

Committee(s)	Dated
Education Board	14/11/2019
Subject: Evaluation of City Premium Grant funded projects over 2018/19 academic year	Public
Report of: Director of Community and Children's Services	For Information
Report author: Daniel McGrady, Lead Policy Officer (Education, Culture and Skills)	

Summary

In financial year 2018/19, the Education Board awarded £1.73m in City Premium Grants (CPG) to City of London sponsored and co-sponsored academies. This report provides Members with a summary of the impact evaluations for grant-funded projects delivered over the corresponding 2018/19 academic year. This report provides a high-level analysis of areas of spend and examples of interventions which had a particularly positive impact. A detailed summary for each school is included in **Appendix 1**.

Recommendation

Members are asked to note the report.

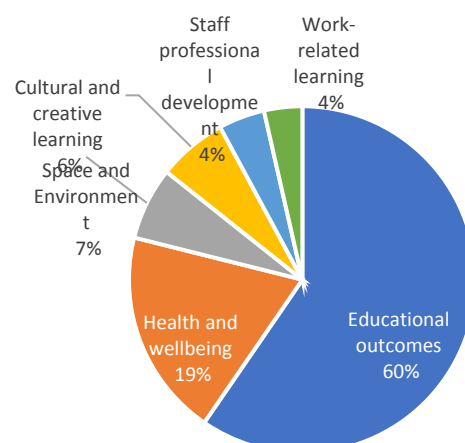
Main Report

Background

1. At its meeting on 17 May 2018, the Education Board approved the award of £1.39m as City Premium Grant funding to its sponsored and co-sponsored academies. This was awarded at a rate of £250K for secondary academies and £100K for primary academies proportionate to whether the academy was at full pupil capacity. At its meeting on 10 January 2019, the Education Board approved a further £333K which was awarded according to academies' school improvement needs as identified in the October 2018 scrutiny meetings.
2. All academies were asked to evaluate the impact of City Premium Grant funded projects delivered over 2018/19 and submit these to the Education Unit. An impact summary by school and for each project is included in **Appendix 1**.
3. It should be noted that the Education Board approved an extension for City of London Academy Southwark to submit their evaluation to January 2020.

Thematic areas of spend

4. The Education Unit have conducted analyses across the submitted evaluations to identify the main thematic areas of spending and interventions/projects which have been particularly worked well in one or more academy.
5. The largest area of spend (c.60%) was on projects aimed at improving pupils' educational attainment and were commonly delivered as extra revision, one-to-one tuition and residentials. The second largest area of spend (c.19%) was on projects aimed at



improving health and wellbeing for pupils and staff including adventure style trips, activities in the school and counselling.

6. Academies also delivered projects which can broadly be categorised as enhancing the 'space and environment' in the school (e.g. library development, increased playground provision); supporting cultural and creative learning; continued professional development for staff; and work-related learning (e.g. work experience, preparation for university entrance).

Interventions with a noticeable impact

Primary

7. Small group teaching in literacy and oracy – Galleywall Primary School used CPG funding to recruit two additional teachers to run small-group sessions with pupils focusing on literacy and oracy. The academy reported that the personalised teaching style greatly improved pupils' confidence which then translated into their classroom lessons and oral presentations to an audience. At the end of 2019, the schools' attainment in these areas was well above national benchmarks.
8. Forest School and spending time in nature – Redriff Primary school used the CPG to train teachers in delivering Forest School as well enhancing the school playground to increase outdoor activities. The academy reported that pupils who completed the programme noticeably developed in confidence and demonstrated behaviours such as resilience in an outdoor environment (e.g. not noticing the rain), using more storytelling, taking risks outdoors, and taking ownership and responsibility for the environment (e.g. litter picking). The outcomes for 'Understanding of the World' for the Early Learning Goals at the end of Reception are significantly above the London Borough of Southwark and national averages.

Secondary

9. One-to-one coaching and mentoring – Several secondary academies used the CPG to fund one-to-one coaching and mentoring for targeted pupils. In most cases, the focus was not on subject knowledge but on behaviour and wider skills for learning. At the City of London Academy Islington (CoLAI), the cohort of pupils who participated in the City Year mentoring programme averaged an 18% reduction in the number of Behaviour Points they received and a 13% increase in the number of House Points they received in 2018/19 compared to the previous academic year. Pupils in the cohort also made, on average, one third of a Grade more progress at GCSE than the year group as a whole.
10. Residential which combine academic and physical/skills-based activities – Some secondary academies used the CPG to run week-long exam preparation residentials for pupils in Key Stage 4. These projects seemed to be particularly impactful when they combined content-based revision with physically challenging and/or or non-subject based activities which develop skills. At the City of London Academy Highgate Hill (CoLAHH), 95% of pupils who attended a residential of this kind made 1+ Grade of Progress in Maths compared to 73% of non-attendants. At CoLAI, of the cohort who attended a residential which used this combination, attainment in English at 4+ increased by 5% and by 35% in Maths.
11. Enhanced music education in the school – Some academies used the CPG to fund instrumental lessons for a large number of pupils in the school and support to ensembles and orchestras. At CoLAHH, all pupils in Year 7 and 8 received instrument lessons which led to 50% of Years 7 and 8 being involved in the

academy end of year musical which was the largest musical production in the history of the school. The academy now also run a GCSE Music cohort in Year 9 compared to zero interest in the previous year. At City of London Academy Shoreditch Park (CoLASP), all Year 7 and 8 pupils learnt an instrument and 82% of Year 7 pupils and so made 3 subgrades of academic progress in music over the year, meeting or exceeding their targets.

Cross-phase

12. Library development and enhancement – A noticeable intervention which had positive outcomes in primary and secondary academies is the development of libraries, including purchasing of books, running reading programmes, and creating spaces for reading. Galleywall Primary School used the CPG to purchase high quality books and enhance the library space and reported that in the KS1 Reading SAT's, 83% of children met the expected standard which is much higher than the national average of 75% and the additions to the library have allowed for the children's reading needs to be well matched to their abilities and interests. At CoLAHH, 58% of the students who received reading interventions progressed in their reading, with 13% progressing from Below Average to Average and 13% progressing from Average to Above Average.

Interventions where impact has been hard to measure

13. There were some types of intervention which academies found difficult to effectively measure the impact of which can falsely appear as if they did not have a big impact. In particular, these types of intervention are:
- Continued professional development (CPD) for teachers – Where academies used the CPG to fund training and development for teachers, the impact evaluations do not effectively show how this subsequently improved teaching and learning.
 - Work-related learning and careers advice and guidance – Where academies have used the CPG for work experience trips and/or careers related projects, the impact evaluations do not effectively demonstrate how these have altered/supported/improved pupils' aspirations and behaviours.
 - Development of Fusion Skills – Where projects have developed pupils' Fusion Skills, the impact is usually based on anecdotal feedback from teachers which can be very hard to link to the effectiveness of that intervention over a different one. Currently, officers are developing a framework approach to better embed ways of measuring fusion skills.
14. To support schools to ensure interventions are evidence-based and there is an impact-orientated mindset in the school (Goal Six of the Education Strategy), the Education Unit will seek to identify methods for evaluating 'harder to measure' types of interventions to inform impact measurement next academic year.

Appendices

- Appendix 1 – School-level summary of evaluations of City Premium Grant funded projects over 2018/19 academic year (Non-Public).

Daniel McGrady

Lead Policy Officer (Education, Culture and Skills)

E: Daniel.McGrady@cityoflondon.gov.uk

T: 0207 332 1864