

# The City Bridge Trust

## Bridging Divides: Application for a grant



### About your organisation

#### Organisation Details

Name of your organisation: <b>Achievement for All (3As) Ltd</b>	
If your organisation is part of a larger organisation, what is its name? <b>N/A</b>	
In which London Borough is your organisation based? <b>Outside London</b>	
Contact person: <b>Professor Sonia Blandford</b>	Position: <b>Founder and CEO</b>
Website: <b><a href="http://afaeducation.org/">http://</a><a href="https://afaeducation.org/">https://</a></b>	Social Media Accounts: <b>@SoniaAFA3AS</b>
What Quality Marks does your organisation currently hold? <b>None currently, but gaining national Quality Marks is a key component of the future-look for Achievement for All.</b>	

#### Legal Status

Legal status of organisation: <b>Registered Charity</b>			
Charity Number: <b>1142154</b>	Company Number: <b>7528857</b>	CIC Number: <b>N/A</b>	Bencom Number: <b>N/A</b>
When was your organisation established? <b>14/02/2011</b>			

#### Aims of your organisation:

The Charity?s vision is:

A world in which all children and young people can achieve regardless of their background, challenge or need.

The Charity?s mission is:

To transform lives through improved educational opportunities and outcomes for children and young people vulnerable to underachievement.

The main objects of the Charity are:

1) The advancement of education for the public benefit in particular, but without limitation, for learners with special education needs and/or disabilities and/or from disadvantaged backgrounds and/or vulnerable learners and providing advice, information and support to their parents or carers.

2) To help young people by providing support and activities which develop their skills, capacities and capabilities to enable them to participate in society as mature and responsible individuals

**Main activities of your organisation:**

Our Core Programmes have reached nearly 4 million beneficiaries since 2011. The Core Programmes include:

- **Achieving Early:** Supports early years settings to help children flourish and develop, meeting their needs at every stage.
- **Achieving Early Firm Foundation:** supports schools and early years settings to address the needs of vulnerable and disadvantaged children at the start of their educational journey.
- **Achieving Schools:** Supports schools to dramatically enhance the goals and outcomes of pupils, including the most vulnerable and disadvantaged.
- **Achieving Further:** Supports further education settings to meet the needs of vulnerable and disadvantaged learners.
- **Achieving Wellbeing:** Supports education settings to accelerate progress and achievement by improving the wellbeing of children and professionals.

**Projects:** Targeted projects that support:

- Schools (and virtual schools) to improve outcomes for looked after children
- Schools to review Pupil Premium spending to maximise impact on vulnerable and disadvantaged children
- Childminders to develop outstanding Inclusive practice.
- Young offending professionals to effectively address young offenders? Special Educational Needs and Disabilities

**Your Staff & Volunteers**

Full-time:	Part-time:	Trustee/Board members:	Active volunteers:
<b>16</b>	<b>104</b>	<b>7</b>	<b>0</b>

Do you have a Safeguarding policy? **No**

**Are the following people in your organisation subject to DBS checks?**

<b>Paid Staff</b> <b>Yes</b>	<b>Volunteers</b> <b>Yes</b>	<b>Trustees / Management Committee Members</b> <b>Yes</b>
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**Property occupied by your organisation**

Is the main property owned, leased or rented by your organisation?	If leased/rented, how long is the outstanding agreement?
<b>Leased</b>	<b>December 2018</b>

## **Environmental Impact**

### **What action have you taken in the past year to progress environmentally sustainability principles and practice?**

Achievement for All strives to limit and continual reduce its environmental footprint.

Achievement for All complies with and monitors all relevant environmental legislation, and seeks to build sustainability into all expectations of suppliers and contractors. Awareness is raised across all staff and trustees of the need to reduce the environmental footprint, and how each member of staff can contribute.

The Achievement for All office systems and approaches encourage and remind staff to reduce, reuse, and recycle resources, up to and including all office furniture (which was donated for reuse from a number of corporate partners and funders). Energy and water usage is carefully monitored and corrective steps are taken when needed.

Achievement for All uses technology (such as video conferencing, virtual collaboration, and bespoke tools developed in partnership with organisations including Kinderley and Microsoft) to increase staff and school productivity, limit resource use, and reduce travel to a minimum.



