Deputy Chair, Caroline Haines

Member Development and Standards Committee: Chair and Deputy Chair

**RESOLVED**, That the Board approve the renewal of the term of Jane Hindle to 31 October 2029.

6. **EDUCATION BOARD BUDGET MONITORING REPORT - 2025/26 PERIOD 3**

The Board received the report of the Executive Director of Community and Children's Services updating Members on the Period 3 (P3) position for 2025/26, outlining current expenditure and financial activity across the Education Board's strategic areas noting in particular the spend to date, committed allocations, and the forecast outturn for both Local Risk and Central Risk budgets, with a breakdown of key grant funding, partnership contributions, and strategic initiatives supported during the year.

In response to a question on the spending commitments made so far, the meeting noted that salary commitments will be unchanged and that some Local Risk spending is still to be allocated (Cultural & Creative Learning) - and there is confidence that the money will be appropriately spent. The meeting noted that expenditure is planned around the academic year, in particular the City Premium Grant with the second tranche expected in January 2026.

A Member asked for further information on the 'Personal Development' line (appendix one). The meeting noted that further information would be provided (see action point).

7. **THE CITY EDUCATIONAL TRUST FUND (CHARITY NO. 290840) GRANT MANAGEMENT UPDATE**

The Board considered the report of the Acting Managing Director of City Bridge Foundation that provided an evaluation report for Year One of the work undertaken by A New Direction, noting that the City of London Corporation is

the sole corporate trustee of this Charity which operates, in summary, to further education for the public benefit: the City Educational Trust Fund ("CETF") (Charity No. 290840).

Members noted the charitable purposes of the CETF for the public benefit:

1. *for the advancement of the objects of The City University constituted by Royal Charter granted on 23 May, 1966, or any of such objects, or for other educational purposes connected with, or related to, the said university;*
2. *without prejudice to the generality of the foregoing paragraph, for the advancement of education in science and technology, business management and commerce by the promotion of research, study, teaching and training in and of such subjects, or any of them, or, without prejudice to the generality of the foregoing, for the advancement of the study and teaching of biology and ecology, or for the advancement of research, study and teaching in and of the cultural arts.*

Members noted that at the Education Board in April 2024 the Board 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 of and teaching in the cultural arts for the public benefit, spanning 48 months, following on from a 14-month pilot to develop the programme.

A Member asked whether the programme can be demonstrated to help children with school-readiness, given the issues in that domain. The meeting heard that the programme supports confidence, engagement and positive thinking to help with school readiness and engagement. In response to a question on monitoring the impact of the programme in Y2 on broader learning, the meeting noted that a case study process is under way in which some schools' participation is tracked over time.

A Member asked to what extent Pupil Premium (PP) students are being targeted by the programme. The meeting heard that the pan-London approach means that the programme is rolled out in all London boroughs including those with lower PP student numbers, and that the programme has developed a matrix to support decision-making around how to better target PP (as well as SEND) students, including those in less affluent boroughs. In response to a question on Looked-After Children (LAC) the meeting noted that the programme does not directly monitor LAC participation at present but is likely to take that into account in future.

A Member commented that further interventions should take place to encourage the participation of The Aldgate School in the programme. The meeting heard that AND and the executive are working hard to encourage take-up at that school.

Following a comment on the apparent lack of take-up on the leadership programme, the meeting noted that the capacity is 22 because of the programme's design, and that the programme is always fully subscribed with careful selection taking place.

A Member asked for more information on the spend per intervention and unit costs (see action point)

**RESOLVED**, That, acting collectively for the City of London Corporation as Trustee CETF and being satisfied that it is in the best interests of the charity, the Board:

1. Note the end of Year One update report for the Primary Arts programme funded by the CETF; and
2. Approve the request to extend the eligibility criteria for the programme to include SEND settings working with secondary aged pupils (as set out in sections 27 and 28 of the report).

## 8. **WORKFORCE SKILLS DEVELOPMENT PERFORMANCE UPDATE**

The Board received the report of the Executive Director of Community and Children's Services providing the first annual update on skills development performance following a request at the Board's December 2024 and January 2025 meetings for clarity on the extent and impact of the City Corporation's collective skills development activities.

Members also noted that the report is set in the context of Members' ambition to develop a City Youth Guarantee for residents and students, complementing the proposed national Youth Guarantee (noting also that national pilots on the latter are still under way).

Members noted that the Corporation's investment in skills development takes place via the Policy & Resources Committee and via Innovation & Growth noting also that ASES funding is through GLA, DfE and DWP grant funded programmes, with apprenticeships funded through the CoLC's levy.

Referencing the SME strategy, a Member asked whether businesses are genuinely committed to youth work programmes. The meeting heard that a directory is being compiled that lists employability opportunities offered by City businesses, that some opportunities are already being exploited by the Corporation around social value business objectives, and that the Education Strategy Unit is working to assess where business and Corporation objectives (including with City Belonging and Destination City) overlap to ensure that learners and businesses can be connected and aligned in a coherent manner to cover mentoring, work experience opportunities, apprenticeships and internships under a single umbrella. The meeting noted that business representatives sit on the Taskforces set out in section 3 of the report and are piloting a range of initiatives.

The meeting noted the number of planning developments approved by the Corporation that could be further leveraged by the Corporation for work opportunities.

A Member asked what the Corporation is doing to connect with existing apprenticeship schemes in the Financial and Professional Services (FPS)

industry run by trade organisations (such as UK Finance, Investment 2020, and the Chartered Insurance Institute), noting that there is limited benefit to be had from replicating those schemes. The meeting heard that the Corporation does not work on apprenticeships with such organisations since these already exist, noting also that such companies also have an apprenticeship levy to cover apprenticeships in specific sectors, and that the Corporation handles Corporation-related apprenticeships as well as supporting other industries and small businesses by providing off the job training for the mandatory taught element of apprenticeship programmes, and also nurturing and building links with businesses around employment and work experience.

A Member commented that there is merit in specific action being taken in the construction industry given the reported skills shortages in that industry, commenting also that the Corporation's activity depends partly on whether the Corporation is primarily supporting businesses in filling skills gaps, or supporting workers in upskilling or getting jobs – particularly those from disadvantaged backgrounds – noting also the impact of AI progress on the jobs market.

Referencing section 14 of the report, a Member asked for more information on the 100 apprentices at the Corporation including background, job area, and destination (see action point). The Board noted that apprentices at the Corporation are not expected to have been in tertiary education, and many of them are 16+.

The meeting noted that a cohort of disadvantaged students at the City of London Academies Trust would benefit from greater access to opportunities for work experience, internships and apprenticeships in the City, noting the difficulties of securing placements for students at the Apprenticeship Academy. It was also noted that provision of work experience opportunities is a considerable expense to companies and require flexibility from schools to accommodate business priorities in companies. It was noted that schools that engage in the London Careers festival often leverage work experience opportunities for their students through interaction with companies at the Festival. The meeting also noted that some of the Corporation's City Premium Grant contribution to CoLAT central team is planned to engage a part-time staff member to develop this work.

Members discussed the optimum oversight and governance mechanism for apprenticeships (see action point).

## 9. MENTORING UPDATE

Members heard an update on mentoring, noting the following:

- OMG Education has been appointed as service provider following a bidding process;
- The Education Strategy Unit has received funding for the new mentoring initiative and contracts were finalised in August 2025;
- Early areas of focus will include: establishment of co-designed referral pathways with LAs and recruitment of mentors;

- Live mentoring is expected to commence by early 2026 following mentor training; and
- The service is focussed on care-experienced young people with young people with SEND based on uptake.

## **10. LONDON CAREERS FESTIVAL UPDATE**

The Board heard an update on the London Careers Festival (02 – 13 March 2026), noting that 5657 attendees had attended the event in person in 2025, its highest attendance figure ever. The Board noted that recent enhancements included double the number of sessions on location at businesses in the City, an advisory board comprising apprentices and business leaders among others, and increased neurodivergent and SEND provision.

The Board noted that the focus for the 2026 event is 'I can work here' [ie, in the City of London].

A Member commented that many disadvantaged students feel alienated in the City, a finding from LCF 2025 which has informed the theme for 2026 - and that the theme should continue to be explored with further interventions.

## **11. OUTCOME OF RESEARCH PROJECTS**

The Board noted the report of the Executive Director of Children & Community Services setting out the two Education Board–commissioned research projects (SEND best practice; parental experiences and the role of parents in shaping music education) into a single report with separate appendices for each study. The Board noted that both pieces were approved by Members following the Education Board meeting of 09 October 2024 and were funded at £10,000 each noting also that the projects were selected to deliver rigorous, policy-relevant evidence in support of the Education Strategy 2024–29 priority Supporting Educational Excellence, and to ensure the Board's activity remains evidence-driven and responsive to the needs of pupils, families and schools.

Members commented on the late circulation of the report (the day before the meeting) noting also that the timing of the circulation of the report was constrained by a range of factors including extended approval schedules for the two research projects which Members required to make a decision on research options offered. The research paper was offered to Members without further delay to enable a funding bid application and to enable convening activities to influence the anticipated SEND White Paper and anticipated National Curriculum Review.

The Board agreed to endorse the continued direction of the research to include operational activity.

## **12. 2025-26 ESU EVENTS CALENDAR**

Members noted the Education Strategy Unit calendar of events for the 2025-26 academic year, noting that the Education Board dinner is scheduled for 04 June 2026 at Guildhall.

The Board agreed to streamline the Board meeting calendar and hold one Board meeting per term rather than two, noting that the next Board meeting will take place in January 2026 (deleting the meetings of December 2025, March 2026 and July 2026).

**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 remainder of the meeting 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.

**16. NON-PUBLIC MINUTES**

The Board considered the non-public minutes of the meeting of 10 June 2025.

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

The Board received the report of the City Bridge Foundation & Charities Finance Director (representing the Chamberlain) presenting the draft Annual Reports and Financial Statements for the most recent year ended 31<sup>st</sup> March 2025 for these two charities (for which the City of London Corporation is the sole corporate trustee):

1. The City Educational Trust Fund (290840 – “CETF”); and
2. The City of London Corporation Combined Education Charity (“CEC”) (312836).

**18. CLFS DEVELOPMENT REPORT**

The Board received the report of the Headmaster.

**19. CITY FAMILY OF SCHOOLS UNVALIDATED RESULTS 2025: GCSE AND A-LEVEL**

The Board received the report of the Director of Community and Children’s Services.

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

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

**The meeting ended at 12.10 pm**

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Chairman

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

DRAFT

**EDUCATION BOARD**  
**Summary of actions - updated Sep. 2025**

Item	Title	Action (Responsible Officer/Governor)	Timeframe/Deadline
<b>Action from meeting of 23 Sep 2025</b>			
	Finance report	Clarify 'Personal Development' budget line (appendix 1, Finance report) - TS	Completed on 08 Jan
	AND	Provide information on unit costs (per intervention) AND - VPearce	
	Apprenticeships	Provide detailed information on the apprentices at the Corporation - BHamilton	
	Oversight of apprenticeships	Consider optimum oversight and governance mechanism for apprenticeships - JDM	

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## City of London Corporation Committee Report

<b>Committee(s):</b> Education Board	<b>Dated:</b> 22/01/2026
<b>Subject:</b> City Premium Grant 2024/25 Update	<b>Public report:</b> For Information
<b>This proposal:</b> <ul style="list-style-type: none"> <li>• <b>Delivers Corporate Plan 2024-29 outcomes</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Diverse Engaged Communities</b></li> <li>• <b>Providing Excellent Services</b></li> <li>• <b>Leading Sustainable Environment</b></li> </ul>
<b>Does this proposal require extra revenue and/or capital spending?</b>	No
<b>If so, how much?</b>	N/A
<b>What is the source of Funding?</b>	City's Estate
<b>Has this Funding Source been agreed with the Chamberlain's Department?</b>	Yes
<b>Report of:</b>	Strategic Director of Education and Skills
<b>Report author:</b>	Torri Stewart, Lead Officer, Strategy & Impact

## Summary

This report provides Members with a summary of outcomes and learnings relating to projects funded by City Premium Grant (CPG) in the 2024/25 academic year. The report:

- Presents key statistics from the 118 CPG funded projects that ran in 2024/25
- Highlights popular themes and areas of focus across projects, and shares highlights from a selection of projects
- Notes developments in the process's third year of operation

## Recommendation(s)

Members are asked to:

- Note the findings shared in this report.

## Main Report

### Background

1. The Education Board has oversight of the City of London Corporation's Education Strategy 2024-29. At the core of this strategy are 5 priorities which together work toward a central vision - 'Helping learners to flourish in a rapidly changing world by supporting outstanding education, encouraging lifelong learning and driving upward social mobility'.
2. The City Premium Grant is an annual grant that provides financial support to the City of London Family of Schools towards programmes and activities which will support the aims of the strategy.
3. As a basic principle, the City Premium Grant (CPG) is provided to support 'additionality' to the education offer. This means that the City Premium Grant should not be used to fund basic school needs, capital purchases or routine school staffing.
4. The City Premium Grant is divided into three separate funding streams: (1) City Premium Grant: Disadvantaged Pupils Grant; (2) City Premium Grant: Partnerships Grant; (3) City Premium Grant: Strategic Grant.
5. For the 2024/25 academic year, the Strategic Grant required programmes and activities to align with at least one of five themes. To acknowledge some of the priority areas emerging in the development of the new Education Strategy, these themes were:
  - Mental Health & Wellbeing
  - Employability
  - Oracy
  - Environmental & Outdoor Learning
  - Personal Development
6. The application and evaluation process for all CPG projects runs on an online impact measurement platform called ImpactEd. This system allows for more robust qualitative and quantitative data collection than was collected historically, and can strengthen understanding of the outcomes of projects individually, collectively and (in time) longitudinally. Following its introduction in the 2022/23 academic year, teachers reported that despite challenges around initial onboarding and time needed for data collection, the platform itself was easy to use, and if used effectively, could help them more closely consider the potential outcomes for a project, and also help demonstrate if the project delivered what was expected.

7. For the academic year 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.

## **Current Position**

8. The Education Strategy Unit (ESU) reports that 118 projects ran across the Family of Schools during the course of the 2024/25 academic year. This strong continued appetite illustrates that the City Family of Schools, especially schools in the City of London Academies Trust (CoLAT), continue to find this funding extremely valuable. Once again all funding was fully utilised. Details of awards made to schools can be found in Appendix One. Summaries of the projects are available in Appendix Two.
9. Applications for 2024/25 CPG funding were submitted whilst the City Corporation's previous 'Education', 'Cultural and Creative Learning', and 'Skills' strategies were still active. However, these strategies expired and the new 'Education Strategy 2024-29' went live shortly after projects actually began. Reporting for these projects has been produced in the context of the new Education Strategy.
10. The 118 projects that schools ran in the 2024/25 academic year are distributed across the priority areas of the new Education Strategy as follows:
  - 51 projects (43%) aligned with 'Supporting Educational Excellence'
  - 28 projects (24%) aligned with 'Reinforcing Safety, Health & Wellbeing'
  - 20 projects (17%) aligned with 'Promoting Personal Development'
  - 11 projects (9%) aligned with 'Embracing Culture, Creativity & The Arts'
  - 8 projects (7%) aligned with 'Improving Employability'
11. The projects were distributed across the three funding streams as follows:
  - 74 projects (63%) were funded by the Disadvantaged Pupils Grant.
  - 22 projects (18.5%) were funded by the Partnerships Grant.
  - 22 projects (18.5%) were funded by the Strategic Grant.
12. Within the Strategic Grant specifically, projects were distributed across the five designated themes as follows:
  - 5 projects - Mental Health & Wellbeing
  - 7 projects - Employability
  - 1 projects - Oracy
  - 3 projects - Environmental & Outdoor Learning
  - 6 projects - Personal Development

13. Together, projects funded by the Partnerships Grant and the Strategic Grant resulted in the creation of 44 unique project partnerships across the Family of Schools. 14 of these partnerships were led by the Corporation's independent schools, and the remaining 30 led by sponsored academies. All projects involved at least one non-independent school.

14. 82% of applications targeted secondary-age learners and accounted for 86% of total spend, whilst 18% of applications targeted primary-age learners and accounted for 14% of total spend. On average secondary-age projects cost £19,728 and engaged 273 participants. On average primary-age projects cost £11,825 and engaged 242 participants.

15. Engagement with the ImpactEd platform improved again and 100% of projects were submitted via the platform. Additionally, data (quantitative, qualitative or both) has been submitted for 95 projects at the time of writing, compared to 81 projects at this point in the previous cycle. Analysis of the project evaluations submitted has offered valuable insights into projects and also highlighted common objectives and motivations which have emerged. Across the Family of Schools, the mix of project types was, (in descending order of frequency):

- Attainment, (45 projects)
- Skills development, (21 projects)
- Enrichment, (20 projects)
- Pastoral care, (17 projects)
- Future pathways, (8 projects)
- Continued Professional Development (CPD), (3 projects)
- Behaviour, (2 projects)
- Rewards, (2 project)

16. This shows us that the vast majority of projects (87%) sought to help learners either boost their attainment, develop their personal skills, or engage more positively with their education.

17. As has been the case historically, schools valued the opportunity to design initiatives tailored to their specific needs and projects took a wide variety of different forms. Feedback from teachers as well as data collected on ImpactEd suggest the CPG continues to offer great benefit, enabling the Family of Schools to extend and enrich education experiences for learners of all ages. Some highlights include:

- '*UpLearn*', *City of London Academy Southwark*: This project introduced UpLearn, an AI-enabled online platform providing personalised A-level learning and revision support across Economics, Maths and the sciences. Aimed at boosting attainment, exam confidence and independent study habits, it gave sixth formers 24/7 access to tailored lessons, quizzes and

progress tracking. Teachers reported strong outcomes, with UpLearn contributing to the school achieving 60% A\*-B for the first time, several departments ranking in the top 25% and top 10% nationally for progress, and Further Maths in the top 1%. Physics remains a focus for improvement.

- ‘Attention Bucket’, *City of London Primary Academy Islington*: This targeted intervention supported pupils with social communication needs to build attention, listening, vocabulary and turn-taking, helping them become more ready for whole-class learning. Thirteen pupils (including those with the highest levels of special educational needs) took part in four groups, with four sessions timetabled each week and two adults allocated per session. Teachers reported pupils steadily increased their attention span and were able to attend taught sessions of increasing length beyond the intervention, with nine out of 13 achieving the expected year-end standard for Attention, Listening and Understanding.
- ‘Controversies & Critical Thinking Conference’, *City of London*: This conference brought together 111 pupils from across the City Family of Schools for a day of keynote speeches and workshops led by UCL philosophy and theology experts at City of London School. Designed to strengthen critical thinking, oracy and respectful debate, it focused on helping young people “disagree well” in an era of polarisation and misinformation. Feedback was extremely positive, with 98% of pupils finding the experience valuable. Pupils most commonly reported improvements in critical thinking (54%), communication (26%) and collaboration (16%), and many said they could see the value of applying these skills in daily life and future study or careers.
- ‘Music tuition: Project Band’, *The City Academy Hackney*: This project ensured every Year 7 student could learn a musical instrument through expert peripatetic teaching and the school’s “Project Band” curriculum, culminating in an end-of-year concert. Teachers reported 100% participation, strong engagement, and high levels of disadvantaged student involvement, supported by the provision of high-quality instruments through grant funding. Around 50 students have progressed into Year 8 as music scholars, continuing tuition and performing in the orchestra or choir. The school highlighted a long-term impact on cultural capital, broadened creative faculty provision and a sustained improvement in the quality of musical performance across the school.
- ‘Think Forward’, *City of London Academy Islington (COLAI)*: This ongoing coaching programme supports students at risk of becoming NEET (Not in Education, Employment or Training) through one-to-one mentoring, family engagement, workshops, partner opportunities and practical support with post-16 and post-18 progression. The on-site coach worked with 50 students across Years 9-13, helping sustain engagement in education and plan next steps into sixth form, apprenticeships, university or employment. Teachers

reported that, despite high levels of risk, the vast majority successfully transitioned into their next phase, while those still in school improved attendance and progress. An additional benefit was the coach's strong integration into the COLAI community, contributing to multi-agency work and wider stakeholder support.

- *'Debate Mate', City of London Academy Highgate Hill:* This weekly enrichment enabled KS3 pupils to develop debating, public speaking and Fusion Skills including communication, critical thinking, collaboration and creativity. Teachers reported particularly strong impact for Pupil Premium students, with notable growth in confidence, self-belief and the ability to express ideas clearly while listening respectfully to opposing views. Students represented the school in Debate Mate competitions and won several rounds. A key legacy has been sustained participation, with pupils establishing a debate club and recently winning every round in a competition against another CoLAT school, drawing directly on skills developed through the programme.
- *'Year 6 Easter Additional Boostering', Redriff Primary School:* This Easter holiday provision offered targeted small-group revision in Reading, Grammar and Maths to support disadvantaged and vulnerable Year 6 pupils, addressing learning gaps and building exam readiness ahead of SATs. The programme focused on helping pupils reach aspirational end-of-year predictions through tailored teaching and confidence-building support. Teachers reported improved subject confidence, stronger self-belief and greater perseverance, alongside clearer readiness to perform under exam conditions. Overall, the intervention was seen to have a positive impact on both attainment and pupils' confidence in themselves.

18. Across the year, projects most commonly measured learner wellbeing and learning behaviours (growth mindset, self-efficacy, motivation, goal orientation and engagement), alongside oracy confidence. A smaller but still significant proportion tracked attainment (mostly Maths and English) and Fusion Skills (especially problem solving and critical thinking).
19. The ESU's partners at ImpactEd have developed a more detailed summary of themes and outcomes that have emerged from the data submitted so far, and this information is available in Appendix 3. As previously highlighted, the use of ImpactEd continues to demonstrate excellent value for money, costing less than 1% of CPG funds available.
20. In this third year of the new CPG process schools' familiarity with the platform improved again with far fewer challenges reported. Teachers were far more comfortable navigating the system, and better acknowledged the support available to them and the value held in the data they can access. Teacher feedback was again used to implement a number of improvements to the process including:

- i. Tiered data measurement approaches based on scale and volume of projects
- ii. Further support in developing bespoke measures for projects
- iii. Further support for teachers for application development, measure selection, sampling approaches and project reporting

21. As always, improvements will be made continuously to address challenges as they are identified. This will improve the quality of insights developed by all parties and help schools to consistently maximise the value of the grants. The majority of Headteachers report that they are now utilising learnings in ways that will benefit their learners, including incremental improvement for multi-year projects.

22. Looking forward, along with continuing to improve the quality, consistency and volume of data collection, CoLAT's Partnerships Co-ordinator can also encourage academies to maximise the learnings they take away each year, and consider how best to use them.

23. Headteachers across the Family of Schools continue to report that the City Premium Grant is extremely valuable to their schools, highlighting the fact that it allows them to offer a much higher quality and well-rounded education experience to their learners. One Vice Principal summarised its value as follows:

*“The additional opportunities and initiatives provided by the City of London Corporation are enhancing the educational experiences of our learners. They allow us to offer enriching, high-quality experiences that would be much harder to deliver (and in some cases simply not possible) without this funding, and which are central to us delivering the vision and mission of the school. We have also started to utilise learnings from previous CPG-funded projects, both in shaping new initiatives and in embedding successful approaches more sustainably across the school. The reviews/evaluations have allowed us to be more strategic with the bids so we can have the short and long-term impacts we envision”.*

## **Options**

24. N/A

## **Proposals**

25. N/A

## **Corporate & Strategic Implications -**

Strategic implications

26. 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

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

#### Resource implications

28. None

#### Legal implications

29. None

#### Risk implications

30. None

#### Equalities implications

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

#### Climate implications

32. None

#### Security implications

33. None

### **Conclusion**

34. This report has provided Members with a summary of outcomes and learnings relating to projects funded by City Premium Grant in the 2024/25 academic year. It has shared key information relating to project distribution, and highlighted key themes, outcomes and learnings for consideration across projects and process. Schools continue to see the City Premium Grant as extremely valuable, especially in helping them to support learners facing the most challenge. Evidence suggests projects have again delivered positive impact on the whole,

and the continued improvement in schools' understanding of project performance is helping them maximise the value of the funding they receive.

## **Appendices**

- Appendix One: City Premium Grant 2024/25 - Awards to Schools
- Appendix Two: City Premium Grant 2024/25 - Projects Overview
- Appendix Three: ImpactEd City Premium Grant 24-25 Impact Report

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**2024/25 CPG AWARDING**

RECIPIENT	GRANT TYPE	AMOUNT
CoLAT - (ImpactEd)	Disadvantaged Pupils	£6,450
City of London Academy Southwark	Disadvantaged Pupils	£272,453
City of London Academy Highbury Grove	Disadvantaged Pupils	£230,629
City of London Academy Highgate Hill	Disadvantaged Pupils	£151,670
City of London Academy Islington	Disadvantaged Pupils	£204,823
City of London Academy Shoreditch Park	Disadvantaged Pupils	£170,830
City of London Primary Academy Islington	Disadvantaged Pupils	£26,130
Galleywall Primary School	Disadvantaged Pupils	£58,574
Newham Collegiate Sixth Form Centre	Disadvantaged Pupils	£67,955
Redriff Educational Trust	Disadvantaged Pupils	£48,020
The City Academy Hackney	Disadvantaged Pupils	£220,466
		<b>£1,458,000</b>

RECIPIENT	GRANT TYPE	AMOUNT
CoLAT - (ImpactEd)	Partnerships	£3,225
CoLAT - (Partnership Co-Ordinator)	Partnerships	£20,000
CoLAT - (Pre-Apprenticeship Academy)	Partnerships	£50,000
City of London Academy Southwark	Partnerships	£39,600
City of London Academy Highbury Grove	Partnerships	£10,000
City of London Academy Highgate Hill	Partnerships	£79,029
City of London Academy Islington	Partnerships	£0
City of London Academy Shoreditch Park	Partnerships	£23,000
City of London Primary Academy Islington	Partnerships	£6,999
Galleywall Primary School	Partnerships	£23,190
Newham Collegiate Sixth Form Centre	Partnerships	£50,000
Redriff Educational Trust	Partnerships	£39,562
The City Academy Hackney	Partnerships	£0
The Aldgate School	Partnerships	£450
City of London School	Partnerships	£2,725
City of London School for Girls	Partnerships	£17,145
City of London Junior School	Partnerships	£0
Freemans	Partnerships	£17,025
Christ's Hospital	Partnerships	£1,025
King Edwards Witley	Partnerships	£1,025
		<b>£384,000</b>

RECIPIENT	GRANT TYPE	AMOUNT
CoLAT - (ImpactEd)	Strategic	£3,225
CoLAT - (Partnership Co-Ordinator)	Strategic	£20,000
CoLAT - (Pre-Apprenticeship Academy)	Strategic	£150,000
City of London Academy Southwark	Strategic	£39,600
City of London Academy Highbury Grove	Strategic	£0
City of London Academy Highgate Hill	Strategic	£46,543
City of London Academy Islington	Strategic	£0
City of London Academy Shoreditch Park	Strategic	£0
City of London Primary Academy Islington	Strategic	£0
Galleywall Primary School	Strategic	£0
Newham Collegiate Sixth Form Centre	Strategic	£8,500
Redriff Educational Trust	Strategic	£45,851
The City Academy Hackney	Strategic	£0
The Aldgate School	Strategic	£450
City of London School	Strategic	£20,825
City of London School for Girls	Strategic	£17,833
City of London Junior School	Strategic	£0
Freemans	Strategic	£1,025
Christ's Hospital	Strategic	£25,123
King Edwards Witley	Strategic	£5,025
		<b>£384,000</b>

**Appendix Two:**  
**City Premium Grant 2024/25 - Projects Overview**

KEY:				XXXXXX	Strong positive (measured data)	XXXXXX	Strong positive (teacher feedback)
				XXXXXX	Moderate positive (measured data)	XXXXXX	Moderate positive (teacher feedback)
				XXXXXX	Moderate negative (measured data)	XXXXXX	Moderate negative (teacher feedback)
				XXXXXX	Strong negative (measured data)	XXXXXX	Strong negative (teacher feedback)
PROJECT TITLE	LEAD SCHOOL	PRIORITY AREA	REMINDER SUMMARY	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Aim Higher Saturday School	City Academy Hackney	Supporting Educational Excellence	Targeted English, maths and science intervention sessions on Saturday mornings, plus residential revision, to strengthen core knowledge, build exam confidence and raise GCSE attainment and achievement.	Attainment			
Duke of Edinburgh Award	City Academy Hackney	Promoting Personal Development	Providing universal access for Year 12 students to achieve at least a Bronze DofE award, building confidence, collaboration and cultural capital while strengthening personal development.	Extraversion	Problem Solving	Grit	
R1 Middle Leaders residential training weekend	City Academy Hackney	Supporting Educational Excellence	High-quality training for key staff to boost efficacy and retention, strengthen wellbeing, and drive priorities including SEND First, anti-racist practice, reduced suspensions and excellent teaching.	Teachers' confidence in education leadership			
R1 Outward Bound Residential	City Academy Hackney	Promoting Personal Development	A high-quality residential for Years 7–9, building resilience, independence and teamwork through outdoor challenge, supporting pupils' confidence and readiness to thrive in school and beyond.	Team Working	Resilience	Communication	Leadership
City Scholars SPARC	CLSG	Supporting Educational Excellence	A cross-school programme recruiting five paid PhD mentors to provide STEM enrichment, academic coaching, CREST support and university guidance, boosting cultural literacy and widening participation, particularly for girls.	Metacognition	Goal Orientation	Fusion Critical thinking	
Family of Schools Debating Competition 2025	CLSG	Promoting Personal Development	A cross-phase Year 6–7 event teaching debating fundamentals and building oracy, pupil voice and cultural capital through mixed-school teams, expert coaching, feedback and friendly competition.	Oracy	Oracy-confidence		
Sixth Form Readiness Conference	CLSG	Supporting Educational Excellence	Workshops for Year 11 pupils on A-level routines, independent learning and post-18 options, building confidence and motivation and helping students make informed choices about their next steps.	Organisational skills	Goal Orientation	Motivation	
Primary Author Visit	CLSG	Embracing Culture, Creativity & The Arts	Annual author talks and writing workshops for primary pupils, celebrating reading and storytelling, boosting cultural capital, inspiring young writers and strengthening pupils' writing skills through high-quality creative experiences.	Love of reading	Resilience	Cultural capital	
Primary Summer School 2024	CLSG	Supporting Educational Excellence	An English, Maths and enrichment programme for more able Pupil Premium pupils, including a cultural day and artist workshop, building oracy, wellbeing and school readiness while boosting academic and cultural capital.	Oracy-confidence	Oracy	Growth Mindset	
Year 12 Climate Conference 2024	CLSG	Supporting Educational Excellence	A Mock COP and expert-led workshops enabling pupils to explore climate issues, develop critical thinking and public speaking, and build social and cultural capital through collaboration in mixed-school teams.	Team Working	Fusion Critical thinking	Confidence-Voicing opinions	Climate Change Attitude
Access to LNAT and UCAT courses 2025	CLSG	Supporting Educational Excellence	Providing pupils in partner state schools with targeted support to access and prepare for LNAT and UCAT, building confidence, familiarity and readiness for competitive higher education pathways.	Career aspiration	Educational pathways		
Big Sing 2025 in Partnership with The London Handel Festival	CLSG	Embracing Culture, Creativity & The Arts	Pupils from across the City Family of Schools rehearse with professional musicians for a London Handel Festival performance at Guildhall, building musicianship, cultural awareness and understanding of London's heritage and diversity.	Fusion Creativity	Openness	Oracy - confidence	
LSE Mentrepreneurship Programme	CLSG	Improving Employability	A three-and-a-half-day entrepreneurship programme for Year 9 pupils across the City Family of Schools, building enterprise skills, networking opportunities and aspirations for future study and careers.	Goal Orientation	Critical Thinking	Collaboration	Problem Solving

Leadership Interactive Workshop 2025	CLSG	Promoting Personal Development	A one-day interactive workshop developing youth voice, leadership and oracy, with expert coaching and tailored feedback, bringing students from diverse backgrounds together to collaborate confidently.	Confidence - voicing opinions	Oracy - confidence	Growth Mindset	
R1 Year 11 and 13 Intervention 2024-2025	COLAI	Supporting Educational Excellence	A package of targeted support including intervention classes, breakfast clubs and residential revision, boosting engagement, progress and attainment by addressing gaps and strengthening study habits.	English Language	English Literature	Maths	
R1 CPG Think Forward	COLAI	Improving Employability	An on-site coach supports targeted students to stay engaged in education, access work-related opportunities and apply to aspirational post-16 destinations, reducing the risk of young people becoming NEET.	English Language	Maths	Attendance	
Cultivating Connections	King Edwards School Witley	Promoting personal development	A programme developing young environmental leaders through nature immersion, urban sustainability learning and collaborative action projects, building skills and confidence to create positive change in their school communities.	Awaiting final info	Awaiting final info	Awaiting final info	Awaiting final info
Residential	Christ's Hospital	Promoting Personal Development	A two-day bushcraft and forest school camp building pupils' confidence, wellbeing, teamwork and leadership, while developing navigation skills and encouraging environmental awareness and curiosity.	Wellbeing	Team Working		
R2 ELSA	CoLPAI	Reinforcing Safety, Health & Wellbeing	Weekly one-to-one sessions for targeted pupils in Years 1–6, supporting emotional regulation, resilience and wellbeing so children feel happier, more confident and ready to learn.	Attendance	Anxiety		
R2 Zones of Regulation	CoLPAI	Reinforcing Safety, Health & Wellbeing	Weekly small-group sessions for targeted EYFS–KS2 pupils, teaching strategies to recognise and manage emotions, strengthen self-regulation and help children feel calm, focused and ready to learn.	Emotional regulation			
R2 Attention Bucket	CoLPAI	Reinforcing Safety, Health & Wellbeing	Targeted early years sessions for pupils with communication needs, building attention, listening, vocabulary and turn-taking through structured group activities, helping children engage confidently in teacher-led learning and become school ready.	Attention	Listening	Understanding concepts	
R2 Sensory Circuits Intervention	CoLPAI	Reinforcing Safety, Health & Wellbeing	Weekly sessions for targeted EYFS–KS2 pupils using structured physical activities to alert, organise and calm, improving sensory regulation and helping children feel ready to engage with learning and the school day.	Emotional regulation			
R2 English Speaking Board	CoLPAI	Promoting Personal Development	A cross-phase oracy project between COLAI and Shoreditch Park, providing coaching, mentoring and performance opportunities so primary and secondary pupils build confident speaking, listening, debating and presentation skills.	English			
MISST	Highbury Grove	Embracing Culture, Creativity & The Arts	Whole-cohort instrumental learning in Years 7–9 plus tuition, performance and excellence opportunities through to Year 13, widening access for disadvantaged pupils and building confidence, creativity and musicianship.	Awaiting final info	Awaiting final info	Awaiting final info	Awaiting final info
Cadet Toubkal Expedition	Highbury Grove	Promoting Personal Development	A joint Highbury Grove and COLAI expedition for senior cadets to climb Mount Toubkal, building leadership and expedition skills, and promoting ethical travel through responsible tourism learning and a community beach clean-up.	Awaiting final info	Awaiting final info	Awaiting final info	Awaiting final info
Rewards	Highbury Grove	Supporting Educational Excellence	A whole-school rewards programme celebrating positive behaviour and effort through daily, weekly and termly recognition, parent contact and displays, strengthening kindness, personal development and educational excellence.	Awaiting final info	Awaiting final info	Awaiting final info	Awaiting final info
Easter 2025 GCSE booster revision course	Freemens	Supporting Educational Excellence	A three-day Easter residential for 40 Year 11 pupils combining targeted lessons, pastoral support and teamwork activities to boost confidence, wellbeing and ultimately improve GCSE grades.	Self-efficacy	Metacognition	Motivation	
Early Literacy Intervention (ELI) programme	Galleywall	Supporting Educational Excellence	Targeted phonics support for selected early years pupils who need extra help beyond class teaching, strengthening reading confidence and skills to improve attainment and long-term learning outcomes.	Literacy	Attainment		

R1 2425 Talk Boost	Galleywall	Supporting Educational Excellence	An additional teaching assistant delivering targeted language interventions and phonics boosters in Reception and Year 1, strengthening communication for disadvantaged pupils and improving early attainment and long-term outcomes.	Communication and Language	Confidence	Engagement	
2024/25 R1 Small Group Teaching	Galleywall	Supporting Educational Excellence	An additional teacher providing tailored small-group teaching for KS2 pupils at risk of falling behind, boosting progress, closing gaps and supporting readiness for secondary school and future success.	Reading	Writing	Maths	
2024/25 R1 Islington Library Service	Galleywall	Supporting Educational Excellence	A shared subscription enabling three primaries to borrow artefacts, story props and costumes to enrich Humanities, Science and RE, strengthening engagement, active learning and cultural understanding.	Extraversion (Symbol supported)	Engagement		
2024/25 R1 Flash Academy	Galleywall	Supporting Educational Excellence	A shared online programme supporting EAL pupils' language development and confidence, led by EAL leads in two schools, improving integration, wellbeing and access to the curriculum.	Reading	Writing	Independence	Confidence
Lunchtime enrichment	Highbury Grove	Reinforcing Safety, Health & Wellbeing	A broader programme of lunchtime and breaktime clubs, widening access to enrichment experiences, boosting engagement and wellbeing, and helping pupils develop interests, friendships and key personal skills.	Attendance Drivers (Secondary)	Student voice		
Think Forward 24-25	Highbury Grove	Improving Employability	This ongoing coaching program supports students from Year 9 to 13, preventing NEET status by offering work-related learning and career application guidance.	Attendance Drivers (Secondary)	Growth mindset	Motivation	School engagement
Online Learning Platforms	Highbury Grove	Supporting Educational Excellence	Whole-cohort use of Tassomai (Science), Seneca (English) and Sparx Maths for homework, revision and intervention, improving engagement, independent study and attainment across core subjects.	School Engagement			
Literacy Highbury Grove	Highbury Grove	Supporting Educational Excellence	Three weekly tutor-time reading sessions using high-quality texts, plus Bedrock for KS3 homework to strengthen reading fluency, comprehension and vocabulary, improving confidence and attainment in English.	Reading	Confidence in Reading		
R2 * New * Year 11 Support 24-25	Highbury Grove	Supporting Educational Excellence	Targeted, subject-expert sessions based on Year 10 progress, with 4+5+ support and 7-9 masterclasses in Maths, English and Science to close gaps, boost confidence and raise GCSE outcomes.	Maths	English Language	English literature	Science (combined)
R2 *NEW* - Year 13 academic tutoring to improve outcomes.	Highbury Grove	Supporting Educational Excellence	Targeted sessions led by subject experts for students needing extra support, prioritising Maths and Science to close knowledge gaps, build confidence and resilience, improve A-level outcomes and support university progression.	Maths			
24/24 R2 Behaviour Consultant	Highgate Hill	Reinforcing Safety, Health & Wellbeing	A shared senior behaviour lead across two schools, coaching staff and strengthening routines, parent engagement and pastoral support to embed the Trust Behaviour Policy consistently and reduce exclusions.	Awaiting final info	Awaiting final info	Awaiting final info	Awaiting final info
R1: Redriff: CGP - Disadvantaged Pupils Grant - The Arts and Additional Outdoor Learning Enhancement	Redriff	Embracing Culture, Creativity & The Arts	Specialist music and arts provision plus a school gardener, enriching learning for all pupils, boosting creativity, wellbeing and cultural capital, and nature connection, with strong benefits for Pupil Premium learners.	Awaiting final info	Awaiting final info	Awaiting final info	Awaiting final info
24/25 R2: Intervention Tutor for Year 9	Shoreditch Park	Supporting Educational Excellence	Targeted 1:1 support for vulnerable and Pupil Premium pupils, using QLA to address gaps early, boost progress and confidence, and secure a strong start to KS4 and future GCSE success.	Awaiting final info	Awaiting final info	Awaiting final info	Awaiting final info
24/25 R1 Philosophy enrichment	Highgate Hill	Promoting Personal Development	A 10-week UCL PhD-led course delivered with Shoreditch Park, developing pupils' Fusion Skills in critical thinking, problem-solving and oral communication while exploring diverse cultural perspectives.	Oracy	Critical thinking		
24/25 R1 Boxing Enrichment	Highgate Hill	Reinforcing Safety, Health & Wellbeing	Boxing sessions for Years 7-10 during enrichment, promoting fitness, discipline and confidence while identifying talent and linking pupils to wider opportunities beyond school.	Attendance	Behaviour		

