

## **Appendix 1: CML Impact report: Culture Mile Schools Visits Fund**

### **Cultural and Creative Learning Goals, Aims and Outcomes**

Goal 1: Every cultural institution in the City is a learning institution and every educational institution in the Family of Schools is a cultural institution

Goal 1: The School Visits Fund maximises access to the City's cultural venues by London's pupils and at least 100 schools/year use the fund through improved publicity, staff development and targeting of those schools and other learners who have not used the fund previously

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 6: Culture Mile is regarded as a successful learning destination

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

The Schools Visits Fund has been running for seven years with the aim of helping schools in disadvantaged areas of London make visits to the cultural venues supported by the City of London Corporation, all of which are Culture Mile Learning partners. From April 2018, eligibility was widened to include not-for-profit educational organisations that work with school-age children (age 4-18) who face barriers to cultural engagement, to enable even more children to benefit from the fund. Schools or organisations must be in Greater London (within the M25) and at least 35% of pupils at the school must be eligible for Pupil Premium. Special schools do not need to meet this requirement.

The continued post-pandemic recovery of the fund has been a priority for this year and we've provided quarterly reports to the Education Board on progress. Application levels are not quite at their pre-pandemic levels, but given the additional pressures on schools this is probably not surprising:

- 2022/23 – 272 applications
- 2021/22 – 210 applications
- 2020/21 – 26 applications
- 2019/20 – 320 applications

It's also worth noting that the fund is at maximum capacity in terms of the number of grants that can be given out each year against its budget of £16k. We've been able to give out more this year because we've been spending underspend built up during the pandemic when the fund was largely dormant. The number of grants paid out is different to the number of applications received, because schools are paid after they have made their visits, not on approval of their applications.

As well as boosting the overall number of applications to the fund, a key priority this year has been targeting take up by schools that need it most. This work has been ably led by the Culture Mile Learning Coordinator who has focussed on promoting the fund and the offer of the CML partnership to schools in boroughs with high levels of deprivation evidenced by Pupil Premium rates of 50% to 87% and have either not used the fund before or only used it sparingly. A series of meetings was held with teachers from a range of primary and secondary schools which fit these criteria to introduce the fund, learn about their curriculum and enrichment needs, and suggest visits accordingly. By supporting school staff in this way, we effectively made both the cultural venue

selection and the application process less daunting, so reducing barriers to access. It's clear from the regular communication we've had with these schools that this kind of additional support is needed to enable schools with minimal resources to undertake the additional work involved in organising cultural visits, and that these kinds of relationships need to be nurtured long-term.

As well as undertaking targeted marketing, we also commissioned Schools Mailing, a specialist digital marketing agency, to advertise the fund to all eligible schools across London to put it on/back on their radar and hopefully encourage visits. A series of three emails were sent to all eligible schools from mid-October to early November providing details of the fund and highlighting upcoming events such as the LSO key stage concerts and Barbican theatre productions. From late October to mid-November nine schools applied to the fund who had never applied before.

#### **Application trends:**

- The most popular venues applied for this year have been the Natural Environment sites, especially Hampstead Heath and Epping Forest. Both are popular for primary schools that want to encourage KS2 learning around the Iron Age and to support the Outdoor Adventurous Activities PE KS2 curriculum unit. Additionally, Barbican and LSO remain popular with both secondary and primary schools through the joint programming of their key stage concerts.
- The fund continues to be predominately used by primary schools. 74% of all applications were made by primary schools whereas 19.5% of applications were made by secondary schools.
- The main use of the funding for schools has been to cover entrance fees (including workshop charges/ticket costs) and transportation costs.