## Finance Details

### Organisation Finances

	<b>Year of most recent audited / examined accounts</b>	<b>Current financial year forecast</b>	<b>Next financial year budget</b>
End of financial year date	31/03/2018	31/03/2019	
Grants & donations:	£306,111	£155,000	£0
Earned income:	£3,070,152	£4,040,800	£0
Other income:	£3,734	£0	£0
<b>Total income:</b>	<b>3,379,997</b>	<b>£4,195,800</b>	<b>£0</b>
Charitable activity costs:	£3,788,337	£3,575,120	£0
Cost of raising funds:	£48,354	£35,000	£0
Other costs:	£40,116	£0	£0
<b>Total expenditure:</b>	<b>£3,876,807</b>	<b>£3,610,120</b>	<b>£0</b>
Free unrestricted reserves held at year end:	£13,880	£-449,320	£0

#### **What is your organisation's reserves policy?**

Reserves are held in order to:

- ? Provide a safeguard against the risk of downturn in support of our activities (which could lead to expenditure exceeding income);
- ? Provide working capital to finance our day-to-day operations;
- ? Provide a safeguard against failure to deliver contractual obligations we have entered into;
- ? Protect our solvency in the event of any curtailment of our income-generating activities.

In 2017/2018 restricted reserves included £500,000 allocated for project funding, hence reduction to end of year reserves by £500,000.

For your most recent financial year, what % of your income was from statutory sources?  
**1-10%**

#### **Organisational changes**

Describe any significant organisational changes to your structure, financial position or core activities since the date of your most recent accounts.

**N/A**

## Grant Request

Under which of City Bridge Trust's programmes are you applying?

**Positive Transitions**

Which of the programme outcome(s) does your application aim to achieve?

**Positive Transitions \ Vulnerable and disadvantaged Londoners are more resilient and empowered to make positive choices**

Please describe the purpose of your funding request in one sentence.

**Building partnerships between independent and maintained schools, providing professional development for teachers and schools and engagement with families to improve outcomes for all children including the most vulnerable and disadvantaged.**

When will the funding be required? **01/10/2018**

Is this request to continue work that is currently funded or has been funded in the last year by:

City Bridge Trust?

Another funder? (if so which)

**No**

How much funding are you requesting?

Year 1:	Year 2:	Year 3:	Year 4:	Year 5:
<b>£108,000</b>	<b>£108,000</b>	<b>£0</b>	<b>£0</b>	<b>£0</b>

**Total Requested: £216,000**

### **You and your grant request**

**What, specifically, are you applying for (your project)?**

Counterpoint is a programme that provides a framework for current and new activity that focuses on partnerships between independent and maintained schools aimed at improving academic, social, economic and cultural outcomes for all children (including the most vulnerable and disadvantaged), led by Achievement for All 3As, with support from the Department for Education, in partnership with City of London Freeman's School.

This project will prime, launch, and embed Counterpoint in partnerships of schools across London. This will provide the London-based 'proof of concept' and professional network of schools partnerships that will lead to a self-funding roll-out of the programme across London.

Counterpoint provides a senior leader to coach and train school staff in leading partnership work in independent and state schools, supported by wide ranging and effective on-line continuing professional development modules, parent and carer engagement, and participation in networking and conference events.

## **What are the changes you hope to achieve?**

Counterpoint will improve:

1. the structure and purpose of independent and maintained school partnerships;
2. the evidence base for academic, social, economic and cultural progress through independent and maintained school partnerships;
3. community liaison, understanding, and cohesion, including focused and sustained engagement with parents and carers;
4. the academic, social and cultural progress of all engaged children and young people, including the most vulnerable and disadvantaged;
5. business and wider engagement, both local and national.

Taken together, these improvements will launch, test, and embed the Counterpoint approach in London school partnerships, and will achieve demonstrable positive impacts on the opportunities for, and outcomes of, children and young people during the funded period. A Counterpoint project supported by the City Bridge Trust will also, crucially, build a cohort of ambassadors and advocates (schools and children and young people) that will drive a future self-funding expansion of Counterpoint across London and beyond.

## **How do you know there's a need for this work?**

The need is described by the range of research that highlights inter-school partnerships as a key driver for mutual school improvement (for example, Ainscow: 2014 and Armstrong: 2015), and in particular the rich possibilities for mutual improvements arising from partnerships between independent and maintained schools (Turner: 2004).