24/25 R1 Creative Writing Literacy	Highgate Hill	Embracing Culture, Creativity & The Arts	A programme strengthening reading and vocabulary through author and poet events, pupil discussion of texts, and inter-generational activities with Year 6 families, supporting confident transition.	Reading behaviours		
24/25 R1 Bar Mock Trial	Highgate Hill	Promoting Personal Development	A lawyer-led mock trial building pupils' oracy and critical thinking, demystifying legal careers and boosting confidence, helping students develop the skills and networks to thrive in public speaking and debate.	Self-confidence	Teamwork	
2425 Sixth Form Residential Trip to Oxford	Highgate Hill	Promoting Personal Development	A two-night Oxford University residential for the whole year group, with workshops and academic encounters, raising aspirations and helping students begin sixth form with confidence and ambition.	Adaptability and Flexibility	SRSSDLI Independent learning	
2425 R1 Early Intervention - One to One Teacher (3 year project please)	Highgate Hill	Supporting Educational Excellence	Weekly personalised sessions for underachieving pupils, prioritising Year 7 and disadvantaged learners, to close gaps, build self-esteem and improve progress through tailored support and regular assessment.	English Literature	English Language	
2425 R1 MISST	Highgate Hill	Embracing Culture, Creativity & The Arts	A partnership providing instruments and group tuition for all pupils, alongside staff training, to widen access to high-quality music education, build Fusion Skills and creativity, and sustain musical excellence.	Musicianship	Creativity	
24/25R1 COLAT Bake-off	Highgate Hill	Reinforcing Safety, Health & Wellbeing	A cross-school bake-off bringing together sixth form teams to collaborate and compete creatively, strengthening wellbeing, teamwork and social connection across the CoLAT family.	Skill development	Independence	Problem solving
2425 R1 Green House	Highgate Hill	Reinforcing Safety, Health & Wellbeing	Basketball sessions for Years 7–11 before, during and after school, improving fitness, discipline and Fusion Skills, with mentoring, talent-spotting and pathways into local clubs and teams.	Exclusions		
2425 R1 KS5 Small group intervention	Highgate Hill	Supporting Educational Excellence	Weekly small-group sessions led by Imperial tutors to close learning gaps for underperforming pupils, extend high attainers, build confidence and critical thinking, and narrow attainment gaps to support social mobility.	Attainment - A level results	Confidence	
2425 R1 MedSoc	Highgate Hill	Supporting Educational Excellence	Monthly UCL Medicine Society sessions for aspiring medics, including dissections and interview preparation, deepening understanding of medicine and strengthening readiness for competitive applications and careers.	Attainment - A level results	Employability	
2425 R1 Boxing Therapy	Highgate Hill	Reinforcing Safety, Health & Wellbeing	Weekly sessions with Islington Boxing Club for targeted pupils, using structured coaching and mentorship to build self-regulation, reduce exclusions and improve peer relationships while supporting health and wellbeing.	Exclusions	Behaviour	
2425 R1 Reading Incentive Programme	Highgate Hill	Supporting Educational Excellence	A whole-school programme including Let's Get Islington Reading, Decade of Diversity, timetabled library reading lessons and writing workshops, building a strong reading culture, literacy skills and social mobility.	Reading behaviours		
2425 R1 Attendance rewards	Highgate Hill	Reinforcing Safety, Health & Wellbeing	A whole-school rewards scheme celebrating 100% attendance and improvements, including enrichment trips, to reduce persistent absence, strengthen engagement and promote equality of opportunity through better attendance.	Attendance		
2425 R1 GCSE Revision residential	Highgate Hill	Supporting Educational Excellence	A focused residential for disadvantaged pupils providing structured study, intensive tuition and wellbeing activities, reducing distractions, building Fusion Skills and confidence, and raising GCSE attainment.	Attainment	Wellbeing	Time management
24/25 R1 Wales Trip	Highgate Hill	Reinforcing Safety, Health & Wellbeing	A week-long outdoor education trip for Years 7–10, building resilience, teamwork and wellbeing while bringing Biology and Geography learning to life and widening experiences for urban pupils.	Grit	Self-efficacy	Team Working
2425 R1 GCSE Berlin Trip with Shoreditch Park	Highgate Hill	Supporting Educational Excellence	A week-long immersive visit for Year 10 historians to explore key sites, deepen understanding of GCSE topics, and develop critical thinking, empathy and cultural awareness through first-hand learning.	Motivation	School Engagement	

24/25 R2 English support	Highgate Hill	Supporting Educational Excellence	Weekly one-hour tutoring for identified pupils at risk of missing English targets, prioritising Year 7 and disadvantaged Year 11 learners, improving exam technique, confidence and progress through personalised support.	English (Language & Literature)	Motivation		
R1 Wellbeing Fund	COLAI	Reinforcing Safety, Health & Wellbeing	A package of targeted support including R-U-N mentoring, child psychotherapist sessions and mindfulness for students and staff, strengthening mental health, reducing stress and anxiety, and improving engagement in learning.	Awaiting final info	Awaiting final info	Awaiting final info	Awaiting final info
Subject Intervention	COLAI	Supporting Educational Excellence	Providing sixth formers with AI-personalised revision, exam-specific content and 24/7 tutor support through UpLearn, boosting independent study, confidence and attainment to help students achieve top A-level grades.	Awaiting final info	Awaiting final info	Awaiting final info	Awaiting final info
US SAT preparation programme	NCS	Supporting Educational Excellence	Dedicated tutoring and application guidance for high-potential students, strengthening subject knowledge, academic skills and confidence to compete for Ivy League and other highly selective university pathways.	Goal orientation			
GTL Programme	NCS	Supporting Educational Excellence	A multi-week enrichment programme delivered by MIT students, raising aspirations, building academic knowledge and skills, and strengthening competitive applications to Russell Group and Ivy League universities.	Fusion-problem solving	Aspiration	Motivation	
Coaching & Counselling Support Provision 24/25	NCS	Reinforcing Safety, Health & Wellbeing	Coaching, counselling and family therapy for identified pupils, providing a safe space to manage anxiety and disclosures, strengthen wellbeing and relationships, and support improved engagement and outcomes.	Anxiety			
Enrichment Trip to Cambridge	NCS	Supporting Educational Excellence	A series of Cambridge visits for identified students in Humanities and Sciences, delivered with partner schools, raising Oxbridge aspirations and helping pupils make informed post-18 subject and course choices.	Goal orientation			
Family of Schools Family Summer Fun Day	CLSG	Promoting Personal Development	CLSG plans to host a summer event for Reception to Year 2 pupils and their families, focusing on oracy, cultural capital, and parental engagement, offering a range of free activities.	Awaiting final info	Awaiting final info	Awaiting final info	Awaiting final info
R1: Wonder Maths	Redriff	Supporting Educational Excellence	Staff-led clubs and inter-school competitions strengthening pupils' problem-solving and mathematical reasoning, building resilience and self-esteem through enjoyable challenge and celebration.	Problem-solving	Resilience		
R1: Future Men	Redriff	Reinforcing Safety, Health & Wellbeing	Mentoring and personal development support for targeted UKS2 boys, building confidence, resilience and aspirations, improving wellbeing and behaviour, and strengthening readiness for learning and future pathways.	Confidence	Motivation		
R1: Debate Mate	Redriff	Promoting Personal Development	A debating programme for primary pupils across partner schools, developing oracy, critical thinking and confidence, strengthening pupil voice and supporting future success in learning.	Self-efficacy	Active listening	Oracy	
R1: Well Being Champion Programme, Resources and Partnership	Redriff	Reinforcing Safety, Health & Wellbeing	Training pupils to become peer wellbeing champions, reducing stigma and promoting positive strategies, strengthening a safe, supportive school culture and improving whole-school wellbeing over a three-year rollout.	Wellbeing	Belonging	Safety in school	
R1: School Journey	Redriff	Promoting Personal Development	Adventurous outdoor, arts and cultural trips for 150 pupils, prioritising disadvantaged learners, building personal development, wellbeing, Fusion Skills and cultural capital while strengthening fieldwork and social communication.	Teamwork	Belonging		
R1: Peer Mediation	Redriff	Reinforcing Safety, Health & Wellbeing	Training selected disadvantaged pupils as peer mediators to resolve conflict safely, building leadership, critical thinking and problem-solving, and strengthening whole-school wellbeing, behaviour and a positive learning environment.	Problem-solving skills	Oracy	Active Listening	
R1: Year 6 Easter Additional Boostering	Redriff	Supporting Educational Excellence	A three-day small-group course in Reading, Grammar and Maths for vulnerable pupils, tailoring teaching to close gaps, build academic resilience and confidence, and support strong KS2 outcomes.	Attainment	Exam readiness		

2425 R1 GCSE Exam Skills/Wellbeing workshops	Highgate Hill	Reinforcing Safety, Health & Wellbeing	Targeted Year 11 masterclasses on motivation, memory, study habits and exam success, supporting pupils—especially those with exam anxiety—to build growth mindset, grit and confidence, and improve outcomes.	Awaiting final info	Awaiting final info	Awaiting final info	Awaiting final info
24/25 R1: Live Theatre Experiences & Productions Programme	Shoreditch Park	Embracing Culture, Creativity & The Arts	Theatre trips and a school production giving all pupils access to high-quality arts experiences, building creativity and self-expression, and developing teamwork and problem-solving while widening awareness of careers in the arts.	Awaiting final info	Awaiting final info	Awaiting final info	Awaiting final info
24/25 R1: Large Hadron Collider Switzerland Trip	Shoreditch Park	Supporting Educational Excellence	An enrichment visit to the Large Hadron Collider for 20–30 A-level physicists, deepening subject understanding, boosting enthusiasm for STEM, and raising aspirations towards university and careers.	Awaiting final info	Awaiting final info	Awaiting final info	Awaiting final info
24/25 R1: Year 7 Transition Trips	Shoreditch Park	Promoting Personal Development	A residential trip for the full Year 7 cohort, building resilience, confidence and friendships, supporting wellbeing and physical health, and helping pupils settle quickly and thrive academically.	Conscientiousness	Extraversion		
R1 24/25 VPA Productions	Southwark	Embracing Culture, Creativity & The Arts	Funding for a school musical and three performances, enabling Years 7–12 pupils to develop creativity, collaboration, confidence and performance skills through high-quality arts participation.	Extraversion (secondary)	Fusion Creativity		
R1 24/25 Peripatetic Instrumental lessons	Southwark	Embracing Culture, Creativity & The Arts	Specialist Year 7 instrumental lessons plus one-to-one peripatetic tuition for GCSE/A-level musicians and FSM pupils in Years 7–9, widening access and strengthening musical progress and confidence.	Openness (secondary)			
R1 24/25 New Year 7 Summer School	Southwark	Promoting Personal Development	A four-day summer school for incoming pupils and families, introducing routines and expectations, building confidence and belonging, and identifying early support needs for a successful transition.	School Engagement	Oracy - confidence		
R1 24/25 Rewards and Enrichment opportunities for current CoLA students that help build a sense of belonging	Southwark	Reinforcing Safety, Health & Wellbeing	A varied offer of trips, PSHE/RSE drop-down days, university visits, rewards events, DofE delivery and lunchtime clubs, widening access to positive experiences and boosting engagement and wellbeing.	Team Working (secondary)	Wellbeing (secondary)		
24/25 R1: Instrumental Programme	Shoreditch Park	Embracing Culture, Creativity & The Arts	Heavily subsidised music tuition for all Year 7 pupils, prioritising Pupil Premium learners, building cultural capital, Fusion Skills and confidence while strengthening engagement and attainment through high-quality arts access.	Awaiting final info	Awaiting final info	Awaiting final info	Awaiting final info
R1 24/25 Pastoral support for students whose behaviour is hindering their progress at the academy.	Southwark	Reinforcing Safety, Health & Wellbeing	Funding for five gap-year mentors and targeted pastoral interventions, providing consistent support for at-risk pupils to improve engagement, wellbeing and positive behaviour across the school.	Sense of belonging			
R1 24/25 Year 5 and Year 7 Residential	Southwark	Reinforcing Safety, Health & Wellbeing	Two adventure residential giving pupils immersive outdoor learning, building confidence, independence and teamwork, broadening experiences beyond the classroom and strengthening wellbeing and engagement.	Openness	Teamwork	Wellbeing	
Trip Funding	Southwark	Promoting Personal Development	Subsidising disadvantaged pupils' access to international tours and enrichment trips, including a whole-year beach visit, boosting cultural awareness, confidence, wellbeing and equal access to memorable learning experiences.	Wellbeing (secondary)	Growth Mindset	Cultural Capital	
R2 Internal behaviour programme led by behaviour mentor	Highbury Grove	Reinforcing Safety, Health & Wellbeing	A targeted programme for Years 7–11 pupils at risk of exclusion, combining mentoring, self-regulation and reflection with structured learning and sport to improve behaviour, attendance and relationships.	Awaiting final info	Awaiting final info	Awaiting final info	Awaiting final info
R2 - Reading Interventions	Highbury Grove	Supporting Educational Excellence	Staff phonics training plus Fresh Start, Lexia and regular reading-age testing to accelerate struggling readers, alongside sixth form tutor-time reading to build literacy and cultural capital.	Awaiting final info	Awaiting final info	Awaiting final info	Awaiting final info
R2 Work-related-learning: INSPIRE	Highbury Grove	Improving Employability	University visits, employer workshops and CV/application coaching to secure meaningful work-related learning, aiming for 100% Year 10 participation and improved quality and safety of placements.	Awaiting final info	Awaiting final info	Awaiting final info	Awaiting final info

R2 *NEW* Activities Week 2025	Highbury Grove	Reinforcing Safety, Health & Wellbeing	A whole-cohort enrichment week where pupils choose from diverse activities and trips, widening experiences beyond the classroom, building resilience and relationships, and helping disadvantaged learners discover new interests and talents.	Awaiting final info	Awaiting final info	Awaiting final info	Awaiting final info
R2 - Partnership	Galleywall	Supporting Educational Excellence	Three primaries provide every KS2 pupil with a shared class text, enriching the reading curriculum with diverse whole books to boost engagement, fluency and reading attainment.	Reading			
R1 Access Project	COLAI	Supporting Educational Excellence	An ongoing programme of mentoring and tutoring of students in Years 10 to 13, that has a specific focus on encouraging students participation in higher education.	Goal Orientation	Growth Mindset		
R1 Rewards and Enrichment Fund 2024/25	COLAI	Reinforcing Safety, Health & Wellbeing	Provides funding to subsidise the costs of trips and visits so that students who are eligible for free school meals can afford to take part and build their social and cultural capital	Cultural capital			
R1 City Year	COLAI	Reinforcing Safety, Health & Wellbeing	Volunteer teams provide targeted mentoring, run clubs, support reading programmes, staff enrichment and accompany trips, strengthening engagement, attendance and positive relationships for pupils in high-need schools.	Engagement			
R2 Oversees Trips 2024/25	COLAI	Promoting Personal Development	Residential visits to France, Spain and Belgium combining language lessons or historic tours with cultural activities, building fluency, confidence and independence, cultural capital and boosting uptake of MFL/History GCSE and EBacc.	MFL skills	Motivation	Independence	
R2 - Improving Staff and Student Wellbeing through CPD	Redriff	Reinforcing Safety, Health & Wellbeing	Year-long, whole-school CPD across three primaries, strengthening staff confidence and strategies in trauma-informed practice, SEND/SEMH and behaviour support to improve wellbeing, engagement and learning outcomes.	Wellbeing	Behaviour		
24/25 R1: Intervention Tutors for year 11, 12 and 13.	Shoreditch Park	Supporting Educational Excellence	Data-informed mentoring for Year 11 pupils, prioritising disadvantaged learners, using QLA to address gaps, raise confidence and attainment, and support students to meet target grades and pass GCSEs.	Analysis and evaluation			
R2 Teacher directed intervention	Southwark	Supporting Educational Excellence	Weekly one-hour teacher-led sessions for Years 7–11 offering targeted help, homework support and stretch across subjects, closing gaps for Pupil Premium pupils while boosting confidence and attainment.	Academic attainment			
R2 UpLearn	Southwark	Supporting Educational Excellence	Funding to provide Uplearn, an online learning platform providing high-quality, tailored revision and learning resources for students preparing for A-levels to boost confidence and progress.	Academic attainment			
R1 Easter Revision School	City Academy Hackney	Supporting Educational Excellence	Targeted holiday revision sessions for students needing extra support, boosting subject understanding, confidence and exam technique to raise attainment and achievement for GCSE and A-level learners.	Test Anxiety			
R1 Music tuition: Project Band	City Academy Hackney	Embracing Culture, Creativity & The Arts	A project designed to support all students in year 7 to access music tuition and learn to play a musical instrument, plus ongoing support for music scholars through KS3–4, sustaining orchestra and ensemble provision and widening access to high-quality music for all.	Creativity	Instrumental learning		
R1 Residential Trip: France	City Academy Hackney	Supporting Educational Excellence	Supporting the development of cultural capital and language learning for all students studying GCSE French, regardless of their background or financial circumstances, through a subsidised residential trip to France.	Cultural capital			
R1 Residential Trip: Spain	City Academy Hackney	Supporting Educational Excellence	Supporting the development of cultural capital and language learning for all students studying GCSE Spanish, regardless of their background or financial circumstances, through a subsidised residential trip to Spain.	Cultural capital			
R1 Work Experience	City Academy Hackney	Improving Employability	Support to offer high quality work experience opportunities for all year 10 and 12 students in line with Gatsby benchmarks.	Communication	Independence		

R1 A level STEM Tuition	City Academy Hackney	Supporting Educational Excellence	One-to-one STEM tutoring for selected Year 12–13 students, delivered with Imperial, boosting confidence, exam performance and cultural capital to support excellent A-level outcomes.	Awaiting final info	Awaiting final info	Awaiting final info	Awaiting final info
R1 Pre-apprenticeship Academy KS3 and KS4 24-27	COLAT	Reinforcing Safety, Health & Wellbeing	COLAT's Apprenticeship Academy aims to provide up to 20 places for KS4 pupils at risk of or undergoing permanent exclusions (PEX), with goals to reduce PEXs, achieve zero PEXs and NEETs from the Academy, and improve KS4 outcomes,	Awaiting final info	Awaiting final info	Awaiting final info	Awaiting final info
Controversies & Critical Thinking Conference	CLS	Promoting Personal Development	A one-day UCL-led conference at City of London School for pupils across the City Family, developing critical thinking, oracy and respectful debate to help young people "disagree well".	Critical Thinking	Communication	Collaboration	
Y5 and Y6 Maths Tuition	CoLPAI	Supporting Educational Excellence	Daily pre-school small-group sessions in core subjects, targeted through gap analysis to consolidate key knowledge and skills, helping pupils reach expected or greater depth and feel prepared for KS2 tests and secondary transition.	Maths			
R1 Pre-Apprenticeship Pathway	Highbury Grove	Reinforcing Safety, Health & Wellbeing	Full-time places for a small cohort of vulnerable pupils, providing strengthened pastoral care and tailored support to improve attendance and punctuality, reduce permanent exclusions, and boost attainment and progression routes.	Attendance Drivers (secondary)	School Engagement		
2425 R1 Debate Mate	Highgate Hill	Promoting Personal Development	Weekly debate and public speaking enrichment for 30 KS3 pupils, supported by trained mentors and competitions, building Fusion Skills in communication, critical thinking and collaboration while boosting confidence and articulation.	Critical Thinking	Communication	Collaboration	
<u>Talk the Talk</u>	NCS	Improving Employability	A communication and oracy-focused careers day designed to build pupils' self-esteem and spoken confidence, helping them present themselves effectively and feel better prepared for future pathways.	Oracy			
Coding Club	NCS	Supporting Educational Excellence	Weekly alumni-led coding lessons for sixth form students, delivered with partner schools, to build programming knowledge and strengthen competitive applications for Computer Science degrees.	Computer science			
R2 Revision Guides	Southwark	Supporting Educational Excellence	Subject-specific revision guides for pupils to consolidate learning, practise exam-style questions and revise independently, helping build confidence, reduce anxiety and improve attainment across key assessments.	Attainment			
R2 Knowledge organisers	Southwark	Supporting Educational Excellence	Termly subject knowledge organisers for all pupils, ensuring consistent access to key content and vocabulary, improving independent study, revision efficiency and classroom focus, and supporting stronger attainment.	School engagement	Attainment		
1:1 Careers meetings	Highbury Grove	Improving Employability	Autumn-term 1:1 meetings for every student with a qualified careers adviser, providing personalised guidance and recorded recommendations to support family involvement, strengthen applications and help achieve 0% NEET destinations.	Awaiting final info	Awaiting final info	Awaiting final info	Awaiting final info
Work-related-learning: WEX	Highbury Grove	Improving Employability	Unifrog provides a careers-focused platform for students, offering access to resources and work-related learning, with features to track engagement, streamline admin for work experience, and ensure 100% participation.	Awaiting final info	Awaiting final info	Awaiting final info	Awaiting final info
Student Leadership training	Highbury Grove	Promoting Personal Development	Bespoke external training for student leaders, strengthening leadership skills, pupil voice and personal development so students can represent peers effectively and drive positive change across the school.	Awaiting final info	Awaiting final info	Awaiting final info	Awaiting final info
R1 The Access Project	Highbury Grove	Supporting Educational Excellence	In-school mentoring, tutoring and university guidance for targeted students, including campus visits and subject society links, raising aspirations and supporting confident progression into higher education.	Engagement			



# **City Premium Grant**

**NINA VAFEA, KARL EDWARDS**

Commissioned by Education Strategy Unit (ESU), City of London Corporation

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## About this project

The City Premium Grant is a combination of an annual grant to City Corporation's sponsored academies, and special grants around responsive and partnership projects across the Family of Schools. The City Premium Grant aims to support 'additionality' to the education offer of schools. In 2024-25 the City Premium Grant funded 118 programmes across the City of London Family of schools.

These programmes were funded by three grants:

- ▶ 74 projects (62%) were funded by the Disadvantaged Pupils Grant.
- ▶ 22 projects (19%) were funded by the Partnerships Grant.
- ▶ 22 projects (19%) were funded by the Responsive Grant.

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

School projects are mapped onto one of the **five Strategic Priorities** set out by the Education Strategy Unit (ESU) in 2025 and are evaluated against those:

- ▶ **Supporting Educational Excellence**
- ▶ **Promoting Personal Development**
- ▶ **Reinforcing Safety, Health and Wellbeing**
- ▶ **Embracing Culture, Creativity and the Arts**
- ▶ **Improving Employability**

It is worth noting that, for this academic year only, the projects were retrospectively mapped onto the five priority areas, as the priorities were developed after the applications opened for schools to apply for funding.

## About this report

This marked the final year of a three-year project using the School Impact Platform (SIP) to evaluate outcomes across a range of school-based projects. In this academic year, 118 projects were delivered. This report is designed to give a broad overview of the data collected by schools and offer insight into the outcomes of pupils participating in programmes across the City of London Family of schools.

This report will examine participating pupils' socioemotional and attainment outcomes against the five Strategic Priorities as outlined by the ESU. Within each strategic priority section, we will present only the measures relevant to that priority as implemented by the projects, acknowledging that schools may have also selected additional measures not included in that section.

## Executive summary of findings

### (a) Supporting Educational Excellence

- ▶ Participating pupils' motivation for learning and goal orientation were above the national average.
- ▶ Participating pupils' motivation for learning increased statistically significantly ( $p=0.003$ ).
- ▶ Primary and Secondary school pupils' KS2 SATs and GCSE scores respectively were notably higher than their baseline classroom scores.

### (b) Promoting Personal Development

- ▶ Participating pupils' average scores in Wellbeing, Team-working and Adaptability & Flexibility throughout the academic year 2024-25 were above national averages for the respective outcomes.
- ▶ Participating pupils' average Wellbeing scores increased from 3.65 to 3.89, a 6.2 percentage point change that was statistically significant ( $p = 0.043$ ).

### (c) Reinforcing Safety, Health and Wellbeing

- ▶ Teachers predominantly reported on outcomes related to this strategic priority through qualitative reflections, which may indicate that outcomes concerning pupil safety, health and wellbeing are less easily captured through quantitative measures.



- ▶ Within projects reinforcing Safety, Health and Wellbeing, teachers also reported reductions in classroom removals and incidents of fighting, suggesting improvements in pupil behaviour.
- ▶ Pupils' average Wellbeing score was slightly below the national average and their School engagement score was slightly above.

## (d) Embracing Culture, Creativity and the Arts

- ▶ Participating pupils scored above the national benchmark for Creativity, and marginally above for Openness.
- ▶ Thirty-six pupils who completed the Creativity questionnaire at both baseline and endline saw a 6.2 percentage point decrease that was statistically significant ( $p=0.003$ ). Ongoing monitoring in 2025–26 will be important to determine whether the observed decline is a one-off fluctuation or indicative of a longer-term trend.

## (e) Improving Employability

- ▶ Pupils' Goal orientation was above the national benchmark for Goal orientation by 0.40 points.
- ▶ Pupils' Goal orientation score didn't significantly change between baseline and endline timepoints.

Overall, early findings suggest City Premium Grant projects are beginning to deliver positive outcomes in the context of the new strategy, with the strongest evidence emerging within Educational Excellence and Personal Development. While variation in sample sizes limits direct comparison between priorities, the programme shows promising potential to support both academic and wider development outcomes. Strengthening consistency in measurement tools and a continued increase in response rates next year will help build a clearer picture of impact across all five priorities.

## Methodology

Data has been gathered from a range of sources to evaluate the outcomes of pupils participating in projects funded by the City of London Premium Grant. Schools are asked to collect quantitative data and reflective qualitative feedback for up to five projects. If they are running more than five projects, they can choose to only submit reflections for additional projects. This year, data was collected from 84.3% of the projects.

It is important to note that project funding for 2024–25 was awarded before the ESU's Strategic Priorities were finalised. As a result, **strategic priorities were applied retrospectively to projects once they were already underway**. This has meant that not all measures align directly with the Strategic Priorities, and schools were not aware from the outset which priorities their projects might align with.

### Quantitative Research

The following types of quantitative data has been collected on the SIP:

#### Academically validated ImpactEd Evaluation surveys

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

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

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

A full list of measures used in this report is cited in Appendix 2.

## Custom self-report survey questions

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

### Behavioural data and attainment

This looks at existing school data from a variety of sources including attainment data, attendance and exclusions data automatically pulled from schools' Management Information Systems (MISs).

### Analysis

The survey data collected by schools throughout the year is automatically analysed and presented in the Reporting page of each school on the SIP, giving them access to live data throughout the academic year 2024-25.

Spotlights from the projects have been presented in this report. Schools were encouraged to collect data either one-off or at baseline (start of the intervention) and endline (end of the intervention). The following descriptive statistics are included:

- Average survey scores (i.e. pupils on average scored 3.5 out of 5)
- Frequency distributions (i.e. 30% of pupils chose this option)
- Percentage point change between baseline and endline average scores of surveys.

Pupils' data is compared to national averages where these are available.

Where there is a large enough sample size (upwards of 20 matched pupils completing both baseline and final surveys) we have included statistical significance testing using a parametric paired t-test or non-parametric Wilcoxon Sign-Rank tests.

### A note on statistical significance

Statistical significance is the likelihood that a given difference in scores could be observed if the true underlying difference was actually really zero. For example: "Following my wellbeing intervention, pupils' wellbeing levels increased by 6%. Is this a genuine difference, or could this simply be chance or noise?"

In order to answer this question, we may want to know if a 6% increase is 'statistically significant'. In this report, when we have noted that a comparison between the start and end data collections is statistically significant, that means that we believe there is a less than 5% chance that these differences in scores could be observed if the underlying difference was really zero. In the context of

this report, significance testing is important because we are looking to use the findings to make claims about individuals outside of our sample.

### Why statistical significance can be misleading in surveys

There are a range of reasons why statistical significance testing is potentially misleading when interpreting data from pupil surveys. Primarily, this is because statistical tests are very sensitive to sample size and don't help one understand the 'size' of differences (known as effect size). With larger pupil groups minor differences tend to be statistically significant. The opposite occurs with smaller groups: larger differences may not reach technical significance levels. When reading this report, it is important to keep this in mind, especially with a considerable sample size of respondents.

## Qualitative Research

Teacher comments and reflections have been collected throughout the academic year. These are written by staff running programmes across the family of schools. These have been thematically analysed.

## Limitations

- **No sub-demographic analysis:** No sub-demographic analyses were conducted, as sub-group sizes were below 20 pupils, limiting the potential for meaningful comparison. Also, not looking at subgroup differences helped us protect pupils' Personally Identifiable Information (PII).
- **Sample sizes:** Due to the focus of some programmes and challenges with data collection in some schools, some datasets explored in this report have small sample sizes. In part, these challenges reflect staffing changes during the year, where staff who had established projects moved on and incoming staff were new to the programme and data collection processes. Where possible, pupils' outcomes have been grouped to enable broader analysis of key themes. Findings based on small samples should be interpreted with caution; while they may not support wider generalisable conclusions, they provide valuable insight into outcomes and impact for individual pupils.
- **Measures:** As mentioned earlier in the report, strategic priorities were applied retrospectively to projects once they were already underway. This has meant that not all measures align directly with the Strategic Priorities, and schools were not aware from the outset which priorities their projects were aligned with.

## 1. Supporting Educational Excellence

- ▶ **Key finding 1: Participating pupils' motivation for learning and goal orientation were above the national average.**
- ▶ **Key finding 2: Participating pupils' motivation for learning increased statistically significantly ( $p=0.003$ ).**
- ▶ **Key finding 3: Primary and Secondary school pupils' KS2 SATs and GCSE scores respectively were notably higher than their baseline classroom scores.**

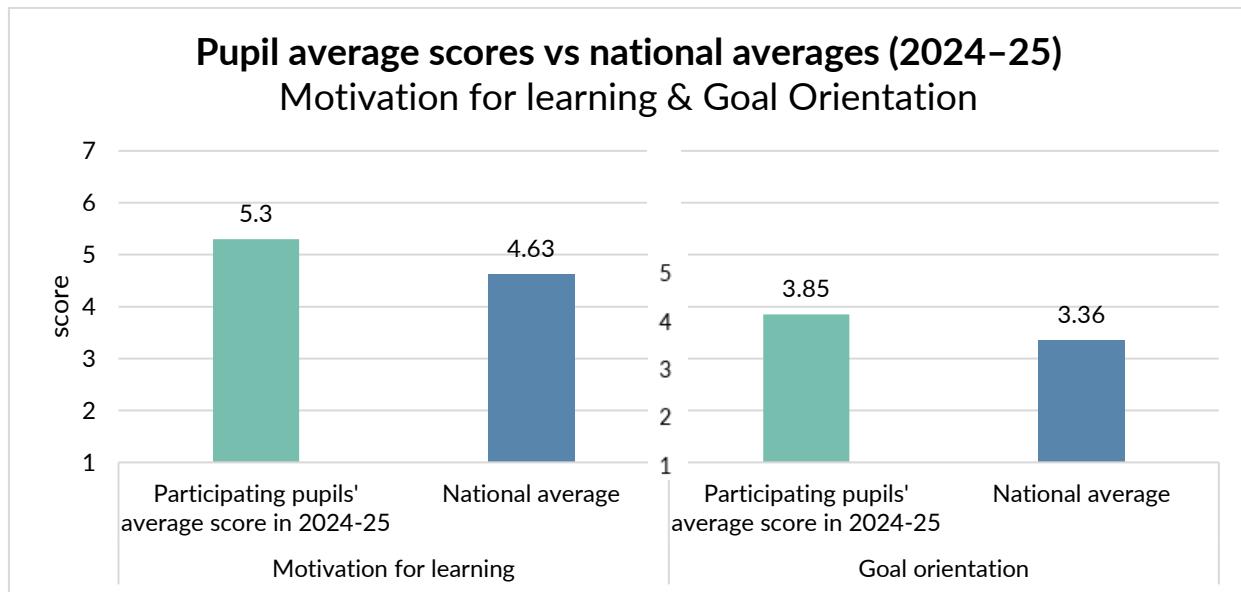
Out of 118 projects, 50 school projects across 13 schools aligned with the strategic priority 'Supporting Educational Excellence'.

Schools drew on 25 different measures available through the School Impact Platform to assess the impact of their Supporting Educational Excellence projects. These included measures related to problem-solving and critical thinking, oracy, attainment, self-efficacy, and metacognition.

For reporting purposes, pupil data has been aggregated and presented specifically for Motivation for Learning and Goal Orientation, as these measures were closely aligned with the programme aims and had sufficient sample sizes for analysis.

### Comparison to National averages

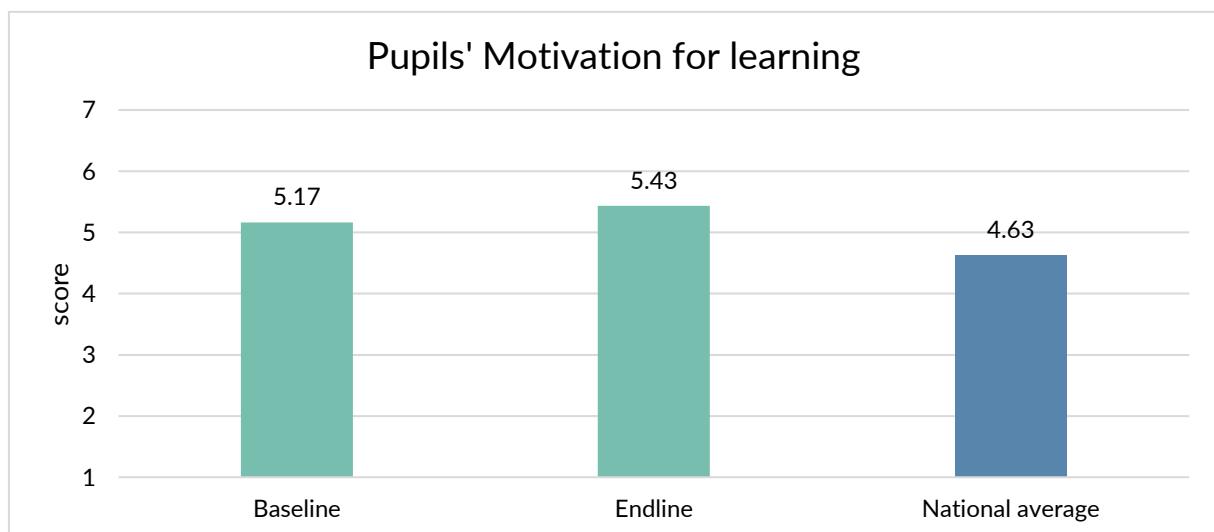
Pupils' motivation for learning score (5.3 out of 7) and their Goal orientation score (3.85 out of 5) in the academic year 2024-25 were above the national average by more than 0.5 point (Figure 1).



**Figure 1.** Pupils' average scores vs national averages (2024-25) in Motivation for learning (N=56), Goal orientation (n=154).

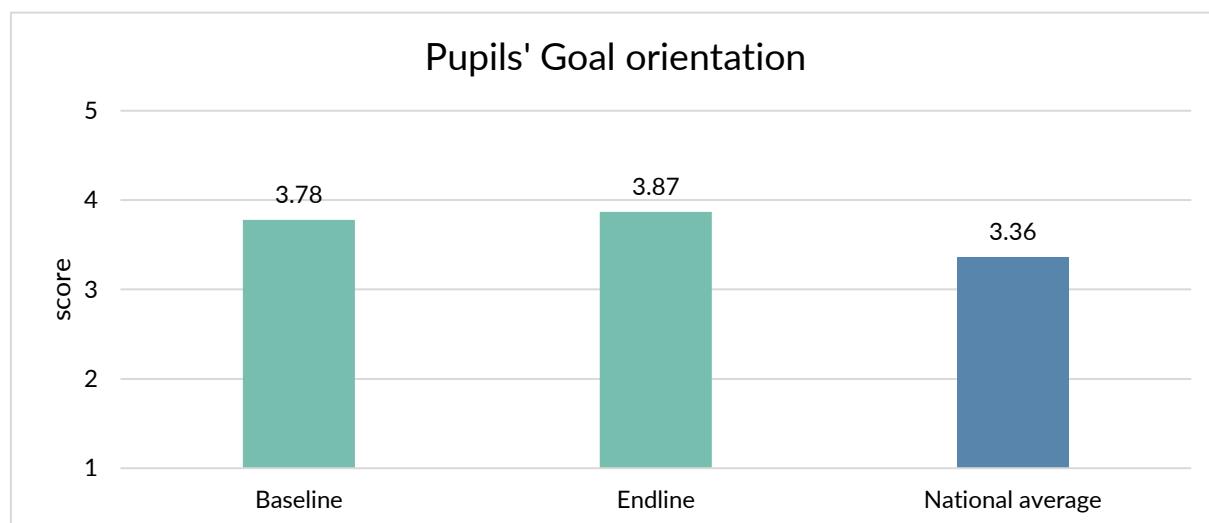
### Pupils' average scores over time

Looking only at participating pupils who completed the survey at both baseline and endline timepoints, their Motivation for learning score increased from 5.17 to 5.43 out of 7 – a 6.7 percentage point increase that was statistically significant ( $p<0.001$ ; Figure 2). Importantly, pupils' scores were at both baseline and endline timepoints above the national average for motivation for learning by more than half a point.



**Figure 2.** Pupils' average Motivation for learning scores against the national average for Motivation for learning (n=31 matched pupils' scores).

For pupils who completed the Goal orientation questionnaire at baseline and endline, their score increased from 3.78 at baseline to 3.87 out of 5 at endline (Figure 3). This marked a 2.4 percentage point increase that was not statistically significant, meaning that this increase might have been due to chance. Notably, pupils' goal orientation scores were already higher than the national average at baseline and remained so at endline. The same pattern was observed for motivation for learning. This raises an important consideration about targeting and how interventions can be best matched to those for whom they will have maximum positive impact.



**Figure 3. Pupils' average Goal orientation scores against the national average for Goal orientation (n=61 matched pupils' scores).**

## Strategic Priority: Supporting Educational Excellence

### Spotlight: City of London School – Primary Summer School

City of London School's Primary Summer School 2024 offered English and Maths sessions, enrichment activities, and a cultural day at the Guildhall Art Gallery with a visiting artist workshop. Targeting more able Pupil Premium pupils, the programme aims to enrich learning, boost readiness for school, and enhance academic, social, and cultural capital.

Through the three days of the Primary Summer School, pupils experienced an English session led by the Galleywall Deputy Head Teacher, learnt about adaptation and evolution in a hands-on “skulls session”, and solved a mystery in a science session using forensic experiments. The summer school included an entire day at the Guildhall where they visited the London Centre to look at the London miniatures, the Roman Amphitheatre to learn about gladiators, and the Guildhall Art Gallery where they designed their own London buildings and skyline.

To measure the impact of this event, pupils completed self-report surveys before and after the summer school to explore outcome changes over time. Growth mindset of matched pupils increased by 9.6% over the period suggesting the positive impact this event had on this skill.

#### Growth Mindset (primary) >>

Competency

Dates 1

Baseline  
16 pupils

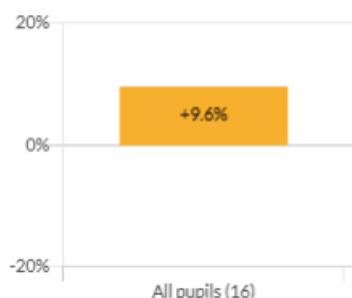
**4.14**  
/5

+0.59 from national average (all pupils)

Final  
16 pupils

**4.52**  
/5

+0.97 from national average (all pupils)



Confidence in oracy also increased, this time by 15.6% in matched pupils, again, indicating the positive influence the Summer School may have had on this important skill.

#### Oracy - confidence

Competency

Dates 1

Baseline  
16 pupils

**3.69**  
/5

+0.20 from national average (all pupils)

Final  
16 pupils

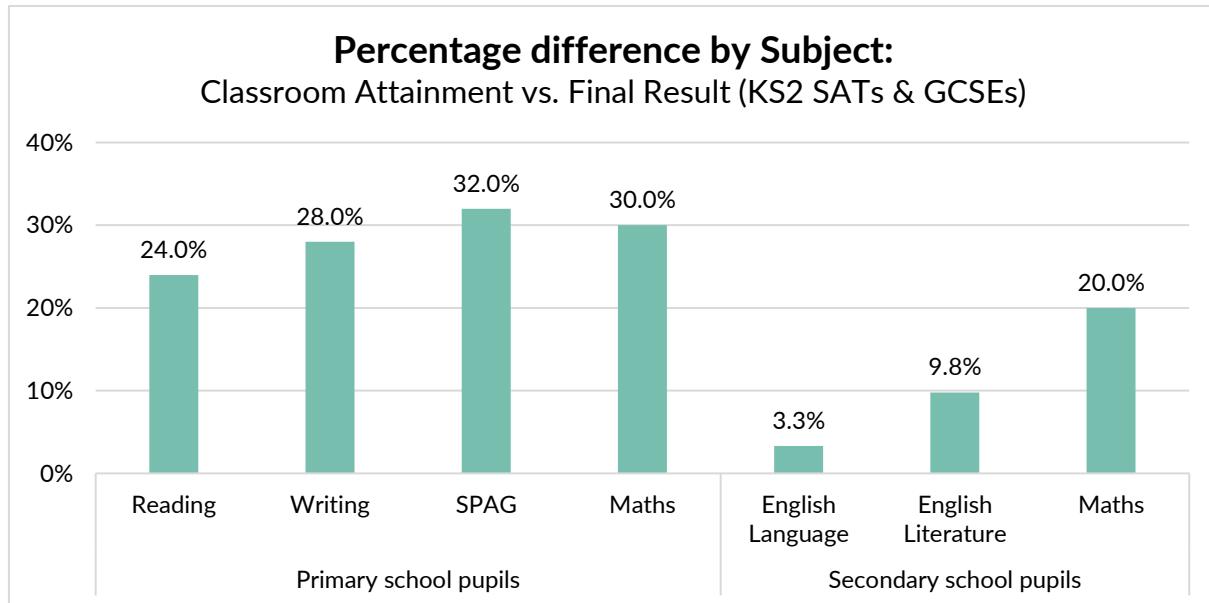
**4.31**  
/5

+0.82 from national average (all pupils)



While most 'Supporting Educational Excellence' projects weren't evaluated through attainment data collection, for pupils' whose attainment was collected, a large percentage point increase was observed across both primary and secondary school pupils across subjects (Figure 4).

