



Executive Summary

In January 2019, the City of Corporation) approved a £100,000 pilot for a summer enrichment pilot tackling summer learning loss and summer hunger and offering meaningful and enjoyable activities for pupils and young people in the London Borough of Islington during July and August 2019. The pilot was part of a wider programme of work relating to the City Corporation's Social Mobility Strategy for 2018-28 – in particular the strategic outcome that '*Opportunity is accessed more evenly and equally across society*', by removing barriers, overcoming gaps and improving access and participation in order to improve attainment for our pupils experiencing disadvantage or poverty¹.

There is strong evidence that pupils from all backgrounds tend to make comparable achievement gains during the school year. However, during the long summer holiday, pupils experiencing poverty and socio-economic disadvantage make more learning losses, than their more advantaged counterparts, and this is exacerbated for pupils experiencing summer hunger². Summer enrichment programmes, which are a combination of learning, enrichment and meals, have may work effectively in tackling summer learning loss and summer hunger³.

The pilot took place as three separate projects delivered by:

1. **The City of London Academy Highbury Grove (CoLAHG) in partnership with Future Foundations**
2. **Global Generation** (registered Charity No. 1106420)
3. **All Change** (registered Charity No. 293972).

The three projects cost £96,683.20 to deliver, with the work of Global Generation and All Change taking place in community-based venues in Islington, and the work of Future Foundations taking place on-site at the CoLAHG. There is much that the three projects had in common in terms of the activities and quality of food offered, with many focussing on experiential learning, fusions skills, and creative and participatory projects. The projects lasted for one to six weeks, and many adhered to some, but not all of the design principles that were set out when the pilot was originally designed – namely the pilots being delivered as four hours a day, for four days a week, over four weeks.

It is recommended that based on the findings the City Corporation does not continue to fund summer enrichment activity of this sort in 2020, but the City of London family of schools is invited to apply for funding to support enrichment work through the City

¹ <https://www.cityoflondon.gov.uk/business/responsible-city/Documents/social-mobility-strategy-2018-28.pdf>

² https://www.mayorsfundforlondon.org.uk/wp-content/uploads/2018/12/Mayors-Fund-for-London_Kitchen-Social_Evaluation-Report-1_Nov18.pdf

³ https://www.mayorsfundforlondon.org.uk/wp-content/uploads/2018/12/Mayors-Fund-for-London_Kitchen-Social_Evaluation-Report-1_Nov18.pdf

Premium Grants fund. The City Corporation should advocate for enriching summer-based activities aimed at young Londoners, but schools and local organisations are best places to design and deliver programmes. Likewise, it is hoped that this evaluation will inform the work of other organisations, such as the Mayor's Fund for London who provide vital advocacy and leadership support in London on summer hunger, and those who are considering offering activities aimed at children and young people over the summer. Ultimately, the City Corporation is supportive of enrichment opportunities.

Background and Acknowledgements

1. The idea for the City Corporation to deliver a summer enrichment pilot aimed at tackling summer hunger and summer learning loss, whilst also supporting summer enrichment activities, was led on by Sir Mark Boleat, a former elected Member and Chairman of Policy and Resources for the City Corporation⁴. It is evidenced and supported that pupils from all backgrounds tend to make comparable achievement gains during the school year. However, during the long summer holiday, pupils experiencing poverty and socio-economic disadvantage may make more learning losses than their more advantaged counterparts. This summer learning loss is suspected, in part, to be due to a paucity of stimulating and enriching summer activities, resources and investments for pupils, and tends to be exacerbated by summer hunger – again something that most impacts pupils on free school meals (FSM) and/or those experiencing other forms of poverty and disadvantage⁵. Summer hunger is also a UK Government priority, as evidenced through their launch of a £2 million fund by the Children and Families Minister in the Department for Education for pilots to provide free holiday activities and meals to disadvantaged families in the 2019 Easter and summer holidays⁶. This decision was motivated by evidence showing the positive impact of enrichment provision on children's educational, health and wellbeing outcomes, as well as continued campaigning on the summer hunger issue by Frank Field MP.
2. The design and delivery of the pilot required extensive levels of project management delivered by the City Corporation's Corporate Strategy Manager and Corporate Strategy Officer based in the Town Clerk's department, with expert input from the Strategic Education and Skills Director based in the Community and Children's Services department. The City Corporation extends deep gratitude to the following partners that were instrumental in designing the pilot:
 - a) The Mayor's Fund for London Kitchen Social Programme Team
 - b) The Cripplegate Foundation
 - c) The City of London Academy Highbury Grove
 - d) Northumbria University
 - e) Future Foundations