This research project has been designed to dive into the realities, challenges, and successes of partnerships between independent and maintained schools and to unlock real and transferable evidence on what these partnerships can contribute to improving access, ambition, attainment, and achievement for children and young people regardless of background, starting-point, or circumstance.

### **References**

Ainscow, M. (2014) *Towards Self-Improving School Systems Lessons from a City Challenge*. London: Routledge.

Armstrong, P. (2015) *Effective school partnerships and collaboration for school improvement: a review of the evidence*. London: Department for Education

Turner, J. (2004) *Building Bridges A study of independent-state school partnerships*. Nottingham: NCSL

### **How will the work be delivered - specifically, what will you do?**

Beginning in October 2018, detailed needs analyses of schools will establish baseline data, and inform a bespoke framework of:

1. Leadership development and training events
2. Subject, cross-curricular and extracurricular teacher continuing professional development, e.g. science, music, wellbeing, sport, drama, exam preparation, careers and further education guidance, interview practice and more.
3. Parent and carer engagement through focussed and sustained 'structured conversations'
4. Wider outcomes, including social, cultural and post school destination.

Taken together, these activities will secure enhanced and accelerated academic, social and cultural progress for all engaged children and young people, including the most vulnerable and disadvantaged.

The framework will build an evidence base for academic, social, economic and cultural progress through independent and maintained school partnerships. This will also include evidence for effective practice and strategy in: community liaison, understanding and cohesion; business and third sector engagement; and focused and sustained engagement with parents and carers.

### **Why are you the right organisation to do this work?**

Achievement has a celebrated track-record of successfully driving school improvement and improving outcomes for the most vulnerable and disadvantaged children and young people. Since 2011, Achievement for All has reached nearly 4 million beneficiaries, and in the last year alone positively impacted on the aspiration, access, attainment, and achievement of 23,700 children and young people in 940 school and other educational settings.

Achievement for All has built and maintains a nationwide map of region-to-region, school-to-school, and teacher-to-teacher support and mutual learning networks, at local, regional, and national levels. Counterpoint will draw on, contribute to, and enrich these networks.

Achievement for All will bring to Counterpoint in London a team of nationally and internationally visible and renowned coaches, academic experts, and change-makers with hundreds of years cumulative experience of school improvement and driving upwards outcomes for all children and young people, including the most vulnerable and disadvantaged.

### **How does your work complement and not duplicate other services within your area?**

Nationally, and in London, there has been enthusiasm for mutual-learning and practice-development partnerships between independent and maintained schools. However, what has been lacking to date has been a coordinated approach that will allow partnerships to link together and begin the process of system-wide development and innovation.

Counterpoint addresses this need. Achievement for All has already established good relationships with, and expressions of interest from, a number of independent and maintained schools across the capital. All of these schools share a commitment to the concept of Counterpoint and a belief in the game-changing potential of the model to drive opportunity and outcomes for all types of schools, and all children and young people.

Achievement for All has secured commitment to Counterpoint from a number of independent school representative bodies, and local networks (both Achievement for All and others) of maintained schools. This will drive the reach, engagement, and impact of Counterpoint.



**How will this proposal meet the Programme Outcome(s) under which you are applying?**

Counterpoint will harness the power of independent and maintained school partnerships to build the ability of all children and young people (including the most vulnerable and disadvantaged) in London to make more independent and positive choices. This will (1) drive enhanced academic outcomes, (2) build future social mobility, (crucially informed by the individual values and contexts of children and young people and their families and communities), and (3) maximise wider opportunities.

Building on the above, Counterpoint will build each child from within, in line with the 'Achievement for All Every Child Included' manifesto. This five-year plan focuses the resources of Achievement for All (and a range of partners including the Fair Education Alliance, The Best Practice Network, Enabling Enterprise, and a range of specialist national and local support services) on making positive changes to the lifecourse of the most disadvantaged and vulnerable children and young people in London and beyond.

**How will you ensure that your project will hear and represent the views and needs of disadvantaged people and/or diverse communities?**

Counterpoint will take a quadratic approach to hearing and representing the views of disadvantaged and vulnerable children and young people.

