

Appendix 6 – Impact Summary Report: Young City Poets

Impact summary report: Young City Poets

Cultural and Creative Learning Goals, Aims and Outcomes

Goal 3: 'There is evidence of the effective delivery of initiatives which encourage London schools, especially in disadvantaged areas, to engage with the cultural life of the Square Mile, for instance the Culture Mile School Visits Fund'

Goal 4: 'Culture Mile Learning partners offer a learning programme to the Family of Schools for fusion skills'

Goal 6: 'Culture Mile is regarded as a successful learning destination'

Summary of the project including significant changes from the original action plan

Young City Poets (YCP) is delivered in partnership with the National Literacy Trust (NLT). Ten Culture Mile Learning (CML) partners and the Tower of London took part this year.

From November to February, young people visited cultural venues, gathering ideas and inspiration for their own poems. Back in the classroom, with their teachers' support, they began to write, for example, lyric poems based on their experience of seeing the art at the Guildhall Art Gallery, metaphysical poems based on their visit to St Paul's Cathedral, and dramatic monologues bringing Tower Bridge to life.

Contemporary poets then joined pupils in their classroom to help them edit their work and to develop their skills and confidence to perform it.

Project delivery was affected by the onset of the Covid-19 pandemic and the resulting lockdown and school closures in March 2020. By 23 March 2020, the majority of programme delivery had taken place but some activities were suspended:

- 3 class visits to CML venues
- 11 poet workshops
- Performance events at St Paul's Cathedral and the Tower of London

In order to continue to support the young people engaged in the project, the NLT repurposed its remaining matched funding from Audible to produce a child-facing website Poetry Academy <https://literacytrust.org.uk/family-zone/poetry-academy/> which had 7,683 unique users up to the end of August 2020.

In order to future proof the project for 2020/21, particularly in case cultural venues will be required to close again, CML agreed that the NLT could repurpose its remaining funding from 2019/20 to test an alternative approach to delivery. This pilot is currently in process and utilises object-based learning and immersive soundscapes to recreate the memorable experience of a visit in the classroom. Two cultural venues, Barbican and Guildhall Art Gallery, and six schools are taking part.

Proposed cost	£15K	
Actual cost (include breakdown)	<p>£18,600</p> <p>CML contributed an additional £1.5K to the budget to enable Guildhall Art Gallery and St Paul’s Cathedral to join the project and the Tower of London contributed a further £1.5K for their participation</p> <p>Main costs include:</p> <ul style="list-style-type: none">• £2,563 poet fees• £5,780 programme management• £1k evaluation• £372 resource pack <p>£4,365 of the £18,600 grant has been repurposed for the autumn pilot</p>	
Delivery period	October 2019 to November 2020 – YCP normally runs alongside the academic year	
What outputs/activities were delivered?		
<ul style="list-style-type: none">• 1,118 young people aged 9-14 in 43 classes across 38 schools in 17 London boroughs took part. 16 of these schools were primary schools and 22 secondary schools. The target was 30 schools and 850 pupils• 39 teachers from 34 London schools, both primary and secondary, attended a CPD day to learn how to use a visit to a cultural venue in the City of London as a way to spark young people’s creativity. The target was 30 teachers• 9 professional poets worked with the young people to edit their work, including Theresa Lola (Young Poet Laureate for London 2019-20)		
Have the target outcomes been met, and how have they been measured?		
Outcome	Measurement/Evidence (e.g. results, pupil survey responses, etc.)	What has been the impact?
<p>100% of teachers said that the programme has improved their pupils’ creativity, with 46% strongly agreeing and 54% agreeing. Target: 90%</p> <p>77% of teachers said that their pupils’ oral communication and presentation skills had improves with 31% strongly agreeing and 46% agreeing. Target: 75%</p>	Teacher survey	Young people are empowered to achieve their potential through the arts

<p>94% of teachers felt that the project training increased their understanding of the cultural offer in the City</p> <p>92% of teachers agreed that they will integrate the learning from the training into their practice</p> <p>All teachers (100%) said that the programme has changed the way that they will use cultural venues, with 46% saying it will change “very much” and 54% saying it will change “somewhat”</p> <p>85% teachers agreed that cultural visits are important for pupils’ learning in general, to build their cultural capital, and to enhance their motivation to learn</p>	<p>Teacher survey</p>	<p>Supports our aim to make every cultural institution in the City a learning institution and every educational institution a cultural institution.</p>
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It was not possible to do the pupil survey this year because schools were closed.

How has the project improved wider educational outcomes, e.g. wellbeing, confidence, aspiration, etc.?

Personal impact:

“Our students loved the opportunity to look in close detail at the Crown Jewels and to meet the Keeper. He was an exceptionally motivating speaker with a great backstory” Teacher

“The trip to St Paul’s was a once in a lifetime opportunity for many of my students. They were completely blown away by the beauty of the building. One girl said ‘I never understood what the word breath-taking meant until now’. This project gave them a cultural experience which fuelled some imaginative and creative poems, which they would not have been able to write if they had not participated. I think they will remember going to St Paul’s for the rest of their lives” Teacher

Educational impact:

“Our poet visit from Becci was really useful and helped them edit their poems into something much more interesting” Teacher

“Many children (and adults!) often do not get the opportunity to visit these places, and building a literacy poetry project around them is both innovative and interesting” Teacher

“Our workshop with Tower Bridge was fantastic, Natalie was wonderful and the children had a brilliant day in which they gathered a huge amount of high quality ideas to bring back to the classroom for poem-writing” Teacher

Fusion skill impact: see table above, in addition

85% of teachers reported that the project had improved their pupils’ independent working and autonomy, with 23% strongly agreeing and 62% agreeing.

Will the outputs/activities continue?

Yes, the 2020/21 academic year iteration of the project has been postponed by three months to allow schools to focus on reopening and will begin in December.