⁴<http://democracy.cityoflondon.gov.uk/documents/s108130/Summer%20Enrichment%20Pilot%20PR%20and%20PRED%20Paper%20-%20Jan%2019%20FINAL.pdf>

⁵ https://www.mayorsfundforlondon.org.uk/wp-content/uploads/2018/12/Mayors-Fund-for-London_Kitchen-Social_Evaluation-Report-1_Nov18.pdf

⁶ <https://www.gov.uk/government/news/boost-to-support-disadvantaged-families-during-the-holidays>

- f) Global Generation (registered Charity No. 1106420)
- g) All Change (registered Charity No. 293972).

The Pilot – Design Principles

3. £100,000 of private City Corporation funding was allocated to the pilot, and a target to support 400-450 children and young people was set. The pilot was designed as a test and learn pilot, with Northumbria University engaged to deliver a learning and evaluation report on the work, alongside this learning report compiled by internal officers.
4. The pilot was carried out in the London Borough of Islington. Islington is ranked in the most deprived 30 per cent of English local authorities in the 2019 Indices of Multiple Deprivation (IMD) Index, with it also scoring 27.5 per cent in the IMD Index 2019 for the proportion of children living in income deprived households, ranking tenth in the country, and first across the London Boroughs⁷.
5. The CoLAHG, which is part of the City Corporation's family of schools was chosen as a test site for the pilot as 70% of its pupils are on pupil premium, over half are on free school meals (FSM) and the school were keen to be selected as a pilot test site. Given that there is a range of research suggesting that the most socio-economically disadvantaged pupils and their families are less likely to engage with schools during the summer⁸, the community-based summer enrichment pilots were open to any and all children and young people with a connection to Islington, i.e. they do not have to be a pupil at one of the City Corporation's schools.
6. The design of the pilot was primarily supported by colleagues working at the Mayor's Fund for London on their Kitchen Social programme. The pilot was designed to be delivered in both a school and non-school based environment, and to include activities that addressed summer learning loss, summer hunger and summer enrichment, with the following embedded principles:
 - a) A varied range of activities that attract a diverse range of pupils from different socio-economic backgrounds, in order to support summer learning, summer hunger and enrichment, such as cooking classes, sports, meaningful exposure to the world of work, access to and enjoyment of cultural activities etc.
 - b) An emphasis on attracting pupils experiencing the most socio-economic disadvantage and involving families in order to further catalyse a whole family approach to education.
 - c) Implementation of the 4x4x4 formula, meaning a programme of activities delivered for four hours a day, over four days a week, for four weeks.
 - d) Setting stretch targets for the number of pupils engaging with the pilots and the duration of their commitment, e.g. 50% attendance.

⁷https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/835115/IdD2019_Statistical_Release.pdf

⁸ <https://dera.ioe.ac.uk/6639/1/DCSF-RW004.pdf>

The Pilot – What Was Commissioned

7. The following partners and their role in delivering this pilot are summarised below:

- a) **The Mayor's Fund for London Kitchen Social Programme Team** – provided advice and insights into the criteria that the projects, including their learning and evaluation, should meet.
- b) **The Cripplegate Foundation** – commissioned the two community-based project partners to deliver the pilot.
- c) **The City of London Academy Highbury Grove** – hosted the school-based pilot and commissioned the project partner to deliver the pilot based within the school, as well as providing their own staffing and resources to support the project's delivery.
- d) **Northumbria University** – the delivery partner for the learning and evaluation report.
- e) **All Change** (registered Charity No. 293972) – delivered a community-based pilot in Islington.
- f) **Global Generation** (registered Charity No. 1106420) – delivered a community-based pilot in Islington.
- g) **Future Foundations** – led the delivery of the school-based pilot at CoLAHG.