No sub-demographic analyses were conducted, as sub-group sizes were below 20 pupils, limiting the potential for meaningful comparison.



**Figure 4. Percentage difference by Subject between Primary school pupils' Classroom attainment vs. KS2 SATs and Secondary school pupils' Classroom attainment vs GCSEs (n=57 Primary school pupils, n=41 Secondary school pupils).**

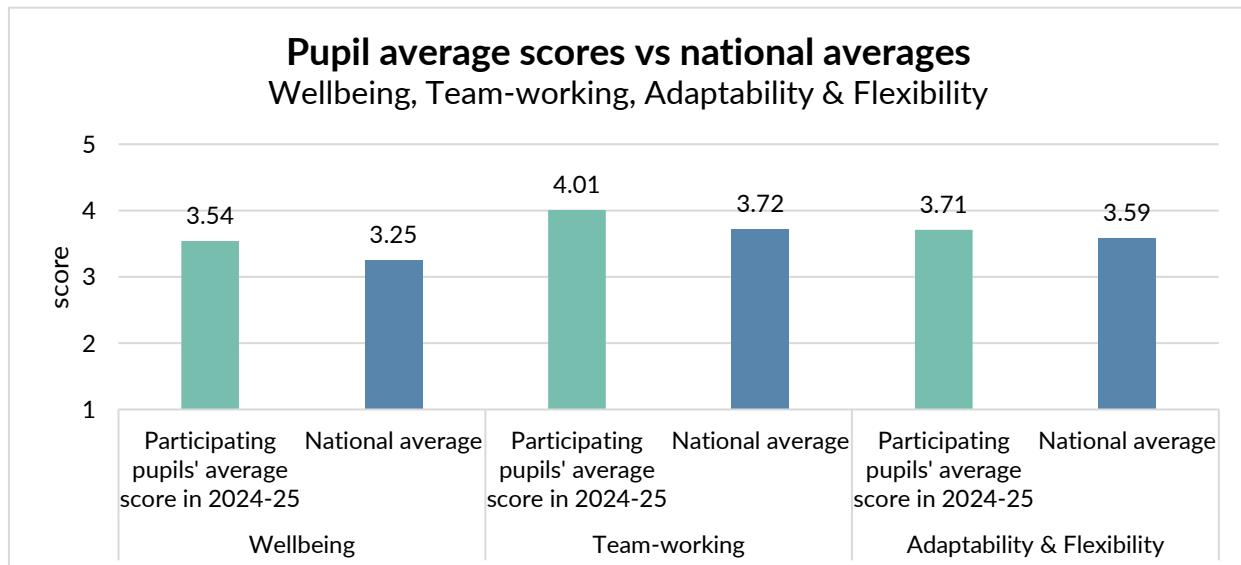
## 2. Promoting Personal Development

- ▶ **Key finding 1:** Participating pupils' average scores in Wellbeing, Team-working and Adaptability & Flexibility throughout the academic year 2024-25 were above national averages for the respective outcomes.
- ▶ **Key finding 2:** Participating pupils' average Wellbeing scores increased from 3.65 to 3.89, a 6.2 percentage point change that was statistically significant ( $p = 0.043$ ).

Out of 118 projects, 21 school projects across 12 schools aligned with the strategic priority 'Promoting Personal Development'. Schools selected 11 different measures to assess the impact of their Promoting Personal Development projects. These primarily included socioemotional measures such as wellbeing, team-working, independent learning and confidence in voicing opinions.

### Comparison to National averages

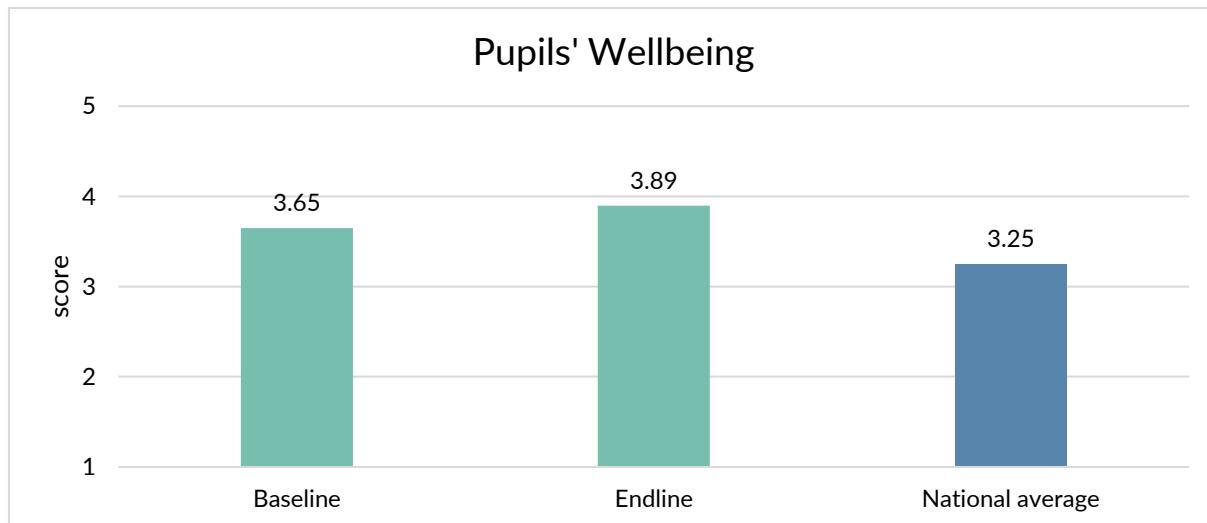
Participating pupils' average scores in wellbeing, team-working and adaptability & flexibility throughout the academic year 2024-25 were above national averages for the respective outcomes (Figure 5).



**Figure 5. Pupils' average scores vs national averages (2024-25) in Wellbeing (n93), Team-working (n=46) and Adaptability & Flexibility (N=57).**

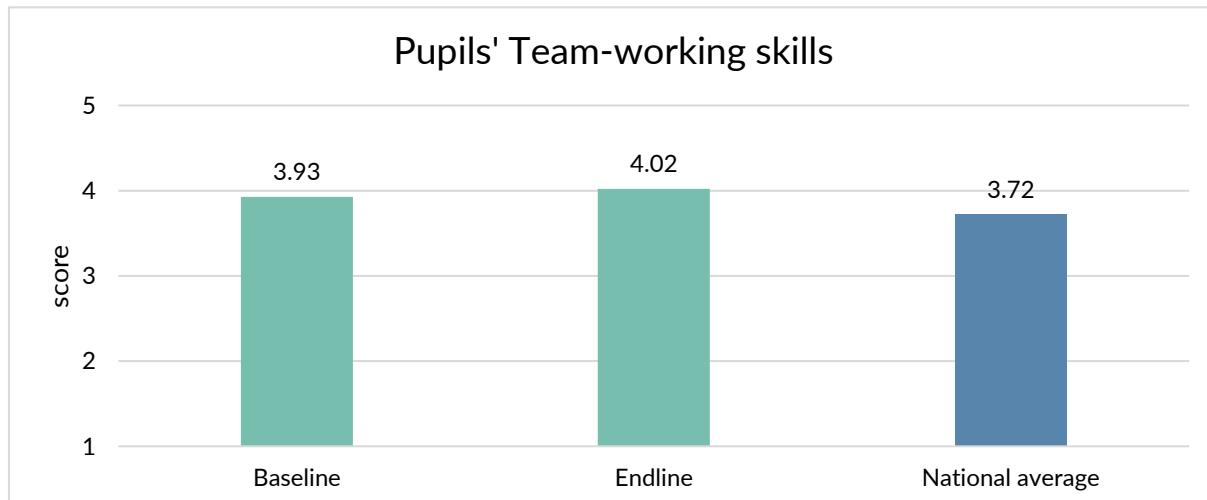
## Pupils' average scores over time

Of the samples above, only a number of pupils completed the surveys at both baseline and endline timepoints. Among these matched pupils' responses, average Wellbeing scores increased from 3.65 to 3.89, a 6.2 percentage point increase that was statistically significant ( $p = 0.043$ ; Figure 6).



**Figure 6. Pupils' average Wellbeing score against the national average for Wellbeing (n=38 matched pupils' scores).**

Pupils also saw a 2.4 percentage point increase in Team-working between baseline and endline timepoints, but this increase was not statistically significant (Figure 7).



**Figure 7. Pupils' average Team working score against the national average for Team-working (N=33 matched pupils' scores).**

## Strategic priority: Personal Development

### Spotlight: Highgate Hill – 24/25 6<sup>th</sup> Form Residential Trip to Oxford

In September 2024, Highgate Hill organised a two-night residential trip to Oxford University for the entire Year 12 group to kickstart their Sixth Form experience. They were offered workshops, meetings with professors, and a visit to the Natural History Museum with the aim of raising aspirations, increasing their adaptability and flexibility and encouraging them to be independent learners.

Participating pupils completed academically validated self-report surveys to measure their adaptability and flexibility, as well as their level of independent learning both before (baseline) and after (final) their residential trip.

Participating matched pupils (those that recorded both baseline and final data points) recorded an average increase in their adaptability and flexibility of 3.8% between the two time points.

#### Adaptability and Flexibility

Competency

##### Dates 1

Baseline  
27 pupils

**3.77**  
/5

+0.18 from national average (all pupils)

Final  
27 pupils

**3.83**  
/5

+0.24 from national average (all pupils)

Overall change  
For 16 pupils with baseline & final

**3.8%↑**

In addition, matched pupils' independent learning increased by 3.6%, suggesting the positive influence that this project had on these pupils' social and emotional skills.

#### SRSSDL - Independent learning (secondary)

Competency

##### Dates 1

Baseline  
24 pupils

**3.85**  
/5

+0.14 from national average (all pupils)

Final  
25 pupils

**3.91**  
/5

+0.20 from national average (all pupils)

Overall change  
For 15 pupils with baseline & final

**3.6%↑**

### 3. Reinforcing Safety, Health and Wellbeing

- ▶ **Key finding 1:** Teachers predominantly reported on outcomes related to this strategic priority through qualitative reflections, which may indicate that outcomes concerning pupil safety, health and wellbeing are less easily captured through quantitative measures.
- ▶ **Key Finding 2:** Within projects reinforcing Safety, Health and Wellbeing, teachers also reported reductions in classroom removals and incidents of fighting, suggesting improvements in pupil behaviour.
- ▶ **Key finding 3:** Pupils' average Wellbeing score was slightly below the national average and their School engagement score was slightly above.

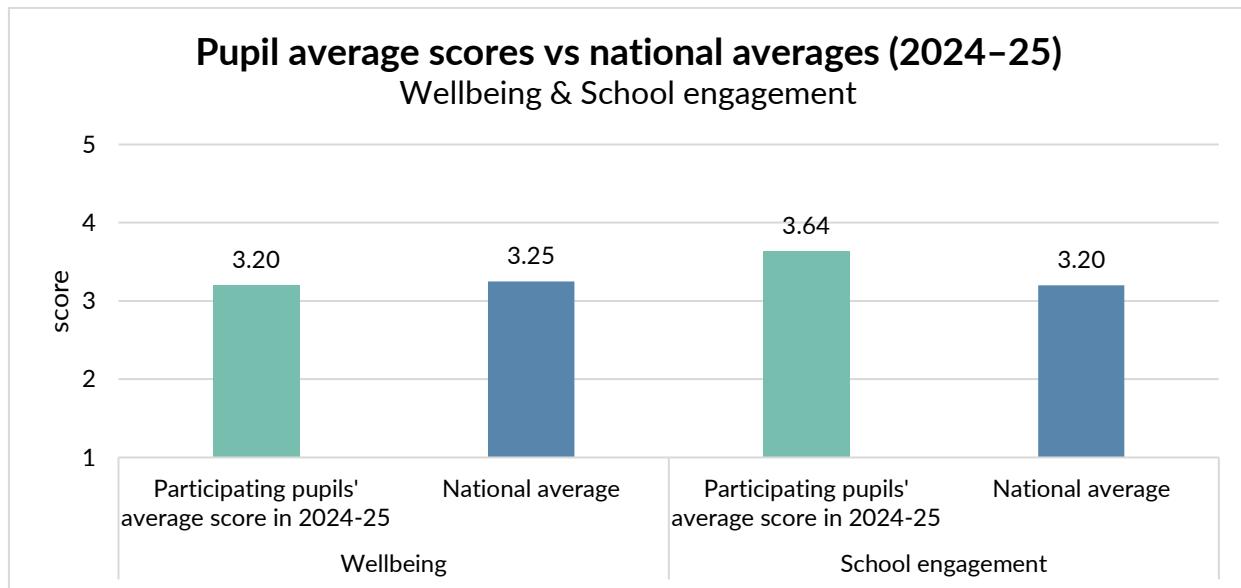
Out of 118 projects, 28 school projects across 8 schools aligned with the strategic priority 'Reinforcing Safety, Health and Wellbeing'.

**Teachers predominantly reported on outcomes related to this strategic priority through qualitative reflections, which may indicate that outcomes concerning pupil safety, health and wellbeing are less easily captured through quantitative measures.**

For projects where quantitative measures were selected, teachers used indicators such as wellbeing, school engagement, team-working, attendance, and behaviour points to assess outcomes. Given the available sample sizes and alignment with this strategic priority, analysis focuses on trends in wellbeing and school engagement.

#### Comparison to National averages

Pupils' average wellbeing score was slightly below the national average (Figure 8). In contrast, pupils' average school engagement score was above national averages for the corresponding measure. However, a small number pupils completed the school engagement survey, and therefore these findings should be interpreted with caution.



**Figure 8. Pupils' average scores vs national averages (2024-25) in Wellbeing (n=46) and School Engagement (n=8).**

It is worth noting that, for five pupils who completed the wellbeing survey at both baseline and endline, scores increased by 6.4 percentage points—from below the national average (3.20 vs 3.25 out of 5) to above the national average (3.46). While encouraging, this reflects a very small cohort. Collecting wellbeing and school engagement data from a larger number of pupils over time would enable a more robust understanding of change in outcomes.

A teacher expressed that the wellbeing programme that took place in their school helped improve pupils wellbeing and in turn their sense of safety in school:

*"The [name of the programme] has had a positive impact on pupils' sense of wellbeing, belonging, and safety within school...there is a stronger culture of care and mutual respect across the school, where pupils feel heard, valued, and safe." - Teacher*

Teachers in their reflections of a Boxing Therapy programme also mentioned an improvement in pupils' behaviour. For example:

*"Incidents of fighting have reduced substantially, with a notable decline in conflict-related behaviour." - Teacher*

A different teacher from the same school added:

*"Removals from lessons have also fallen, indicating better classroom behaviour and relationships with staff." - Teacher*

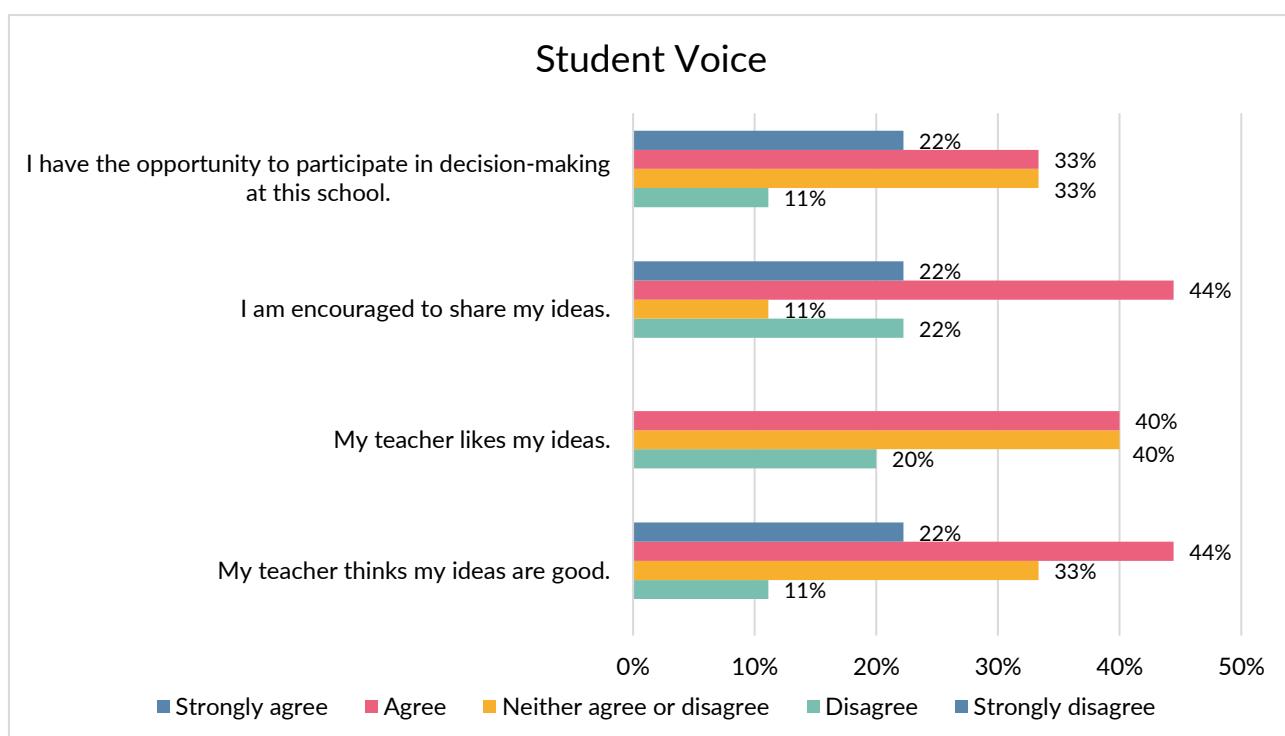
A different teacher who was describing their experience of teaching pupils in their school to self-regulate stated the following as a way to improve pupils' behaviour:

*"Groups of children as well as key individual children, have received regular interventions throughout this period and have developed a deeper understanding of their own individual emotional toolboxes: they can describe which strategies help them to regulate. **Having this language embedded throughout the school has been fundamental to our behaviour approach this year** and has meant that we have a shared language when children are reflecting and repairing." - Teacher*

## Strategic Priority: Reinforcing Safety, Health and Wellbeing

### Spotlight: Highbury Grove – Lunchtime enrichment

Leaders at Highbury Grove offered enrichment opportunities for pupils with the aim of broadening the offer of extra-curricular clubs and experiences for students during lunch and break times. At the end of the school year, pupils who had taken part in these enrichment opportunities were asked to complete a student voice survey which aimed to better understand how pupils viewed their agency in their school experience.



Feedback from the survey on a small number of pupils was positive, with 55% of pupils agreeing or strongly agreeing that they have the opportunity to participate in decision making at the school, with only 11% disagreeing with that sentiment.

66% of pupils agreed or strongly agreed that they are encouraged to share their ideas at school,

Again, 66% agreed or strongly agreed that their teachers think their ideas are good, with only 11% disagreeing with that statement.

## 4. Embracing Culture, Creativity and the Arts

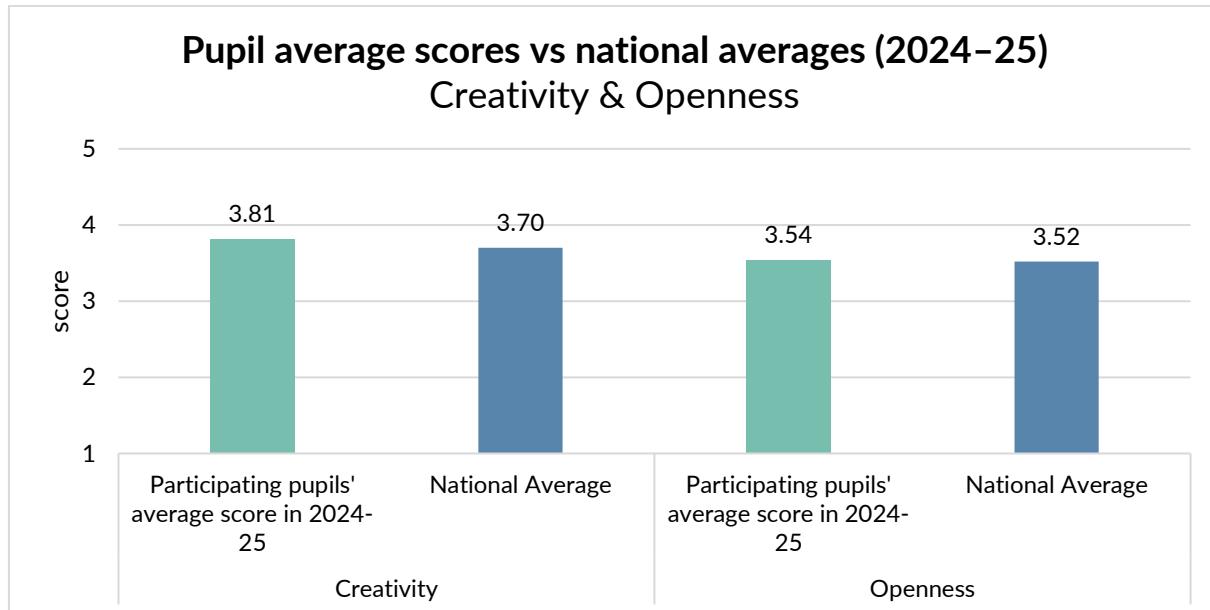
- ▶ **Key finding 1:** Participating pupils scored above the national benchmark for Creativity, and marginally above for Openness.
- ▶ **Key finding 2:** Thirty -six pupils who completed the Creativity questionnaire at both baseline and endline saw a 6.2 percentage point decrease that was statistically significant ( $p=0.003$ ). Ongoing monitoring in 2025–26 will be important to determine whether the observed decline is a one-off fluctuation or indicative of a longer-term trend.

Eleven (11) school projects across 8 schools aligned with the strategic priority 'Embracing Culture, Creativity and the Arts'.

Naturally, several schools chose a measure for creativity – 'Fusion-Creativity' – in order to measure the impact of their project in relation to embracing culture, creativity and the arts. Apart from this measure, measures of socio-emotional outcomes such as openness, extraversion and confidence in and love of reading were selected.

### Comparison to National averages

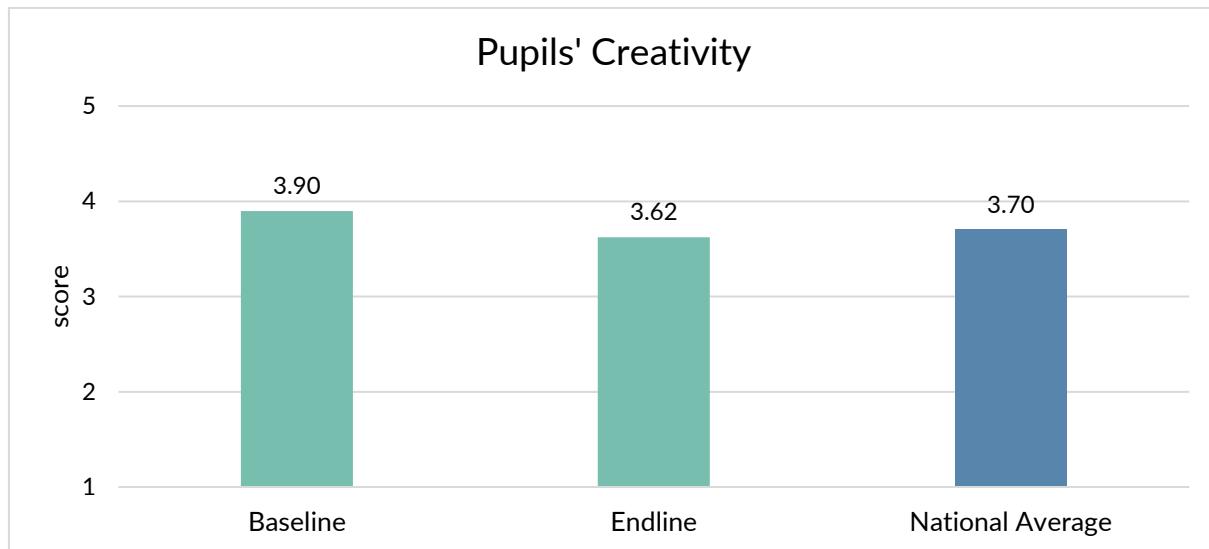
Looking at participating pupils' creativity scores during the academic year 2024–25, the average score was 3.81 out of 5, compared to the national average of 3.70, indicating that participating pupils scored above the national benchmark for creativity (Figure 9). Pupils' Openness scores for those who completed the survey during 2024–25 were broadly in line with the national average (3.54 vs. 3.52 out of 5).



**Figure 9. Pupils' average scores vs national averages (2024-25) in Creativity (n=146) and Openness (n=142).**

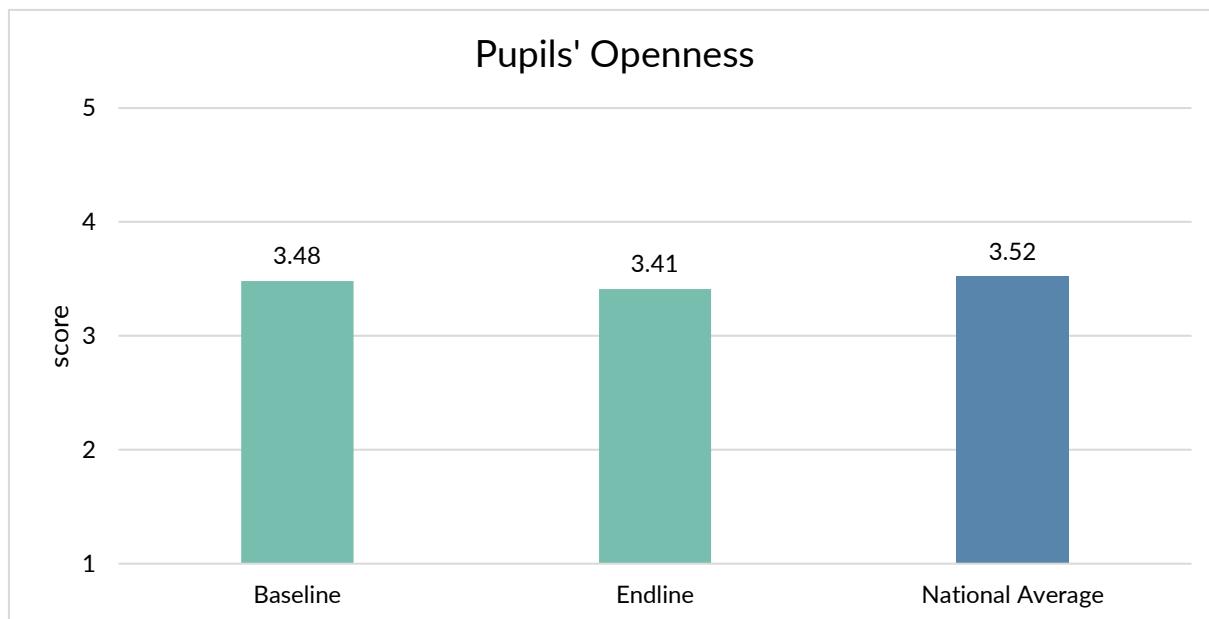
### Pupils' average scores over time

Pupils completed the creativity survey at both baseline and endline, unlike the rest of the cohort who completed the survey only once. Among these matched pupils, mean creativity scores decreased from 3.90 to 3.62 out of 5 - a 6.9 percentage-point reduction, which was statistically significant ( $p = 0.003$ ; Figure 10). Notably, pupils began with creativity scores above the national average (3.90 vs. 3.70) but fell slightly below it at endline (3.62). While pupils' creativity scores remained broadly comparable to the national average, ongoing monitoring in 2025–26 will be important to determine whether the observed decline is a one-off fluctuation or indicative of a longer-term trend. It is worth noting that this evaluation is observational, based on benchmarks and pre-post comparisons rather than a causal design where trends can be isolated and attributed to the intervention. For this reason, findings should be interpreted as indicative rather than conclusive evidence of impact.



**Figure 10.** Pupils' average creativity scores against the national average for creativity (n=36 pupils' matched scores).

For pupils who completed the Openness questionnaire at both baseline and endline in 2024–25, their average score decreased slightly from 3.48 to 3.41 (a 1.8 percentage-point drop), though this change was not statistically significant (Figure 11). In line with the overall cohort, these scores were broadly comparable to the national average (3.52), albeit marginally lower.



**Figure 11.** Pupils' average openness scores against the national average for openness (n=36 pupils' matched scores).

In addition to outcomes such as creativity and openness, pupils learned about the logistics of being an artist or an author. For instance, a pupil participating in the 'Primary Author Visit 2025' intervention said:

*"I learnt that being a writer is not just about using your imagination, you also need to do lots of research." - Pupil*

It will be important to examine whether the fluctuations in Creativity scores, along with the slightly lower-than-average Openness score, reflect limitations in the measures selected to assess the Strategic Priority 'Embracing Culture, Creativity and the Arts', or whether they indicate a genuine need for projects to place greater focus on this priority.

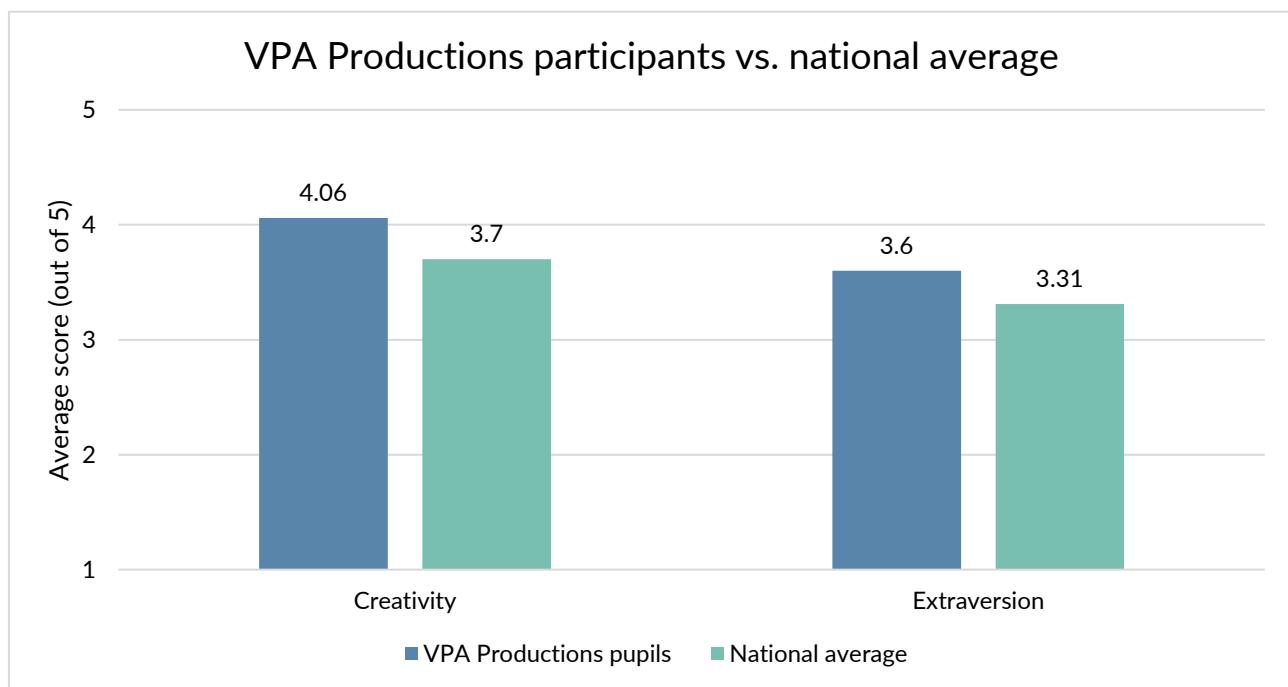
## Strategic Priority: Embracing Culture, Creativity and the Arts

### Spotlight: Southwark – VPA Productions

The allocated funds supported a whole-school production and three musical showcases at Southwark. While both initiatives involved students from all years, the primary target group consisted of approximately 30 students, mainly from Year 7, 8, 9, 10, and 12.

The aim was to ensure the successful execution of a school musical production, fostering creativity and collaboration among participating students.

In order to measure the impact of this programme, pupils completed academically validated surveys as measures of creativity and extraversion after the project was complete.



Pupils, on average, recorded a level of extraversion that was 7.3% above the national average for this measure. For creativity, pupils' average score was 9.3% above the national average, suggesting the positive impact that this programme had on participating pupils.

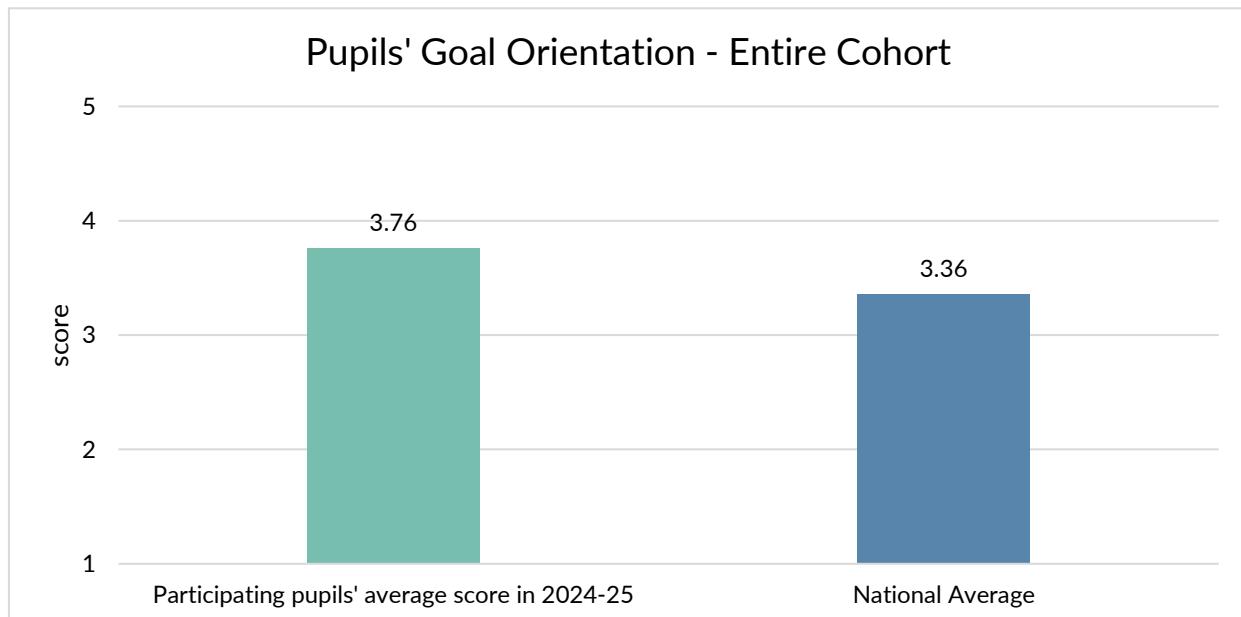
## 5. Improving Employability

- ▶ **Key finding 1: Pupils Goal orientation was above the national benchmark for Goal orientation by 0.40 points.**
- ▶ **Key finding 2: Pupils' Goal orientation score didn't significantly change between baseline and endline timepoints.**

Eight projects aligned with the strategic priority 'Improving Employability', delivered across five schools.

### Comparison to National averages

The only outcome with sufficient sample size for further exploration was pupils' Goal orientation (across two projects). Sixty-seven pupils completed the Goal Orientation questionnaire, with an average score of 3.76 out of 5 – 0.40 points higher than the national average (3.36; Figure 12).



**Figure 12. Participating pupils' average scores in goal orientation against the national average for goal orientation (n=67 pupils' scores).**

## Pupils' average scores over time

For pupils who completed the goal orientation questionnaire at both baseline and endline scores, we are observing a slight decrease between baseline score (3.83 out of 5) and endline score (3.77), marking a 1.6 percentage point decrease (Figure 13). This decrease was not statistically significant, meaning that this decrease is most likely due to chance.

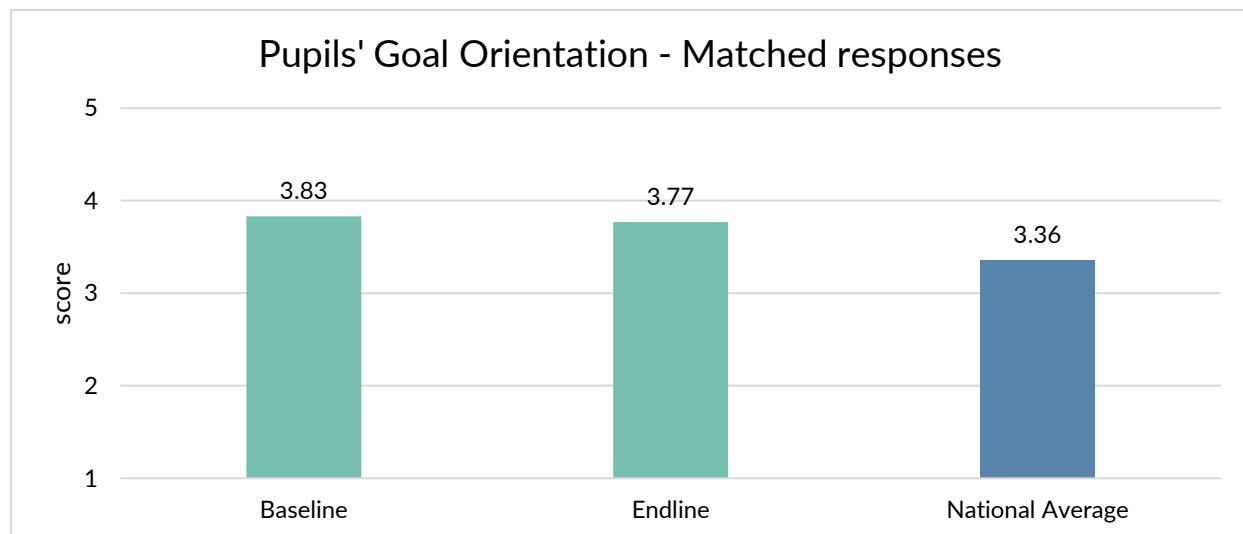


Figure 13. Pupils' average goal orientation scores against the national average for goal orientation (n=54 pupils' matched scores).

## Strategic Priority: Improving Employability

### Spotlight: ThinkForward - COLAI

ThinkForward is an ongoing coaching programme that is focused on preventing students ending up as NEET (not in education, employment or training).

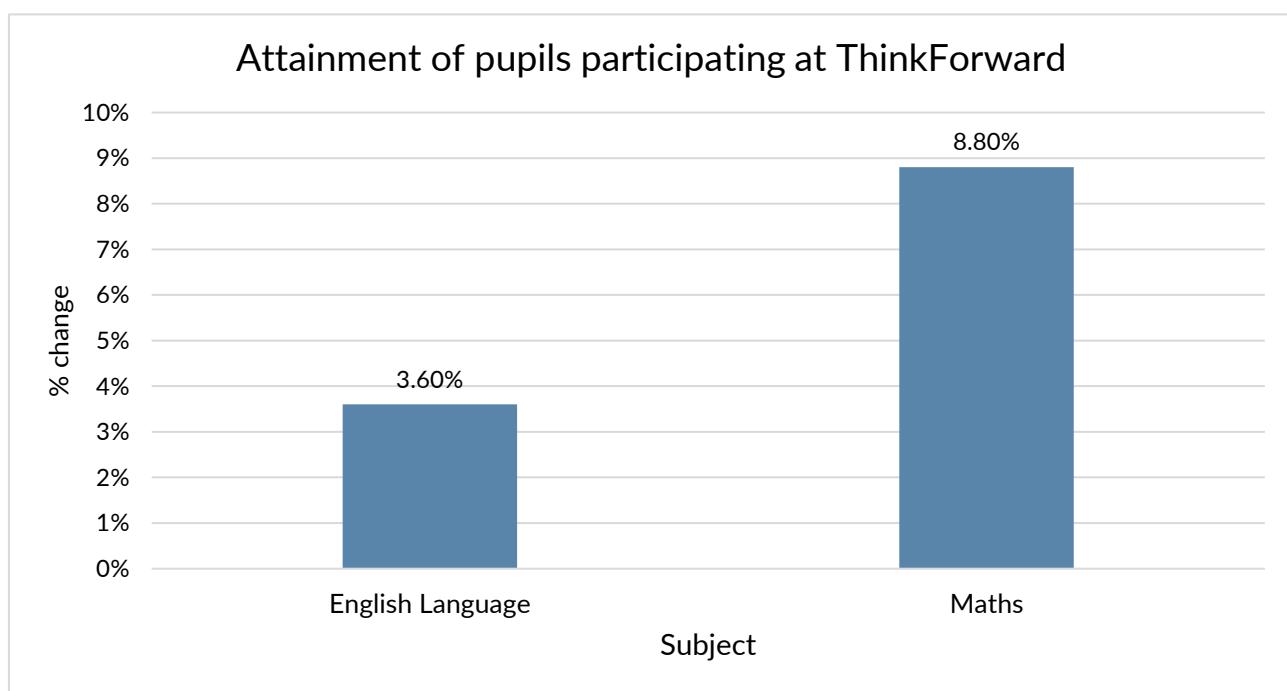
COLAI has an on-site coach who works with target students to ensure their ongoing engagement in education and who provides students with access to a range of work-related learning opportunities and support students to apply to aspirational post-16 destinations.