The most common reasons cited for applications are to:

- improve mental health and wellbeing
- provide extracurricular activities
- support curriculum learning
- enable students from deprived areas to experience culture and know more about their city
- support Covid recovery for schools whose pupils have experienced significant financial hardships and a lack of access to environments other than school and the home since 2020

*'I would like the fund to be used for my EAL students, many of whom are PP or FSM recipients and do not speak English fluently. The economic as well as a language barrier seriously limit their educational opportunities. I believe a school trip to Tower Bridge would enable them to understand British history better and motivate them to learn the English language.'*

*'We are a pupil referral unit (PRU), where our cohort predominantly have SEMH and SEN. The children come from deprived backgrounds. The majority of the children come from families where their experiences of the world are limited so giving them the experiences with this funding will give them the opportunity to experience something that they might not otherwise. With the funding we are hoping to go on a trip to Hampstead Heath and have a session in the education centre. It will support us in getting transport to and from the venue and support our learning in Science.'*

<b>Proposed cost</b>	£16,000
<b>Actual cost (include breakdown)</b>	<p>£22,684 was paid out in 79 grants between April 2022 and end March 2023 A further £2,473.56 in 10 grants was paid out in May 2023.</p> <p>Marketing costs were covered by the main CML budget Grants over the £16k budget were covered by underspend built up during the pandemic when the fund was largely dormant.</p>
<b>Delivery period</b>	Year round
<b>What outputs/activities were delivered?</b>	
<p>272 applications have been made to the fund to visit 14 different cultural venues set to benefit 11,710 children and young people.</p> <p>Applications were made by:</p> <ul style="list-style-type: none"> <li>• 56 primary schools</li> <li>• 31 secondary schools</li> <li>• 9 not-for-profit organisations</li> <li>• 19 different boroughs</li> </ul> <p>79 grants were paid out.</p> <p>Feedback forms completed by grantees show the value of the fund to schools and their pupils and the ease of the application process.</p> <ul style="list-style-type: none"> <li>• The visit increased young people's confidence and motivation 81% of teachers 'strongly agreed' and 19% 'agreed'</li> <li>• The young people learnt something new as a result of the visit 80% of teachers 'strongly agreed' and 20% 'agreed'</li> <li>• The young people were engaged and enjoyed the visit 75% of teachers 'strongly agreed' and 25% 'agreed'</li> <li>• The visit supported our objectives and/or curriculum 85% of teachers 'strongly agreed' and 15% 'agreed'</li> <li>• The visit helped develop young people's communication, thinking, organisational, or creative skills: 71% of teachers 'strongly agreed' and 29% 'agreed'</li> <li>• Ease of applying 39% of teachers found the application process 'very easy', 44% 'fairly easy' and 17% 'neither easy nor difficult'</li> </ul>	
<b>Have the target outcomes been met, and how have they been measured?</b>	
<b>Targets set</b>	<b>Targets and impact achieved</b>
- Schools approved have an average of 50% of their pupils in receipt of Pupil Premium	47.5% has been the average Pupil Premium eligibility rate of schools making applications. However, our in-depth development work focussed on schools with rates ranging from 50% to 87% meaning that

	the fund has significantly supported access to the City's cultural venues by children facing substantial disadvantage.
- 2,000 pupils benefit from the fund	c2,370 pupils benefitted
- Broadened scope of pupils/young people benefitting from the fund through marketing to schools which have not previously used the fund and also to youth organisations	<p>Relationships were built with 35 schools across nine boroughs - Southwark, Hackney, Lambeth, Tower Hamlets, Newham, Haringey, Camden, Enfield and Wandsworth - selected due to having areas with some of the highest poverty rates in London.</p> <p>12 primary schools, one being a primary PRU.</p> <p>23 secondary schools, three being secondary PRUs.</p> <p>All selected schools have Pupil Premium rates ranging from 50% to 87% and have either never used the fund before, or only used it sparingly.</p>

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

All quotes below are from teacher evaluations.