8. The costs of the pilot are summarised below:

Partner	Summary of work	Cost
All Change	Delivery of a community-based summer enrichment pilot.	£17,400
CoLAHG	Hosting and supporting the delivery of the school-based summer enrichment pilot.	£12,249.20; split into £10,845.20 (Staffing) and £1,404.00 (Catering)
Cripplegate Foundation	Administration fees for commissioning both All Change and Global Generation on behalf of the City Corporation	£7,000
Future Foundations	Delivery of a school-based summer enrichment pilot.	£31,510
Global Generation	Delivery of a community-based summer enrichment pilot.	£23,524
Mayor's Fund for London	Delivery of a learning and evaluation report of the City Corporation's Summer Enrichment Pilot	£5,000
Total		£96,683.20

9. The three projects delivered the following work:

Programme name:	CoLAHG Summer School
Partners involved:	Future Foundation and CoLAHG
Dates of programme:	Create Your Future (Years 5 and 6), from 29 July 2019 to 31 July 2019 Bright Futures (Years 8 and 9), from 19 August 2019 to 23 August 2019

	(8.45am to 3.30pm daily, for five days, for one week per project)
Location of programme:	CoLAHG, with two off-site days on 31 July 2019 and 22 August 2019
Summary of activities delivered:	
<ul style="list-style-type: none"> • Each programme offered breakfast and lunches and healthy snacks/refreshments during break times and were led by team coaches. • The programmes focussed on experiential learning, physical activity, workshops and team building exercises that promoted critical thinking, communication, collaboration and creativity. • Each day was structured with specific timings for each activity. • The Bright Futures programmes focussed specifically on English, sustainability, future world of work skills sessions and leadership development. • The Create Your Future programme focussed specifically on preparing participants for success in secondary school by improving general skills, confidence, aspirations, team working and friendship building. This programme also aimed to engage parent/carers of attendees positively with the CoLAHG. 	

Programme name:	B Creative
Partners involved:	All Change
Dates of programme:	29 July 2019 to 2 August 2019 6 August 2019 to 9 August 2019 12 August 2019 to 15 August 2019 19 August 2019 to 22 August 2019 (11am to 4pm daily, for four days, for four weeks)
Location of programme:	Various, including Platform Youth Hub, Autograph ABP, Impact Hub Islington, Apple Store Covent Garden
Summary of activities delivered:	
<ul style="list-style-type: none"> • Lunch was offered on each day of the project. • The programme was run as an integrated arts summer school, that was co-produced by young women, for young women aged 16-19 years old, with a particular focus on attracting young women who face barriers to participation, including young carers, looked after young women, those on low incomes, women with disabilities and young parents. Some young women were still in education, others were looking to sustain learning while not accessing formal education. • The programme aimed to bridge the summer learning gap by developing new skills and confidence in participants, introducing participants to new experiences and opportunities, giving participants a chance to meet new people as well as helping to shape ideas about their own futures. • All participants were invited to complete the Arts Award accreditation Level 1-3, • The programme involved collaborations with professional artists, opening up local spaces and partnership working with other arts organisations in Islington. • The focus of each week was as follows: <ul style="list-style-type: none"> - Week 1: integrated dance project with Candoco Dance Company - Week 2: Photography activism project with Autograph ABP - Week 3: Tech activism project with Furtherfield - Week 4: Arts Award and event planning, leading to a two-day arts festival 	