Attainment data was collected for a sample of participating pupils.

Predicted grades were compared to end of year (EOY) assessment grades for this sample of participating pupils.

Pupils' EOY assessments in Maths and English language improved from their predicted grades, suggesting the positive impact of the Think Forward programme on participating pupils' attainment and, ultimately, employability.

Subject	Predicted	Actual	% change
English	2.52	2.78	3.60%
Language			
Maths	2.04	2.44	8.80%



## Summary & Next steps

This was the first year in which the outcomes of pupils participating in projects funded by the City Premium Grant were explored against The Education Strategy Unit's five Strategic Priorities. For each priority, relevant outcome measures with sufficient aggregated sample sizes were compared to national benchmarks and, where possible, tracked over time using matched baseline and endline responses.

Positive trends were particularly notable within projects supporting Educational Excellence, where statistically significant increases were observed in pupils' Goal Orientation and Motivation for Learning. This is likely influenced by the priority having the highest number of projects and therefore the largest dataset, increasing the capacity to detect measurable change.

A statistically significant increase was also recorded in Wellbeing among pupils engaged in projects promoting Personal Development. Additionally, average pupil scores in Wellbeing, Teamworking and Adjustability & Flexibility exceeded national benchmarks.

Within projects reinforcing Safety, Health and Wellbeing, teachers also reported reductions in classroom removals and incidents of fighting, suggesting improvements in pupil behaviour. Although average Wellbeing scores were slightly below the national average overall, further exploration of 'distance travelled' over time would help to understand whether individual pupils experienced meaningful improvement throughout the intervention. Tracking changes longitudinally would allow the programme to better evidence progress for pupils who started at different baselines and may benefit most from targeted support.

In projects focusing on Culture, Creativity and the Arts, pupils scored above the national benchmark for Creativity and slightly above for Openness. However, among the 36 pupils who completed Creativity measures at both timepoints, scores declined by 6.2 percentage points, a statistically significant decrease. Continued monitoring in 2025–26 will be important to determine whether this reflects a one-off fluctuation or an emerging trend, and whether measurement approaches or programme components require review.

For projects centred on improving Employability, current data is positive but limited. While it is encouraging that pupils' Goal Orientation scores were above the national benchmark, additional

measures and larger sample sizes will be needed to better understand progress and impact within this priority.

**Overall, these findings indicate that projects funded through the City Premium Grant are beginning to demonstrate positive pupil outcomes across several priority areas, particularly in Educational Excellence and Personal Development.** Variation in sample sizes and breadth of measures across the five priorities means that trends are more reliable in some areas than others, but the early signals suggest that the funded programmes have the potential to influence both academic and wider developmental outcomes. Strengthening consistency in measurement tools and increasing participation in baseline and endline data collection next year will enable deeper comparisons across priorities and a clearer picture of how different programme types contribute to pupil progress.

## Next Steps for the Evaluation

- ▶ **Strengthen further data collection processes.** Data collection processes and communication with schools have continued to improve each year as our learning from the evaluation cycles accumulates. However, the shift in the evaluation structure—from reporting by grant type (three categories) to reporting against five strategic priorities—means that data is now distributed across more themes, reducing the volume available for aggregation within each priority. To support robust analysis moving forward, it will be important to continue strengthening data collection systems, ensuring that information is gathered consistently across projects, at the correct timepoints, and with sufficient frequency.
- ▶ **Align measures more closely with strategic priorities.** The ESU should consider adopting specific measures for reporting against each strategic priority. Doing so could streamline schools' workload, make outcomes easier to identify and evidence, and increase the likelihood of achieving larger sample sizes—ultimately improving the robustness of data and analysis.
- ▶ **Review projects with lower outcome scores.** Looking at the Projects' tracker with the rag ratings, it is advised that the ESU and each school reading this report examines whether low scores reflect genuine challenges experienced by schools or whether adjustments are needed in how impact is measured. One should consider how project delivery or

measurement approaches can continue to be tailored to better support improvements in outcomes.

- ▶ **Further investigate trends in creativity.** Creativity scores declined this year; therefore, continued monitoring is recommended to determine whether this trend persists. It will be valuable to explore whether this reflects pupils' experiences or is influenced by the current measurement approach. A further consideration is to explore more advanced causal evaluation designs in future years – such as quasi-experimental approaches—to better isolate trends in pupils' creativity and attribute effects to the interventions.

## Appendix 1: All projects – RAG Rating

The table can be found on a separate document named “CPG Funded Projects 2024-25 - Data collection tracker”.



## Appendix 2: Social & Emotional Measures

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

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

### Mental Health and Wellbeing measures

<b>Wellbeing</b>	<p>Wellbeing refers to a state in which individuals thrive and flourish, including contentment and overall sense of purpose as well as day-to-day happiness.</p> <p>The measure of wellbeing used in this research programme (WEMWBS) is a self-report scale designed to measure wellbeing in UK populations and has also been validated for use with school pupils (Clarke et al., 2011). Its items have high internal consistency, at above 0.7 (Clarke et al., 2011).</p>
<b>Test Anxiety</b>	<p>Test anxiety is concerned with pupils' emotional responses to tests (Pintrich and De Groot, 1990). Greater levels of test anxiety can result in worse performance in exams.</p> <p>Test anxiety has been positively associated with meta-cognition and self-regulation (Pintrich and De Groot, 1990). However, test anxiety has also been shown to result in lower test scores (Cassady &amp; Johnson, 2001). The impact of test anxiety on motivation is mixed, with some studies indicating that test anxiety increases persistence, and other studies showing that it decreases persistence (Benjamin et al., 1981; but also see Hill &amp; Wigfield, 1984).</p>
<b>Anxiety</b>	<p>Anxiety is a feeling of worry or fear that is experienced as a combination of physical sensations, thoughts or feelings. Feelings of anxiety are associated with significant negative outcomes, including impaired academic, social and health functioning (Reardon &amp; Spence, 2018).</p>

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

### Oracy Measures

<b>Oracy</b>	This looks at key skills such as pupils ability to explain, use grammar, use new words, speak and understand. The measure was developed in partnership with Voice21 <sup>1</sup> .
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**Confidence in** This is a custom measure that examines pupils' confidence in oracy.

### Oracy

### Other Key measures

<b>Growth Mindset</b>	Growth mindset is a belief that your skills and intelligence are things that you can develop through effort. Pupils with a greater level of growth mindset will tend to embrace challenge and judge success by being about how much they stretch themselves, not just what they achieve (Dweck, 2008).
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Students with a growth mindset think of their ability as something that they can develop through effort, practice and instruction. They don't believe that everyone has the same potential or that anyone can do anything, but they understand that even successful individuals wouldn't be successful without years of passionate and dedicated practice (Dweck 2009).

<b>Openness</b>	Openness is the tendency to be open to new aesthetic, cultural, or intellectual experiences. In pupils it is associated with the motivation to engage in self-examination, and relates to both academic performance and wellbeing.
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<sup>1</sup> <https://voice21.org/membership-2/>

Openness to experience is a widely recognised personality feature, involving sub-categories such as imagination, sensitivity, attentiveness to feelings and intellectual curiosity. Openness in individuals is associated with the motivation to seek new experiences and to engage in self-examination (Almlund et. al., 2011).

<b>Motivation</b>	Motivation is what causes an individual to want to do one thing, and not another. Intrinsic motivation relates to pupils' inherent enjoyment or interest in a task, and has positive effects on academic performance.  Motivation relates to the underlying goals that give rise to an action (Ryan & Deci, 2000). Motivation can be shaped externally by the environment, or driven internally by the individual - referred to as extrinsic and intrinsic motivation. Extrinsic motivation is driven by outcomes separate to the individual, while intrinsic motivation is linked to inherent enjoyment or interest (Deci & Ryan, 1985; Ryan & Deci, 2000).
<b>Voicing opinions</b>	Taken from the Cognitive Autonomy and Self Evaluation inventory. The Cognitive Autonomy and Self Evaluation (CASE) Inventory (Beckert, 2007) is a measure of cognitive autonomy in adolescence.
<b>Climate change</b>	The Climate Change Attitude Survey measure students' beliefs and intentions toward the environment with a focus on climate change. (Christensen et al. 2015)
<b>Critical thinking</b>	This skills measure forms part of the General Decision Making Style assessment tool. This was designed to assess how individuals approach decision situations. (Sott 1995)
<b>Team-working</b>	Team-working is defined as a young person's perceived ability to collaborate and work with others to achieve a common goal in a group or team context

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(Anderson-Butcher et al., 2014). It is often particularly associated with capacity to engage in collaborative learning and work well in groups.

As a general construct, teamwork involves members of a group or team willing to interact appropriately with one another by demonstrating various social skills and group processes such as problem solving, negotiating, supplying feedback, and illustrating responsibility and accountability (Anderson-Butcher et al., 2014; Baker, 2004; Gould et al., 2008).

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## Appendix 3: Glossary

### Academic attainment

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

### Academically validated measures

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

**Predictive validity.** These skills have been shown to be closely related to desirable life outcomes such as educational achievement, employability and earnings potential, or long-term health and life satisfaction. (In psychometrics, predictive validity is the extent to which a score on a scale or test predicts scores on some criterion measure. For example, the validity of a cognitive test for job performance is the correlation between test scores and, say, supervisor performance ratings).

**Construct validity.** The measure tests for the skill that it says it does, as defined in the literature.

**Test-retest validity.** The results stay the same when tests are repeated.

### Baseline

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

### Change over time

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

### Evaluation

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

### **Evaluation Group(s)**

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

### **Endline**

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

### **Matched Pupils**

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

### **Outcomes**

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

### **Participating pupils**

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

### **Programme**

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

### **Skills measures**

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

#### **Social and emotional skills**

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

#### **Statistically significant**

When a trend is statistically significant, it is unlikely to have occurred due to chance.

#### **P-Value**

A p-value is a measure of the probability that an observed result could have occurred by chance alone. The lower the p-value, the greater the statistical significance of the observed difference. Typically, a p-value of  $\leq 0.05$  indicates that the change was statistically significant. A p-value higher than 0.05 ( $> 0.05$ ) is not statistically significant and indicates strong evidence for the null hypothesis; i.e. that we cannot be confident that this change did not occur due purely to chance.

## City of London Corporation Committee Report

<b>Committee:</b> Education Board	<b>Dated:</b> 22/01/2026
<b>Subject:</b> Update: City of London Corporation's Adult Skills Education and Apprenticeship	<b>Public report:</b> For Information
<b>This proposal:</b> <ul style="list-style-type: none"> <li>• delivers Corporate Plan 2024-29 outcomes</li> <li>• provides business enabling functions</li> </ul>	<p><b>Diverse Engaged Communities:</b> Across our residents, workers, businesses, and visitors, everyone should feel that they belong. Connecting people of all ages and backgrounds will help build diverse, engaged communities that are involved in co-creating great services and outcomes.</p> <p><b>Providing Excellent Services:</b> Supporting people to live healthy, independent lives and achieve their ambitions is dependent on excellent services. Vital to that continued pursuit is enabling access to effective adult and children's social care, outstanding education, lifelong learning, quality housing, and combatting homelessness.</p>
<b>Does this proposal require extra revenue and/or capital spending?</b>	No
<b>If so, how much?</b>	N/A
<b>What is the source of Funding?</b>	Apprenticeship Levy
<b>Has this Funding Source been agreed with the Chamberlain's Department?</b>	Yes
<b>Report of: Adult Skills Education and Apprenticeship – Community and Children's Services</b>	Dr Deborah Bell – Strategic Director for Education and Skills Judith Finlay – Executive Director of Community and Children's Services
<b>Report author:</b>	Barbara Hamilton: Head of Service, Adult Skills Education Apprenticeships Service

## **Summary**

### **Apprenticeship Recruitment and Training Overview**

The City of London (COL) apprenticeship programme is co-ordinated by the Learning and Development Team in partnership with departmental managers, who define the required roles and levels. Recruitment is managed by Human Resources (HR), with departmental representatives involved in interviews and selection.

The Apprenticeship Academy supports Year 10 and 11 students through academic learning and work placements, preparing them for entry-level apprenticeships. Students receive coaching on employability skills, including CV writing and professional conduct.

The Adult Skills Team delivers training for apprentices at Levels 2 and 3, and occasionally Level 4, in areas such as Business Administration, Customer Service, Accounting, Payroll, and Data Technician. This training is funded through the Apprenticeship Levy. For higher-level apprenticeships (Levels 5–7) and specialist Level 3 programmes, external providers or subcontractors are engaged.

Demand for additional support for apprentices and their line managers continues to grow.

This report reviews achieved qualification grades, employment outcomes for apprentices and assesses the impact of apprenticeship training, and provides an update on the Apprenticeship Service's delivery activities.

## **Recommendation**

Members are asked to:

- Note the report.

## **Main Report**

### **Background**

### **The Apprenticeship Programme**

1. The City of London Corporation's apprentices are recruited by the in-house Learning and Development Team. The apprentices' training is funded through the Apprenticeship Levy programme. In addition to delivering apprenticeship training for internal apprentices, the Adult Skills Team provides a training programme that services the training needs of some external employers.
2. Once recruited, apprentices are the responsibility of their respective departments and are funded through the COL Apprenticeship Levy. Upon successful completion of training and securing employment within COL, apprentices are fully integrated into departmental teams.

3. The Apprenticeship Levy is a UK Government initiative requiring large employers (with a pay bill over £3 million) to contribute 0.5% of payroll toward apprenticeship training. The Government adds a 10% top-up, and funds are allocated to a digital account for training use within 24 months, after which unused funds are returned to the Treasury.
4. The Learning and Development Team manages recruitment and work placements for COL apprentices and school Work Placement students, with departmental managers defining roles and levels. HR oversees the recruitment process, and departmental representatives participate in the interviews and selection.
5. The Adult Skills Team is currently working with 87 apprentices; a further 13 apprentices will be joining the programme within the next few weeks. Between 2023 and 2025, there have been 160 apprentices engaged on the programme. More than 85% of apprentices have successfully completed their training.
6. The Apprenticeship Academy, based at City of London Academy Highbury Grove School, delivers academic learning for Year 10 and 11 students complemented by work placements aimed at progression into entry-level apprenticeships. Students receive coaching on workplace readiness including CV writing and professional conduct.

### **Current Position**

7. From 1 January 2026, the Government will implement changes to the funding of higher-level (Levels 5–7) apprenticeships.
8. Government funding will continue for new apprentices at Level 7 who are aged 16–21, and under 25s who are either a Care Leaver or have an Education Health and Care Plan at the start of their apprenticeship.
9. Government funding will be removed for Level 7 apprentices aged 22 years and older. Current apprentices, as well as those who begin their programme before this date, will remain fully funded through to completion under the existing funding arrangements.
10. There is currently an increasing number of apprentices who are receiving additional support. This includes apprentices with learning conditions such as Dyspraxia, Dyslexia, ADHD and those who need support with confidence-building and exam anxiety. Apprentices receive support for two hours per week per learner. This support is delivered alongside their main apprentice learning. Learners are referred by their main tutors following their initial assessment. In some instances, learners can self-refer. The number of these supported apprentices is steadily increasing.
11. During the academic year 2024/2025, all of those apprentices who received additional learning support successfully completed their apprenticeship training/qualifications.

12. More than 95% of our internally trained apprentices have secured an apprenticeship distinction grade (Business Administration and Customer Service Course).

13. Between 2023 and 2025, 90% of the wider apprentice group completed their training. A large proportion will successfully secure employment within their training departments.

14. A small number of apprentices did not complete apprenticeship training. The reasons given included: a more suitable employment opportunity was identified; or they preferred to follow an academic learning pathway.

15. The Apprenticeship Academy currently have 15 students who are registered on the pre-apprenticeship programme. Work placement has been identified in areas such as the Barbican, MACE construction and COL. The aim is to continue to work with businesses to increase the number of work placement opportunities available to Academy students.

**Key Data:**

16. The table below shows the number of apprentices who completed their training and progressed into employment between April 2024 and August 2025. Apprentices have progressed into employment areas such as Administration, Accounts and Animal Welfare.

Details of Action	Outcome of Action Taken
Apprentice leaving training before completion	4.8% (4)
Non-completions – secure employment	25% (1)
Completions who secure employment – exceeding 6 months	90%
Completions who secure employment for six months or less	20%
Apprentices who complete a secure employment with COL	89%

17. Most apprentices who successfully complete their courses are likely to be retained by their departments, based on individual performance rather than a guaranteed arrangement. Completion of training does not ensure employment.

18. The number of apprentices achieving qualifications and progressing into sustainable employment continues to rise. Increasingly, apprentices are leveraging their qualifications and work experience to access further or higher education.

19. During the summer term of 2025, there were no apprentice withdrawals. Additionally, 13 new apprentices are awaiting placement in training programmes

across areas such as Zookeeping, Arborist, Horticulture, Keeper and Aquarist, Data Technician, and AAT Finance.

20. Our goal is to increase to 98% the proportion of apprentices who complete their programmes and advance into employment or further education. Non-completion rates have already declined significantly.

21. The table below outlines key apprenticeship training areas and achievement levels. (The City of London's apprenticeship portfolio extends beyond the courses listed.)

**Example of Apprenticeship course summary**

<b>Area Of training</b>	<b>Achievement Grade</b>	<b>Apprentice Gender</b>	<b>Achievement Ethnicity</b>	<b>Learners who have learning difficulties and/or disabilities (LLDD)</b>
Business Administration – /Accounts Assistant/Level 2/3	100% Pass	50% females 50% males	50% ethnic minorities	No declared LLDD
Business Administration	89% Distinction 11% Pass	60% females 40% males	20% ethnic minorities	27% required Additional Learning Support (ALS)
Customer Service	43% Distinction 57% Pass	80% females 20% males	80% ethnic minorities	57% required ALS
Events	50% Merit 50% Pass	100% males	50% ethnic minorities	No declared LLDD
Horticulture	50% Distinction 50% Pass	50% females 50% males	None completed from ethnic minorities	No declared LLDD
Information Communication Technology	100% Distinction	100% males	100% ethnic minorities	No declared LLDD
Keepers and Aquarist	50% Distinction and 50% Pass	75% females 25% males	None completed from ethnic minorities	No declared LLDD
Multi-Channel Marketing	100% Merit	100% females	50% completed from ethnic minorities	No declared LLDD
Professional Accounting/Taxation	100% Pass	100% males	100% completed	23% completed declared LLDD

			from ethnic minorities	
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22. The table above shows that there has been an 89% Distinction achievement for apprentices in areas of learning such as Business Administration. In other areas, 48% of apprentices achieved a Distinction, 10% achieved Merit and 42% a Pass grade.

23. The table also shows that 39% of all apprentices who completed were from ethnic minorities. Of the apprentices who declared themselves as belonging to ethnic minorities, 42% achieved a Distinction, 8% achieved a Merit and 50% achieved a Pass.

24. Of all the apprentices who have completed, 23% declared as a learner who has learning difficulties and/or disabilities (LLDD).

25. Of the apprentices who declared LLDD, 29% achieved a Distinction, 29% achieved a Merit and 43% achieved a Pass.

### **Recently introduced Apprenticeship courses**

#### **Fishmonger Apprenticeship – Level 3**

26. The University of Lincoln, on behalf of Sea fish (a public body that supports the UK Seafood sector), has launched a revised Fishmonger Apprenticeship standard offering two pathways: **Retail and In-store Fishmonger** and **Wholesale or Processing Fishmonger**. This update follows employer feedback aimed at increasing participation and addressing gaps in traditional skills training such as butchery, fishmonger, and bricklaying – areas typically supported by small and medium-sized businesses, including high-street and supermarket fishmongers, wholesalers, and fish merchants.

27. Fish wholesalers range from multi-national processors supplying major food outlets and hotel chains, to smaller businesses serving independent retailers and local markets.

28. The Level 3 Fishmonger Apprenticeship is an 18-month programme, with 95% of training delivered in the workplace and a small classroom component. National apprentice registration is underway. The initial cohort will include six apprentices employed by a single organisation.

29. The programme, supported by renowned chef and food critic, Carol Jackson (CJ), aims to equip apprentices with comprehensive knowledge of fish and shellfish, including processing techniques, product preparation, and customer service. The course also covers food safety, merchandising, and business operations.

## **Data Technician – Level 3**

30. The Level 3 Data Technician course has recently started. This course is delivered internally and managed by the apprenticeship manager. This is an 18-month course and currently has its first cohort of apprentices.
31. This Level 3 Apprenticeship course is designed to provide learners with the knowledge, practical skills, and professional behaviours required to work effectively in data-focused roles. This course follows the NCFE Level 3 Data Technician Modules and adheres to the nationally agreed Occupational Standard. This course equips learners to collect, process, analyse data efficiently; use data tools such as Excel, SQL, Python, and visualization software (Power BI); and contribute to reporting and decision-making processes within their organisations.
32. All apprentices who are engaged in this area of learning are employed across departments within the City of London Corporation. When apprentices have completed their training, they are expected to continue in roles involving:
  - data collection, cleaning, and analysis
  - GIS and operational reporting
  - business intelligence and decision-support.
33. The Data Technician Level 3 Apprenticeship is effectively preparing apprentices to become competent, skilled professionals capable of contributing to their departments' data and reporting functions, with continued support and structured on-the-job learning.

## **Corporate and Strategic Implications**

34. Financial implications – None
35. Resource implications – Note
36. Legal Implications – None
37. Risk Implications – Equalities Implications – The proposal complies with our public Sector Equality Duty 2010. The proposal will have a positive impact on people protected by existing equality legislation-age, disability, gender, reassignment, race, religion or sex, sexual orientation, marriage, civil partnership, pregnancy and maternity.
38. Equalities implications – None
39. Climate implications – None
40. Security implications – None

## Conclusion

41. This report provides a strategic overview of the City of London Corporation's Education and Apprenticeship Service's progress and priorities to date. It focuses on key developments that influence workforce readiness, employer engagement, and learner success.
42. Securing quality placements for Year 10 students remains challenging, despite strong senior-level support. Barriers may include student backgrounds or employer confidence. Previous placements have included roles in HR, facilities, procurement at Guildhall, and positions with recruitment firms, charities, estate agencies, advertising companies, and the Barbican Centre. Efforts to expand opportunities continue through outreach and direct engagement.
43. The report reviews participation trends and analyses the apprenticeship uptake, and the new funding landscape. It provides updates on Apprenticeship Levy changes and their implications for employer investment. The report outlines some of the support available to learners to help them complete courses.
44. The report provides a summary of completion data and grade distributions to assess programme's effectiveness. And it outlines new training pathways, including Level 3 Fishmonger and Data Technician apprenticeships, aligned with emerging market needs.
45. The Service remains committed to delivering high-quality, employer-responsive programmes that strengthen skills pipelines and drive economic growth.
46. Between 2023 and 2025, 160 apprentices have engaged on the Adult Skills and Apprenticeship programme. More than 85% of those apprentices have successfully completed their training. An increasing number have progressed into sustainable employment. The number of apprentices who are currently engaged in training is 87 with an additional 13 apprentices who are awaiting the start of new courses.

## Appendices

- None

### **Barbara Hamilton**

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# Agenda Item 9

<b>Committee(s):</b> Education Board	<b>Date:</b> 22 January 2026
<b>Subject:</b> Apprenticeship Levy Spend Update	Public
<b>Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?</b>	Providing excellent services.
<b>Does this proposal require extra revenue and/or capital spending?</b>	N/A
<b>If so, how much?</b>	N/A
<b>What is the source of funding?</b>	N/A
<b>Has this Funding Source been agreed with the Chamberlain's Department?</b>	N/A
<b>Report of:</b> Cliff Morton Chief People Officer, People & HR	For information
<b>Report author:</b> Kaye Saxton-Lea, Assistant Director of Learning and Organisational Development, People & Human Resources	

## Summary

This report provides a comprehensive overview of the organisation's approach to maximising the benefits of the apprenticeship levy, with a particular focus on how it supports both new talent and the ongoing development of current employees.

For the City of London Corporation, the apprenticeship levy represents a significant opportunity to invest in workforce development and to address skills gaps within the organisation. The funds accrued through the levy are dedicated exclusively to covering the costs associated with apprenticeship training, ensuring that both new recruits and existing staff can access high-quality development opportunities without additional financial strain on departmental budgets. This approach not only aligns with government objectives to enhance vocational skills across the UK, but also supports the Corporation's commitment to nurturing talent and fostering a culture of continuous professional growth.

## Recommendation

Members are asked to note the report.

## Main Report

### Background

Since the UK Government's introduction of the apprenticeship levy in May 2017, there has been a statutory requirement for all employers with an annual pay bill exceeding £3 million to contribute 0.5% of their total pay bill into the levy. This is then ringfenced specifically for funding apprenticeship training programmes delivered by approved training providers. If the levy is not utilised within 24 months, unspent funds are returned to HMRC. This will reduce to 12 months as of August 2026.

Currently, the organisation is utilising the apprenticeship levy to train 100 new apprentices on a rotational basis, while also facilitating the upskilling of 220 existing employees across various department.

Apprenticeship training is accessible to all City of London contracted employees regardless of department, role, or specialism. Existing staff continue under their current contracts, with the apprenticeship levy covering training expenses. Apprenticeships are offered from Level 3 to Level 7, providing recognised qualifications upon completion. However, following the government's withdrawal of funding for Level 7 degrees from December 2025, our emphasis will shift. We will now prioritise supporting managers through the Level 6 Improvement Leader apprenticeship which will replace the Senior Leader Level 7 programme, ensuring continued professional development opportunities for our workforce.

Leveraging apprenticeships to upskill employees supports ongoing professional development, addresses workforce skills gaps particularly in data, leadership, and management and cultivates a culture of growth. This approach motivates team members to participate, strengthens team cohesion, and enhances overall organisational productivity and capability.

Key Apprenticeships completed and enrolled on over the last 30 months

<b>Leadership and Management</b>	<b>Level</b>
Team Leader Level 3	15
Operations department manager Level 4	13
Senior Leader Level 7	65
<b>Data Apprenticeships</b>	
Data technician level 3	120
Data Analyst Level 4	16
Business Analyst level 4	8

This dual strategy ensures that the Corporation remains agile and responsive to evolving workforce needs, whilst maintaining a pipeline of skilled professionals ready to meet future challenges. The report will explore the impact of this approach, analyse

recent and forecasted levy expenditure, and provide recommendations for further optimising apprenticeship and upskilling initiatives



### Centrally funded apprenticeships

The City of London Corporation has established a robust contingency fund to support the salaries of 100 apprentices at Level 2 and Level 3. While the apprenticeship levy funds the training, the contingency fund operates on a continuous rolling basis guaranteeing that each apprenticeship position is promptly backfilled upon completion. Such an approach ensures a sustained pipeline of new talent, fostering a dynamic and adaptable workforce across the organisation.

Apprentices are placed within various departments, enabling a rotation system that provides broad organisational exposure and diverse development opportunities across all service areas. All costs associated with apprenticeship training are met through the apprenticeship levy fund, ensuring that financial resources are effectively utilised to support workforce development.

Currently, there are 100 apprentices actively engaged in programmes. Of these, 21% are undertaking Level 2 apprenticeships, and 79% are enrolled in Level 3 programmes. Business Administration Level 3 remains the most popular pathway, with 34% apprentices currently participating. The level 2 & 3 apprentices are new apprentices into the organisation embarking on a new career after leaving school

The Corporation offers both Level 2 and Level 3 apprenticeships and actively encourages progression for those completing Level 2 qualifications. Where appropriate, apprentices are supported to advance to Level 3 or to explore alternative pathways, thereby broadening their skills and professional prospects. For instance, business administration apprentices are guided to transition into finance or data

apprenticeship routes, enhancing their career opportunities and organisational value. As the central fund only covers level 2 & 3 apprenticeships salaries, we focus on supporting apprentices into permanent roles on completion of their apprenticeship.

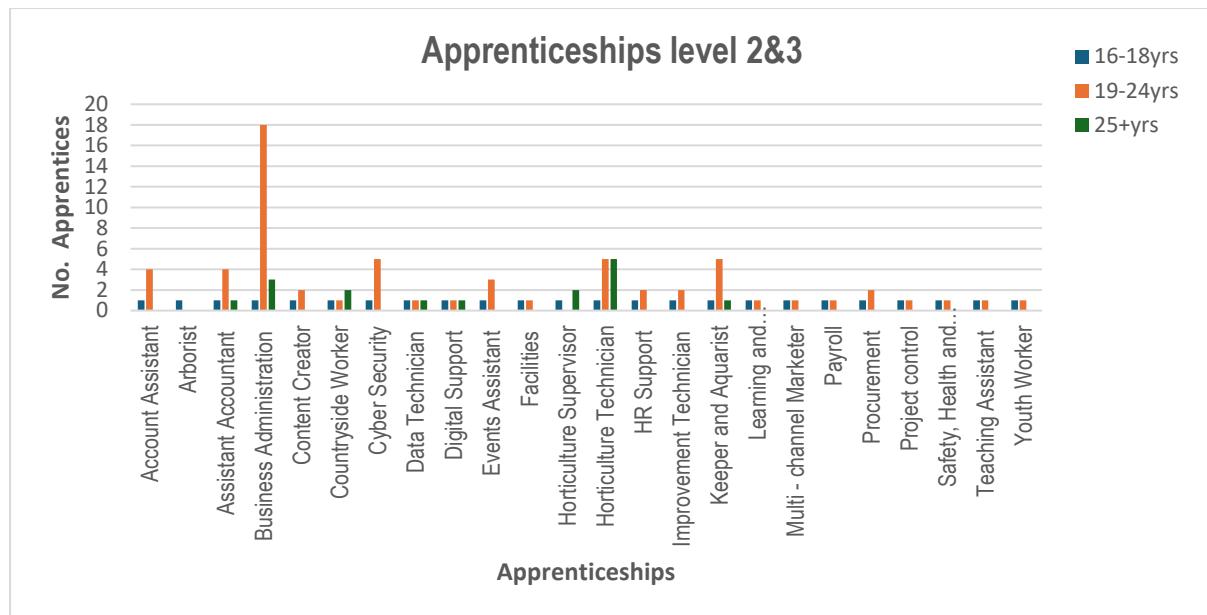
Remuneration for apprentices is aligned with the London living wage for Level 2 and London living wage plus 2% for Level 3, reflecting the Corporation's commitment to fair pay and recognition of professional development. This initiative is designed not only to cultivate a skilled and capable workforce but also to promote social mobility and inclusivity within the organisation.

To further support social mobility, the Corporation prioritises Level 2 and Level 3 apprenticeship opportunities for applicants with limited formal education, focusing primarily on those holding GCSEs. A Levels are considered only when there is a shortage of suitable applicants with GCSEs - and these apprenticeship routes are not available to graduates, thereby targeting those who would benefit most from entry-level vocational training.

Key steps undertaken to support these objectives include:

- Engagement with key stakeholders such as The King's Trust, alongside collaborative initiatives with Children & Community Services to support care leavers;
- Provision of centrally funded apprenticeship opportunities specifically for care leaver apprentices;
- Offering Information, Advice & Guidance (IAG) sessions, CV and application writing support, and interview technique workshops for young people;
- Promotion of apprenticeship opportunities at local school career events to raise awareness and encourage participation;
- Attendance at departmental meetings to highlight the two apprenticeship workstreams and their benefits;
- Active promotion of vacancies during National Apprenticeship Week to maximise visibility and uptake; and
- Quarterly apprenticeship development days, designed to enhance apprentices' skill sets and foster networking opportunities across the organisation.

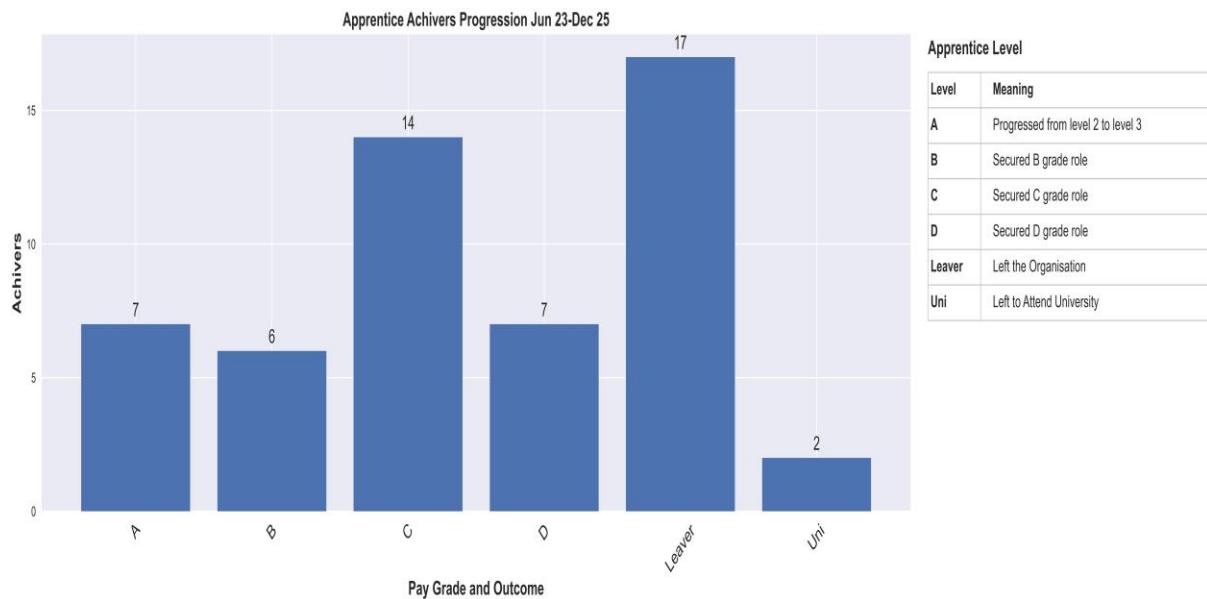
Through these strategic actions, the City of London Corporation continues to demonstrate its dedication to nurturing talent, promoting social mobility, and building an inclusive workforce equipped to meet future organisational challenges.



Progression of centrally funded apprentices after completion of their apprenticeship.

In the past 18 months, 67% of apprentices have chosen to remain with the organisation. It is worth noting that the highest rates of attrition are observed within the animal care and horticulture sectors, primarily due to limited internal opportunities. Nevertheless, apprentices in these areas acquire recognised qualifications and valuable experience, enabling them to secure positions with larger organisations where such credentials are in demand.

Progression after apprenticeship	%
Progression to level 3 from level 2	15%
Progressed from level 3- level 4	2%
Pay grade B	11%
Pay grade C	27%
Pay grade D	15%
Leaver - To higher education	4%
Leaver new role	26%



### Apprenticeship Levy Overview

The City of London Corporation currently holds an apprenticeship levy fund of £1,821,490. Over the past twelve months, a total of £1,393,935 has been spent on apprenticeship training. The levy is accumulated monthly in line with the Corporation's pay bill, and corresponding training costs are claimed monthly from approved training providers to cover the delivery of apprenticeship programmes.

	2025	2024	2023
Levy Fund	£1,821,490		
Levy Contribution	£1,291,529	£1,147,908	£1,011,933
Average Monthly Contribution (12 months)	£107,627	£95,659	£84,328
Levy Spent	£1,393,935	£1,166,832	£644,517
Average Monthly Spend (12 months)	£116,161	£97,236	£53,710
Levy Returns to HMRC	£0 (no returns for 29 months)	£0	£290,080

- There has been a consistent increase in both levy contributions and expenditure over the past three years, reflecting the Corporation's expanding investment in apprenticeship programmes.
- No levy funds have been returned to HMRC in the last 29 months, indicating efficient utilisation of available resources.

- Average monthly contributions and spending have both risen year-on-year, supporting the growth of apprenticeship opportunities and training within the organisation.
- To maximise the effective use of our apprenticeship levy, we have engaged with the City of London Academies Trust (CoLAT) to facilitate a transfer of levy funds. This initiative is designed to support the upskilling of employees across a range of roles, from teaching staff through to administration and facilities personnel, thereby promoting workforce development and capability building within the organisation.

The City of London Corporation's proactive management of its apprenticeship levy underscores its commitment to developing a skilled and inclusive workforce. Continued investment in apprenticeship training ensures that the organisation remains well-positioned to offer meaningful career development opportunities, particularly for those from less advantaged backgrounds.

## **Next Steps**

Ongoing data collection enables us to track the number of apprentices who have advanced to the next level of their apprenticeship or secured a permanent position within the organisation upon completion of their programme.

Apprenticeship progression and outcomes for achievers over the past 18 months are summarised below.

<b>Progression after apprenticeship</b>	<b>%</b>	<b>Apprentices</b>
Progress to level 3 from level 2	15%	7
Progressed from level 3- level 4	2%	1
Pay grade B	11%	6
Pay grade C	27%	14
Pay grade D	15%	7
Leaver - To Higher Education	4%	2
Leaver - new organisation	26%	16

## **Graduates**

The City of London Corporation relaunched its graduate programme in September 2024 in collaboration with IMPACT, previously National Graduate Development Programme (NGDP), under which graduates completed a comprehensive two-year training scheme focused on leadership and management.

The appointment of a new Graduate and Work Experience Coordinator has enabled the successful recruitment of 15 graduates. Of these, six who joined in 2024 have now completed their first year with the organisation, while a second cohort of nine

commenced in September 2025. The graduates participate in structured departmental rotations—comprising two six-month placements and a subsequent 12-month assignment—to support their attainment of the CIPD qualification in leadership and management. This initiative is designed to establish clearer development and career pathways, thereby enhancing the organisation's talent pipeline and promoting opportunities for professional growth.

## **Work Experience**

Due to the absence of a centralised reporting system for work experience placements in previous years, we are unable to provide comprehensive data for that period. However, we have identified that 20 students participated in work experience opportunities. Going forward, the introduction of a new reporting process will enable us to record all work experience placements, including the departments responsible for facilitating each student.

Looking ahead, we shall further enhance the support and guidance for work experience students: 45 students attended work-based placements, with 70 students attending one day insight days during 2025. We will continue to expand opportunities for placements, ensuring that participants not only develop practical, workplace-based skills but also benefit from tailored training in core employment competencies. This will include CV and personal skills workshops, interview preparation sessions, and structured activities to help students document their skills and achievements for use in personal statements and CVs. Additionally, the planned introduction of work insight days will provide students with valuable exposure to the working environment and greater understanding of apprenticeship pathways, equipping them with the clarity and direction needed to make informed decisions about their future careers.

## **Corporate and Strategic Implications**

**Strategic implications** – The Apprenticeship programmes will be an integral part of the People Strategy and provide a structured pathway for talent development, enabling the cultivation of a skilled workforce, which in turn will enhance employee retention and facilitate succession planning by nurturing talent. Help bridge the skills gaps by providing hands-on-training and practical experience, demonstrating the organisations commitment to workforce development and corporate social responsibility.

**Financial and Resource implications** – Maintaining the cost of the contingency fund put aside for the salaries of the 100 centrally funded apprentices. Level 2 paid at London Living wage, level 3 at London Living wage plus 2%.

**Legal implications** – Apprenticeships are governed by Skill England, Funding. By adhering to these regulations and ensuring programme compliance will mitigate the organisational risk

**Risk implications** – Investing in apprenticeships demonstrates commitment to workforce development and social responsibility however could lead to employer brand or reputational risk if programmes are not run in an ethical and inclusive manner.

**Equalities implications** - Equality, Diversity and Inclusion are critical to the success of apprenticeship programmes. Offering opportunities for individuals from diverse backgrounds to enter and thrive in the workforce, will ensure that the organisation meets their socioeconomic and social mobility agenda.

**Climate implications** – There are no specific climate implications although communications about and employee engagement in sustainability and climate justice activity will be important to realise the ambitions and aspirations of City Corporation's workforce.