1. Child and Young Person Voice: Counterpoint will use the proven approaches of Achievement for All to provide opportunities for all children and young people to express their views and inherently informed opinion on their own educational progress, academic and wider opportunities, and needs in context.
2. Teachers and professionals: Baseline and formative data will contextualise teacher observations and assessments, inform further professional development and learning, and deliver better engagement with children and young people, their parents and carers, and their communities.
3. Schools. Schools of all types will be supported to fully engage with London-wide and national learning communities.
4. Hubs. Within London, school hubs will be supported to share, test, mould, and reshare emergent practice that meets the needs of vulnerable and disadvantaged children and young people.

**How does your project engage and empower individuals and/or communities to come together on this issue? Will you be working with people who are particularly excluded?**

Partnership and empowerment is woven into every aspect of Counterpoint. In addition to the partnerships between independent and maintained schools and the London Counterpoint Hubs, (and the linkages to the wider national Achievement for All networks), Counterpoint will continue to build deep relationships with school representative bodies, Regional School Commissioners, Virtual school heads, Local Authorities, businesses, charities, and community groups across London.

Deep and sustained engagement with parents and carers and children and young people is at the heart of Counterpoint. The Achievement for All Structured Conversations approach has (PWC 2016) to develop real engagement with parents and carers, building a relationship of equals with the school.

Counterpoint monitoring and evaluation will seek out and engage community groups and changemakers to formatively develop the input and activities of Counterpoint, again drawing on the Achievement for All track record in similar activity.

**PWC (2016) Achieving Schools: Social Impact Assessment. London: PWC**

**Is the focus of your project meeting an already identifiable need (acute or otherwise) or are there elements which are preventative and/or incorporate early action?**

Counterpoint meets the identified need to improve academic and wider outcomes for all children and young people (including the most vulnerable and disadvantaged) and to drive future prosperity and social mobility.

Recently published government data shows that 1 in 3 children and nearly half of lone parent families live in relative poverty (DWP 2018).

Independent evaluation (PWC 2016) demonstrates that Achievement for All is increasing academic and wider outcomes for all children and young people, and is laying firm foundations for future social mobility.

Detailed needs analysis allows Counterpoint to take early action with schools. In parallel, the development of school capacity and capability which remains beyond the Counterpoint engagement equips schools to build ongoing preventative and early response approaches to the benefit of all children and young people.

DWP (2018) Households below average income. London: DWP

PWC (2016) Achieving Schools: Social Impact Assessment. London: PWC

**Who might you need to work closely with in delivering this project - whether before, during or afterwards?**

As noted above, partnership working is a fundamental aspect of Counterpoint. Partners will be involved at all stages of the project, and will include, (but will not be limited to):

- ? The staff, leadership, and governors of the independent and maintained Counterpoint schools
- ? The Counterpoint Hubs across London (x3)
- ? The Independent Schools Council
- ? The London Regional Schools Commissioners (x3)
- ? London Local Authorities
- ? London Livery Companies
- ? The City of London Corporation / City Bridge Trust
- ? The London Assembly
- ? Department for Education
- ? Community groups
- ? Faith Groups
- ? London-based charities with interest in the welfare and education of children and young people

And, crucially, the communities of parents and carers of children and young people attending the Counterpoint schools. Counterpoint will seek to establish reference groups of parents and carers of children, including the most vulnerable and disadvantaged.

**Our aim as a funder is to help people move positively between any of the four stages of Surviving, Coping, Adapting and Thriving. For your project at which of these stages will most people begin their journey?**

Counterpoint will address the needs of children and young people (and their parents and carers) who may be at any of the four stages. However, it is likely that the most vulnerable and disadvantaged children and young people will be at the surviving or (at best) coping stages.

The Counterpoint initial needs assessment will focus on identifying the starting points of all children and young people and will develop bespoke training and coaching programmes that will lift the cohort of children and young people to the adapting stage and lay the foundations for a future thriving stage.

This is a key strength of the Counterpoint approach. Counterpoint is a formative and specifically bespoke strategy for schools that tracks every child or young person during their journey and which has been proven to drive upwards their individual and contextualised access, aspiration, attainment, and achievement.

**Will there be any elements of this project that will help you or your beneficiaries to reduce your environmental footprint?**

Counterpoint will build on the highly successful Achievement for All partnerships with organisations such as Kinderley and Microsoft to deliver solutions to schools that not only increase the efficiency of schools and teachers but also reduce their environmental footprint by using digital technology to reduce resource requirements and travel.

Individual school-level approaches that will reduce their environmental footprint will be included as part of the school-improvement element of the individual school needs assessments.