Programme name:	Global Generation Summer 2019
Partners involved:	Global Generation
Dates of programme:	23 July 2019 to 26 July 2019 (pre-programme, optional) 30 July 2019 to 2 August 2019 (pre-programme, optional) 6 August 2019 to 9 August 2019 13 August 2019 to 16 August 2019 20 August 2019 to 23 August 2019 27 August 2019 to 30 August 2019 (Four hours, for four days, for up to six weeks)
Location of programme:	When not off site, activities took place between the King's Cross Skip Garden on Tapper Walk, N1C 4AQ and the Cally Resource Centre in the Caledonian ward of Islington, at 140 Copenhagen Street, N1 0SG
Summary of activities delivered:	
<ul style="list-style-type: none"> The pre-programme offered lunch each day, as well as cooking and carpentry classes and an opportunity to design elements of the main programme. The main programme offered lunch every day, and a range of activities including design, cookery and carpentry classes; off-site trips and visits outside of Islington, including a trip to Lion King at the Lyceum Theatre; and youth leadership sessions and volunteering opportunities. The programmes were co-created by a group of specially recruited Youth Leaders. The Youth Leaders were supported through the pre-programme to develop the skills necessary to work together, to design a service and to lead activity sessions within the community. The three core strands to the programme included: <ul style="list-style-type: none"> - Bringing young people, children and families together in the centre of the ward through the creation of a vibrant, shared, pop-up cooking, eating and making space - 'The Cally Table'. - Taking young people out of their local area to experience something new. - Giving a core group of young people the opportunity to develop a range of leadership skills, leading to the delivery through August of activities for the community. 	

Learning and Evaluation for the Pilot

10. To analyse the effectiveness of this pilot, five pieces of learning and evaluation were organised – with three of the projects being delivered through Northumbria University and Mayor's Fund for London, and these will be reported on in separate reports. A further two studies were organised internally by City Corporation staff, and the findings of these will be covered in this report. The learning and evaluation that was commissioned is summarised in the table below:

Learning and Evaluation Commissioned		CoLAHG and Future Foundations	All Change	Global Generation
Part 1 – Northumbria University (in partnership with Mayor's Fund for London)	a) Data collection booklet (child characteristics, daily attendance log, daily activity log*)	✓	✓	✓

	b) Physical Activity Study	✓	-	-
	c) Young People's Perspective Study	-	✓	-
Part 2 – City of London Corporation	a) Fusion skills evaluation survey	✓	✓	✓
	b) Learning loss study	✓	-	-

* Under each of these headings, the following data is collected:

- *Child characteristics: Age, Gender, FSM eligibility*
- *Daily attendance log: Logs attendance for half day or fully day, and meal only.*
- *Daily activity log: Total number of meals served, types of meal served, total hours of activity, range of activities, total hours of structured physical activity, photos of meals served.*

11. A more detailed description of each component of the learning and evaluation programme is outlined below:

Study 1a - Data collection booklet

This booklet was completed by all three programmes as follows:

- Child (participant) characteristics: to be completed at the beginning of the programme, or as when new participants join the programme.
- Daily attendance log: to be completed each day of the programme.
- Daily activity log: to be completed each day of the programme. Photos of all meals served should be taken and saved with the data for digital submission.

Study 1b) Physical activity

This study involved a questionnaire that collected data on what activities children take part in and how long they take part in them at the summer programme during the school holidays. The research picks up on any physical activity they take part in i.e. walking, running, activities, and also how they travel to and from the programme. The visits to the project to administer the questionnaire took place on 2 July 2019 and 23 August 2019.

Study 1c) Young People's Perspective

This study captured the insights of young people taking part in the summer enrichment programmes, to gather their views on the programmes, how they are run, and what improvements could be made. The purpose of this study is to gather the views of young people to help design the future provision of summer enrichment programmes.

Study 2a) Fusion skills evaluation survey

This study was designed to capture participants views about the programme from all three projects and their own self-perception about the impact of the programme on their 'soft' or 'fusion' skills. It is being used as a measure of 'proxies' for learning i.e. the presence or absence of general qualities and behaviours associated with better educational progress, attainment and employability.

Study 2b) Learning loss

This study was carried out at CoLAHG only as it is only the education-based provider who can access pupil level data to evaluate whether participation in summer programmes has an impact on learning loss. The study reviewed Year 6 pupil progress, attainment and school attendance as proxies for measures to track learning. The study compared the SATs results of participants prior to involvement in the programme, with their academic achievement and progress post-programme as evidenced through the first termly data assessment reporting period in November 2019. This data was compared with a control group (those not involved in the programme) to provide comparison data. The study looked at potential changes in the behaviour (as evidenced through 'behaviour points') and through the school attendance of the pupils who participated in the summer programme compared with other pupils in the same year (the control group) to assess whether attendance was higher or lower and whether behaviour was better or worse.