**Security implications** – There are no direct security implications.

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

## Appendices (2)

1. Centrally Funded Apprenticeship data
2. Upskilling apprentice data

## Background Papers

None

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Apprenticeship	Level	Age 16-18	19-24	25+	Male	Female	White British	White Other	Asian	Black Caribbean	Black British	Not disclosed
Account Assistant	Level 2	1	4	0	1	4	1	0	1	0	0	3
Assistant Accountant	Level 3	0	4	1	2	3	1	1	2	0	1	0
Arborist	Level 2	2	0	0	2	0	1	0	0	0	0	1
Business Administration	Level 3	10	18	3	11	20	9	1	3	0	1	17
Content Creator	Level 3	1	2		1	2	0	0	1	1	0	1
Countryside Worker	Level 2	0	1	2	2	1	0	0	0	0	0	3
Cyber Security	Level 3	0	5	0	5	0	1	0	2	0	0	2
Data Technician	Level 3	1	1	1	2	1	0	0	0	0	0	3
Digital Support	Level 3	1	1	1	3	0	0	0	0	0	0	3
Events Assistant	Level 3	1	3	0	2	2	0	0	0	0	0	4
Facilities	Level 2	0	1	0	1	0	0	0	0	0	0	1
Safety, Health and Environment	Level 3	0	1	0	1	0	0	0	0	0	0	0
Horticulture Technician	Level 2	0	5	5	9	1	6	1	1	0	1	1
Horticulture Supervisor	Level 3	0	0	2	1	1	2	0	0	0	0	0
HR Support	Level 3	0	2	0	0	2	0	0	0	1	0	1
Improvement Technician	Level 3	0	2	0	2	0	0	0	0	0	0	2
Keeper and Aquarist	Level 3	0	5	1	4	2	4	0	0	0	0	2
Learning and development	Level 3	0	1	0	0	1	0	0	0	0	0	1
Multi - channel Marketer	Level 3	1	1	0	0	2	0	0	0	0	0	2
Payroll	Level 3	0	1	0	1	0	0	0	1	0	0	0
Procurement	Level 3	0	2	0	1	1	0	0	0	1	0	1
Project control	Level 3	0	1	0	0	1	0	1	0	0	0	0
Teaching Assistant	Level 3	0	1	0	0	1	0	0	0	0	0	1
Youth Worker	Level 3	0	1	0	1	0	0	0	0	0	0	1

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Department	Apprenticeship	Level of Course	Grade	AGE bracket	Gender	Ethnic Origin
Chamberlains	Accountancy / taxation professional	Level 7	C	25+	Female	Asian Chinese
Chamberlains	Accountancy / taxation professional	Level 7	D	25+	Male	Black British
Chamberlains	Accountancy / taxation professional	Level 7	C	25+	Male	Asian Bangladeshi
Chamberlains	Accountancy / taxation professional	Level 7	C	25+	Male	Not Disclosed
CoLP	Advanced digital forensic professional	Level 7	D	25+	Male	Not Disclosed
LMA	Archives and Records Management	Level 7	D	25+	Female	White British
LMA	Archives and Records Management	Level 7	D	25+	Male	White British

Department	Apprenticeship	Level of Course	Grade	AGE bracket	Gender	Ethnic Origin
City of London Schools	Assistant Accountant	Level 3	C	25+	Male	White British
Barbican Centre	Associate Project Manager	Level 4	D	25+	Female	White British
DCCS	Associate Project Manager	Level 4	D	25+	Female	White other
Town Clerks	Associate Project Manager	Level 4	G	25+	Female	White other
Barbican Centre	Business Analyst	Level 4	F	25+	Female	White British
Innovation and Growth	Chartered manager degree	Level 6	E	25+	Male	White British
City Surveyors	Chartered surveyor (degree),	Level 6	D	25+	Female	White British
DCCS	Coaching professional	Level 6	C	25+	Female	Black Caribbean
Barbican Centre	Coaching professional	Level 6	C	19-24	Female	Not Disclosed
Environment	Coaching professional	Level 6	E	25+	Female	White other
DCCS	Coaching professional	Level 6	C	25+	Female	Any other
Barbican Centre	Coaching professional	Level 6	C	25+	Female	White other
DCCS	Coaching professional	Level 6	D	25+	Female	White British
Innovation and Growth	Coaching professional	Level 6	G	25+	Female	White British

Department	Apprenticeship	Level of Course	Grade	AGE bracket	Gender	Ethnic Origin
City Surveyors	Coaching professional	Level 5	F	25+	Female	Black African
Environment	Corportate resposibility and Substanbility	Level 5	D	25+	Female	White British
DCCS	Corportate resposibility and Substanbility	Level 5	D	25+	Male	Asian
Environment	Corportate resposibility and Substanbility	Level 5	D	25+	Female	White Other
Environment	Corportate resposibility and Substanbility	Level 5	D	25+	Female	White British
Environment	Corportate resposibility and Substanbility	Level 5	D	25+	Female	White other
DCCS	Corportate resposibility and Substanbility	Level 4	D	25+	Male	Asian Parkistani
CoLP	Data Engineering	Level 5	G	25+	Female	Not Disclosed
CoLP	Data Engineering	Level 5	D	25+	Female	Not Disclosed
CoLP	Data Engineering	Level 5	E	19-24	Male	Not Disclosed
People & HR	Data Scientist	Level 7	E	25+	Male	Asain Bangladeshi
Chamberlains	Data Technician	Level 3	G	25+	Female	Asian Chinese
City Surveyors	Data Technician	Level 3	F	25+	Male	White other
Schools	Data Technician	Level 3	C	19-24	Male	White British
Barbican Centre	Data Technician	Level 3	B	25+	Male	White British
Environment	Data Technician	Level 3	B	25+	Male	Black African
DCCS	Data Technician	Level 3	F	25+	Female	White other
DCCS	Data Technician	Level 3	C	25+	Female	Black African
Barbican Centre	Data Technician	Level 3	B	25+	Female	White other
City Surveyors	Data Technician	Level 3	C	25+	Male	White British
City Surveyors	Data Technician	Level 3	E	25+	Female	White British

Department	Apprenticship	Level of Course	Grade	AGE bracket	Gender	Ethnic Origin
Town Clerks	Data Technician	Level 3	E	25+	Female	White British
DCCS	Data Technician	Level 3	C	25+	Female	Asian chinese
Stratagy & Change	Data Technician	Level 3	E	25+	Male	Not Disclosed
Barbican Centre	Data Technician	Level 3	B	25+	Female	White other
Chamberlains	Data Technician	Level 3	E	25+	Male	Mixed Background
People & HR	Data Technician	Level 3	E	25+	Female	White British
Barbican Centre	Data Technician	Level 3	C	25+	Female	White other
Barbican Centre	Data Technician	Level 3	B	25+	Female	White British
City Surveyors	Data Technician	Level 3	C	25+	Male	Any other
Barbican Centre	Data Technician	Level 3	C	25+	Female	Not Disclosed
Barbican Estates	Data Technician	Level 3	D	25+	Male	Black African
Barbican Centre	Data Technician	Level 3	D	25+	Female	Mixed Background
Chamberlains	Data Technician	Level 3	F	25+	Male	White British
Chamberlains	Data Technician	Level 3	D	25+	Male	British
DCCS	Data Technician	Level 3	F	25+	Female	White other
Barbican Estates	Data Technician	Level 3	F	25+	Female	White British
People & HR	Data Technician	Level 3	D	25+	Male	Asian Bangladeshi
Markets	Data Technician	Level 3	C	25+	Female	White British
Markets	Data Technician	Level 3	C	25+	Female	Black Caribbean
Barbican Centre	Data Technician	Level 3	C	25+	Male	Not Disclosed
THE LONDON ARCHIVES	Data Technician	Level 3	B	25+	Male	Not Disclosed
City Surveyors	Data Technician	Level 3	C	25+	Female	Black Caribbean
Chamberlains	Data Technician	Level 3	F	25+	Female	White other
Facilities	Data Technician	Level 3	G	25+	Male	White British

Department	Apprenticeship	Level of Course	Grade	AGE bracket	Gender	Ethnic Origin
City Bridge Foundation	Data Technician	Level 3	E	25+	Male	White British
City Bridge Foundation	Data Technician	Level 3	E	25+	Female	other
City Bridge Foundation	Data Technician	Level 3	E	25+	Male	White British
City Bridge Foundation	Data Technician	Level 3	D	25+	Female	Black British
Facilities	Data Technician	Level 3	C	25+	Female	Black Other
People & HR	Data Technician	Level 3	D	25+	Female	Black African
Environment	Data Technician	Level 3	G	25+	Female	White British
Environment	Data Technician	Level 3	D	25+	Female	Black African
City Bridge Foundation	Data Technician	Level 3	D	25+	Female	Asian Other
Barbican Centre	Data Technician	Level 3	F	25+	Male	White other
Environment	Data Technician	Level 3	D	25+	Male	Black African
Barbican Centre	Data technician	Level 3	C	25+	Male	White British
CoLP	Data Technician	Level 3	E	25+	Male	Any other
CoLP	Data Technician	Level 3	D	25+	Female	Not Disclosed
CoLP	Data Technician	Level 3	E	25+	Female	Not Disclosed
CoLP	Data Technician	Level 3	C	25+	Female	Not Disclosed
CoLP	Data Technician	Level 3	C	25+	Female	Asian Pakistani
CoLP	Data Technician	Level 3	D	25+	Female	White British
CoLP	Data Technician	Level 3	C	25+	Male	Not Disclosed
CoLP	Data Technician	Level 3	C	25+	Male	White British
CoLP	Data Technician	Level 3	D	25+	Male	Not Disclosed
CoLP	Data Technician	Level 3	D	25+	Male	White British
CoLP	Data Technician	Level 3	E	25+	Male	Not Disclosed

Department	Apprenticeship	Level of Course	Grade	AGE bracket	Gender	Ethnic Origin
Environment	Data Technician	Level 3	D	25+	Female	White British
CoLP	Data Technician	Level 3	D	25+	Female	Other
CoLP	Data Technician	Level 3	E	25+	Female	Not Disclosed
CoLP	Data Technician	Level 3	C	25+	Female	Not Disclosed
CoLP	Data Technician	Level 3	D	25+	Male	Not Disclosed
CoLP	Data Technician	Level 3	D	25+	Male	Not Disclosed
CoLP	Data Technician	Level 4	E	25+	Male	Not Disclosed
CoLP	Data Technician	Level 3	C	25+	Male	Not Disclosed
CoLP	Data Technician	Level 3	D	25+	Male	Not Disclosed
CoLP	Data Technician	Level 3	E	25+	Male	Not Disclosed
CoLP	Data Technician	Level 3	C	25+	Female	Not Disclosed
CoLP	Data Technician	Level 3	D	25+	Female	Not Disclosed
CoLP	Data Technician	Level 3	F	19-24	Female	Not Disclosed
CoLP	Data Technician	Level 3	D	25+	Female	Not Disclosed
CoLP	Data Technician	Level 3	E	25+	Male	Not Disclosed
CoLP	Data Technician	Level 3	C	25+	Male	Not Disclosed
CoLP	Data Technician	Level 3	E	25+	Female	White British
CoLP	Data Technician	Level 3	E	25+	Male	Not Disclosed
CoLP	Data Technician	Level 3	D	25+	Male	Not Disclosed
CoLP	Data Technician	Level 3	E	25+	Male	Not Disclosed
CoLP	Data Technician	Level 3	C	25+	Male	Not Disclosed
CoLP	Data Technician	Level 3	D	25+	Female	Not Disclosed
CoLP	Data Technician	Level 3	E	25+	Male	Not Disclosed

Department	Apprenticeship	Level of Course	Grade	AGE bracket	Gender	Ethnic Origin
Chamberlains	Data Technician	level 3	C	25+	Male	Not Disclosed
CoLP	Data Technician	Level 3	D	25+	Female	Asian indian
CoLP	Data Technician	Level 3	D	19-24	Female	Not Disclosed
CoLP	Data Technician	Level 3	F	25+	Female	Not Disclosed
CoLP	Data Technician	Level 3	E	25+	Male	White British
CoLP	Data Technician	Level 3	C	25+	Female	Not Disclosed
COLP	Department / Operations Manager	Level 5	E	25+	Female	White British
GSMD	Digital and tech solutions specialist	Level 7	G	25+	Male	White other
GSMD	Digital and tech solutions specialist	Level 7	D	25+	Female	White British
Environment	Ecologist	Level 7	D	25+	Male	Not Disclosed
Environment	Ecologist	Level 7	D	25+	Male	White British
Environment	Environmental health practitioner	Level 6	D	25+	Female	White other
Environment	Environmental health practitioner	Level 6	D	25+	Male	White British
Diversity, Equality & Inclusion	Improvement Leader	Level 6	G	25+	Female	White British
Chamberlains	Improvement Leader	Level 6	E	25+	Female	Not Disclosed
Chamberlains	Improvement Leader	Level 6	E	25+	Female	White British
Chamberlains	Improvement leader	Level 6	E	25+	Female	Not Disclosed
People & HR	Learning and development consultant	Level 5	D	25+	Female	White British
People & HR	Learning and development consultant	Level 5	D	25+	Female	White British
Environment	Livestock	Level 3	C	25+	Male	Not Disclosed
Markets	Maintanence	Level 3	C	19-24	Male	White British
City Surveyors	Department / Operations Manager	Level 5	C	25+	male	White British
City Surveyors	Operational Security Operative	Level 2	D	25+	Male	Black African
City Surveyors	Department / Operations Manager	Level 5	G	25+	Male	White British

Department	Apprenticeship	Level of Course	Grade	AGE bracket	Gender	Ethnic Origin
Environment	Department / Operations Manager	Level 5	D	25+	Female	White British
Environment	Department / Operations Manager	Level 5	E	25+	Female	Asian White
Environment	Department / Operations Manager	Level 5	C	25+	Female	White British
Environment	Department / Operations Manager	Level 5	D	25+	Female	White British
City Surveyors	Department / Operations Manager	Level 5	F	25+	Male	White British
Environment	Department / Operations Manager	Level 5	D	25+	Male	White British
Environment	Department / Operations Manager	Level 5	F	25+	Male	White other
Environment	Department / Operations Manager	Level 5	F	25+	Female	White British
Innovation and Growth	Department / Operations Manager	Level 5	F	25+	Female	Not Disclosed
Environment	Department / Operations Manager	Level 5	E	25+	Female	White British
Environment	Department / Operations Manager	Level 5	E	25+	Female	White other
GSMD	Department / Operations Manager	Level 5	F	25+	Female	White British
CoLP	Department / Operations Manager	Level 6	E	25+	Male	White British
CoLP	Department / Operations Manager	Level 5	C	25+	Female	White British
Barbican Estates	Department / Operations Manager	level 5	E	19-24	Female	White British
CoLP	Department / Operations Manager	Level 5	D	25+	Female	white British
Environment	Department / Operations Manager	Level 5	E	25+	Male	White other
CoLP	Department / Operations Manager	Level 5	E	25+	Male	White British
People & HR	People professional	Level 5	D	25+	Female	White British
People & HR	People professional	Level 5	C	19-24	Female	Not Disclosed
People & HR	People professional	Level 5	C	19-24	Female	Black African & White
Chamberlains	Professional accounting Technician	Level 4	D	19-24	Male	White British
City Surveyors	Professional security operative	Level 2	B	25+	Female	White British
City Surveyors	Professional Security Operative	Level 2	B	25+	Male	Black Caribbean

Department	Apprenticeship	Level of Course	Grade	AGE bracket	Gender	Ethnic Origin
Chamberlains	Accountancy / taxation professional	Level 7	D	25+	Female	Asian British
CoLP	Project manager	Level 6	E	25+	Female	White British
Remembrancer	Senior Leader	Level 7	F	25+	Female	White British
Barbican Estates	Senior Leader	Level 7	D	25+	Male	White British
CoLP	Senior Leader	Level 7	F	25+	Female	White other
DCCS	Senior Leader	Level 7	G	25+	Male	Black African
City Surveyors	Senior Leader	Level 7	H	25+	Female	Asian Indian
Environment	Senior Leader	Level 7	G	25+	Female	White British
Environment	Senior Leader	Level 7	F	25+	Female	White British
CoLP	Senior Leader	Level 7	E	25+	Male	Not Disclosed
Markets	Senior Leader	Level 7	H	25+	Male	White other
Innovation and Growth	Senior Leader	Level 7	F	25+	Female	White other
City Bridge Foundation	Senior Leader	Level 7	F	25+	Female	Black African
Chamberlains	Senior Leader	Level 7	F	25+	Female	White British
Environment	Senior Leader	Level 7	F	25+	Female	White British
Schools	Senior Leader	Level 7	C	25+	Male	White other
CoLP	Senior Leader	Level 7	G	25+	Male	Not Disclosed
CoLP	Senior Leader	Level 7	E	25+	Male	Not Disclosed
Environment	Senior Leader	Level 7	D	25+	Male	White British
CoLP	Senior Leader	Level 7	F	25+	Female	White British
DCCS	Senior Leader	Level 7	F	25+	Female	White other
Barbican Centre	Senior Leader	Level 7	F	25+	Female	White British
Town Clerks	Senior Leader	Level 7	H	25+	Female	White British

Department	Apprenticeship	Level of Course	Grade	AGE bracket	Gender	Ethnic Origin
CoLP	Senior Leader	Level 7	B	25+	Female	Not Disclosed
CoLP	Senior Leader	Level 7	G	25+	Male	Not Disclosed
CoLP	Senior Leader	Level 7	D	25+	Male	Not Disclosed
CoLP	Senior Leader	Level 7	G	25+	Male	Not Disclosed
Markets	Senior Leader	Level 7	F	25+	Male	mixed Background
Environment	Senior Leader	Level 7	G	25+	Female	White British
Town Clerks	Senior Leader	Level 7	G	25+	Female	White British
CoLP	Senior Leader	Level 7	E	25+	Female	White other
CoLP	Senior Leader	Level 7	E	25+	Female	White British
GSMD	Senior Leader	Level 7	E	25+	Male	White British
Barbican Centre	Senior Leader	Level 7	G	25+	Female	White British
City Surveyors	Senior Leader	Level 7	G	25+	Male	Black African
Corporate Strategy	Senior Leader	Level 7	F	25+	Male	White British
People & HR	Senior people professional	Level 7	G	25+	Female	White British
People & HR	Senior people professional	Level 7	E	25+	Female	Not Disclosed
City Bridge Foundation	Systems Thinker	Level 7	E	25+	Male	Asian Pakistai
Schools	Teacher	Level 6	F	19-24	Male	Not Disclosed
Schools	Teacher	Level 6	D	25+	male	Not Disclosed
Schools	Teacher	Level 6	E	19-24	Female	Not Disclosed
Schools	Teacher	Level 6	F	19-24	Male	Not Disclosed
Schools	Teacher	Level 6	F	25+	Male	Not Disclosed
Schools	Teacher	Level 6	C	19-24	Female	Not Disclosed
City Surveyors	Team Leader	Level 3	B	25+	Male	White British

Department	Apprenticeship	Level of Course	Grade	AGE bracket	Gender	Ethnic Origin
Schools	Team Leader	Level 5	E	25+	Male	White British
CoLP	Team leader	Level 3	D	25+	Female	White British
CoLP	Team Leader	Level 3	D	25+	Male	White British
CoLP	Team leader	Level 3	E	25+	Female	White British
City Surveyors	Team leader	Level 3	A	25+	Male	White British
City Bridge foundation	Team Leader	Level 3	B	25+	Female	White British
Environment	Team Leader	Level 3	D	25+	Male	White British
Barbican Estates	Team Leader	Level 3	D	25+	Female	Black African
COLP	Team Leader	Level 3	D	25+	Male	Not Disclosed
City Surveyors	Team Leader	Level 3	B	25+	Male	Asian Bangladeshi
Town Clerks	Team Leader	Level 3	F	25+	Female	White British
CoLP	Team Leader	Level 3	D	25+	Female	White British
Environment	Team Leader	Level 3	C	25+	Female	Not Disclosed

## City of London Corporation Committee Report

<b>Committee(s):</b> Education Board	<b>Dated:</b> 22/01/2026
<b>Subject:</b> Cultural & Creative Learning Fund 2024/25 Evaluation Report	<b>Public report:</b> For Information
<b>This proposal:</b> <ul style="list-style-type: none"> <li>• Delivers Corporate Plan 2024-29 outcomes</li> </ul>	Diverse Engaged Communities Vibrant Thriving Destination Leading Sustainable Environment Flourishing Public Spaces
<b>Does this proposal require extra revenue and/or capital spending?</b>	No
<b>If so, how much?</b>	N/A
<b>What is the source of Funding?</b>	City's Estate
<b>Has this Funding Source been agreed with the Chamberlain's Department?</b>	Yes
<b>Report of:</b>	Director of Community and Children's Services Department
<b>Report author:</b>	Caitlin McMillan, Education Strategy Unit

### Summary

This report presents Members with key information relating to the second year of the City's Cultural and Creative Learning (CCL) funding model. 11 projects were awarded money from the CCL budget to the combined cost of £184,534. There was an underspend on one project of £2,258.02, taking the total spend across the projects to £182,276.

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

## **Recommendation(s)**

Members are asked to:

- Note the findings in this report.

## **Main Report**

### **Background**

1. The City of London Corporation (CoLC) is committed to 'Embracing culture, creativity and the arts' (Education Strategy 2024-29) and the City being a 'vibrant thriving destination' (Corporate Plan 2024-29).
2. The CoLC is currently producing a new cultural strategy. The Education Strategy Unit (ESU) has been a key voice in the conversations shaping this strategy.
3. In the current financial climate for cultural and creative institutions, it is becoming increasingly difficult for partners to access funding for projects.
4. According to the 'Arts in Schools' published by A New Direction (2023), 'there is a lack of value ascribed to the arts within the state education system in England'. The ESU is committed to redressing this finding by providing cultural and creative learning opportunities to young learners with a focus on social mobility.
5. The 2025 Curriculum and Assessment Review highlighted the value of arts subjects and made a series of recommendations to expand their delivery within the national curriculum from 2028.
6. The CCL Fund was established in 2023. This report relates to its second year of operation.
7. Priority for funding was given to organisations working in partnership with another City cultural venue.

### **Current Position**

8. In the academic year 24/25, 11 projects were funded by the CCL Fund. These were:
  - a. Change the Record
  - b. Culturally Speaking
  - c. Dr Johnson's House – Enhancing & Expanding Learning Impact
  - d. Future City Makers
  - e. Green Changemakers
  - f. Gresham College Pilot School Series
  - g. Nature Learning
  - h. Reimagining Londinium
  - i. St John's Gate Gardening Club
  - j. Tots at the Docks
  - k. Young City Poets
9. All 11 of these projects were successfully delivered.
10. In total, £184,534 of funding was allocated.

11. There was an underspend on the Gresham College Pilot School Series project of £2,258.02, taking the total spend across the projects to £182,276.
12. 5,645 participants took part across the 11 projects.
13. Whilst each project was evaluated separately, there were some themes observed in their impacts including:
  - a. Multiple points of engagement – projects with multiple points of engagement as opposed to one-off interactions appeared to have the greatest impact on pupils. For example, 'St John's Gate Gardening Club' saw school attendance improve across the year for participating pupils. 'Nature Learning' saw students with complex needs expand their vocabulary and have improved emotional regulation.
  - b. Engagement with families/communities – the projects which demonstrated the greatest impact beyond initial delivery often engaged families/communities. Tots at the Docks saw a number of participating parents say that they planned to or had returned to the London Museum Docklands following programme attendance, while Dr Johnson's House will be expanding its home education programme following their funded project.
  - c. Cultural access & autonomy – feedback from participating young people makes it clear that agency and autonomy in cultural spaces is key to their engagement. Participants in 'Change the Record', for example, reported that being able to initially explore Keats House without adult guidance helped them to develop their own interpretations of historical objects. A pupil taking part in 'Young City Poets' reported increased confidence to speak in front of peers following their cultural visit.
  - d. CPD opportunities – as with family/community engagement, projects which included CPD for teachers reported lasting impact. For example, a majority of teachers participating in 'Young City Poets' agreed that taking part in the programme increased their knowledge and confidence for delivering writing for pleasure activities in their school.
14. A full collection of project evaluations can be found in Appendix 2. This includes evidence of how the projects addressed disadvantage and cultural capital, and the anticipated long-term impact of the projects.

## **Options**

15. N/A

## **Proposals**

16. The feedback from participants makes it clear that the fund is a valuable resource. It should therefore remain part of the City's cultural and creative learning offer.
17. Evaluation should continue to prioritise impact and addressing disadvantage, growing cultural capital and promoting upward social mobility.
18. Collaborations between the City's cultural institutions should continue to be prioritised, as should programmes with a family/community engagement component.

## **Key Data**

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

### **Corporate & Strategic Implications –**

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

**Financial implications** – Project funding was within allocated budget, with the underspend being reallocated according to the Education Board's strategic priorities.

**Resource implications** - The Education Strategy Unit continues to manage these budgets within existing officer capacity. Delivery of funded activities is supported by partner organisations, with no additional resource implications.

**Legal implications** - All grant allocations and expenditure have been made in line with the City Corporation's financial regulations and governance requirements.

**Risk implications** – risk assessments for all cultural and creative activities are carried out by the participating schools and venues.

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

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

**Security implications** - None identified beyond standard data protection and financial controls.

## **Conclusion**

20. The second year of the Cultural and Creative Learning Fund demonstrates clear and meaningful impact across the City's cultural ecosystem, providing thousands of young people with opportunities to build cultural capital, develop confidence, and engage more deeply with creative learning. The projects collectively highlight the value of sustained engagement, strong partnerships between cultural institutions, and meaningful involvement of families, communities, and educators. Evidence from evaluations suggests that the fund not only enhances pupils' experiences but also drives longer-term benefits, including improved wellbeing, expanded skills, and increased access to cultural spaces. Maintaining and strengthening the fund will support the City's strategic priorities and ensure that cultural and creative learning remains a vibrant, equitable, and transformative part of the City's offer.

## **Appendices**

- Appendix 1. CCL Evaluation Overview 24.25
- Appendix 2. CCL Fund evaluations 24.25

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Project Title	Lead Organisation	Partner Organisations	1 Sentence Project Summary	Project Grant (£)	Actual Spend (£)	Number of Participants	Cost per participant (£)
<b>Change the Record</b>	Keats House	London Metropolitan Archives; Poetry Vs Colonialism	The 'Change the record' project worked with young people to equip them with the skills to understand, evaluate and creatively reinterpret objects from the Keats House collections, particularly where the cultural significance or meaning of those has changed over the last 200 years.	10,600	10,600	14	755
<b>Culturally Speaking</b>	Keats House	Guildhall Art Gallery; Museum of the Order of St John; Dr Johnson's House; Speakers Trust	'Culturally Speaking' supported young Londoners to visit a cultural venue and benefit from a one-day oracy skills workshop led by Speakers Trust.	18,920	18,920	329	57
<b>Dr Johnson's House – Enhancing &amp; Expanding Learning Impact</b>	Dr Johnson's House	Keats House	This project saw a full review of the learning programme at Dr Johnson's House alongside the delivery of pilot activities for new audiences of young people, families and local communities.	14,900.00	14,900.00	300	49
<b>Future City Makers</b>	New London Architecture	Guildhall, Temple Bar Trust	A series of activities designed to introduce secondary school students to careers in the built environment.	13,950	13,950	2,468	6
<b>Green Changemakers</b>	COL Outdoor Learning	Natural Environment Learning Team	'Green Changemakers' created climate change resilient gardens at Keats House, Hampstead and the Adventure Clubhouse on Hampstead Heath with young people both in formal and community learning settings involved in leading the redesign of these spaces.	19,329	19,329	15	1,285
<b>Gresham College Pilot School Series</b>	Gresham College	Mulberry School for Girls	Gresham College delivered a pilot series of schools lectures in collaboration with Mulberry School for Girls.	10,000	7,742	545	18
<b>Nature Learning</b>	COL Outdoor Learning	Tower Bridge	Nature Learning was an inclusive outdoor education programme designed to support children with special educational needs and disabilities (SEND) to experience meaningful learning and engagement in nature.	20,000	20,000	32	625
<b>Reimagining Londinium</b>	London's Roman Amphitheatre	Billingsgate Roman House and Baths	This project is a unique opportunity for primary school students to explore the Roman Archaeology of the City of London and to create six, large-scale, artworks to be prominently displayed around the City.	19,600	19,600	219	89
<b>St John's Gate Gardening Club</b>	Museum of Order of St John's	Charterhouse Square	St John's Gate Garden Club aimed to improve the health and wellbeing of school children from disadvantaged backgrounds through creative and outdoor learning activities.	18,235	18,235	30	350

<b>Tots at the Docks</b>	London Museum	n/a	This project expanded London Museum Docklands' free provision for Early Years children and their parents/carers through offering regular monthly structured sessions, including music workshops, messy play, gallery exploration and craft that focus on the development of fusion skills.	19,000	19,000	1,130	16
<b>Young City Poets</b>	Tower Bridge	National Literacy Trust, London Metropolitan Archives, St Paul's Cathedral, Keat's House, Guildhall Art Gallery, Museum of the Order of St John	This project supported writing for enjoyment by offering primary and secondary students the opportunity to take part in visits to cultural/heritage venues, participate in writing workshops with professional poets, and have their work published in an anthology.	20,000.00	20,000.00	563	35
<b>Total</b>				<b>184,534</b>	<b>182,276</b>	<b>5645</b>	



# Cultural & Creative Learning Fund 24/25 Impact Report



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# Change the Record

The 'Change the record' project worked with young people to equip them with the skills to understand, evaluate and creatively reinterpret objects from the Keats House collections, particularly where the cultural significance or meaning of those has changed over the last 200 years.

**Number of participants reached:** 14

**Participant type:** Year 8 students

## Outputs

- Three, one-day cultural engagement workshops in two cultural partner venues (Keats House & The London Archives).
- One, half-day evaluation and celebration afternoon at Keats House.
- 31x creative responses to 21 objects from the Keats House collections, ranging from cartoon storyboards and image collages to short poems and other creative writing responses.
- A short film capturing the outcomes and impact of the project on all participants.

## Outcomes

- Young people increased their understanding and ownership of their heritage and the way it is interpreted.
- Young people improved their skills in research, digital cataloguing, heritage interpretation and verbal & written communication.
- Young people improved their understanding of positive action they can take to challenge historic prejudice and discrimination and change people's understanding of dialogue, particularly around contested histories.

## Budget

Cost	Amount (£)
Project Management	1,200
Staffing - project co-ordinator	1,832
Professional Fees - Consultancy	6,910
Facilities & refreshments	658
<b>Total</b>	<b>10,600</b>

## Impact

Change the Record is an early part of a longer-term cultural change in how Keats House researches, interprets and talks about its collections.

The project addressed employability and cultural sector careers with the young people. Students recognised their personal development included ‘team work, discussion skills, performance and presentation, confidence building, research skills and learning through creative approaches’.

Students were asked about future ambitions following the project. Responses included:

*‘I’m going to stay in school, but become a poet.’*

*‘I’m going to work in a museum, but not a boring one.’*

## Disadvantage & Cultural Capital

The 14 students directly engaged through the project were in Y8 at City Heights Academy, Lambeth. The school has 550 students on roll, of which 59% are eligible for free school meals and 56% for whom English is not their first language. The school’s intake is ethnically diverse and representative of its local community.

For some of the students who took part in this project this was the first time they had experienced working in depth with a cultural institution, and this was noted as impactful by the teachers and reflected in the experiences and evaluation returns made by the students.

## Unexpected Outcomes

For museum staff, the engagement of the students (especially with museum artefacts and dressing up materials) and quality of their outputs exceeded expectations, particularly in their creative range.

## Key Media/Quotes

*‘I had a lot of fun here, my favourite part here was probably, my favourite feeling about this project was probably going around this Keats House and looking at all the historical objects around here and I found it nice that we had the freedom to look around for our own, rather than it being like a set thing where people have to come and tour guides explain and I’d rather have my own interpretation of the objects.’ (Yr 8 pupil)*



Scan this QR code for a film of student and cultural partner responses and feedback.

Keats House Collections Online, which will feature the objects and interpretation output from this project, is anticipated to launch in March 2026.

# Culturally Speaking

‘Culturally Speaking’ supported young Londoners to visit a cultural venue and benefit from a one-day oracy skills workshop led by Speakers Trust.

**Number of participants reached:** 329

**Participant type:** Year 8 students

## Outputs

- 15 school visits to four City of London cultural partner venues: Keats House, Guildhall Art Gallery & Roman Amphitheatre, the Museum of the Order of St John and Dr Johnson’s House.
- 15 follow-up oracy workshops, delivered in 15 different schools.
- 329 student visits to our cultural partner venues, resulting in 766 instances of engagement.

*N.B. due to staff illness within the school, 3 sessions were delivered in Autumn term 25/26 with permission from the ESU.*

## Outcomes

Overall the project was a huge success with all anticipated outcomes achieved and witnessed by participating teachers. In addition to the predicted outcomes additional benefits were also reported such as students participating more in class, students having greater connection with their own cultures and teachers learning oracy and facilitation skills they will implement in their own practice moving forward.

## Budget

Cost	Amount (£)
Speakers Trust Workshop Delivery	12,000
Work material design and print	720
Venue hosting costs	1,600
School Costs	1,600
Evaluation of venue learning offer and impact	3,000
<b>Total</b>	<b>18,920</b>

## Impact

- 67% of students improved how they present ideas through effective use of content, structure and delivery.
- 80% of students were more likely to take up public speaking opportunities if offered to them.

- 88% of students learnt about their peers and understand more about their different viewpoints, faiths, feelings and values.

Impact was greatest on the least confident students. The confidence of the young people starting the programme was low, with 25% of young people walking into the first workshop with little to no confidence in speaking in front of a group:

- 25% of young people rated themselves having little or no confidence speaking in public at the beginning of the project.
- 104% average increase in confidence of these least confident young people. (2.3/10 to 4.7/10).

## Disadvantage & Cultural Capital

‘Culturally Speaking’ helps engage venues with schools who may find it difficult to pay for the regular learning provided by each venue, in turn supporting the students who may be most affected by socio-economic disadvantage to benefit from access to culture.

The large majority of students clearly enjoy their visits and many demonstrate changed attitudes to the venues they visited. This was obvious to cultural venue staff on the day of the visit and further reinforced and evidenced through the follow-up oracy workshops delivered in the school setting. 74% of surveyed students said that they felt more connected to the cultural space they visited.

Demographic breakdown of participating schools:

School	Free School Meals (%)
William Ellis School	52.4
The Elms Academy	51.3
The City Academy, Hackney	55.9
St Michael's Catholic College	34.2
St Aloysius RC College	59.5
Sacred Heart Roman Catholic Secondary School	45.6
Phoenix Academy	48.4
Oaklands School	59.4
Leigh Academy Halley	38.2
Highbury Fields School	50.9
Harris Girls' Academy East Dulwich	43.4
Harris Academy Battersea	56.4
Central Foundation Boys' School	41.8
Burntwood School	26.8
Beacon High School	67.8

## Unexpected Outcomes

The number of re-scheduled and cancelled sessions this year was thought to be higher than in previous years, although Speakers Trust thought this was not atypical with their experience, possibly reflecting the pressure that the formal education sector is under in terms of financial and staff resource.

In two instances, the reason provided for cancellations was 'not approved by SLT'. This is solely mentioned as it might point to the need for continued promotion to school senior leaders of the benefits of out-of-school learning and the added value they bring to their students' experiences.

## Key Media/Quotes

*'I am most proud of my bravery, by talking in front of people on the spot whilst being shy.'*  
(participating student)



# Dr Johnson's House – Enhancing & Expanding Learning Impact

This project saw a full review of the learning programme at Dr Johnson's House alongside the delivery of pilot activities for new audiences of young people, families and local communities.

**Number of participants reached:** 300

**Participant type:** A Level students, family groups, teachers, home educators

## Outputs

A full review of the Dr Johnson's House learning and engagement programme. This involved:

- A review of the current learning programme and education materials.
- A review of wider organisational strategy, structure and activities.
- Development and delivery of pilot activities for existing and new audiences including:
  - Creating classroom resources for schools.
  - A series of family activity days.
  - Home Education visits.
  - Community consultation and outreach workshops.

## Outcomes

- A comprehensive report and clear set of recommendations and action plan to support current and future developments.
- Increased opportunities to the local community e.g. early years children, young people and local community groups.
- Engagement with home educators.
- A series of digital classroom resources to support teachers and students studying A Level English Language created and trialled with 10 schools which will be made available online for free.
  - Positive feedback for this virtual offer in terms of increased access for school children and young people from less advantaged areas.
  - Positive feedback with schools reporting that resources are being used beyond the initially intended A Level groups (e.g. whole year group assemblies).
- Engagement with home educators, with positive feedback from participants.
  - Project highlighted the challenges of delivering flexibly for groups of students of different ages/with different needs.
  - Home education programme will be expanded and developed as a result of this pilot.
- Family engagement activities highlighted the '*pleasure of intergenerational activities*' that facilitated '*amusing conversations*'.

## Budget

Cost	Amount (£)
------	------------

Learning Review	8,550
Pilot activity creation and delivery	4,750
Travel	450
Materials and venue hire	150
Evaluation	1,000
<b>Total</b>	<b>14,900</b>

## Impact

- An increased and more diverse audience.
- A more accessible and inclusive programme that:
  - Promotes the legacy of Dr. Samuel Johnson and the Dictionary of the English Language to the widest possible audience.
  - Addresses declining literacy levels across the United Kingdom.
  - Portrays a representative history that better reflects the diverse communities living and working within the City and the surrounding boroughs.
  - Provides more meaningful learning experiences which build confidence, support academic achievement, improve wellbeing and enhance employability skills.
  - Increased provision for and engagement with local communities.
  - The introduction of new streams of programming including digital resources and programmes.

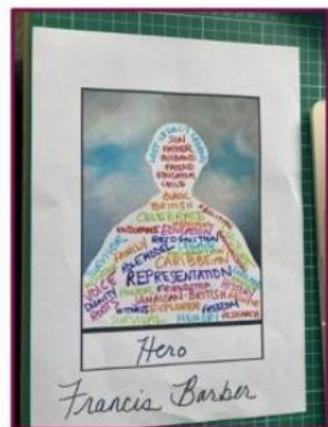
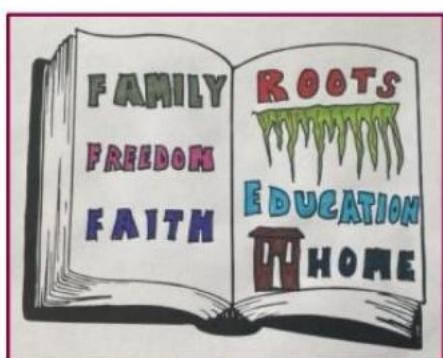
## Disadvantage & Cultural Capital

- The recommendations and action plan provide a clear framework for Dr Johnson's House to implement initiatives that will enable greater engagement from people of all backgrounds.
- The review identified declining literacy levels and underrepresentation within historical narratives and settings as two societal issues that Dr Johnson's House can address. By the nature of these issues, initiatives relating to them will tackle disadvantage and cultural capital.
- The development of digital resources has demonstrated a clear need for activities that can be used and accessed remotely, increasing the ability to support school students who are unable to undertake physical visits.
- The work with community groups has increased cultural capital by introducing the participants to previously unknown historic individuals from their locality, who have great national significance.

## Unexpected Outcomes

The move to pilot digital activities for schools rather than deliver onsite programmes meant additional workshops could be trialled with community groups.

## Key Media/Quotes



# Future City Makers

A series of activities designed to introduce secondary school students to careers in the built environment.

**Number of participants reached:** 2,468

**Participant type:** secondary students

## Outputs

- February: London Careers Festival
  - Engaged with over 100 students from five schools to explore pathways into apprenticeships and careers across the built environment.
  - Hosted 95 GCSE and A-Level students (ages 15–18), encouraging practical engagement with sector-related opportunities.
  - Facilitated workshops included: Build Your Own Neighbourhood, Career Q&A, Digital Model Making
- February: ‘Publica’ Workshop – “Right to the City”
  - Initiative led by Public in collaboration with the City of London community, Ward Councillors, the NLA, and City of London Police, explored women’s experiences of safety after dark.
  - Workshop aimed to create inclusive, healthy, and accessible public spaces for women, girls, and gender-diverse people.
  - Participants contributed to an evidence-based capacity framework, designed to increase stakeholders’ understanding and foster collective commitment to informed, meaningful action.
- April: Harris NEA Day
  - Partnered with teachers and geography students to support the Non-Exam Assessment (NEA) component of the curriculum.
  - Day included: a model talk at The London Centre, presentations from built environment professionals focused on translating data into building design and planning decisions and a field trip in the City of London for primary data collection, complementing secondary sources for coursework analysis.
- April: Skills for Places Launch
  - Highlighted the NLA’s role in convening industry, education providers, and government, while promoting the Future City Makers programme.
  - The Careers Toolkit, published online, provides comprehensive guidance and resources to support those seeking careers in the built environment, consolidating sector-wide information and opportunities.
- June: RL Workshop – Narrative Practice Mentoring
  - As part of the LFA 2025 programme, delivered one-to-one mentoring sessions (30 minutes each) with built environment professionals.
- July: “On the Street” Programme Workshops
  - Delivered a series of workshops with Stride Treglown as part of the On the Street initiative.

- July/August: Immerse Education Programme
  - A series of activities for international students (ages 15–18) focused on planning safe and sustainable cities.

## Outcomes

Inspire young people to take up creative careers in the built environment

- London Careers Festival: Career Q&A sessions with architects, developers, planners, and other built environment professionals exposed students to a range of entry routes (degree courses, apprenticeships, work experience, internships) and potential career progression.
  - Over 50 students actively engaged with professionals at career stands, gaining insight into careers they had not previously considered and beginning to form clearer ideas of their preferred career pathways.
  - Feedback collected by the City of London and NLA confirmed that students valued the guidance and inspiration provided.
  - RL Workshop Narrative Practice Mentoring: one-to-one mentoring sessions showed strong impact, with 70% of participants reporting they were more likely to pursue a career in the built environment following the session.

Help make the built environment industry more diverse and representative of the population.

- The student groups participating in all activities were diverse in terms of backgrounds, which directly informed their ideas during creative workshops such as ‘Build Your Own Neighbourhood’.
- Students raised questions about representation and equity within the built environment sector, demonstrating critical engagement with diversity issues.
- Activities explicitly encouraged students to consider equity, sustainability, and prosperity in their designs, fostering awareness of inclusive city-making.

Give young people a voice and an opportunity to collaborate directly with professionals through creative workshops and mentoring.

- Harris Academy NEA Workshop (April):
  - 50 geography students participated in a full-day programme, including presentations from professionals and a data collection trip in the City of London.
  - Students were able to directly interact with professionals, providing feedback and applying real-world insights to their NEA coursework.
  - Feedback from the Geography lead highlighted strong appetite among teachers for further sessions next year, confirming the workshop’s relevance and value.
- Workshops and Hands-On Activities (LCF, Immerse Education, “On the Street” Programme):
  - Students actively collaborated with professionals through model-making, digital design, and walking tours.