**What are the main activities or outputs you want to deliver?**

A senior leader will analyse the needs of, coach, and train all participating staff, using the Independently evaluated Achievement for All approaches. This leader will also coordinate ongoing data monitoring and capture, collate formative action plans for further coaching and training, and lead research activity in each school.

The development and deployment of tested and relevant online resources that will support staff and schools to develop greater professional capability and capacity to drive the academic, social and cultural development of vulnerable and disadvantaged children and young people.

Complete detailed impact research for all activities at individual children and young people, school, and hub, and London-wide levels. This will include termly interim reports and formative development strategies that will inform continuous improvements in coaching, training, and resource development.

**What 3 main differences or outcomes do you hope the activities you have described above will achieve?**

Develop, embed, test, and spread effective structures and purposes for Independent and maintained school partnerships that can be scaled and spread across London and beyond.

Build an evidence base for academic, social, economic and cultural progress through Independent and maintained school partnerships. This will also include evidence for effective practice and strategy in: community liaison, understanding and cohesion; business and third sector engagement; and focused and sustained engagement with parents and carers.

Secure enhanced and accelerated academic, social and cultural progress for all engaged children and young people, including the most vulnerable and disadvantaged.



## Funding required for the project

### What is the total cost of the proposed activity/ project?

Expenditure heading	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Coaching, development, and Support for 13 School partnerships	78,000	78,000	0	0	0	156,000
Project management, steering, and support	9,000	9,000	0	0	0	18,000
Project overheads	3,000	3,000	0	0	0	6,000
VAT	18,000	18,000	0	0	0	36,000
<b>TOTAL:</b>	<b>108,000</b>	<b>108,000</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>216,000</b>

### What income has already been raised?

Source	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Expected Income for post-funded period. 15 school partnerships at £6000 per school partnership	0	0	90,000	90,000	90,000	270,000
<b>TOTAL:</b>	<b>0</b>	<b>0</b>	<b>90,000</b>	<b>90,000</b>	<b>90,000</b>	<b>270,000</b>

### What other funders are currently considering the proposal?

Source	Year 1	Year 2	Year 3	Year 4	Year 5	Total
	0	0	0	0	0	0
	0	0	0	0	0	0
	0	0	0	0	0	0
	0	0	0	0	0	0
<b>TOTAL:</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

**How much is requested from the Trust?**

<b>Expenditure heading</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Total</b>
Coaching, development, and Support for 13 School partnerships	78,000	78,000	0	0	0	156,000
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VAT	18,000	18,000	0	0	0	36,000
<b>TOTAL:</b>	<b>108,000</b>	<b>108,000</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>216,000</b>

## Who will benefit?

How many people will directly benefit from the grant per year?

**5,470**

In which Greater London borough(s) or areas of London will your beneficiaries live?

**London-wide**

Does this project specifically target any groups or communities?

**Counterpoint will address the needs of all children and young people, but with a particular focus on meeting the needs of the most disadvantaged and vulnerable children and young people.**

This project will specifically work with the following age groups:

This project will specifically work with the following gender groups:

This project will specifically work with the following ethnic groups:

If Other ethnic group, please give details:

This project will specifically work with Deaf and disabled people:

**No**

This project will specifically work with LGBTQI groups:

**No**

This project will specifically work with other groups or communities:

**Counterpoint will address the needs of all children and young people, but with a particular focus on meeting the needs of the most disadvantaged and vulnerable children and young people.**

How will you target the groups/communities you have identified? What is your expertise in providing services for these groups?

**Independent evaluation (2016 PWC) has confirmed the power of AfA3As to drive social mobility by providing children and young people access to opportunities to develop the skills and capacities they will need to make the most of their future lives.**

Are there any groups or communities you think your organisation will find hard to include through this project?

**No**

If yes, please specify which groups or communities? Where possible using the categories listed above.

**N/A**

If yes, what steps will you take to make your services accessible to and meet the needs of the groups/communities you have identified?

### **Declaration**

I confirm that, to the best of my knowledge, all the information I have provided in this application form is correct. I fully understand that City Bridge Trust has zero tolerance towards fraud and will seek to prosecute and recover funds in every instance.

Please confirm: Yes      Full Name: **Professor Sonia Blandford**

Role within Organisation:                      **Founder and CEO**