Findings from the Pilot

12. The findings outlined in this section relate to the fusion skills evaluation survey and the learning loss study, described as Studies 2a and 2b respectively in the previous section of this report. There were 85 responses to the fusion skills evaluation survey, and the findings are as follows:

CoLAHG Summer School – 49 (57.7%) of the 85 responses received.

B Creative – 28 (32.9%) of the 85 responses received.

Global Generation Summer 2019 – 8 (9.4%) of the 85 responses received.

In total each project reached the following number of people:

CoLAHG Summer School – 56 children and young people

B Creative – 26 children and young people

Global Generation Summer 2019 – 40 children and young people

This means that 57.7%, 32.9% and 9.4% of participants in the CoLAHG Summer School, B Creative and Global Generation Summer 2019 pilots engaged with the fusion skills evaluation survey. The greatest level of take up with the survey was seen at CoLAHG, with the least amount of take up with the survey in Global Generation Summer – and this should be taken into consideration when reviewing the survey results.

Study 2a, Fusion Skills Evaluation Survey – Key Findings

Age and location of attendees

The pilots supported 122 children and young people – of those the 85 that completed the survey were aged 11-25 years. They all had a connection to Islington, with 66 (78%) living in the borough too, alongside 19 (22%) other participants living in the London Boroughs of Barnet, Bromley, Camden, Enfield, Greenwich, Hackney, Haringey, Harrow, Hounslow, Redbridge and Tower Hamlets.

Perspectives on the programme

Those filling in the survey were asked if they **agreed (A)**, **disagreed (D)** or **neither agreed or disagreed (N)** on if they liked the room/s they were in; if the place/s were interesting; if they felt safe; and if they felt relaxed. The results are summarised below:

Question	CoLAHG Summer School (49 responses)	B Creative (28 responses)	Global Generation Summer 2019 (8 responses)
Did you like the room/s you were in?	76% A 24% N	100% A	87% A 13% N
Was the place/s interesting?	59% A 39% N 2% D	89% A 11% N	100% A
Did you feel safe?	90% A 8% N 2% D	96% A 4% N	100% A
Did you feel relaxed?	59% A 33% N 8% D	96% A 4% N	87% A 13% N

The majority of participants in all three pilots agreed with the statements given, however it is worth noting that for the CoLAHG Summer School there were greater levels of participants selecting the 'neither agree or disagree' option – however the numbers surveyed were higher for this pilot.

Participants were also asked if they would come to another summer programme, and if they would recommend the pilot they attended to other people. The results are summarised below:

Question	CoLAHG Summer School (49 responses)	B Creative (28 responses)	Global Generation Summer 2019 (8 responses)
Would you like to come to another summer programme?	10% No answer 29% Yes 10% No 51% Maybe	96% Yes 4% Maybe	100% Yes
Would you recommend this summer programme to other young people?	76% Yes 6% No 18% Maybe	93% Yes 7% Maybe	87% Yes 13% Maybe

The majority of participants in all three pilots would come to another summer programme, although for the CoLAHG Summer School 51% selected Maybe and 29% selected Yes. This could mean that non-school based locations for summer schools are preferred – indeed that is borne out in some of the free text

comments from the CoLAHG Summer School detailed below. All participants were positive about recommending the pilot they attended to others.

Free text responses were sought on the things that the children and young people particularly liked about the pilots they attended, which included responses such as:

Pilot	Feedback
CoLAHG Summer School	The games; the trip; the variety; the debate; the lava challenge; the coaches; the teachers; meeting new people; the games; hanging out with friends; team working; and the games.
B Creative	The dancing; creating placards; the dancing; the variety; having space to be creative; the photography; feeling inspired, united and able to be myself; meeting new people and learning about different perspectives.
Global Generation Summer 2019	The Lion King; the restaurant trip; the variety; meeting new people; and exploring my culture.

Free text responses were sought on the things that the children and young people thought could be improved about the pilots they attended, which included responses such as:

Pilot	Feedback
CoLAHG Summer School	Use a different location; start later; less school work; more sports; more outdoor activities; more breaks; and more trips.
B Creative	Very few responses – but some feedback on more breaks; an extra day; doing the arts award work in the mornings.
Global Generation Summer 2019	More trips; and more people.