- These sessions enabled participants to contribute their own ideas, ask questions in real time, and gain practical insight into city-making and career pathways.

## Budget

Cost	Amount (£)
Staff cost	760
Venue Hire	3,690
Head of learning prep time	6,500
Intern prep time	1,000
Facilitator	2,000
<b>Total</b>	<b>13,950</b>

## Impact

The Harris Academy NEA day exceeded expectations in its initial delivery. Plans are already in place to deliver a further two workshops next year, establishing this as a regular annual activity.

This continued engagement is expected to support improved student attainment and deeper understanding of geography and the built environment, while reinforcing practical, real-world application of curriculum learning.

Through targeted careers activities, workshops, and mentoring, NLA aim to support a long-term progression pathway for students from school into the built environment industry. These initiatives are designed to address skills shortages while widening access and participation, particularly for underserved and underrepresented communities in London.

Activities such as career Q&As, digital and model-making workshops, and field-based exercises are expected to encourage ongoing learning beyond formal education. Students gain transferable skills, confidence, and awareness of career pathways, contributing to long-term professional and personal development.

### Evidence and Measurable Changes:

- Attendance:
  - Harris Academy NEA Workshop – 50 students.
  - London Careers Festival – 95 attended, 100+ sign-ups.
- Feedback:
  - RL Workshop mentoring – 80% rated “excellent”, 70% more likely to pursue a career in the built environment.
- Future Demand:
  - Geography lead feedback indicated high demand for repetition of the NEA support workshop in the next academic year.
- Student Engagement:

- Students demonstrated critical thinking on equity, diversity, and sustainability, showing that workshops effectively gave them a voice in shaping ideas about the built environment.

## Disadvantage & Cultural Capital

The programme successfully engaged students from a majority of pupil premium schools across London, many of whom had limited exposure to central London and its cultural institutions. For approximately 80% of participants, this was their first visit to both a major cultural institution and the City of London.

Through hands-on workshops, model-making, digital design activities, and field-based exercises, the programme significantly enhanced students' skills and personal development. Participants gained knowledge of London's past, present, and future urban development, as well as insight into potential career pathways in planning, architecture, engineering, construction, and surveying.

Direct interaction with industry professionals provided students with first-hand experience of the built environment sector, helping to broaden their horizons, increase cultural capital, and inspire confidence in pursuing creative and technical careers. These interventions helped bridge gaps in access, awareness, and opportunity for students from disadvantaged backgrounds, contributing to a more equitable pipeline into the sector.

## Unexpected Outcomes

- Feedback from students highlighting an improved understanding of different data collection methods introduced during the workshops.
- Increased interest and enquiries from schools. Many new schools contacted The London Centre following recommendations from previous participants, helping to expand our reach and impact.
- Students who visited The London Centre for activities, including the London Careers Festival, were observed spending longer periods engaging with the London models and exhibitions, indicating sustained interest. The popularity of model-making activities also prompted an extension of the Pipers Model Makers session to the general public, demonstrating unexpected cross-over engagement beyond the original target audience.

# Green Changemakers

‘Green Changemakers’ created climate change resilient gardens at Keats House, Hampstead and the Adventure Clubhouse on Hampstead Heath with young people both in formal and community learning settings involved in leading the redesign of these spaces.

**Number of participants reached:** 15

**Participant type:** Year 8&9 students

## Outputs

- Eight climate awareness workshops for Y8 & 9 students from City of London Academy Highgate Hill, delivered January – July 2025
- Two climate resilient gardens at Keats House and Adventure Clubhouse, Hampstead Heath.
- One celebration event at the Adventure Clubhouse.
- One Carbon Literacy certified staff member with added ‘train-the-trainer’ training provided.

## Outcomes

- Both gardens at Keats House and Adventure Clubhouse have newly added features that will increase the climate resilience of these spaces.
- Students created a wildflower meadow at Keats House, a bee and butterfly bank at Adventure Clubhouse, and uprooted primrose plants from Keats House Garden and planted them in the Adventure Clubhouse Garden.
- At the start of the project, 80% of the students noted that they were worried about climate change and the environmental effects on the planet. At the end of the project, students expressed that they felt less anxious and more confident about taking action to help the environment. One student said:

*‘This project has showed me that even the little action I can do at home with make a change’.*

## Budget

Cost	Amount (£)
Staffing - project management	4,000
Staffing - project co-ordinator	12,891
Professional Fees - Consultancy	2,250
Equipment / materials	130
Planting	58
<b>Total</b>	<b>19,329</b>

## Impact

The project gave students the opportunity to meet inspiring figures within the corporation, such as staff from the climate resilience teams and Heath Hands, and they were able to build better support networks through network activities where students were able to list the people and organisations, they can connect with to continue helping the environment after the project.

## Disadvantage & Cultural Capital

13 out of 15 students were unaware that Keats House was nearby their local area and free to visit. Through this project, they were not only able to explore the garden but visit the house and learn more about their local shared heritage. Many students expressed that they would visit the Keats House Museum again with their parents/ carers. Similarly, many students were not aware of the Adventure Clubhouse or its facilities that were available to them such as the after-school club offer.

Through hands-on learning and practical gardening sessions, the students had the opportunity to explore nature and learn new skills. They were not only able to broaden their knowledge and skills pertaining to climate resilience but were also able to establish a sense of ownership and connection to these green spaces. In addition, students were able to meet inspiring role models working in climate resilience from the CoL team and gain valuable insights and skills, which supports both their personal development and may also encourage some students to pursue a professional career in the field.

Students were from City of London Academy Highgate Hill, which has 59.6% of pupils eligible for free school meals.

## Unexpected Outcomes

A positive unexpected outcome was that many of the students through the project gained social and personal skills. Several students formed new friendships and strengthened their team working skills as they supported each other through the project. Teachers also noted that the project created a space which boosted some student's confidence in group work, taking ownership, coming up with ideas and taking part in hands-on tasks as a collective.

## Key Media/Quotes

*'This project allowed me to make new friends in my school because we worked together as a team.'* (participating student)



# Gresham College Pilot School Series

Gresham College delivered a pilot series of schools lectures in collaboration with Mulberry School for Girls.

**Number of participants reached:** 545

**Participant type:** Year 10,12 & 13 students

## Outputs

- Five spring term lectures, with at least three of these focusing on creative and cultural learning and with a strong focus on careers as part of the overall pilot scheme programme.
- Lecture topics were:
  - Aafia Siddiqui – the Most Oppressed Woman in the World
  - Love in Literature
  - The Trouble With AI
  - The Ethics and Politics of Singling Out
  - A Life in the Fast Lane - How a Healthcare Qualification Can Be a Golden Ticket
- In addition to the schools' lecture series a Climate Conference on July 7 2025 for Y10 and Y12 students from schools across London: 'Leave No One Behind', was led by students from the Mulberry Schools Trust and in conjunction with Gresham College, it was hosted at King's College London and was available to all state London schools.
  - The day included keynote speeches, student-led panels, talks, an activism fair, and interactive workshops designed to inform, challenge, and empower the next generation of changemakers.

## Outcomes

The long-term strategy of this work is to ensure that Gresham College reaches more people and a wider range of younger people in particular. The work in schools will directly achieve this aim by growing their audience of young people both online and in person.

This programme expanded the college's diversity of audience in ethnicity, in reaching young people in high areas of social deprivation and in expanding their audience amongst non-graduates.

## Budget

Cost	Amount (£)
Speaker Fees for Spring Term	2,500

AV Transport to school and other staff costs over 5 lectures	500
Catering for post lecture 'meet the speaker' sessions with students	1,543.50
Merchandise	1,350.48
Other (speaker travel expenses)	198
Schools Climate Conference @ Kings College – Gresham Speaker Fees	1,500
Other expenses costs	150
<b>Total</b>	<b>7,741.98</b>

NB – there was an underspend on the project of £2,258.02. This money will be returned to the ESU.

## Impact

- A large amount of quantitative and qualitative data has been captured post event, this will also inform lecture content for future series of talks.
- The aim is then to also collate more information on impact of lectures on students from year 12 in to 13 by interviewing Year 13 students who attended these lectures in Year 12, and some teachers. This research will ascertain if any impact on students via this experience – for example, impact on learning at a super-curricular or personal level, whether these have inspired them to think of other subjects to study at degree level, will this help with UCAS applications, or has it inspired them to study a subject further (for example an EPQ).
- Gresham College will be working with the Mulberry School Trust and an educational researcher currently on secondment to the Mercers Foundation to undertake this research in 2025-26.

## Disadvantage & Cultural Capital

The aim of the pilot scheme was to give students who may not have had the opportunity to attend their first 'academic' lecture with a university or higher-level lecture theme/content. Mulberry School for Girls (who hosted the lectures) have 49.1% of pupils on free school meals.

The total 'breakdown' (%) by student from all these categories was:

- 86% Asian or Asian British
- 10% Black, Black British, Caribbean, or African
- 4% White British
- 58% qualified for free school meals at some point during formal education.
- 67% among the first in the family to go to university.
- 52% attending an undergraduate level lecture for the first time
- 49% attended at least two pilot scheme lectures

The feedback from students was extremely positive across all lectures:

*The lecturer's enthusiasm made the session incredibly engaging.* (participating student)

*The lecture inspired me to consider studying English Literature in the future.* (participating student)

*Dr Martin was warm and funny and engaging, and he answered questions in a way that was easy to follow – it felt more like a conversation than a lecture.* (participating student)

*I only used to think of a career in medicine – but now I'm interested in careers in the wider NHS.* (participating student)

## Unexpected Outcomes

Some work experience in cyber-security was secured over the summer for some female students through one of the lecturer's contacts. It was great to see students from different schools engaging with each other post lecture over juice and brownies!

## Key Media/Quotes



Scan QR code to see a video of student feedback

# Nature Learning

‘Nature Learning’ was an inclusive outdoor education programme designed to support children with special educational needs and disabilities (SEND) to experience meaningful learning and engagement in nature.

**Number of participants reached:** 32

**Participant type:** EYFS, KS1, and KS2 students with additional needs

## Outputs

- 58 outdoor learning sessions at West ham Park for 32 young people
- These weekly sessions were designed to foster:
  - Wellbeing and emotional regulation
  - Confidence to explore in nature
  - Communication and social interaction
  - Sensory exploration
  - Teamwork and cooperation
  - Risk awareness and decision-making
  - Stronger connection to the natural world
  - Progress towards classroom learning goals
- A specialist outdoor learning facilitator co-designed and delivered sessions in partnership with teaching staff, ensuring alignment with individual student needs and school-based learning goals.
- Activities included:
  - **Creative Play:** mud painting, puppet play, singing, drumming, exploring, shelter building, small world play, storytelling, eco-art: clay creations, leaf bashing, natural watercolour painting.
  - **Sensory Tasks:** planting, digging, raking, leaf sorting, petal foraging, sound baths and music making with nature sounds and resonances, meditations.
  - **Risk and Challenge:** safe firelighting, stepping-stone trails, bread toasting over open flames, toasting marshmallows/pieces of fruit independently.

## Outcomes

### Confidence to Explore Nature

Children increasingly chose to explore independently, showing curiosity, comfort, and enjoyment in natural environments.

#### Examples:

- Walking repeatedly across crunchy leaves, visibly enjoying the sensory feedback.
- Running to different areas of the garden, exploring the far corners of the garden, engaging independently through touching leaves and raindrops.
- Enjoying digging in soil.
- Laying in the grass, stroking it gently, repeating the action in a calm, focused state.
- Identifying nature and plants across the far reaches of the garden.
- Leadership confidence in leading their adults into joining them with activities they would like to do where on the site they would like to do them (child led).

### Wellbeing and Emotional Regulation

Children demonstrated positive emotional states through body language, vocalisations, and self-regulation strategies.

**Examples:**

- Smiles, high-fives, and eye contact on arrival.
- Sitting calmly on a log, enjoying the warmth of the sun with a peaceful expression.
- Extended focus and contentment in sensory activities like leaf collecting.
- Telling the Learning Facilitator or staff member that they are happy.

**Communication and Social Development**

Several children showed increased verbal and non-verbal communication, collaboration, and social engagement.

**Examples:**

- Asking the facilitator questions about worms.
- Initiating greetings and non-verbal gestures like thumbs-up and smiles.
- Increased eye contact during and following interaction with facilitator.
- Helping to set up materials for peers, including counting out trays to make sure there were enough for all, demonstrating consideration for others.

**Note:** Progress was not always linear and could be impacted by factors such as transport disruption or changes in home environment. However, consistent engagement and growth were observed over time.

## Budget

Cost	Amount (£)
Staff salary and oncosts	19,750
Equipment and materials	250
<b>Total</b>	<b>20,000</b>

## Impact

Given the developmental delays in communication among participating students, the evaluation consisted of observational assessments of the children's behaviour and interviews with teachers.

Observations were carried out for each session, focusing on indicators including confidence and well-being.

*Sample, session observations tracking children across Nature Learning sessions.*

**Key:**

	Improve wellbeing and emotional regulation.		
	Build confidence to explore in nature.		
	Consolidate learning (meet their targets).		
Date	02/07/2025	14/02/2025	28/02/2025
			03/07/2025
			14/3/2025

Child A	<p>Needing a little bit of directing from the support staff to keep himself self around the fire. Very happy to be on the site exploring exampled though high 5's on arrival and on leaving. Had excitable energy and worked week with his support worker and myself. His body language indicated that he was happy to explore the site.</p>	<p>Explored all the site upon arrival, excitedly ran around the site and did loads of digging and mud play. He remembered what the site looked like and was happy to be back! Excitedly toasted and ate marshmallows.</p>	<p>Played independently, mainly with the digging and the wheel barrow. A noticeable difference was that staff were more hands off from the children which allowed the children to explore more freely which they enjoyed- Child was happy and free in his body language from the start of the session. He was patient even if other children were not doing what he wanted. This calmer more focused demeanour was a change from the first session and demonstrated being more relaxed and comfortable in the space.</p>	<p>Was excited to play in the site. He loved exploring and ran straight to the digging area and was self directed in what he wanted to do.</p>	<p>Persevered with firelighting by himself and managed to not just make sparks but light the cotton wool which was a great achievement for the first session. Lots of smiles demonstrated he was happy to be in the space.</p>	
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## Disadvantage & Cultural Capital

Children participating in this project presented a range of needs including autism, global developmental delays, sensory processing difficulties, and speech and language delays. Initial interviews with teachers identified bespoke learning goals including emotional regulation, outdoor confidence, and sensory integration.

Several barriers were encountered during the year:

- Staff shortages in participating schools made session planning and consistency more difficult.
- Concerns about hot, cold or wet weather occasionally led to cancellations.
- Children enjoyed and benefitted from Nature Learning, however, their families / carers are not always able to build on this as they are some of them are unable to take them out to the park.

Despite these challenges, schools remained committed and responsive, helping us maintain the programme's integrity and impact.

## Unexpected Outcomes

Sir John Heron Primary School shared a significant update regarding Lucy, a child with a history of adoption and instability in her home life:

*'Lucy's social workers were amazed at the impact Nature Learning has had on her. At her child-in-care review, they highlighted her improved emotional regulation, communication skills, and ability to form connections.'*

*'Activities like building dens, firelighting, and raking leaves gave her experiences she could talk about and anchor language to. These experiences helped her speech and confidence develop in real, lasting ways.'*

*'Nature Learning helped her form core memories — and through those, she gained language, confidence, and emotional strength.'*

## Key Media/Quotes

*'Helen has benefitted so much from coming to the sessions – especially in her vocabulary, her movement confidence, and her willingness to explore and try new things.'* (participating teacher)

*'Lily has grown in bursts of confidence. Back at school, she pretends to build fires and toast marshmallows in her imaginative play. It's wonderful to see how much the children have absorbed.'* (participating teacher)

*'Bhavtej talks about the sessions at home and wants to stay longer. His mum told me she now tries to take him out at weekends, although it's tricky with his sibling. She asked me to pass on how grateful she is that the school can offer this experience.'* (participating teacher)

*'The opportunity to engage in outdoor activities through Nature Learning has been particularly significant for our children. Many of them do not have access to outside spaces, as they live in high-rise flats, and their parents struggle to take them out.'* (participating teacher)

*'Attending Nature Learning has positively influenced their wellbeing and behaviour.... We have seen a decrease in dysregulation.... These sessions have provided an enriching and supportive environment that complements their overall educational journey.'* (participating teacher)

# Reimagining Londinium

This project is a unique opportunity for primary school students to explore the Roman Archaeology of the City of London and to create six, large-scale, artworks to be prominently displayed around the City.

**Number of participants reached:** 219

**Participant type:** yr 3,4 & 5 students, families

## Outputs

- Eight classes, 5 schools, 219 pupils plus accompanying adults.
- 8 special archaeological explorer days at London's Roman Amphitheatre or Billingsgate Roman House and Baths. Taught by a trained archaeologist, each class focused on a slightly different theme to reflect the subject of each school's artwork. Wherever possible, visits were also made to the locations where their artworks would be displayed.
- 16 specially tailored art sessions with a professional artist at schools.
- Exclusive day of Roman themed day of family activities in London's Roman Amphitheatre.
- Eight new artworks, prominently displayed across the City of London over the Summer holidays (July 18 – September 1).

## Outcomes

- Expanding horizons:
  - Many pupils were visiting the cultural venues, and the City in general, for the first time.
  - In the long-term it will also encourage pupils to think more about the arts and the City as a space they could work and visit in later years.
- Building confidence
  - The scale of the artworks and their prominent display was also designed to engender a sense of confidence and pride.
  - Pupils were made to feel that they owned the project and could talk more confidently about their artworks than anyone else.
  - Surveyed teachers identified that creativity, critical thinking and initiative were all skills developed by participating in the project.
  - Enabling pupils to try new things and actively involving students and valuing their contributions were also highly appreciated.
- Increased social /cultural capital:
  - Students and teachers had the opportunity to explore the amazing Roman sites and resources in the City.
  - Students also had a chance to talk to an archaeologist and an artist about their work and careers helping to widen perspectives. The chance to work with other professionals was also highly valued by teachers.

## Budget

Cost	Amount (£)
Guildhall Art Gallery/ Archaeologist	2,048.24
Artist (Animate Arts)	9,965.95
Parking fees	45.81
Design fees	6,340.00
Gladiators for Roman Family Day	1,000
Roman Family Day, assistant	200
<b>Total</b>	<b>19,600</b>

## Impact

- *Reimagining Londinium* aimed to explore a popular curriculum subject – the Romans - in a new and innovative way that offered something more than just a facilitated museum session.
- Feedback was universally high – with teachers appreciating the chance to work with other professionals, at unusual locations and for an extended period.
- Teachers have also appreciated the planning and delivery of the project – with all teachers stressing they would like to be involved with future projects.
- All respondents noted strongly that participating in this project had benefitted participants. It had also helped them to see more culture and creativity than usual and encouraged them to take more of an interest in future.

## Disadvantage & Cultural Capital

Demographic breakdown of participating schools:

School	Number of Classes	Free School Meals (%)
Grasmere Primary School	1	17
Harry Gosling Primary School	2	43
Kingsmead Primary School	1	54
Mandeville Primary School	1	58
New North Academy	1	68
Prior Weston Primary School	2	40

## Unexpected Outcomes

- The Family activities day over the summer was not as well attended as hoped.
- Several teachers expressed an interest in arranging a school trip to view the artworks *in situ* before the end of the term.
- One of many highlights were two personal messages recorded by an archaeologist working at Pompeii. Filmed in location, the message for Lilac class revealed a recently discovered bathhouse, whilst Purple class visited one of the largest houses at Pompeii.

*'I would like to also thank you and the archaeologist for the recorded personal message. My class were so excited to hear that it was addressed to them!'* (participating teacher)

## Key Media/Quotes

*'Working towards an extended project with a goal in mind was fantastic for the children. The combination of art and history was great for our children who are sometimes harder to engage.'*  
(participating teacher)



# St John's Gate Gardening Club

St John's Gate Garden Club aimed to improve the health and wellbeing of school children from disadvantaged backgrounds through creative and outdoor learning activities.

**Number of participants reached:** 30

**Participant type:** Yr 5 students

## Outputs

- 36 two-hour Garden Club sessions delivered across academic year 2024-25
  - 10 sessions held at school.
  - 23 sessions at the Museum of the Order of St John.
  - 3 sessions at The Charterhouse.
- Activities included:
  - Healthy eating incorporated into every session. Children prepared food, tried new fruits and vegetables.
  - Creative recording of experiences on instant cameras.
  - Seed-sowing, composting, pollinators and wildlife studies.
  - Mosaic making and stained-glass crafts.
  - Plant biology and wildlife surveys.
  - Vegetable-growing and Victorian food workshops.
  - Seasonal plant displays.
  - Museum gallery tours.
- End-of-year Summer Party.
- School Playground enhancements.
- Museum Garden enhancements.

## Outcomes

- Participation and Engagement:
- Cultural Engagement & New Experiences
  - 100% of Year 5 pupils (30/30) voluntarily took part in Garden Club sessions.
  - School attendance was excellent at 96.7%, above both the school's average (93.1%) and the 96% threshold required for project participation.
- Cultural Engagement & New Experiences:
  - Only 17% of participants had previously visited the Museum of the Order of St John.
  - 0% had visited The Charterhouse before.
  - 100% reported engaging in activities they had not done at home or school.

*'I didn't know any of this at all and I loved it.' (Yr 5 student)*

## Budget

Cost	Amount (£)
Staffing	9,092
Freelance Facilitators	2,350
School LSA Support	2,310
Craft Materials	850
Gardening Equipment	600
Garden Infrastructure	1,453
Refreshments & Food Prep	885
End-of-Year Celebration	695
<b>Total</b>	<b>18,235</b>

## Impact

- Improved teamwork, communication, and creative confidence will support transition into Year 6 and secondary school.
- Greater appreciation for the natural world, especially important in an inner-city school with limited green space.
- Ongoing participation:
  - 17 Garden Club alumni attended Summer Holiday sessions with their families.
  - Garden Club practices (composting, planting) have spread to other year groups.
  - Teaching staff feel more confident in delivering outdoor learning.
- Infrastructure provided (raised beds, compost bins, tools) ensures long-term sustainability.
- End-of-term pupil survey showed:
  - 100% enjoyed learning about history and wildlife.
  - 96.7% enjoyed spending time outdoors.
  - 89.5% tried a food they'd never eaten before.
  - 100% wanted to return to the museum with friends or family.
  - 96.7% believed they had improved their local area for people or wildlife.
- School Staff Feedback
  - Reported improved communication, confidence, and collaboration among pupils.
  - Identified positive impact on attendance, especially for children with prior difficulties.
  - Noted that fine and gross motor skills improved due to hands-on tasks like digging and planting.

## Disadvantage & Cultural Capital

- Access to two cultural institutions (Museum of the Order of St John and The Charterhouse):
  - 100% of pupils expressed interest in returning to the Museum with family.

- 17 children have returned to participate in Museum workshops.
- Activities were inclusive, hands-on and accessible, helping those pupils who sometime struggle academically to engage confidently, asking questions and working at their own pace.
- Pupils learned appropriate behaviour in historic and religious spaces, improving their confidence in cultural settings.
- The participating school (St Peter and St Paul's Catholic Primary School) have 56.8% of pupils on free school meals.
- Emphasis on recycled and low-cost materials showed children and teachers that gardening and craft are accessible regardless of budget or experience.

*'I have never been to this place before its cool. I would like to come again'* (Yr 5 student)

## Unexpected Outcomes

- Garden Club inspired the launch of family volunteering days.
- Museum staff now feel more confident delivering outdoor sessions.
- School and museum staff reported improved mental wellbeing due to time spent outdoors.

## Key Media/Quotes

*'Every Thursday, a group of 10 students attended the Garden Club either based in school or outside in the Museum of the Order of St John or Charterhouse. The sessions are very well organised and we are always told in advance of where the sessions would take place and we received a timetable of the activities the children would be participating in. As our school is quite close to all locations, the sessions outside are very accessible by all students, with a short walk down the street.'*

*The children had to work collaboratively to design, discuss and make new and exciting things that ranged from bug houses to bird food, to locating new green spaces in our school playground. This has improved their communication skills, confidence and has encouraged them to be creative. It has also improved their ability to work well together in a group.*

*As our school is an inner London city school with limited green space, the children have had to adapt and learn new skills. They had to learn how to look after plants and flowers and how to increase the green spaces in order to attract more wildlife to the area.*

*The children thoroughly enjoyed learning these new skills and could not wait to tell others the next day in the classroom. This inquisitive and rewarding approach to learning improved concentration inside the classroom. Furthermore, children learned about the environment and sustainability and about insects and how they have an impact on the development of plants and vegetables.*

*Getting outside and into nature gave children the opportunity to learn in a hands-on way, encouraging them to move their bodies and develop their gross and fine motor skills; for example, digging, carefully separating tiny seeds and handling delicate seedlings.*

*Gardening club sessions have also had a positive impact on the children's attendance. Children who struggle with their attendance and punctuality are motivated to come into school on Thursdays so they can attend their gardening club sessions and are rarely absent as they do not want to miss out on the amazing activities.' (Yr 5 class teacher)*

## Tots at the Docks

This project expanded London Museum Docklands' free provision for Early Years children and their parents/carers through offering regular monthly structured sessions, including music workshops, messy play, gallery exploration and craft that focus on the development of fusion skills.

**Number of participants reached:** 1,130

**Participant type:** 546 children under the age of five years old, 584 carers

### Outputs

- Free structured sessions for Early years audiences, including music workshops, messy play, sensory storytelling, gallery exploration and craft.
- Sessions were 45 minutes long and divided into 'baby' and 'toddler' classes.
- Twelve monthly sessions on the second Monday of each month advertised as 'Mini Mondays'.
- 'Tots & the Thames' festival day featuring a mix of structured sessions, free play areas, and sensory activities.
- Three additional workshops at weekends to accommodate working families.
- Consultation with a critical friend (Jo Graham) on sector best practice.
  - Developed a 'Guide to Play' to help staff understand the different ways young children learn and to build confidence in engaging Early Years audiences.

### Outcomes

**Aim:** to engage 500 children in the Early Years, and 500 carers.

- This target was exceeded, with 546 babies and toddlers and 584 carers participating, totalling 1,130 participants across the sessions.

**Aim:** Families had opportunities to create new memories and share cultural experiences together.

- Sessions created opportunities for new experiences and interactions between carers and children, creating new memories together.

*'She remembers things from months ago. So, any exposure to anything with other children where she's having fun, feeling things, seeing things is good. We talk about those for, you know, weeks on end.'* (adult attendee)

**Aim:** Children in the Early Years were supported to develop life skills aligned with the EYFS learning framework, particularly in the areas of personal, social and emotional development, understanding the world, and communication and language.

- All sessions included opportunities for children to develop life skills, such as turn-taking, independent exploration), and activities to boost confidence and their sense of self.
- Carers appreciated that the sessions offered children opportunities to interact with other adults and children, particularly for those not yet attending nursery.
- Sessions also provided social opportunities for carers. Many attended in groups and continued their interactions in the cafe after sessions.

*'... We have these little friends that we meet up there especially on Mini Mondays, so they can engage together play before and after. On some of the Mini Mondays the toddlers that play together in the session have stayed afterwards to chat and engage which is nice to do especially in a museum which generally isn't very friendly to that.' (adult attendee)*

- Sessions supported language development, allowing carers and children to practice newly acquired language skills in a playful context.
- Topics were designed to connect with families' experiences as Londoners encouraging families to explore the world around them and supported the understanding the world element of the EYFS learning framework.

**Aim:** Families feel welcomed and positive about attending cultural spaces

- Observations showed babies and toddlers consistently rated highly on Wellbeing and Involvement indicators.
- Involvement indicators showed children demonstrated high levels of curiosity, engagement, and independent exploration.

**Aim:** Families experience improved wellbeing through sharing new experiences together

- 66% of carers reported feeling more confident visiting London Museum Docklands after attending these sessions, with one carer even changing their child's nursery hours to take part in more museum activities.

*'When I got home and told my husband, we both agreed that we should go and visit the museum again. So I also thought that [Mini Mondays] was a good way to introduce us to that museum. We're definitely going to be visiting outside of baby class hours.' (adult attendee)*

**Aim:** Participants represent a more diverse demographic

- Session participants were more diverse than the average museum visitor at Docklands:
  - 45% of respondents at these sessions identified as belonging to the Global Majority, compared with 24% of museum visitors in most recent surveys.
  - 5% of respondents were in receipt of Universal Credit, compared with 0.6% of Mudlarks family gallery visitors and 2% of Secrets of the Thames exhibition visitors during the same period.
  - 10% of respondents identified as disabled (no comparable museum data available).

## Budget

Cost	Amount (£)
Facilitator cost	8,396
Casual staff	2,250
Resources	1,027
Evaluation	3,500
Consultation	3,000
Contingency Budget	827
<b>Total</b>	<b>19,000</b>

## Impact

The project aimed to introduce more families to the museum and increase awareness of their family-friendly offer, including programming for Early Years audiences, half-term and holiday activities, and year-round provision.

A key goal was to help families feel more confident as museum visitors – encouraging them to return regularly, join monthly free-play sessions, and eventually take part in family programming as their children grow. Several families have already become regular visitors at the museum, attending both monthly free-play sessions and the ‘Tots & the Thames’ festival day.

*‘What I like about it is when we go through the museum with his sister [on a different day], we can talk about things that we did in the session, and it’s engaging for her and I as well as my son.*

*I really like that part, too.’ (adult attendee)*

88% of adult survey respondents stated that they either agreed (32%) or strongly agreed (56%) that ‘The [activity] inspired us to do similar activities at home.’ Carers highlighted this in their feedback:

*‘I loved some of the sensory play activities - with just the random bits and pieces in the sand and mud. Definitely something I could recreate.’ (adult attendee)*

This evidence demonstrates that carers are motivated to extend their child’s learning at home, and that the sessions provided practical, inspiring ideas to support this.

## Disadvantage & Cultural Capital

The project prioritised working with families in Tower Hamlets, Lewisham, and Greenwich.

Among those who completed the demographic survey questions, all lived within a London Borough, with:

- 48% from Tower Hamlets.
- 14% from Newham.
- 10% from Greenwich.
- 10% from Lewisham.

Further demographic data revealed that:

- 45% of families identified as belonging to the Global Majority.
- 10% of families had lived experience of disability.
- 5% of families came from single parent households.
- 5% of families were in receipt of Universal Credit.

The work with Early Year consultant Jo Graham allowed the museum to review their family programming, ensuring it meets the needs of those historically excluded from museum spaces. Practical changes included equipping carers with prompts and questions to help them interact with their children during sessions, boosting their confidence to engage and creating a more inclusive atmosphere.

Feedback from families indicated that their cultural capital had been strengthened through comments from carers:

- who previously found the museum unfriendly to visit but found that the sessions gave them and their children a community to play and participate with.
- returning to visit the museum outside of the sessions to develop their own knowledge and have their own experiences or returning with their children to the museum.
- discovering the museum as a new and engaging environment for them and their children.
- developing their own knowledge and skills by participating in the sessions and learning about activities they can replicate at home.

## Unexpected Outcomes

Several carers born outside the UK reported that the sessions helped them learn more about the UK, London, and British culture, and even develop their own language skills alongside their children.

*'I'm originally from Japan and I have never heard about that terminology but now I learned so both my children can learn something and [they are] getting to know London more.'* (adult focus group attendee)

## Key Media/Quotes

*'My three year old was highly engaged from start to finish. Staff were hands on and supported children in activities when needed yet also allowed independence.'* (adult attendee)

*'[I enjoyed] seeing children engage and interact with things I can't provide at home e.g. skilled musician.'* (adult attendee)

*'An amazing line up of activities particularly focused on babies and lots of free sessions such as Hartbeeps and the water music session that are usually very expensive to book and offered for free at the festival.'* (adult attendee)

*'It was lovely, thank you, do it again please. Regularly.'* (adult attendee)

All surveyed families who attended the 'Tots & the Thames' festival day said they would recommend similar museum events to friends and family. This has been the Learning team's highest net promoter score on record.

# Young City Poets

This project supported writing for enjoyment by offering primary and secondary students the opportunity to take part in visits to cultural/heritage venues, participate in writing workshops with professional poets, and have their work published in an anthology.

**Number of participants reached:** 563

**Participant type:** primary and secondary students

## Outputs

The Young Poets' process of memorable experiences to help bring writing to life includes lively guided discussions, collaborative and individual writing activities led by professional poets and publishing and performing tasks. These empower pupils to engage with writing on their own terms, in a way that also meets national curriculum requirements. All participating schools received:

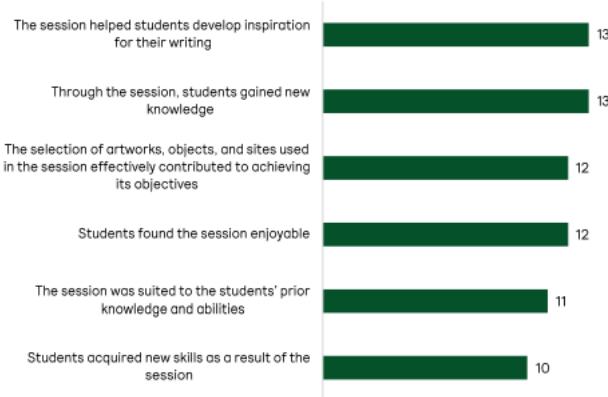
- A teacher briefing in the autumn term focusing on the latest poetry engagement research and using the three-pillar approach to writing to inspire reluctant writers.
- A teacher-facing handbook with lesson plans and accompanying PPT deck.
- A memorable experience in the Spring term for pupils at our partner cultural venues (Keats House, London Metropolitan Archives, St Paul's Cathedral, Tower Bridge, Guildhall Art Gallery).
- A follow-up visit from a professional poet to work with pupils on writing and performing original poetry.
- The opportunity for pupils to perform their poetry in front of a live audience at the Young City Poets Festival, in the summer term at St Paul's Cathedral.
- Certificates for all participating pupils.
- A chance for pupils to be published in an anthology with free copies of publication provided to schools.

## Outcomes

- Inspiring writing through memorable experiences:
  - 3 in 5 (60%) pupils agreed that they would like to visit places like the ones they learned about in the future
  - About 1 in 2 (51%) agreed that the experience made them feel like they now knew more about the city they were living in.
  - Almost half (45%) agreed that the trip inspired them to write something.

*'My confidence grew higher after that trip because I don't speak that much in school'*  
(participating pupil)

**Number of teachers who agreed with specific statements about the memorable experience (n=13)**



- Modelling ‘real’ writing and working with a professional poet.
  - 64% of pupils agreed that working with the poet showed them other ways to approach writing.
  - 58% said that it made writing enjoyable.
  - Just over half of pupils agreed that the poet’s visit inspired them to write their own poetry and experiment more with their writing.
  - All teachers agreed that the poet’s visit encouraged pupils to experiment more with their writing, motivated pupils to create their own poetry, and made writing fun.

*The poet gave me some good inspiration and ideas, especially when he told us a poem, which I think he probably wrote himself. The emotions were very strong and that inspired me to make a very strong and emotional poem draft. It was very fun and when the poet told me that my poem was very good, it made me very happy, inspiring me even more to make a great final poem.’ (participating student)*

- Providing a real audience and purpose for writing.
  - All teachers rated the publishing and events provided as either ‘very good’ or ‘good’.
  - When students who shared their poems on the festival day were asked why they decided to share, 25 students said that they shared in order to inspire others and 19 to have their voice heard

*‘The event made me feel brave.’ (participating student)*

*I really liked the event because I got the chance to come up and express myself through my poem and it’s a once in a lifetime opportunity.’ (participating student)*

*‘I loved people’s different ways of writing and I loved meeting other people!’ (participating student)*

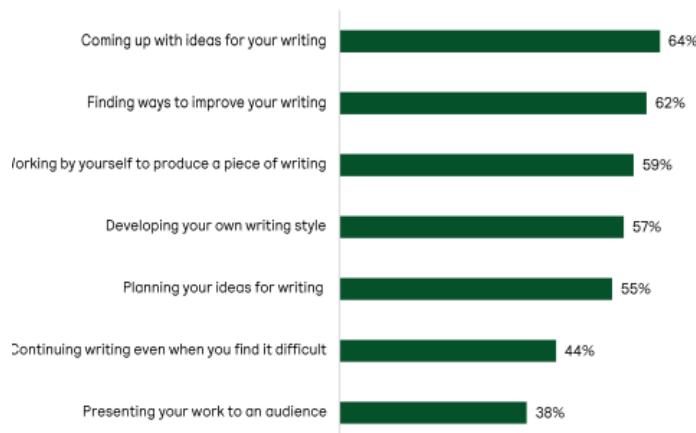
## Budget

Cost	Amount (£)
Project Management	6,000
Project Delivery	9,250
Evaluation	700
Marketing & Comms	1,000
Cost Recovery	3,050
<b>Total</b>	<b>20,000</b>

## Impact

- Benefits for pupils and their writing
  - Since taking part in the programme, 50% of students stated that they enjoy writing poetry, up from 35% before the programme.
  - The programme was also beneficial for pupils' confidence in their writing abilities. Following participation, the percentage of pupils who rated themselves as 'very good' or 'good' writers increased from 54% to 74%.
  - Pupils' perceptions of poetry also changed after taking part in Young City Poets. Considerably more pupils told us that in their opinion, writing poetry was 'fun', 'brilliant', 'exciting' and 'easy'. At the same time, after taking part, fewer pupils described poetry as 'boring', 'rubbish' and 'pointless'.

### Percentage of pupils who agreed that Young City Poets helped them with the development of specific writing skills:



- Benefits for teachers and schools
  - All but one teacher agreed that taking part increased their knowledge and confidence for delivering writing for pleasure activities in their school.

- All but one teacher agreed that they intended to use memorable experiences to teach literacy in the future (only 6 had done so previously).

## Disadvantage & Cultural Capital

Demographic breakdown of participating schools:

School	Number of Classes	Free School Meals (%)
Redriff Primary School	1	21.8
Essendine Primary School	2	50.7
St Edward's Catholic Primary School	1	52.8
Jubilee Primary School	1	25.2
Holmleigh Primary School	1	33.2
West Acton Primary School	3	30.8
Torriano Primary School	2	41.1
Coombe Wood School	1	23.8
The Totteridge Academy	1	25.8
Royal Greenwich Trust School	1	43.2
Harris Academy Bermondsey	1	48.6
Friern Barnet School	1	36.7
Newman Catholic College	1	30.3
Pimlico Academy	1	50.1
Arts and Media School Islington	1	55.7
Springhallow School	1	55.7

## Unexpected Outcomes

Benefits to the professional poets:

- All professional poets who supported the delivery of Young City Poets rated their experience of working with the National Literacy Trust on the programme as either 'very good' or 'good'.
- All but one poet agreed that their knowledge of how to support children and young people to write for pleasure has increased and that their skills in delivering writing for pleasure workshops in schools have improved.

## Key Media/Quotes

*'It is incredibly well run and a highlight of Year 6 for the children.'* (participating teacher)

*'The school has really benefited from the project. The creative writing element has really made them step outside of their comfort zone and think imaginatively.'* (participating teacher)

*'[I will incorporate the knowledge] that poetry is freedom and a topic of area can be given, and from this, it [can be] a stepping stone for pupils to write creatively. [I will] start with what pupils know and work from there.'* (participating teacher)

*'I learned lots of skills, which I want to use to write lots of poems and make me happy because the professional poet inspired me!' (participating student)*

*'Taking part in Young City Poets was overall an honour, as I never had this much fun writing in a while. It helped me to think and create more deep and convoluted pieces of writing.'*  
*(participating student)*



## City of London Corporation Committee Report

<b>Committee(s):</b> Education Board	<b>Dated:</b> 22/01/2026
<b>Subject:</b>  Revenue Budgets 2026/27	<b>Public</b>  For Decision
<b>Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?</b>	3,7,8
<b>Does this proposal require extra revenue and/or capital spending?</b>	No
<b>Report of:</b> The Chamberlain and the Executive Director of Community and Children's Services	
<b>Report author:</b> Beatrix Jako, Chamberlain's Department	

### Summary

This report is the annual submission of the revenue budgets overseen by your Committee. It seeks approval to the provisional revenue budget for 2026/27 for subsequent submission to the Finance Committee. The proposed budget for 2026/27 has been prepared within the resource envelope allocated to each Director by Resource Allocation Sub Committee.

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

<b>Table 1 Summary</b>	<b>Original Budget 2025/26</b>  £'000	<b>Approved Budget 2025/26</b>  £'000	<b>Original Budget 2026/27</b>  £'000	<b>Movement Original 2025/26 to Original Budget 2026/27</b>  £'000
Local Risk	880	885	911	31
Central Risk	2,226	2,326	2,226	-
Support Services	55	55	54	(1)
<b>Total Net Expenditure</b>	<b>3,161</b>	<b>3,266</b>	<b>3,191</b>	<b>30</b>

Overall, the 2026/27 provisional revenue budget totals £3.191m, an increase of £30,000 when compared with the Original Budget for 2025/26. The main reasons for this increase are:

- 3% inflation uplift applied to the 2026/27 local risk budgets, amounting to £26,000;
- £5,000 adjustment relating to the July 2024 pay award and the increase in National Insurance contributions;
- Minor decrease of £1,000 in the 2026/27 support services budget.