**Personal and social impact:**

*'We know this trip far exceeded the students' expectations, even though one said he has been looking forward to this since the day we announced it at parent's' evening. Genuinely, they were the happiest I have seen them in a long time, some also remarking that they were finally able to be their "true self" as they were in a safe environment around people who cared about them, and having a good time.'*

*'They gained confidence in themselves and in their peers.'*

*'Learning outside the classroom is vitally important to our pupils, due to Covid pupils lost 2 years of meaningful trips and integration opportunities. With the rising costs we are not always able to provide transport for trips far away from our school.'*

*'Our children absolutely loved this visit, especially the workshop which was a real treat for them. It gave them a perspective of the city they live in as most of them had never seen the river or Tower of London from Tower Bridge. It brought our history topic to life and the children are now more engaged with London history'*

**Educational impact:**

*'The visit brought the topic to life in a way we could not have replicated in school. It provided children with a real insight into Victorian life and gave them access to a wide range of resources that catered to the different learning needs of the children. Experiencing the river up close provided an excellent foundation for the Geography unit on rivers. This was a very memorable learning experience for the children. The fund is increasing access and removing barriers of disadvantage.'*

*'A fund such as the Culture Mile Fund enables us to provide an irresistible opportunity for classes to not only attend the visit but to also reflect and celebrate the experience back in school afterwards meaning the trip has long lasting impact for all those who attended.'*

**Cultural impact:**

*'They returned to school engaged and ready to do more learning on the topic. The children also benefitted from being outside to do their learning, being given relative freedom to explore, and engaging with nature.'*

*'Students' learning experiences and cultural capital were enhanced significantly by the trip. The itinerary included a walk through the Barbican and visits to the Museum of London and the Roman Amphitheatre under the Guildhall Art Gallery.'*

*'It was also an opportunity for our children to see many landmarks in London. It is very common for our children not to leave the local area.'*

**Ethical and economic impact:**

*'Extremely valuable. We are a community school based in an area of very high social and economic need - we do not charge our families for trips. The Culture Mile Visits Fund helps us to keep our enrichment offer at a very high standard.'*

*'It makes a huge difference to our school that we are able to apply for financial support for these visits, as many of our parents would struggle to afford extra trip payments. The fund makes our musical visits possible, and these events make up part of our strong music curriculum.'*

*'Hugely valuable - many of our girls come from low-income backgrounds so they would not have been able to afford this independently.'*

*'The fund ensured we were able to take the children on a trip which would normally be out of reach due to the prohibitive costs. It also meant we were able to cover staff at school.'*

*'One of our biggest barriers is suitable transport for our pupils, especially as we are a SEND school. Being able to book transport which is both comfortable and appropriate for our pupils to travel safely is an absolute gift to us. Cost is the overall biggest barrier for us.'*

**Fusion skills impact:**

*'Students were able to develop a range of skills on the trip including team work, communication and thinking skills and life skills'*

*'The children's communication skills were developed through team activities where children had to discuss their ideas, ensure the members of their team were aware of their actions and steps in order to provide assistance. The children used their thinking skills to look at artefacts and discuss and explain their ideas about what the objects were and how they might be used.'*

*'The children benefitted from the visit by being given opportunities to explore and test their ideas and thinking. All the children in the class were given the opportunity to try things and contribute ideas. They enjoyed working together in groups, often with children they perhaps didn't already know very well.'*

*'They developed their organisational skills by considering the best way to build a shelter, or arrange materials to create eco-art, and they were creative in deciding how to use natural materials to create a picture or sculpture.'*

**Were there any unexpected benefits?**

An important aspect of our development work was regularly meeting with our cultural partners to learn in detail about their programmes in order to promote their offers to teachers. As a result of this we effectively began to use promotion of the fund as an additional way to market the collaborative learning offer of the CML partnership. This way of working increased access to the partners' overall programmes and encouraged us to support each other through knowledge exchange and regular check-ins.

**Will the outputs/activities continue?**

We are currently handing over the fund to the Education Strategy Unit (ESU) who will run it from September 2023, as well as closing down the current application process. Since March 2023, we have focussed on supporting schools to claim outstanding grants. We are working hard to enable a smooth transition of the fund and will continue to provide insight and knowledge into the best ways of administering this funding, as well as how to broaden access to schools who need it the most. We recommend that the development work we have begun with schools from some of the most deprived areas in London is continued to enable increased access for pupils most in need.