Free text responses were sought for any other responses, which included:

Pilot	Feedback
CoLAHG Summer School	Quote from participant: <i>It helped with my confidence, in terms of leadership and communications. And everybody was different from the previous.</i>
B Creative	Quote from participant: <i>I have thoroughly enjoyed my time participating in the 'change the conversation' project. Getting to know a load of different people and hear about the things that are most important to them and acting on them in the form of a protest at the end of the week. When I am participating in the all change projects, I feel like my opinion matters I feel like my opinion matters and it is a safe space to discuss them freely.</i>

Global Generation Summer 2019	Quote from participant: <i>Thank you! I hope we can have more programmes like this in the future. I'd love to participate.</i>
--------------------------------------	--

Feedback on what participants saw, heard or learned

Those filling in the survey were asked if they **agreed (A)**, **disagreed (D)** or **neither agreed or disagreed (N)** with the following statements:

Question	CoLAHG Summer School (49 responses)	B Creative (28 responses)	Global Generation Summer 2019 (8 responses)
The adults who spoke were interesting	76% A 20% N 2% D 2% No answer	100% A	100% A
The adults were easy to talk to	73% A 22% N 3% D 2% No answer	96% A 4% N	87% A 13% No answer
They listened to me	84% A 10% N 4% D 2% No answer	96% A 4% N	87% A 13% No answer
I saw interesting things	69% A 24% N 5% D 2% No answer	86% A 14% N	87% A 13% No answer
I met new people	76% A 16% N 6% D 2% No answer	100% A	74% A 13% N 13% No answer
I was able to talk to people	84% A 12% N 2% D 2% No answer	93% A 7% N	74% A 13% N 13% No answer
I was able to work with new people	82% A 14% N 2% D 2% No answer	96% A 4% D	74% A 13% N 13% No answer
I could use initiative	69% A 27% N 2% D 2% No answer	96% A 4% N	61% A 13% N 13% D 13% No answer
There was problem solving	61% A 29% N 8% D 2% No answer	75% A 25% N	61% A 13% N 13% D 13% No answer
I was more organised	53% A 41% N	75% A 25% N	61% A 13% N

	4% D 2% No answer		13% D 13% No answer
I tried something new	76% A 16% N 6% D 2% No answer	96% A 4% N	87% A 13% No answer
There were chances to read and write	64% A 33% N 1% D 2% No answer	68% A 11% N 21% D	74% A 13% N 13% No answer
I had to work at something challenging	59% A 27% N 12% D 2% No answer	86% A 14% N	62% A 25% D 13% No answer
I could be creative	73% A 20% N 3% D 4% No answer	100% A	87% A 13% No answer
I could work on my own and in groups	73% A 18% N 5% D 4% No answer	100% A	62% A 25% D 13% No answer
The adults helped with me new ideas	78% A 18% N 2% D 2% No answer	89% A 11% N	87% A 13% No answer

The majority of participants in all three pilots have demonstrated progress in the areas covered in the survey, with no real issues to flag in terms of participants disagreeing with the statements.

Feedback on how helpful participants found the programme
with participants being asked to compare themselves to before they joined the programme

Those filling in the survey were asked if they **agreed (A)**, **disagreed (D)** or **neither agreed or disagreed (N)** with the following statements:

Question	CoLAHG Summer School (49 responses)	B Creative (28 responses)	Global Generation Summer 2019 (8 responses)
Feel more confident	69% A 27% N 2% D 2% No answer	96% A 4% N	74% A 13% N 13% No answer
Feel optimistic about the future	70% A 24% N 4% D 2% No answer	89% A 11% N	74% A 13% N 13% No answer