## **Recommendations**

Members are asked to:

- Review the provisional 2026/27 revenue budget to ensure that it reflects the Committee's objectives and, if so, approve the budget for submission to the Finance Committee;
- Authorise the Chamberlain to revise these budgets to allow for further implications arising from the agreement by this Committee of specific allocations of funding to individual Academies after finalisation of the schools funding model;
- Agree that minor amendments for 2025/26 and 2026/27 budgets arising during budget setting be delegated to the Chamberlain.

## **Main Report**

### **Introduction**

1. The Education Board is responsible for reviewing the strategy and making recommendations to Committees and the Court as appropriate on the delivery of the City Corporation's vision and strategic objectives in this area. The Board will also have responsibility for distributing funds allocated to it for educational purposes. In addition, it will be responsible for the City Corporation's role as an academy sponsor.
2. This report sets out the proposed revenue budgets for 2026/27. The revenue budget management arrangements are to:
  - Provide a clear distinction between local risk and central risk.
  - Place responsibility for budgetary control on departmental Chief Officers
  - Apply a cash limit policy to Chief Officers' budgets
3. The budget has been analysed by service expenditure and compared with the approved budget for the current year.
4. The report also compares the current year's budget with the forecast outturn.

## Strategic Objectives

5. The Education Board has oversight over the delivery of the City Corporation Education Strategy. This work is driven by our vision for education: "supporting others to provide outstanding education, lifelong learning and skills" (Corporate Strategy) and "we believe all learners - especially those facing the most challenge - are entitled to an education which helps them to achieve their best academically and helps them develop and flourish as people. We define this as the development of academic excellence, cultural knowledge, work-readiness and a lifelong love of learning" (Education Strategy 2024-2029 vision).

## Proposed Revenue Budget for 2026/27

6. The proposed Revenue Budget for 2026/27 is shown in Table 2 analysed between:

- **Local Risk** budgets – these are budgets deemed to be largely within the Chief Officer's control.
- **Central Risk** budgets – these are budgets comprising specific items where a Chief Officer manages the underlying service, but where the eventual financial outturn can be strongly influenced by external factors outside of his/her control or are budget/s of a corporate nature (e.g., interest on balances and rent incomes from investment properties).
- **Support Services** – these cover budgets for services provided by one activity to another. The control of these costs is exercised at the point where the expenditure or income first arises as local or central risk.

7. The provisional 2026/27 budgets, under the control of the Director of Community & Children's Services being presented to your Committee, have been prepared in accordance with guidelines agreed by the Policy and Resources and Finance Committees.

TABLE 2  
EDUCATION BOARD SUMMARY – CITY'S ESTATE

Analysis of Service Expenditure	Local or Central Risk	Original Budget 2025-26 £'000	Original Budget 2026-27 £'000	Movement 2025-26 to 2026-27 £'000	Para Ref
<b>EXPENDITURE</b>					
Employees	L	457	490	33	
Premises Related Expenses	L	-	-	-	
Supplies and Services	L	423	421	(2)	
City Premium Grants	C	1,458	1,458	-	
Partnership Project Grants	C	384	384	-	
Strategic Project Grants	C	384	384		
<b>INCOME</b>					
Customer, Client Receipts	L	-	-	-	
<b>SUPPORT SERVICES</b>					
Central Support Services		55	54	(1)	
<b>TOTAL NET EXPENDITURE</b>		<b>3,161</b>	<b>3,191</b>	<b>30</b>	

- Employment costs have increased as the result of the pay award.

### **Revenue Budget 2025-26**

- The forecast outturn for the current year is on budget when compared with the Approved Budget of £3.266m. **Appendix 1** shows the movement between the Original Budget 2025/26 and the Original Budget 2026/27.

### **Draft Capital and Supplementary Revenue Budgets**

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

Project	Exp. Pre 01/04/25 £'000	2025/26 £'000	2026/27 £'000	2027/28 £'000	Later Years £'000	Total £'000
<b>Authority to start work</b>						
City of London Academy Islington New Build	23,223	-	-	-	-	(23,223)
<b>TOTAL EDUCATION BOARD</b>	<b>23,223</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>(23,223)</b>

- This project has created an asset owned by the City of London Academy Islington.
- The latest Capital and Supplementary Revenue Project forecast expenditure on approved schemes will be presented to the Court of Common Council for formal approval in March 2026.

## Appendices

- Appendix 1 – Movement between 2025/26 Original Budget and 2026/27 Original Budget

**Mark Jarvis**

Chamberlain's Department

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Chamberlain's Department

E: [Beatrix.Jako@cityoflondon.gov.uk](mailto:Beatrix.Jako@cityoflondon.gov.uk)**Appendix 1: Movement between 2025/26 Original Book Budget and 2026/27 Original Budget**

	£'000
<b>Original Budget 2025/26</b>	3,161
• 3% inflation uplift to Local Risk budget	26
• July 2024 pay award & National Insurance adjustment	5
• Support services budget adjustment	(1)
<b>Original Budget 2026/27</b>	<b>3,191</b>

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# Agenda Item 12

## City of London Corporation Committee Report

<b>Committee(s):</b> Education Board	<b>Dated:</b> 22/01/2026
<b>Subject:</b> Education Board Budget Monitoring Report – 2025/26 Period 9	<b>Public report:</b> For Information
<b>This proposal:</b> <ul style="list-style-type: none"><li>• delivers Corporate Plan 2024-29 outcomes</li><li>• provides business enabling functions</li></ul>	Diverse Engaged Communities  Vibrant Thriving Destination  Providing Excellent Services
<b>Does this proposal require extra revenue and/or capital spending?</b>	No
<b>If so, how much?</b>	N/A
<b>What is the source of Funding?</b>	N/A
<b>Has this Funding Source been agreed with the Chamberlain's Department?</b>	N/A
<b>Report of:</b>	Judith Finlay CBE Executive Director of Community and Children's Services
<b>Report author:</b>	Beatrix Jako – Finance Business Partner

## Summary

This report provides Members with an update on the Period 9 (P9) position for 2025/26, outlining current expenditure and financial activity across the Education Board's strategic areas. It highlights spend to date, committed allocations, and the forecast outturn for both Local Risk and Central Risk budgets, with a breakdown of key grant funding, partnership contributions, and strategic initiatives supported during the year.

## Recommendation(s)

Members are asked to:

- Note the report.

## Main Report

### Background

1. The Education Board is responsible for reviewing the Education Strategy 2024-29 and making recommendations to Committees and the Court as appropriate on the delivery of the City Corporation's vision and strategic objectives in this area. The Board also has responsibility for distributing funds allocated to it for educational purposes.

### Current Position

2. Members will see an overview of the current position for Period 9 of the 2025/26 financial year in **Appendix One**. Expenditure to date is broadly in line with planned allocations, with spend reflecting the Education Board's agreed priorities. Key headlines include:
  - **Local Risk budget:** £885k, with actuals and commitments of £654k to date, on track to deliver against full year allocations.
  - **Central Risk budget:** £2.326m, of which £2.153m has already been committed, primarily through grants to academies and partner organisations.
  - **Grants allocation:** £1.456m directed to academies (supporting disadvantaged pupils), alongside £367k for partnerships and £327k for strategic activities, totalling £2.150m.
  - Forecasts indicate a balanced outturn position across both Local and Central Risk areas by year end.

### Key Data

3. Embedded in the report and available in Appendix One of this report.

### Corporate & Strategic Implications

**Strategic implications** – The budget position supports delivery of the Education Strategy 2024–29 and ensures that resources remain aligned with the City Corporation's Corporate Plan ambitions around learning, skills, and community impact. Monitoring spend against planned allocations helps Members ensure funding continues to support the Board's agreed priorities, including disadvantaged pupils and cultural learning.

**Financial implications** – The Period 9 position shows spend broadly in line with budget. A balanced outturn is forecast for year end across both Local and Central Risk areas. No overspends are anticipated, though a small number of allocations remain to be drawn down in quarter 4.

**Resource implications** – The Education Strategy Unit continues to manage these budgets within existing officer capacity. Delivery of funded activities is supported by

schools, academies, and partner organisations, with no additional resource implications.

**Legal implications** – All grant allocations and expenditure have been made in line with the City Corporation's financial regulations and governance requirements.

**Risk implications** – The key risks are financial slippage or underspend if certain allocations are not taken up in full. These risks are being managed through regular monitoring and ongoing engagement with grant recipients and between officers at the City Corporation.

**Equalities implications** – A significant proportion of funding is directed towards academies and initiatives that support disadvantaged pupils, advancing equality of access and outcomes across the City Family of Schools.

**Climate implications** – Minimal direct implications. Where funding supports events or partnership activities, sustainable delivery methods (e.g. hybrid meetings, reduced travel) will be encouraged.

**Security implications** – None identified beyond standard data protection and financial controls.

## Conclusion

4. The Education Board's Period 9 budget position for 2025/26 demonstrates that expenditure is on track and aligned with planned allocations across both Local Risk and Central Risk areas. Spend to date reflects the Board's continued commitment to its strategic priorities, including support for academies, disadvantaged pupils, partnerships, and wider cultural and creative learning activities. The outturn forecast indicates a balanced position, with no significant variances anticipated at year end

## Appendices

- Appendix One: Education Board Budget Monitoring Report – 2025/26 Period 9

## Beatrix Jako

Finance Business Partner

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**Appendix One:** Education Board Budget Monitoring Report – 2025/26 Period 9

<b>Key Data</b> <b>2025/26 Budget - Period 9</b> <b>Local Risk</b> <b>£</b>		<b>Actuals and Commitments</b> <b>2025/26</b>	<b>Current Balance</b>	<b>Outturn</b> <b>2025/26</b>
455,000	SALARIES	342,480	112,520	455,000
14,000	CENTRAL EDUCATION UNIT	14,000	0	14,000
47,000	EDUCATION EXCELLANCE ACTIVITY	25,294	21,706	47,000
65,000	EMPLOYABILITY ACTIVITY	32,978	32,022	65,000
230,000	CULTURAL & CREATIVE LEARNING FUND	205,862	24,138	230,000
18,000	S,H &W ACTIVITY	7,458	10,542	18,000
38,000	PERSONAL DEVEOLPMENT ACTIVITY	16,458	21,542	38,000
18,000	CULTURAL & CREATIVE LEARNING ACTIVITY	9,533	8,467	18,000
885,000		654,063	230,937	885,000
<b>Central Risk</b> <b>£</b>				
100,000	LB039 PERSONAL DEV ACT	2,366	97,634	100,000
768,000	PARTNERSHIP AND STRATEGIC FEES AND SERVICES	694,002	73,998	768,000
1,458,000	GRANTS TO ACADEMIES/OTHER ORGANISATIONS	1,456,270	1,730	1,458,000
2,326,000	0	2,152,638	173,362	2,326,000
3,211,000		2,806,701	404,299	3,211,000
<b>LIST OF GRANTS ALLOCATED TO ACADEMIES/OTHER ORGANISATIONS TO DATE</b>	<b>ACADEMIES (Disadvantaged Pupils)</b>	<b>PARTNERSHIP</b>	<b>RESPONSIVE</b>	<b>TOTAL</b>
	<b>£</b>	<b>£</b>	<b>£</b>	<b>£</b>
Christ Hospital School	-	-	-	-
City of London Academy Southwark	273,351	171,460	120,000	564,811
City of London Academy Highbury Grove	217,652	-	133,556	351,208
City of London Academy Highgate Hill	138,290	49,500	-	187,790
City of London Academy Islington	200,542	-	-	200,542
City of London Academy Shoreditch Park	167,500	18,000		185,500
City of London Primary Academy Islington	27,217	-	-	27,217
Galleywall Primary School	57,797	7,500	-	65,297
Newham Collegiate Sixth Form	52,337	14,000	12,000	78,337
Redriff Educational Trust	41,415	17,350	21,950	80,715
The City Academy Hackney	200,178	22,000	-	222,178
CoLAT (Partnership Co-Ordinator)	-	-	-	-
The Aldgate School	-	-	-	-
City of London School	-	12,250	9,000	21,250
City of London School for Girls	-	15,656	12,580	28,236
City of London Freemans School	-	18,000	-	18,000

<b>King Edwards School, Witley</b>	<b>-</b>	<b>-</b>	<b>6,000</b>	<b>6,000</b>
<b>City of London Academies Trust London Nautical</b>	<b>71,341</b>	<b>10,000</b>		<b>81,341</b>
<b>Impact Ed Ltd</b>	<b>8,650</b>	<b>11,600</b>	<b>11,600</b>	<b>31,850</b>
<b>TOTAL ALLOCATION TO DATE</b>	<b>1,456,270</b>	<b>367,316</b>	<b>326,686</b>	<b>2,150,272</b>

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## City of London Corporation Committee Report

<b>Committee(s):</b> Education Board	<b>Dated:</b> 22/01/2026
<b>Subject:</b> Education Strategy 2024-29 - Year 1 Update	<b>Public report:</b> For Information
<b>This proposal:</b> <ul style="list-style-type: none"> <li>• <b>Delivers Corporate Plan 2024-29 outcomes</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Diverse Engaged Communities</b></li> <li>• <b>Providing Excellent Services</b></li> <li>• <b>Leading Sustainable Environment</b></li> </ul>
<b>Does this proposal require extra revenue and/or capital spending?</b>	No
<b>If so, how much?</b>	N/A
<b>What is the source of Funding?</b>	City's Estate
<b>Has this Funding Source been agreed with the Chamberlain's Department?</b>	Yes
<b>Report of:</b>	Strategic Director of Education & Skills - Dr Deborah Bell
<b>Report author:</b>	Torri Stewart, Lead Officer, Strategy & Impact

## Summary

This report provides Members with an overview of Year 1 delivery of the Education Strategy 2024–29. It:

- Summarises activity across five priority areas, including 38 ESU-led initiatives and 130 funded projects engaging over 56,000 participants
- Highlights key outcomes such as strengthened collaboration, enriched cultural access, improved employability pathways, and enhanced educational experiences
- Notes early learnings and areas for improvement, including longer-term impact evaluation, progression routes, and further widening reach for learners facing the most challenge

## **Recommendation(s)**

Members are asked to:

- Note the findings shared in this report.

## **Main Report**

### **Background**

1. The Education Board has oversight of the City of London Corporation's Education Strategy 2024-29. The strategy sets out how the City Corporation will extend and enrich education for City-linked learners by using its assets, partnerships and convening power to provide 'additionality' that will help learners flourish in a rapidly changing world. The strategy is underpinned by a commitment to increasing social mobility for learners facing disadvantage.
2. Delivery is structured around five priority areas:
  - Reinforcing Safety, Health and Wellbeing
  - Promoting Personal Development
  - Embracing Culture, Creativity and the Arts
  - Improving Employability
  - Supporting Educational Excellence
3. Within each priority area sit a number of strategic actions supported by a range of small and large projects, events, tools and funding mechanisms – many of which contribute to more than one priority area. This mix of components and accompanying strategy structure was informed by extensive stakeholder and Member input and approved by Members of the Education Board.
4. As the first year of a new strategy, delivery has balanced continuing established programmes with piloting new activity, alongside the introduction of baseline measures and performance capture processes which will be iterated annually.

### **Current Position**

5. The ESU delivered 38 initiatives, events and tools, in the first year of the strategy, engaging 10,000+ learners and 300+ education sector professionals. In parallel, the ESU managed the funding and evaluation of a further 130 projects funded via the City Premium Grant, School Visits Fund and Cultural & Creative Learning funding, utilising £2,410,000 and engaging 46,000+ participants, predominantly from schools in disadvantaged areas.

6. Across the five priority areas, participant feedback tells us activity has helped educators and learners build advocacy for healthier choices and outdoor learning, build personal confidence and Fusion Skills, engage more deeply with culture, creativity and the arts, improve their understanding of the workplace and career pathways, and benefit from educational enhancement through events, grant-funded projects and strengthened collaboration across the City Family of Schools. Some headlines from across the priority areas include:
7. Supporting Educational Excellence - Activity in this area combined grant management, events delivery, collaboration across the Family of Schools, and sector-facing research and engagement. The City Premium Grant funded 118 improvement-focused projects with 86% reporting positive outcomes and 78% of schools applying learnings from previous projects. A suite of Guildhall-based learner events (including the London Careers Festival, City Maths Challenge, City Maths Tournament and City Schools Concert) reached 10,655 learners. These events all continued to prove highly popular and were well-received with 90% of learners reporting the events were beneficial and 91% of educators reporting the opportunities had enhanced learners' education experiences.
8. The ESU also engaged 183 external education-focused professionals through conferences and network events and oversaw two research projects spanning SEND provision and music education. These research projects sparked interest across the education sector, central government and parts of the wider academic community. Across this strand, 82% of respondents reported their involvement motivated them to embrace and help drive innovation in education.
9. In addition, the ESU's convening and communications activity supported collaboration across the City Family of Schools, including 12 City Schools Forums (164 attendances) and a weekly newsletter sharing 199 opportunities and insights with 171 educators and education-focused professionals, with consistently positive feedback reported.
10. Reinforcing Safety, Health and Wellbeing - Activity focused on creating and signposting opportunities that strengthen advocacy around healthy living and environmental and outdoor learning. The new City Schools Health Challenge engaged 187 learners from five schools in a co-designed, and well received non-competitive format. Respondent feedback told us 74% enjoyed the experience with 62% reporting an increased motivation to stay fit in the longer term.
11. Also throughout the year, the ESU's consistent Environmental & Outdoor Learning (EOL) communications and its online 'EOL InfoHub' signposted or connected educators with 98 partners, opportunities and resources. The ESU also supported educators from the Family of Schools and officers from the Natural Environment department in establishing the Natural Environment Youth Board.
12. Embracing Culture, Creativity and the Arts - The year continued to broaden access to high-quality cultural and creative enrichment. Approximately 1,000 learners from disadvantaged backgrounds accessed bespoke experiences delivered by cultural and creative learning partners, with increased interest in arts

and culture reported. Alongside this, around 1,500 learners from schools with high pupil premium levels accessed creative and cultural experiences via the School Visits Fund.

13. An Equity, Equality, Diversity and Inclusion (EEDI) focused CPD offer for cultural partners to strengthen inclusive delivery was well-received, with 100% of participants reporting confidence gains in better supporting learners facing additional challenges.
14. Promoting Personal Development - Delivery centred on establishing vehicles that will help build social capital and Fusion Skills, and amplify learner voice. The ESU launched Step Up Mentoring, a new 3-year London-wide programme for care-experienced young Londoners, funded through the Town Clerk's Transformation Fund, intended to connect them with the Square Mile and build life skills, networks and prospects.
15. A creative personal development programme pilot demonstrated short term skills gains, and a new small-scale learner engagement initiative began to strengthen co-production of future strategy activity. For the latter activity, 75% of participants reported increased motivation in voicing opinions on the design of their education experience and increased motivation to invest in their personal development.
16. Improving Employability - Activity placed an emphasis on exposure, connections and clarity of pathways. The ESU established or strengthened relationships with 82 Square Mile employers and introduced 19 additional organisations from a range of employment sub-sectors to *London Bridge the Gap*.
17. New insight events on apprenticeships and entrepreneurship were well received: 100% of apprenticeship event respondents reported improved understanding and confidence around apprenticeships, and 71% of Future Entrepreneurs respondents reported increased confidence to pursue entrepreneurial aspirations.
18. Additionally, *FindFusion*, (the City Corporation's bespoke platform designed to signpost learners and educators to skills development opportunities), was completely redesigned and soft-launched for testing.
19. As expected for year one of a new strategy, several opportunities for improvement have been identified alongside positive early outcomes. These include:
  - Finding opportunities to strengthen longer-term impact evaluation to enable longitudinal tracking
  - Building in more follow-up and progression routes to support sustained progress rather than one-off experiences (including improved signposting and repeat touch-points)
  - Continuing to widen reach for learners facing the greatest barriers

- Scaling what has worked and protecting quality as volumes increase

## **Options**

20. N/A

## **Proposals**

21. N/A

## **Corporate & Strategic Implications -**

Strategic implications

22. 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

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

Resource implications

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

Legal implications

25. None

Risk implications

26. None

Equalities implications

27. The proposal within this report complies with the City Corporation's Public Sector Equality Duty 2010. It is built on the new Education Strategy's commitment to improve educational EEDI and will work to improve education experiences for all - especially those without equal access.

Climate implications

28. None

Security implications

29. None

## **Conclusion**

30. The first year of Education Strategy 2024-2029 delivery has established a stable foundation for ongoing programme delivery and reporting, while maintaining a balance between established activity and piloting new interventions. Year one delivery demonstrates strong reach across learners, employers and sector professionals, with particularly strong engagement through funded projects, major events, and the ESU's convening role across the City Family of Schools.
31. The coming year will focus on building on what has worked, strengthening follow-on pathways and longer-term evaluation, and continuing to target opportunity towards learners facing the greatest barriers - ensuring the City's "additionality" offer continues to mature in both scale and impact for those who stand to benefit most.

## **Appendices**

Appendix 1: Education Strategy - Year 1 Update

**Torri Stewart**

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# Education Strategy Year 1 Annual Report

# Introduction

This annual report summarises the first year of delivery against the City of London Corporation's Education Strategy 2024-2029. The strategy sets out how the City Corporation will work to extend and enrich education for City-linked learners, using the City's assets, partnerships, networks and convening power to provide 'additionality' that will help learners flourish in a rapidly changing world. It is underpinned by a commitment to increasing social mobility for learners facing disadvantage.

Delivery is structured around five priority areas:

- **Supporting Educational Excellence**
- **Reinforcing Safety, Health and Wellbeing**
- **Embracing Culture, Creativity and the Arts**
- **Promoting Personal Development**
- **Improving Employability**

Within each priority area sit a number of strategic actions, supported through a mix of projects, events, tools and funding mechanisms - many of which naturally contribute to more than one priority area. The design of these activity strands was informed by input from key stakeholders before being approved by Members of the City Corporation's Education Board.

As a new strategy this first year has balanced established delivery with the careful piloting of new activity, ranging from very small, targeted projects through to large-scale programmes and events. Activity design has been informed by ongoing engagement with school leaders, teachers, learners, employers and academics.

As anticipated in the strategy, baseline measures and performance capture processes are being introduced and will be iterated annually. This first year has focused on establishing a stable foundation for activity and reporting, recognising the contribution of City-led initiatives overseen by the Education Strategy Unit (ESU), whilst also referencing school-led activity supported through the City Premium Grant (CPG).

# Executive Summary

The Education Strategy Unit (ESU) delivered a broad first-year programme against the City of London Corporation's Education Strategy 2024-2029. In total, the ESU delivered **38 initiatives, events and tools**, engaging over **10,000 learners** and over **300 education sector professionals**. In parallel, the ESU managed the funding and evaluation **of a further 130 projects** through the City Premium Grant, School Visits Fund and Cultural & Creative Learning funding, utilising £2.41m and engaging over **46,000 participants** - predominantly from schools in disadvantaged areas.

**Participant feedback tells us activity across priority areas has helped educators and learners build advocacy for healthier choices and outdoor learning, build personal confidence and Fusion Skills, engage more deeply with culture, creativity and the arts, improve their understanding of the workplace and career pathways, and benefit from educational enhancement through events, grant-funded projects and strengthened collaboration across the City Family of Schools. Teachers have shared their appreciation for the wide range of opportunities provided throughout the year, telling us they are highly valued and that their learners gain a great deal from taking part.**

**Supporting Educational Excellence** combined grant management, events delivery, inter-school collaboration, and sector-facing research and stakeholder engagement. The City Premium Grant funded 118 improvement-focused projects with 86% reporting positive outcomes and 78% of schools applying learnings from previous projects. Guildhall-based events (including the London Careers Festival, City Maths Challenge, City Chess Tournament and the City Schools Concert) reached 10,655 learners with 90% of learners and 91% of educators reporting these opportunities were beneficial and enhanced learning experiences. Alongside this, professional dialogue was cultivated through forums and 183 external education-focused professionals were engaged through conferences and network events. The ESU also oversaw two research projects, which sparked external interest across the education sector, central government and parts of the wider academic community.

Activity under **Reinforcing Safety, Health and Wellbeing** focused on identifying and creating opportunities to improve advocacy around healthy living and environmental and outdoor learning. The new City Schools Health Challenge brought together 187 learners from five schools in an unconventional non-competitive format. 74% of participants said they enjoyed the experience, with 62% reporting increased motivation to stay fit. 67% of teacher attendees reported they felt the event had helped to encourage a positive long-term attitude to health and wellbeing. Throughout the year our 'EOL InfoHub' and sustained communications signposted or connected educators with 98 environmental and outdoor learning partners,

opportunities and resources.

**Embracing Culture, Creativity and the Arts** activity continued to broaden access to high-quality creative and cultural enrichment. Approximately 1,000 learners from disadvantaged backgrounds accessed bespoke experiences delivered by cultural and creative learning partners, with strong enjoyment and an increased interest in arts and culture reported. Alongside this around 1,500 learners accessed creative and cultural experiences via the School Visits Fund, and an EDI-focused CPD offer for cultural partners designed to strengthen inclusive delivery achieved 100% reported confidence gains, strengthening inclusion for learners with SEND and those facing disadvantage.

**Promoting Personal Development** centred on building social capital, amplifying learner voice and developing Fusion Skills. The ESU launched 'Step Up Mentoring', a brand new 3 year, London-wide programme for care-experienced young Londoners, funded through the Town Clerk's Transformation Fund and intended to help build life skills, networks and prospects. Alongside this, a new learner engagement initiative strengthened co-production, and saw 75% of participants report increased confidence voicing their opinions on the design of their education experience as well as increased motivation to invest in their personal development. Additionally a creative personal development pilot demonstrated strong short-term skills gains, but also highlighted a need to redesign the offer to better encourage sustained behaviour change.

**Improving Employability** placed an emphasis on exposure, connections and clarity of pathways. The ESU established or strengthened relationships with 82 Square Mile employers and introduced 19 additional organisations from a range of employment sub-sectors to *London Bridge the Gap*. New insight events on apprenticeships and entrepreneurship were well received. 100% of apprenticeships event respondents reported improved understanding and confidence around the nature of and routes to apprenticeships, and 71% of Future Entrepreneurs respondents reported increased confidence to pursue their entrepreneurial aspirations. Additionally, FindFusion, (the City Corporation's bespoke platform designed to signpost learners and educators to skills development opportunities), was completely redesigned and soft-launched for testing.

Our work in the first year of the new strategy aligned closely with the Government's recent Curriculum and Assessment Review, which calls for a broader, more balanced education that equips young people with the knowledge and capabilities they need for work and life, alongside strong inclusion and engagement. In year two, we will build on the foundations established this year by strengthening connections between activity streams, improving longer-term impact evaluation, and scaling the partnerships and activity strands that are delivering the strongest outcomes for learners - particularly those facing disadvantage. **A more detailed description of activity within each priority area now follows.**

# Supporting Educational Excellence



The City of London Corporation defines educational excellence as the combination of academic attainment, achievement, and personal growth. While high attainment remains essential, we also value broader achievement and personal growth as a way to recognise and motivate all learners.

Teaching excellence is also central to this vision, supporting more diverse learning needs and inspiring curiosity and creativity. Through initiatives like the City Premium Grant, we will continue to invest in innovative teaching, pastoral support, and expanded opportunities for both learners and educators. Areas of activity in this area are summarized below.

# Stimulating Connections and Interaction Between the Family of Schools

## Strategic Action:

Strengthen existing synergies and collaboration by revitalising the concept of the City Family of Schools, reviving the sense of benefit for member schools, reintroducing a shared ethos, and encouraging more sharing of skills, knowledge and resources.

Started

Active/Completed

Delayed

Cancelled

## Our response

The ESU has worked to support synergies between schools through delivery of termly forums that convene headteachers, creative leads, partnerships leads and skills leads as distinct groups. Agendas for forums cover a selection of items relevant to the interests of the group and the sessions create an opportunity for rich dialogue between leads, along with the sharing of knowledge, practise and resources. To complement these dialogues, a comms document has been developed and shared with teachers to clearly illustrate the considerable value of being a member of the City Family of Schools, and in turn, encourage richer innovation and collaboration. A focus in the year ahead will be to increase attendee numbers across forums.

### Immediate measured impacts

**100%** of teachers reporting they see value in being a member of the Family of Schools

**53%** of teachers reporting our work helps them maintain active dialogues with other City schools

**164** forum attendees throughout the year

### Intended long-term impacts

- School-to-school learning accelerates improvement and innovation, strengthening outcomes and enabling schools to respond more effectively to emerging needs
- Learners across the Family of Schools benefit from improved use of the collective skills, knowledge and resources of the group

# City Premium Grant Management

## Strategic Action:

Continue to improve education experiences, learning outcomes and future pathways for learners across the Family of Schools - especially those who do not have equal access and those with SEND - by improving how effectively the City Premium Grant is deployed, and ensuring schools align funded activity with our strategic priorities.

Started

Active/Completed

Delayed

Cancelled

## Our response

The ESU managed all aspects of City Premium Grant applications and awarding, whilst working with CoLAT and ImpactEd to further improve aspects of the application, data collection and evaluation processes. 100% of schools are now using ImpactEd to submit project applications and data collection has improved again, with more data submitted at this point in the cycle than in previous years. The vast majority of projects reported positive outcomes. Further, specific mechanisms will be introduced to support and encourage data collection where final gaps remain. With the foundations of the new system established, schools report that they are starting to use learnings from previous years to iteratively improve the projects they design. A standalone report has been produced to provide further detail for this area of activity.

### Immediate measured impacts

**118** improvement-focused projects, tools or initiatives funded by the City of London Corporation

**89%** of projects reporting positive outcomes on ImpactEd

**78%** of schools utilising learnings from previous CPG funded projects

### Intended long-term impacts

- Learners in the Family of Schools have an education experience which is uniquely enhanced by the City Corporation and has a positive impact on their life outcomes
- Learners facing disadvantage and those with SEND experience more equitable access to high-quality support, contributing to reduced attainment and opportunity gaps over time

# Research & Innovation

## Strategic Action:

Through research and collaboration we will connect City-linked educators with leading-edge thinking, practices and opportunities that support innovation in education - with a particular focus on supporting learners who do not have equal access and those with SEND.

Started

Active/Completed

Delayed

Cancelled

## Our response

Academics, educators, Livery Companies, employers and parents were engaged across a range of different initiatives which included the City Schools Conference, unique research in SEND provision and music education, ongoing support for the Liveries Education Network, and a well-received Q&A session with Sir Martyn Oliver on the new Ofsted inspection framework.

As well as sparking external interest across the education sector, central government and the wider academic community, these initiatives helped create new insights via research and knowledge sharing, as well as encourage positive change through collaboration and innovation. Insights, information and opportunities derived from these areas as well as from weekly desk research was distributed to nearly 200 educators via the ESU's weekly City School's Newsletter. The vast majority of event attendees and newsletter recipients reported a stronger inclination to embrace and drive innovation in education.

### Immediate measured impacts

**95%** of attendees and partners reported event experiences had been beneficial to them

**91%** of participants reported they feel more inclined to embrace and help drive innovation in education

**199** insights and opportunities shared via City Schools Newsletter

### Intended long-term impacts

- City-linked learners benefit from future-facing education experiences that have innovation at their heart
- City-linked education partners use research insights to strengthen practice and policy decisions, improving the quality of education experiences over time

# Events at the Guildhall



## Strategic Action:

Offer learners unique, enriching off-site experiences by leveraging our access to the City Corporation's physical assets and venues, such as the Guildhall, our open spaces, our markets and cultural institutions.

## Our response

Throughout the year the ESU invited thousands of learners from across all of London into unique City Corporation spaces through a range of events spanning a mix of areas of interest.

The well-established City Maths Challenge, and City Chess Tournament continued to be highly popular events. Great pride was clearly felt by participants, passionate about their interest, receiving awards for their achievements in this historic space.

Similarly, the City Schools Concert gave budding musicians a potentially once-in-a-lifetime opportunity to perform their own compositions in the Guildhall's historic Great Hall. Almost 100 learners participated in the concert, and with the guidance of world-renowned music educators from the Guildhall School of Music and Drama, performed their own material to a full audience of parents and teachers. Participants overwhelmingly reported that the experience had been beneficial to them.

The City Schools Alumni event was postponed for the year in response to low sign ups to the event registration. To address the lack of traction, the ESU consulted its engaged panel of learners and using their input is redesigning the approach to this activity.

Also in this area was the London Careers Festival which continued to go from strength to strength. The event continues to be respected among careers initiatives with many schools booking year after year, and high demand for all sessions - especially those offered for young people with additional needs. This year between the online and in-person components of the festival, over 10,000 learners attended and had the opportunity to engage with 167 employers or careers organisations. The vast majority of learners reported that the experience had been beneficial to them.

### Immediate measured impacts

**86%** of attendees and partners reporting event experiences have been beneficial to them

**71%** of educators told us that education experiences for their learners had been enhanced by the additional opportunities and initiatives being provided by the City of London Corporation

**10,655** event attendees throughout the year

### Participant feedback

***"It has given me a more deeper understanding of music"*** - Learner, City Schools Concert

***"It has boosted my confidence in a way I had never expected"*** - Competitor, City Chess Tournament

***"The SEND workshop really opened our eyes to possibilities we hadn't thought of and really raised our aspirations"*** - Teacher, London Careers Festival

### Intended Long-Term Impacts

- Learners across the Family of Schools build personal connections with the places and spaces the City has to offer, feel a sense of belonging and benefit from participation
- Schools increase participation in high-quality enrichment experiences because City assets are leveraged effectively, strengthening the shared offer across the Family of Schools and beyond

# City Premium Grant Activity

Alongside the above, a further 51 school-led projects were run via funding from the City Premium Grant. These included activity such as:

## Teacher Directed Intervention

Weekly one-hour teacher-led sessions for Years 7-11 offering targeted help, homework support and stretch across subjects, closing gaps for Pupil Premium pupils while boosting confidence and attainment.

## Middle Leaders Residential Training Weekend

High-quality training for key staff to boost efficacy and retention, strengthen wellbeing, and drive priorities including SEND First, anti-racist practice, reduced suspensions and excellent teaching.

## US SAT Preparation Programme

Dedicated tutoring and application guidance for high-potential students, strengthening subject knowledge, academic skills and confidence to compete for Ivy League and other highly selective university pathways.

Note: A standalone report has been produced to provide further details for CPG-funded activity.

# Reinforcing Safety, Health & Wellbeing



Good physical and mental health, and positive learning environments are critical for learners to maximise their potential. These factors are central to the City Corporation's focus on Safety, Health, and Wellbeing. Evidence shows that good health and wellbeing can directly support educational attainment by improving attendance, focus, and emotional development.

Our aim is to support learners in this area, funding and promoting mental health support, physical activity, and deeper relationships with natural environments. We continue to support activity in all of these areas, and help to nurture targeted programmes. This work aligns with broader City Corporation initiatives and increasing momentum in the Environmental and Outdoor Learning area.

# Environmental & Outdoor Learning (EOL) Activity

## Strategic Action:

Identify and curate EOL specialists to help City-linked educators deliver more curriculum-linked learning in natural environments to benefit the health and wellbeing of learners - especially those with SEND and those from disadvantaged backgrounds.

Started

Active/Completed

Delayed

Cancelled

## Our response

Officers curated a list of high-value opportunities, and connected the Family of Schools with them via the *EOL InfoHub* - our unique digital EOL signposting hub. The InfoHub features a rich spread of organisations, platforms, and resource centres and has a specific area dedicated to Health & Wellbeing. The ESU also supported educators from the Family of Schools and officers from the Natural Environment department in establishing the Natural Environment Youth Board. Additionally, teacher feedback told us that 50% of schools utilising our School Visits Fund visited either Hampsted Heath or Epping Forest. This translates to around 750 learners connecting with nature in our spaces.

In parallel to all of this, EOL items were woven into the Family of Schools forums to raise awareness with teaching leads across different subject areas and items were shared weekly in the City Schools Newsletter to help EOL maintain a high profile throughout the year and alert teachers to time-bound opportunities.

### Immediate measured impacts

**98** EOL partners, platforms and resources signposted or introduced to educators

**38%** of educators told us they now feel more motivated, or better equipped to explore aspects of environmental and outdoor learning

### Intended long-term impacts

- Learners are offered more opportunities to engage with the natural environment, encouraging a stronger connection with nature and therefore its benefits
- Schools establish long-term partnerships with EOL providers, increasing the frequency, quality and reach of nature-based

# Online Parent & Carer Support Sessions

## Strategic Action:

Deliver a suite of online sessions that offer extra guidance to parents and carers, helping them better support pupils across a range of areas, including exam preparation, risky behaviours, and support with SEND

Started

Active/Completed

Delayed

Cancelled

## Our response

This activity is planned for the second year of the Education Strategy and initial work has begun. A growing number of options are becoming available to parents for this type of support, so the ESU has conducted a survey with parents to identify areas where they feel gaps or shortfalls in support exist. At present a programme of 1-hour online sessions is being developed across areas including online safety and digital wellbeing, supporting your child's mental health and wellbeing, and helping your child build resilience and manage exam stress.

### Immediate measured impacts

Activity not yet started

### Intended long-term impacts

- Parents and carers are better equipped to support learners through key challenges (including exam preparation, risky behaviours and SEND-related needs)
- As a result of improved parental support, learners are more engaged with and better supported through their education journeys resulting in better outcomes

# Safeguarding Training Sessions

## Strategic Action:

Expand our commitment to exceptional safeguarding by extending our safeguarding training offer to Members, external partners, City-linked educators and Governors.

Started

Active/Completed

Delayed

Cancelled

## Our response

The training offer is now in the early stages of logistical planning. A key priority with this activity was to establish the appropriate areas and levels of training across stakeholder groups. This is to ensure that the offer is appropriately targeted and aligned with their work. We have begun evaluating the practical requirements needed to support appropriate training provision. We are also exploring the most suitable formats and tiered levels of training, ranging from access to individual licences for a pre-recorded safeguarding course (which can be made available on demand to our wider cohort) to the delivery of a series of live virtual sessions. This will inform the final design, scope, and rollout timeline of the training programme in the coming months.

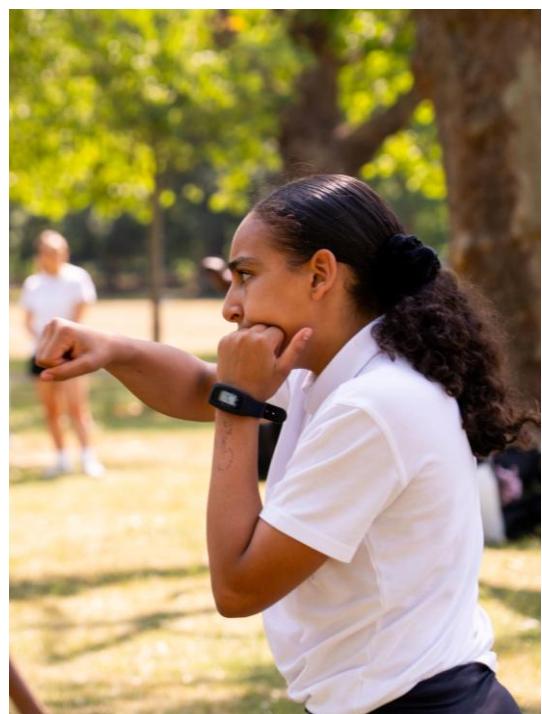
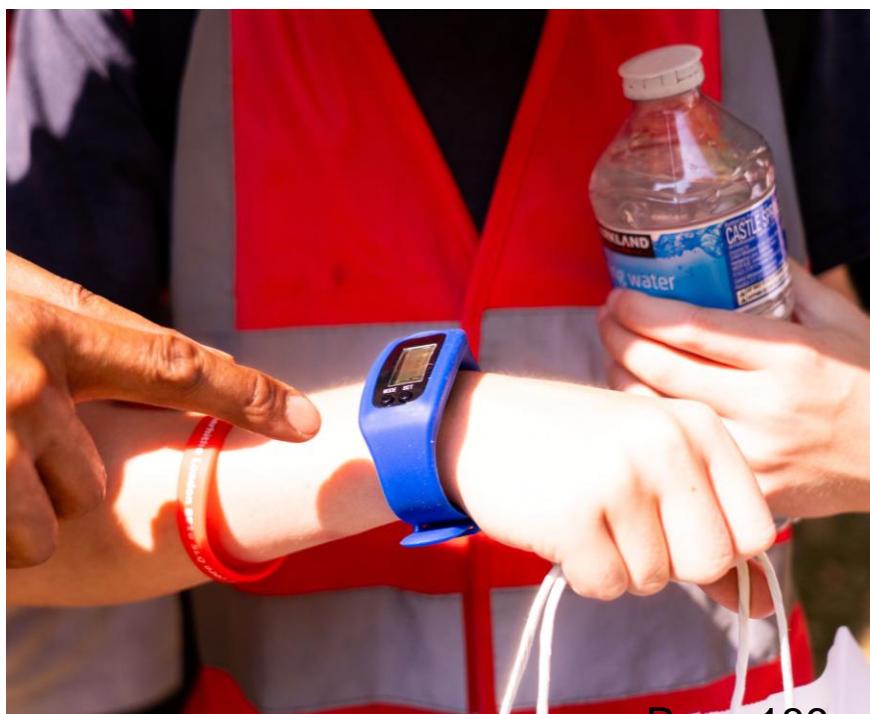
### Immediate measured impacts

Activity not yet started

### Intended long-term impacts

- All City-linked learning settings acknowledge the highest levels of safeguarding practise
- Any risks to learners are identified earlier and addressed more effectively

# City Schools Health Challenge



## Strategic Action:

In consultation with Heads of Sport across the Family of Schools, establish a 'City Schools Sports Tournament', launched by a high-profile sports influencer, which brings the Family of Schools together around a series of sporting competitions designed to celebrate the value of physical activity and healthy living.