Bring my ideas to life	72% A 20% N 6% D 2% No answer	96% A 4% N	74% A 13% N 13% No answer
Be a better leader	64% A 31% N 4% D 2% No answer	68% A 29% N 3% D	63% A 25% N 12% No answer
Feel excited about my future	72% A 22% N 4% D 2% No answer	79% A 21% N	74% A 13% N 13% No answer
Think about new opportunities	74% A 22% N 2% D 2% No answer	89% A 11% N	63% A 25% N 12% No answer
Understand myself better as a person	61% A 31% N 6% D 2% No answer	71% A 29% N	50% A 25% N 12% D 13% No answer
Start to make some good choices	65% A 33% N 2% No answer	75% A 25% N	74% A 13% N 13% No answer
Feel more inspired	69% A 27% N 2% D 2% No answer	96% A 4% N	63% A 25% N 12% No answer
Take personal responsibility for my future	76% A 20% N 2% D 2% No answer	82% A 18% N	63% A 25% N 12% No answer
Pursue something I am interested in	71% A 27% N 2% No answer	89% A &% N 4% No answer	74% A 13% N 13% No answer
Get things done on time	67% A 29% N 2% D 2% No answer	82% A 18% N	50% A 25% N 25% No answer
Be my true self	74% A 20% N 4% D 2% No answer	93% A 7% N	87% A 13% No answer
Contribute my talents to the group	74% A 22% N 2% D 2% No answer	93% A 7% N	50% A 37% N 13% No answer
Be happy with myself	78% A 16% N 4% D 2% No answer	93% A 7% N	87% A 13% No answer

Other people like me	72% A 22% N 4% D 2% No answer	86% A 14% N	74% A 13% N 13% No answer
To have fun	80% A 18% N 2% No answer	100% A	87% A 13% No answer
Think about different things	74% A 22% N 4% No answer	89% A 11% N	87% A 13% No answer

The majority of participants in all three pilots have demonstrated progress in the areas covered in the survey, with no real issues to flag in terms of participants disagreeing with the statements. B Creative noted the greatest positive change.

Study 2b) Learning loss

Student	English attainment	English VA	Maths attainment	Maths VA	Attendance	Achievement points	Behaviour points
1	1.7	0.3	1	0	94.44	92	16
2	2	-0.3	1	-1.3	100	55	118
3	2.3	-0.7	2	-1	100	93	6
4	1.7	-1	2	-0.7	100	113	14
5	3	0.3	1.7	-1	100	165	17
6	2.7	1.3	1	-0.3	92.22	147	3
7	0	0	-0.3	-0.3	100	96	18
8	2.3	0	1.3	-0.7	100	135	0
9	0	-0.7	1.3	0	82.22	115	89
10	3	1	2	0	100	132	11
11	3.3	0.7	2	-0.7	100	66	3
12	3.3	0.3	1.7	-1.3	97.78	118	2
13	1.7	0.7	1	0	95	123	14
14	1.7	0.3	1.3	0	100	86	9
15	3	-0.7	3	-0.7	100	123	0
16	2.3	0.7	1.3	-0.3	100	82	38
17	1.7	-0.3	1.3	-0.7	100	113	11
18	1	-0.3	1	-0.3	94.44	62	73
19	2.3	1.3	-0.3	-0.7	86.67	112	6
20	2	0	1.3	-0.7	100	63	24
21	4	1	2.7	-0.3	100	90	0
22	4	0.3	3	-0.7	100	121	0
23	3	0.7	2	-0.3	100	58	3
24	2	0	1	-1	97.78	13	16
25	1.7	0.3	1	-0.3	86.67	43	29
26	1.7	0.7	-1.3	-1.7	100	85	5
27	2.7	0.3	1.3	-1	100	127	5
28	1.7	0	1.3	-0.3	100	112	6

29	0	-0.07	1	-0.3	95.56	87	107
Average for this group	2.13103448	0.21137931	1.331034483	0.57241	97.33724138	97.48275862	22.172414
Average for whole year group	2	0.49	1.02	-0.29	96.054	101.74	16.2

Based on the data collected above, there is no statistically significant evidence that those pupils participating in the CoLAHG Summer School first week achieved better outcomes. Their English and Maths attainment were slightly above average, but their VA (value added – i.e. progress towards targets which are based on their KS2 results) is below average. Their achievement (positive) points are lower than average, whilst their behaviour points (negative) are higher. There are some significant ‘outliers’ within the group – such as students 2 and 9 who have a very high number of behaviour points – this may be due to the fact that when recruiting to the pilot, primary schools that were approached were asked to put forward those who they felt needed more support with the transition, and so as it was a stratified sample, pupils with existing behaviour challenges were also included in the initial sample.

Other feedback received

Overall, the organisers involved in delivering the three projects in the pilot spoke positively about their experiences. Although they did cite the following difficulties and considerations that would improve such work in the future:

- Combine the **learning and evaluation** into one unified process, rather than having a programme of work that split into five areas.
- **Scaling up** existing projects was not as easy as some originally thought it would be.
- **Recruitment and retention** were more difficult for the projects than anticipated, especially given the **short lead-in times** from funding being awarded and the projects beginning. For example Global Generation recruited 35 people to the project, but only 17 participants attended regularly and for the CoLAHG Summer School many families had already organised summer holiday provision for their children.
- **Retention was not an issue** in the one-week programmes run as part of the CoLAHG Summer School.
- Offering provision **at different times of the day**, such as in the evenings, may benefit some children and young people more.
- The **offer of food and meals** was not always the main pull into a project, although in the CoLAHG Summer School breakfast was more important to participants than lunch, and B Creative and Global Generation Summer 2019 found that participants would try new cuisines if they cooked them.
- The **involvement of teaching assistants and sixth form mentors** at the CoLAHG Summer School was helpful in supporting participants to build relationships and rapport with them.

Proposals

13. Whilst the findings demonstrated some positive outcomes for participants in terms of their fusion skills, there is no compelling evidence that the pilots addressed summer learning loss or summer hunger. Furthermore, supporting 122 participants at a cost of circa £96,683.20 does not represent the best value for money. The City Corporation does have a City Premium Grants programme which is available to all of the City of London 'family of schools', including CoLAHG, and funding for summer activities aimed at pupils should be granted through this.

Conclusion

14. There are many potential approaches to delivering enrichment programme aimed at children and young people in formal or informal education. Some offer residential and non-residential options to pupils, some take place outside of school premises, in order to attract those pupils that are least likely to engage with the school environment outside of term-time, some are subsidised or free for all with no means testing in order to attract a mixture of pupils from different economic backgrounds, and some are run by schools with others run by independent third parties or charities. Often summer schools aim to address one of the following key issues – not all of them: summer hunger, summer enrichment and summer learning.
15. The reader is invited to share the findings outlined in this pilot to inform their own thinking on summer enrichment work aimed at young people to address issues of summer hunger, summer learning loss and a paucity of enriching, meaningful and affordable activities to participate in. Whilst the City Corporation is unable to continue funding enrichment pilots in 2020, it is hoped that this evaluation will inform the work of other organisations, such as the Mayor's Fund for London who provide vital advocacy and leadership support in London on summer hunger, and those who are considering offering activities aimed at children and young people over the summer. Ultimately, the City Corporation is supportive of initiatives to enhance social mobility.

Detailed Acknowledgements

16. It would not have been possible to deliver this pilot without the ongoing support and expertise of the following people, to whom the City Corporation is incredibly grateful:

Anne Bamford	City of London Corporation
Sir Mark Boleat	Formerly City of London Corporation
Amelia Ehren	City of London Corporation
Mark Emmerson	The City of London Multi Academy Trust
Claire Hersey	The City of London Multi Academy Trust
Katie Hasler	City of London Academy Highbury Grove
Aimee Lyall	City of London Academy Highbury Grove
Helen Kersey	The Cripplegate Foundation
Anne Shewring	The Cripplegate Foundation

Kim Chaplain	Formerly the Mayor's Fund for London
Maryan Nuur	The Mayor's Fund for London
Clara Widdison	The Mayor's Fund for London
Greta Defeyter	Northumbria University
Emily Mann	Northumbria University
Naomi Blanche	All Change Arts
Lina Akbar	Future Foundations
Rachel Solomon	Global Generation

Sufina Ahmad

Corporate Strategy Manager
City of London Corporation

Please direct all enquiries relating to this report to:

Jessica.walsh@cityoflondon.gov.uk

Additional reading:

Northumbria University Evaluation of City of London Corporation's Summer 2019 Holiday Provision



FINAL City of
London Corporatio

Kitchen Social - Young people's perspectives on holiday provision



Young People's
Perspectives on Holi