## Our response

Working with Heads of Sport across the Family of Schools the ESU designed, developed and delivered a brand new, large-scale inter-school event that encouraged learners to come together and enjoy a number of fun-focused physical activities.

Engagement with Heads of Sport across the schools highlighted the fact that whilst a large number of competitive sporting opportunities exist both within schools and externally, a missing opportunity was a non-competitive event designed to attract learners who would not ordinarily consider sport-based activity.

This led to the development of a multi-faceted activity day that saw over 150 learners from 5 schools participate in 4 activities - Dance, Scavenger Hunt, Boxercise and Team Building - and also included the opportunity to meet an Olympic gold medallist.

Not all activities were enjoyed by all participants, but the majority enjoyed the opportunity to be physically active in ways that were new and unexpected, and responded well to the opportunity to be active and socialise with new people. A healthy proportion of students reported they enjoyed the experience and it had left them feeling more motivated to improve their physical wellbeing in fun ways. Despite a positive reception, there is room for improvement overall and modifications are currently under consideration for the next event.

## Immediate measured impacts

**187** learner participants

**5** schools participated

**74%** reported a positive experience

**62%** reported stronger advocacy for physical wellbeing

**67%** of teachers felt the event encouraged a positive long-term attitude to health & wellbeing

## Participant feedback

**"Hopefully we can come back 😊"** - Participant, City Schools Health Challenge

**"That we got watches that can record how much steps we had is fascinating!"** - Participant, City Schools Health Challenge

**"I had a lot of fun and we got to explore nature"** - Participant, City Schools Health Challenge

## Intended Long-Term Impacts

- Participants value their physical wellbeing and become advocates for healthier living
- Schools consider expanding their health and wellbeing approaches to increase participation among learners who are less likely to engage in traditional sport

# City Premium Grant Activity

Alongside the above, a further 28 school-led projects were run via funding from the City Premium Grant. These included activity such as:

## Wellbeing Fund

A package of targeted support including R-U-N mentoring, child psychotherapist sessions and mindfulness for students and staff, strengthening mental health, reducing stress and anxiety, and improving engagement in learning.

## Boxing Therapy

Weekly sessions with Islington Boxing Club for targeted pupils, using structured coaching and mentorship to build self-regulation, reduce exclusions and improve peer relationships while supporting health and wellbeing.

## Year 5 and Year 7 Residential

Two adventure residencies giving pupils immersive outdoor learning, building confidence, independence and teamwork, broadening experiences beyond the classroom and strengthening wellbeing and engagement.

Note: A standalone report has been produced to provide further details for CPG-funded activity.

# Embracing Culture, Creativity & The Arts



Cultural and creative learning (CCL) can play a vital role in developing learners' creativity and imagination, as well as supporting development of their personal skills, wellbeing, and even future employability through valued creative skills like problem-solving and innovation. However, access to arts education is often limited, particularly within the state education system.

The City's rich cultural landscape offers a unique opportunity to address this gap. We are committed to expanding access to high-quality cultural venues and creative communities and careers, building on our existing programmes in the Square Mile. By strengthening these links, we aim to enrich learning both within educational settings and through wider cultural engagement across all age groups.

# Connecting City Schools with the City's Creative Opportunities

## Strategic Action:

Engage the City's creative communities and highlight the range of cultural and creative experiences available to City-linked learners, inspiring them to appreciate the arts and culture, explore their creative potential and consider creative careers.

Started

Active/Completed

Delayed

Cancelled

## Our response

The ESU now regularly identifies, approaches and collaborates with City-based creative businesses and practitioners that already engage aspiring creatives, and finds ways to connect these organisations with the Family of schools.

This included facilitating termly engagement between organisations and creative leads across the Family of Schools, regular sharing of high-quality creative learning opportunities via the Schools Newsletter, and a partnership with two high-profile City-based creative educators to design and deliver the City Schools Concert.

### Immediate measured impacts

**9** City-linked CCL opportunities identified and shared with the FoS via forums

**30** City-linked CCL opportunities identified and shared with the FoS via the Schools Newsletter

**76%** of teachers reported that awareness of these offers is valuable to them and their learners

### Intended long-term impacts

- City-linked learners are familiar with a wider range of creative practises and better informed if considering creative careers – especially within the Square Mile
- City-linked learners are more likely to develop stronger cultural capital and a sense of belonging in the City's cultural spaces, increasing repeat participation and long-term engagement with the arts

# School Visits Fund and Cultural & Creative Learning Funding

## Strategic Action:

Increase the breadth and depth of cultural and creative learning experiences available through our cultural and creative partners by funding unique programmes, encouraging them to work collaboratively, and consistently strengthening the list of partners we work with.

Started

Active/Completed

Delayed

Cancelled

## Our response

Through structured assessment of project proposals and management of funding for Cultural & Creative Learning Partners in the Square Mile, the ESU has supported the provision of a variety of bespoke creative workshops and programmes that aim specifically to engage learners without equal access.

Through the effective administration of this funding, along with the Schools Visits Fund, thousands of learners across London have enjoyed participating in high-value cultural and creative activity designed for them and located within the Square Mile. 97% of teacher respondents reported that they would re-visit their chosen venue. Alongside this, the ESU has continuously explored options for new partners that might broaden the range of opportunities available to learners even further. A standalone report has been produced to provide further detail for this area of activity.

### Immediate measured impacts

Approx **1000** learners from disadvantaged backgrounds accessed bespoke experiences provided by cultural and creative learning partners

**86%** of learner participants surveyed reported enhanced interest in culture, creativity and the arts (Note: only one cohort of participants surveyed)

**1512** disadvantaged learners accessed cultural and creative learning experiences via the School Visits Funds

### Intended long-term impacts

- There is a richer variety of accessible opportunities for learners facing disadvantage to explore their creativity and build their cultural capital
- Cultural partners develop stronger long-term, inclusive offers for young Londoners challenged by disadvantage because funding and richer collaboration supports better planning, improved quality and sustained engagement

# EEDI Training for Arts Partners



## Strategic Action:

Strengthen knowledge and skills across our cultural and creative learning partners so they are more confident when working with learners who experience significant barriers to learning such as those with SEND or those from disadvantaged backgrounds.

## Our response

The ESU worked with Embracing Arts to develop an equity, equality, diversity and inclusion (EEDI) CPD opportunity for cultural education partners to improve their facilitation and programme design skillsets when delivering to young people facing additional challenges.

The training took place at Theatre Deli where participants were introduced to the principles of sensory delivery, given practical ideas of changes they could make to make their programmes more accessible, and invited to take part in activities to put what they had learned into practice.

The workshop was extremely well received, with all participants stating that it had increased their confidence in working with young people with additional needs. All participants also stated that they anticipate improved engagement from learners with additional needs in their sessions as a result of what they had learned through the training.

### Immediate measured impacts

**100%** of partner participants reported increased confidence and improved skillset

**100%** of learners reported they felt comfortable and accepted during engagements

**8** partner organisations participated in training

### Participant feedback

***"Really engaging content - reframed a lot of ideas on language and accessibility plus sparked ideas to make our sessions more inclusive"*** - Training recipient

***"The workshop was so engaging and I learnt so much. The facilities were great in communicating the information across. I am very pleased I attended and will be incorporating what I learnt in my learning workshops. Thank you very much!"*** - Training recipient

### Intended Long-Term Impacts

- Learners from all backgrounds feel comfortable and respected when engaging in partner-led cultural and creative learning experiences, and are more likely to access the City's cultural and creative spaces
- Partners strengthen the quality of programme design (including facilitation style, accessibility and sensory considerations), contributing to improved standards across the wider cultural learning ecosystem

# City Premium Grant Activity

Alongside the above, a further 11 school-led projects were run via funding from the City Premium Grant. These included activity such as:

## Instrumental Program

Heavily subsidised music tuition for all Year 7 pupils, prioritising Pupil Premium learners, building cultural capital, Fusion Skills and confidence while strengthening engagement and attainment through high-quality arts access.

## Live Theatre Experiences & Productions Program

Theatre trips and a school production giving all pupils access to high-quality arts experiences, building creativity and self-expression, and developing teamwork and problem-solving while widening awareness of careers in the arts.

## The Arts and Additional Outdoor Learning Enhancement

Specialist music and arts provision plus a school gardener, enriching learning for all pupils, boosting creativity, wellbeing and cultural capital, and nature connection, with strong benefits for Pupil Premium learners.

Note: A standalone report has been produced to provide further details for CPG-funded activity.

# Promoting Personal Development



Personal development is a vital complement to academic learning, helping learners grow into responsible, capable individuals. Personal Development can include a broad mix of skills, values and competencies that can help to build confidence and independence.

At the core of all this are Fusion Skills - creative, cognitive, and interpersonal abilities like critical thinking, communication, resilience and problem-solving - that are essential for future success, particularly in the workplace. The City Corporation is committed to ensuring all learners, especially those facing disadvantage, can access extra opportunities to develop these skills.

# Creative Personal Development Workshop Pilot

## Strategic Action:

Work with outdoor learning and cultural partners to pilot or expand programmes and experiences for learners and educators that use creativity, culture, and natural environments as vehicles for the development of personal skills and competencies.

Started

Active/Completed

Delayed

Cancelled

## Our response

Officers commissioned and worked with *Urban Learners* in the development and delivery of a programme that used creativity as a vehicle to promote personal development. Working together for their mutual benefit, primary and secondary-age learners were supported by professional architects to respond to a creative brief by developing and presenting team proposals for playful spaces situated in the Square Mile. The aim was to offer learners a fun, unusual way to further develop skills such as teamwork, oral communication, critical thinking and problem solving. Learners reported that the programme offered useful practical tips in the moment but this didn't appear to translate into an ongoing investment in developing their personal skills. With this in mind the activity will be redesigned from the ground up in the year ahead.

### Immediate measured impacts

**86%** of respondents reported participation helped them improve their personal skills

**45%** of respondents reported engaging with our tools or initiatives has further motivated them to invest in their future personal development.

**37** learner participants took part

### Intended long-term impacts

- Learners better understand the value in strengthening their Fusion Skills and feel more inclined to do so in the long-term
- Learners understand their personal skills can be developed in a wide range of settings and environments and are more motivated to look for these opportunities throughout their lives

# City Schools Learner Engagement

## Strategic Action:

Establish a dialogue between the City Corporation and learners across the Family of Schools by hosting input sessions that give learners the opportunity to share their thoughts and opinions on activity the ESU is planning.

Started

Active/Completed

Delayed

Cancelled

## Our response

The ESU has established a dialogue with a selection of Year 12 learners from across the Family of Schools. This consists of two layers - an ongoing digital dialogue and periodic, interactive online sessions. This connection has already delivered valuable feedback, helping the ESU to re-configure the City Schools Alumni activity, and more broadly, highlighting areas of interest to learners where new activity can be designed and delivered. In return for their contribution, learners are offered early access to events and opportunities, supported to build their skillset and confidence when communicating with a corporate organisation, and will be offered LinkedIn recommendations on leaving school.

### Immediate measured impacts

**75%** of participants reporting improved confidence in voicing their opinions on the design of their education experience

**50%** of participants reporting improved confidence when interacting with a corporate organisation

**10** first phase participants

### Intended long-term impacts

- ESU activity becomes even more relevant, accessible and impactful because learner input informs priorities, communications and delivery methods
- Attendees have an out-of-the-ordinary opportunity to develop their critical thinking and communication skills and build confidence in voicing their opinions in a formal, non-school setting

# Step Up Mentoring



# STEP UP MENTORING

**Help care-experienced young Londoners  
improve their life skills and career prospects**

## Why Step Up?

- Be part of a social impact initiative funded by the City of London Corporation
- Build meaningful, long-term relationships with young people
- Gain accredited training in trauma-informed, care-aware mentoring
- Develop your leadership, empathy, and communication skills

## For more info:

- [omg.training/step-up-mentoring](http://omg.training/step-up-mentoring)
- [info@omg.training](mailto:info@omg.training)
- 0208 159 3838



## Strategic Action:

Establish a new programme and event/s designed to promote the development of interpersonal skills and social capital for secondary-age learners - including those from disadvantaged backgrounds and those with SEND.

## Our response

The ESU has led the design and development of Step Up Mentoring, a carefully targeted new programme that will help care-experienced young Londoners aged 16-30 connect with employers in the Square Mile and improve their life-skills, networks and career prospects.

The programme, designed with input from care-experienced young people, will be delivered by OMG Training and will combine online and in-person sessions, with many of the face-to-face meetings taking place in the Square Mile. This will give participants the chance to experience the City for themselves and see that it's a place of opportunity for them too.

Service users will be matched with relatable, trained mentors who will help them break down barriers to employment and independent living by offering practical guidance, sharing career insights, and helping to build their confidence.

Active mentoring will begin in January 2026. The programme will run for 3 years and support up to 150 care-experienced young people from across all of London.

### Immediate measured impacts

Activity starts in January 2026

#### Stakeholder feedback

*"This programme is not just about helping young people into jobs – it's about building their confidence, showing them that the City is a place of opportunity for them too, and making sure they know they have what it takes to thrive"*  
- Jamal Miah, OMG Training

*"This scheme will make a tangible difference to the lives of the young people who need it most, giving them the networks, confidence, and life skills to thrive - personally and professionally"* - Naresh Sonpar, Chair of the City of London Corporation Education Board

### Intended Long-Term Impacts

- Mentees enrich their networks and build a richer set of personal skills for themselves, and as a result feel more confident and capable as adults
- Mentors, and in turn their employers, strengthen inclusive practice and understanding of barriers faced by care-experienced young people, supporting longer-term systems change in opportunity and recruitment

# City Premium Grant Activity

Alongside the above, a further 20 school-led projects were run via funding from the City Premium Grant. These included activity such as:

## Controversies & Critical Thinking Conference

A one-day UCL-led conference at City of London School for pupils across the City Family, developing critical thinking, oracy and respectful debate to help young people “disagree well”.

## New Year 7 Summer

A four-day summer school for incoming pupils and families, introducing routines and expectations, building confidence and belonging, and identifying early support needs for a successful transition into secondary school.

## Philosophy Enrichment

A 10-week UCL PhD-led course delivered with Shoreditch Park, developing pupils' Fusion Skills in critical thinking, problem-solving and oral communication while exploring diverse cultural perspectives.

Note: A standalone report has been produced to provide further details for CPG-funded activity.

# Improving Employability



Education must go beyond the classroom to effectively prepare learners for the future workplace. This includes creating opportunities that help learners better understand the careers landscape, develop their employability skills and adopt a mindset of lifelong learning. Crucially, learners need meaningful connections with, and real-world exposure to employers.

The City Corporation is well-placed to support such efforts through its proximity to employers and initiatives like the London Careers Festival and CoLAT's 'London Bridge the Gap'. We are expanding our efforts to help learners better understand and connect with the worlds of apprenticeships, entrepreneurialism, work placements and more - ensuring learners can access more of the pathways, knowledge, skills, experiences, and opportunities needed for long-term employability and career success.

# Expansion of Employer Contacts Network

## Strategic Action:

Better leverage the City Corporation's links with employers to contribute to CoLAT's 'London Bridge the Gap' initiative, to help all learners - including those with SEND, and especially those from disadvantaged backgrounds - understand the landscape of careers and development opportunities in the Square Mile, access world-class careers pathways, and gain professional connections.

Started

Active/Completed

Delayed

Cancelled

## Our response

Working with other City Corporation departments, elected Members, adjacent organisations and external partners, the ESU has introduced a new, structured approach to broadening its employer network and with a view to mapping the Square Mile's landscape of employability offers. The aim in each case is to establish a relationship between the employer and the City Corporation and understand the development opportunities offered (e.g. work experience/internships/foundation courses). This information is used within the ESU to enrich other employability activity and is also shared periodically with the *London Bridge the Gap* team to contribute to the number of organisations and industry sectors connected to the initiative.

### Immediate measured impacts

**19** additional organisations introduced to London Bridge the Gap by the ESU

**18** new employment sub-sectors/sectors engaged by the ESU (informed by learner input)

**82** employer relationships held by the ESU, with many new connections enriching broader ESU activity in this area

### Intended long-term impacts

- City-linked learners benefit from a broader and more diverse range of meaningful employer encounters because the ESU's employer network is strengthened and actively maintained
- Through our support of London Bridge the Gap, we help more school-leavers across London - especially those facing additional challenges - improve their professional prospects and enjoy better life outcomes

# Understanding Apprenticeships Insight Event

## Strategic Action:

Work collaboratively with ASES and our central apprenticeships team to help students leaving the Family of Schools better understand apprenticeships and access high quality City-based opportunities.

Started

Active/Completed

Delayed

Cancelled

## Our response

Working with the City Corporation's central apprenticeships team the ESU designed and developed a new 'Understanding Apprenticeships' event for learners across the Family of Schools. The half-day event helped year 12 and 13 learners better understand the apprenticeships landscape and connect with the range of opportunities available both within the City of London Corporation, and more broadly within the Square Mile. The event was very well received by attendees and the opportunity to scale the event is being explored for the year ahead.

### Immediate measured impacts

**100%** of attendees reported they have a better understanding of the range of apprenticeships available, especially within the City

**100%** of attendees reported they feel more confident to identify and apply for apprenticeship opportunities in the City Corporation and the Square Mile

### Intended long-term impacts

- More learners consider apprenticeships as a high-quality pathway because understanding of routes, requirements and progression is strengthened
- The City Corporation and the Square Mile support more learners leaving the Family of Schools with a valuable career start and the development of excellent future prospects

# Find Fusion

## Strategic Action:

Refresh and relaunch FindFusion, positioning the platform as a signposting hub that helps educators understand what Fusion Skills are, why they are so important to employers, and how they can help their learners to develop them.

Started

Active/Completed

Delayed

Cancelled

## Our response

The FindFusion website has now been fully redesigned both cosmetically and structurally and is being soft-launched for testing. It is now more navigable, and more clearly positioned as a signposting hub designed to connect educators with skills development opportunities for their learners. The website will be updated termly, and periodic engagement will take place with providers, educators and site developers to assess platform effectiveness.

### Immediate measured impacts

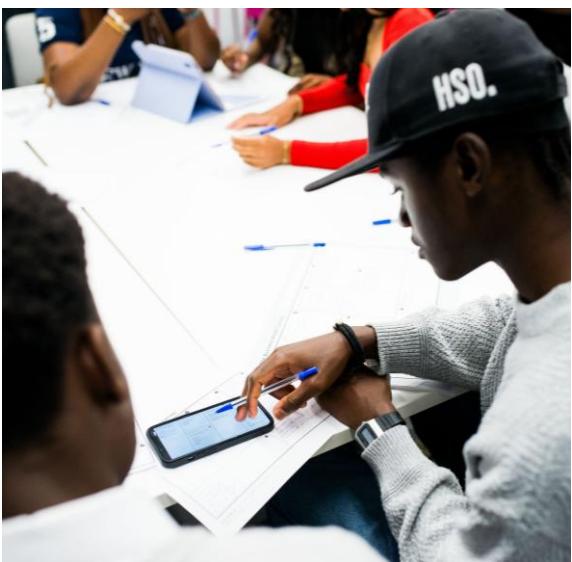
**54** opportunities signposted at soft launch

Full site launch Q1 2026

### Intended long-term impacts

- Educators make more strategic use of external opportunities to build Fusion Skills, improving learner confidence, preparedness and progression outcomes over time
- More learners understand the value of Fusion Skills in the context of employability and exhibit the skills, knowledge and behaviours that employers are looking for, giving them a competitive edge

# Future Entrepreneurs



## Strategic Action:

Better support learners leaving the Family of Schools, especially those from disadvantaged backgrounds, who are interested in entrepreneurship and innovation by working collaboratively with our Small Business Research + Enterprise Centre (SBREC).

## Our response

Working in partnership with SBREC the ESU designed, developed, and delivered the new 'Future Entrepreneurs' inspiration event to aspiring entrepreneurs that will be leaving the Family of Schools in the near future.

The two-day event gave participants a deep insight into the world of entrepreneurship via a programme of highly interactive workshops and presentation sessions.

Participants were able to hear from, question and connect with a range of sector specialists, and engage in a Q&A with relatable young entrepreneurs. The programme also included a visit to a high-profile start-up incubator, and an extremely effective business simulation workshop that saw participants compete against each other in teams.

The event was very well-received by participants and options to broaden the reach and ongoing benefit of the event are being considered for the next iteration.

### Immediate measured impacts

**100%** of attendees reported they have a better understanding of entrepreneurship

**71%** of attendees reporting they feel more confident to pursue their entrepreneurial aspirations

### Participant feedback

**"Talking to entrepreneurs about their journey was really useful. They had a lot of great advice from financials to marketing"** - Learner attendee

**"I have also learned about resources that are available to budding entrepreneurs."** - Learner attendee

**"Having a resource such as SBREC available to me will no doubt help me in the future."** - Learner attendee

### Intended Long-Term Impacts

- Family of Schools alumni interested in entrepreneurship are more confident and better equipped to establish businesses
- Access to support and entrepreneurial networks broadens for learners facing disadvantage, contributing to improved social mobility and longer-term opportunity

# City Premium Grant Activity

Alongside the above, a further 8 school-led projects were run via funding from the City Premium Grant. These included activity such as:

## Work-related-learning: INSPIRE

University visits, employer workshops and CV/application coaching to secure meaningful work-related learning, aiming for 100% Year 10 participation and improved quality and safety of placements.

## Think Forward

An on-site coach supports targeted students to stay engaged in education, access work-related opportunities and apply to aspirational post-16 destinations, reducing the risk of young people becoming NEET.

## LSE Mentorpreneurship Programme

A three-and-a-half-day entrepreneurship programme for Year 9 pupils across the City Family of Schools, building enterprise skills, networking opportunities and aspirations for future study and careers.

Note: A standalone report has been produced to provide further details for CPG-funded activity.

## Key learnings

The first year of delivery benefitted from the 'test, learn and iterate' approach the ESU has taken. Several initiatives generated strong immediate feedback, but also highlighted where we need deeper design work to secure sustained, long-term impact as the strategy matures. Headline learnings were:

**Co-design and responsiveness delivered real value.** Activity shaped through regular dialogue with headteachers, leads and learners has been more targeted, better attended and easier for schools to engage with. The strongest new offers were those that responded directly to identified gaps, such as demystifying apprenticeship pathways, teacher-informed practical health and wellbeing activity, and personal development opportunities that are compelling for learners. Learner feedback on the City Schools Alumni event offered a useful reminder of how learner insight can inform not only content, but also timing, comms channels and incentives.

**One-off experiences are valuable, but pathways are better.** Funding opportunities, strengthened school synergies and unique events continue to create moments of inspiration, aspiration and belonging. The next step is strengthening connections between activity to create subtle 'routes' between offers. This can come in the form of clearer follow-on opportunities, repeat touch-points, and further improved signposting that can help learners convert inspiration into sustained forward momentum (for example through FindFusion, employer networks, or our network of engaged cultural and creative partners). This approach is already being applied to the Step Up mentoring initiative to boost traction and deepen value for participants.

**Format affects participation and effectiveness.** The City Schools Health Challenge showed that non-competitive, "fun-first" design can help engage learners who might otherwise opt out of physical activity. Conversely, the personal development pilot reinforced that enjoyable interventions do not automatically translate into ongoing behaviour change. Future iterations should build in longer-term reflection and goal-setting tools, and if possible, subtle reinforcement in schools.

**Inclusion needs to remain deliberate, not assumed.** The EEDI training for cultural partners demonstrated how targeted training can quickly improve confidence and practice when working with learners with SEND and those facing disadvantage. A similar "accessibility by default" mindset should be always be applied across programmes and activity (venue choice, facilitation style, sensory considerations, travel, and pastoral support), particularly for large events and employer-facing activity.

## **Relationships and stewardship offer significant, but often hidden value.**

Significant value came not only from large events and initiatives, but also from the “connective tissue” the ESU created between them and between key stakeholders. Forums and communications that maintain dialogue, employer relationship management that opens pathways, and partner development that improves the quality and volume of opportunities are all examples of the synergies the ESU is well-placed to cultivate. As activity scales, protecting this will allow us to keep improving the volume and quality of opportunities, and maintain a clear sense of evolution and innovation as we iterate.

## **Closing reflection and looking ahead**

The first year of operation focused on putting the Education Strategy into practice and understanding from participants what City-enabled additionality can achieve when it is well targeted, well-coordinated and rooted in strong partnerships. Across the five priority areas, activity has sought to help educators and learners build advocacy for healthier choices and outdoor learning, build personal confidence and Fusion Skills, engage more deeply with culture, creativity and the arts, improve their understanding of the workplace and career pathways, and benefit from educational enhancement through events, grant-funded projects and strengthened collaboration across the City Family of Schools.

Just as importantly, delivery has clarified where there are opportunities for improvement. We have seen the value of “one-off” experiences but also the importance of connecting activity in ways that support sustained progress. We have also seen the value of always ‘designing-in’ inclusion from the outset, and started to understand how we might establish follow-up evaluation to demonstrate long-term impact as delivery scales.

Our direction-of-travel aligns with the Government’s Curriculum and Assessment Review, which emphasises a broader, balanced education and stronger development of capabilities for work and life. In the year ahead, our focus will be to scale what has worked, refine what needs redesign, and deepen the routes that turn enrichment into sustained outcomes for young Londoners – especially those in need of the most support.



## **Education Strategy Unit**

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# Primary Arts

## Quarterly Report: December 2025

### Introduction

A New Direction is pleased to share this quarterly update on delivery of the second year of Primary Arts at full scale for the City Educational Trust Fund. Year 2 builds on the success of Year 1 of the programme, in which we worked with 198 schools across 30 boroughs, including activity with 13,399 pupils and 1,234 members of school staff, working with 23 cultural partners.

The delivery model for the work in 2025/26 remains the same, with some small adjustments based on the recommendations put forward by our external evaluator at the end of Year 1. We are continuing relationships with some delivery partners, and have brought on new ones in order to refresh the programme offer to schools, and to meet recommendations made by schools in our consultation in January 2025 (for example we are now working with Historic Royal Palaces through the summer season of the Go & See programme as schools told us that for some of them, trips needed to be more centred on direct curriculum learning). By building on the strengths of last year's programme we hope to see further impact on pupils' enjoyment and cultural capital, and on teachers' confidence and capacity to deliver high quality cultural and creative opportunities for their pupils.

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 partners can be found in the appendix at the end of this report.

## Key Achievements This Quarter

### Year 2 Programme Launch

The key achievement of the quarter is the successful launch of the second year of the programme offer on 10 September 2025 (with the exception of the summer season of Go & See, which will open for bookings in February 2026). We have been delighted with the continued interest in and uptake of the programme, with 586 settings now registered on our booking platform. This is an increase of 178 (43%) since July last year, and has also allowed us to ensure that we are working with as many new schools as possible, in order to extend the reach of the programme.

All London boroughs (including the City of London) are now represented across the registered schools. The proportion of these schools actively engaging with the programme so far this year varies, and is discussed in more detail in the 'Booked Places' section below.

The next key moment for school recruitment will be the launch of applications to the summer season of the Go & See programme in February. We continue to profile ongoing opportunities such as Masterclasses and Come & Try events through our schools e-newsletters, social media channels, and through programme partners.

### Special Schools

We were extremely grateful for the board's decision in September 2025 to allow us to open up access to the programme to special schools working with pupils older than primary age but working at primary level. We have been delighted with the response to this from special schools, and have received a number of bookings for these pupils. Of the 20 special schools booked into the In-Schools Touring programme, four are all-through schools that may include older pupils in the experience, and six are schools for secondary aged pupils. Classes booked in range across Key Stage 3, Key Stage 4 and sixth form. For Go & See we have one school booked in for a trip that includes Key Stage 3 pupils.

### 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 ongoing positive interest 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.

## Non-programme highlights:

### Advisory Structures

Following the valuable contribution made by our Pathfinder Advisory Group last year, we have now:

- successfully recruited a new Schools Consultation Group (17 members across 12 boroughs),
- held our first schools consultation meeting,
- recruited our Strategic Advisory Group, which will meet for the first time in January.

### Communications

- Ads (publications and reach)

Ads were placed in Teach Primary, SEN Mag, Schools Week and Education Today.

The Teach Primary (1/4 page) ad was placed within their weekly newsletter on Friday 19 September (seen [here](#)) with an overview as follows:

- Overall delivered to 53,403 recipients
- Overall opens 17,300
- This entry specifically received 74 clicks
- Page views (Sep – Dec 2025)
  - Primary Arts landing page: 2,064
  - In-Schools Touring landing page: 1,327
  - Go & See landing page: 682
  - Come & Try landing page: 379
  - Masterclasses landing page: 1,082
  - Inclusion page: 91
- Trailer views (all time): 295
- Year 2 programme brochure downloads (all time): 938
- Year 2 inclusion information downloads: 339
- Schools newsletter (10 Sep): 923 opens/ 181 clicks
- Schools final reminder email (1 Oct): 1069 opens/ 364 clicks
- Organic Press/media appearances:
  - [London schools to enjoy return of free arts scheme](#) - Arts Professional
  - Creative Wandsworth newsletter

- 7 partners shared on socials (Clowns Without Borders, CLPE, Groundswell Arts x2, London Mozart Players, Milla Arts, The Poetry Society, Postal Museum)

## Programme highlights:

### Go & See

- Winter season oversubscribed at launch.
- 125 school booking requests, 2,414 tickets allocated to 43 schools of which 34 have not previously engaged in pupil-facing strands of the programme.
- It has been joyful to see hundreds of excited children in cultural venues having a wonderful time.
- Very positive initial feedback to the programme – see quotes, below.

### In-Schools Touring

- Programme oversubscribed at launch.
- 100 schools participating, all of which have not previously engaged in pupil-facing strands of the programme.
- Two successful Network Meetings held with the 10 delivery organisations to support their onboarding and their planning around CPD and inclusion (working with pupils with additional needs, including those in receipt of an EHCP, in mainstream schools, and working in special schools).

### Masterclasses

- One session fully booked, four sessions still booking.
- Successful delivery of our first session, 'Building Reading for Pleasure Schools' with CLPE, featuring author SF Said.

### Come & Try

- First five sessions fully booked, final session has three spaces available.
- Successful delivery of session 1.

### Cultural Education Leadership Programme

- 22 teachers participating, 100% attendance.
- Successful delivery of Warm-Up social evening (programme introduction, social mixer, theatre trip to *My Neighbour Totoro*), two teaching days, including cultural exploration visits at the Courtauld Institute and Discover Story Centre, plus learning visit to Lansbury Lawrence Primary School and London Museum Docklands.
- New 'CELP Alumni' programme established for past programme participants, with 18 participants registered (10 from pilot cohort, 8 from Year 1 cohort). Initial session delivered and peer learning pairs and triads established.

## Number of booked places

- 586 Schools registered (of which 44 are SEND settings<sup>1</sup>).
- 196 Touring Applications (100 selected)
- 125 Go & See Applications (43 selected)
- 51 Schools attending Masterclasses (79 individual teachers, representing 115 bookings in total)
- 54 Schools attending Come & Try sessions (68 individuals, representing 181 bookings in total)
- 22 Schools on leadership programme (recruited summer 2025)

## Uptake by Borough

We undertook significant work in summer 2025 to promote the programme to schools in boroughs with relatively low registrations to the programme. This included targeted direct emails to schools, and a campaign to connect with organisations and networks in those boroughs already working with schools. This included school improvement teams, Music Education Hubs, Cultural Education Partnerships, and English hubs.

This was complemented by a direct postal mailing to all eligible schools, tailored to their borough, just prior to launch.

These campaigns, together with the programme trailer, have resulted in a significant increase in programme registrations, meaning that there are at least four schools registered for the programme in every London borough, and one in the City of London.

We continually review programme registrations, and are also looking at the schools registered for the programme but not yet active, with a view to activate these around the summer season of Go & See as well as into our third year of delivery.

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<sup>1</sup> This includes special schools, PRUs, Hearing-Impaired Unit, Alternative Provision

## Table: 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.*

*Schools engaged – schools that are actively signed up for any programme strands in Year 2 (counted only once irrespective of the number of individuals participating or the number of strands engaged with). Some schools not engaged in Year 2 were active in Year 1 and/or the programme pilot.*

Borough	Schools registered	Schools registered as % of eligible schools in borough	No schools engaged in Y2 to date
Barking and Dagenham	13	25%	9
Barnet	14	14%	7
Bexley	9	14%	6
Brent	23	34%	15
Bromley	5	6%	3
Camden	23	53%	10
City of London	1	100%	0
Croydon	37	39%	21
Ealing	23	32%	13
Enfield	12	16%	6
Greenwich	20	30%	11
Hackney	25	44%	16
Hammersmith and Fulham	14	36%	7
Haringey	23	33%	10
Harrow	4	9%	3
Havering	17	27%	5
Hillingdon	14	19%	6

Borough	Schools registered	Schools registered as % of eligible schools in borough	No schools engaged in Y2 to date
Hounslow	13	22%	3
Islington	18	36%	13
Kensington and Chelsea	7	23%	2
Kingston	10	26%	3
Lambeth	28	43%	15
Lewisham	29	40%	10
Merton	27	57%	13
Newham	29	38%	11
Redbridge	16	26%	8
Richmond	15	31%	4
Southwark	28	37%	12
Sutton	6	13%	2
Tower Hamlets	30	42%	15
Waltham Forest	23	40%	12
Wandsworth	18	27%	8
Westminster	11	28%	2
	<b>585</b>		<b>281</b>

## Sessions Taken Place

Date	Strand	Event	Venue
23/09/25	Leadership	Warm up	Phoenix Garden/ My Neighbour Totoro
29/09/25	Touring	Network meeting 1	Good Growth Hub
09/10/25	Leadership	Session 1: Foundations of successful schools and effective cultural education	Somerset House/ Courtauld Gallery
21/10/25	Schools advisory	Intro	October gallery
12/11/25	Leadership	School visit	Lansbury Lawrence Primary School/ London Museum Docklands
13/11/25	Masterclasses	Developing a Reading for Pleasure School (with S.F. Said)	CLPE
17/11/25	Touring	Network meeting 2	Good Growth Hub
18/11/25	Leadership Alumni	Session 1	Young V&A
25/11/25	Come & Try	Found objects & collograph printing (Kim Chin)	Crafts Council
01/12/25	Go & See (Winter)	Frameless Relaxed	Frameless
02/12/25	Leadership	Session 2: Understanding self and planning for impact	UCL East/ Discover
03/12/25	Go & See (Winter)	The Firework Maker's Daughter	Polka Theatre
03/12/25	Go & See (Winter)	How Does Santa Go Down the Chimney?	Unicorn Theatre
04/12/25	Go & See (Winter)	Jack & the Beanstalk	Lyric Hammersmith
04/12/25	Go & See (Winter)	The Firework Maker's Daughter	Polka Theatre
04/12/25	Go & See (Winter)	How Does Santa Go Down the Chimney?	Unicorn Theatre
05/12/25	Go & See (Winter)	The Storm Whale	Little Angel Theatre
05/12/25	Go & See (Winter)	The Storm Whale	Little Angel Theatre
10/12/25	Go & See (Winter)	The Storm Whale	Little Angel Theatre
10/12/25	Go & See (Winter)	The Storm Whale	Little Angel Theatre
10/12/25	Go & See (Winter)	Jack & the Beanstalk	Lyric Hammersmith
10/12/25	Go & See (Winter)	Mama Goose	Theatre Royal Stratford East
11/12/25	Go & See (Winter)	Mama Goose	Theatre Royal Stratford East
12/12/25	Go & See (Winter)	The Firework Maker's Daughter	Polka Theatre
15/12/25	Go & See (Winter)	Frameless	Frameless

## No of children/teachers involved over the 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	1,972	442	Booked	May include other adults (eg parent helpers)
In-Schools Touring	n/a	n/a	n/a	Delivery commences February
Masterclasses	n/a	23	Actual	All teachers
Come & Try	n/a	18	Actual	May include non-teaching staff
Leadership	n/a	22	Actual	All teachers
<b>TOTAL</b>	<b>1,972</b>	<b>469</b>		

## Case Studies/ Quotes

### Go & See (Theatre)

*It is amazing to be able to offer this experience to the children and parents without a financial burden, especially at an already very expensive time of year. It also excites the children as young performers about to do their Nativity. In terms of benefits for school staff who are marking end of term assessments, submitting data, rehearsing for the Nativity, supporting worried parents, along with many other responsibilities, it was a joy to be able to escape that for the morning and share some Christmas joy with our students.*

### Masterclasses

*I found everything useful but in particular ideas to implement within my school to encourage pleasure for reading. The hands on learning approach helped me visualise what barriers I may face as a teacher alongside the successes. I definitely want to do more training.*

*[The session gave] practical tips on how to encourage reading for pleasure. Actionable steps to feedback to my school. Resources and knowledge to support development for reading for pleasure in my school.*

## Come & Try

A *beautiful, positive, creative experience*.

*Excellent - love these [sessions]! It is always such a treat to go to a creative workshop where someone else has resourced, planned and prepped the event for me to enjoy, thank you.*

## Impact quotes

We have completed on-the-day evaluation of sessions (see above) but have not yet undertaken follow-up surveys as these will be done around half a term after delivery.

The evaluation for the programme is based on our Theory of Change (ToC), which has been adjusted very slightly since Year 1 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.
- End of programme evaluation for Alumni 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, including delivery teams.
- 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 a series of case studies for the programme, to complement the ones created at the end of Year 1. These will be completed over summer 2026 and shared in the autumn, and will include longitudinal interviews with programme participants from the pilot and/ or Year 1 (particularly with the leadership cohorts from those years). The case study topics for Year 2 are:

- Wider school impact
- Cultural capital
- Peer learning
- Kindness/ inclusion
- Play.

## **Challenges you are overcoming**

The programme evaluation for Year 1 identified that there was a high rate of repeat attendance at Masterclass sessions, and made the following recommendation:

*Consider introducing booking limitations: Given that the strand was over-subscribed, consider introducing limits on the number of sessions a school or individual can book to extend the programme's reach.*

As a response to this recommendation, we introduced a booking limitation to Masterclasses this year, limiting each school to booking no more than three Masterclass sessions. We made the decision to run the same sessions in 2025/26 as we did in 2024/25, to further discourage repeat attendance.

Booking data for the Masterclasses so far suggests that this means this measure has been successful as the number of repeat attenders is lower. However, this has also meant that the programme has not booked up as quickly as in 2024/25, with spaces still available on four of the six sessions on offer, and a total of 115 bookings out of the 180 spaces available on the programme. We had not anticipated this due to the popularity of the sessions last year, but it is clear from conversations with teachers that it is increasingly difficult for them to get permission to be out of school for non-statutory training. This may, at least in part, explain why bookings have been slower than expected.

We are next meeting with our Schools Advisory Group in January 2026, and will explore this issue with them then with a view to better understanding barriers schools are currently facing to out-of-school CPD, finding ways to increase uptake for this year, and to consider any adjustments we might need to make to programme design for 2026/27.

## Advisory Group Learnings

Our first meeting with our Schools Consultation Group explored the In-Schools Touring programme, and was generally very positive with the programme praised for its inclusivity. Areas for development suggested by the group included:

- Streamlining admin processes further (this has already been addressed following evaluation recommendations).
- Increasing diversity of organisations delivering the programme.
- Increasing range of cross curricular links.

These elements will be included in forward planning for Year 3 of the programme.

The Strategic Development group will meet for the first time in January 2026. The Schools Consultation Group will meet for a full-day session also in January 2026, in which we will explore the challenges around uptake of Masterclasses, our initial plans for dissemination and sharing in 2027/28, and the creative power of play for pupils and teachers.

## Appendix I: List of Partners

### Go & See

Winter season:

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

- Frameless
- Little Angel Theatre
- Lyric Hammersmith
- Polka Theatre
- Theatre Royal Stratford East
- Unicorn Theatre

Summer season:

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

- Frameless
- Royal Academy
- BFI
- Into Film
- Aardman Animation
- Half Moon Theatre
- Little Angel Theatre
- Polka Theatre
- Historic Royal Palaces
  - Hampton Court Palace
  - Kensington Palace
  - Tower of London
- The Postal Museum

### In-Schools Touring Programme

- Arvon
- Clowns Without Borders
- Discover
- Emergency Exit Arts
- Groundswell Arts
- LAStheatre
- London Mozart Players
- Mbillia Arts

- The Poetry Society
- SLiDE

## **Cultural Education Leadership Programme**

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

- Lansbury Lawrence Primary School
- Somerset House
- Courtauld Gallery
- Discover
- London Museum Docklands
- London Museum Studios
- Tower Bridge
- Guildhall Art Gallery

Alumni programme supported by:

- Young V&A
- Whitechapel Gallery

## **Masterclasses**

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

## **Come & Try**

Delivered in partnership with the Crafts Council.

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# Agenda Item 19

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# Agenda Item 20

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# Agenda Item 22

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