

City Premium Grant 2023-24 Impact Report



Contents

About this project	4
Executive summary	5
Methodology	8
Key findings:	
Partnership City Premium Grant	10
Disadvantaged City Premium Grant	17
Strategic City Premium Grant	21
Next steps and recommendations	26
Appendices	28





About ImpactEd Evaluation

ImpactEd is a social enterprise that exists to improve pupil outcomes by addressing the evaluation deficit in education. We support schools and education organisations to evaluate their impact, learn from it, and prioritise what is working best to improve outcomes for young people.

ImpactEd is a winner of the 2018 Teach First Innovation Award and the 2020 Fair Education Alliance's Scaling Award and was named a finalist for 'Supplier of the Year' in the Education Resources Awards. We partner with a number of the UK's leading school groups and education organisations to support high-quality monitoring and evaluation.

How we work



Platform

We use our unique digital platform to make monitoring and evaluation easier and more effective, providing access to reliable measures of impact on both academic and non-academic outcomes, and automating data analysis.



Partnership

We provide a tailored support and training programme that helps partners identify what it is they are trying to improve, how they are trying to do it, and ways in which they might measure this. Our training and ongoing consultation builds staff capacity for research and evaluation.



Impact

Through this process we help our partners – both schools and education organisations – to identify where and how they can make the biggest difference for young people, and prioritise accordingly to achieve the greatest impact.

About this project

In 2023-24 the City Premium Grant funded 117 programmes across the City of London Family of schools. These programmes were funded by three grants:

- 58 projects (50%) were funded by the Disadvantaged Pupils Grant.
- 35 projects (30%) were funded by the Partnerships Grant.
- 24 projects (21%) were funded by the Strategic Grant.

All schools were given access to and training on using ImpactEd Evaluation's School Impact Platform (SIP), where schools bid for the grant funding, evaluate the work they do and write reflections on the outputs, outcomes and impact of this funding on pupils.

This work relates directly to the City of London 2019-2023 strategic priorities by:

- Evaluating and demonstrating the City Corporation's commitment to delivering a **transformative, safe, inclusive and empowering education for all**, by capturing the impact of initiatives on academic achievement and other success measures linked to **positive pupil outcomes now and in the future**.
- Supporting **strategic oversight** of the ESU through **impact evaluation** of the City Premium Grant, ensuring it delivers its commitment to an enriching educational experience

About this report

Data was gathered from a variety of sources on the projects funded by the City Premium Grant. Data collected for the 2023/24 projects shows an increase compared to 2022/23; further expanding data collection would enable deeper insights and more comprehensive analysis of the grants' impact in the future. Where possible and available, existing data from schools was used to streamline evaluation – for example, considering impact on factors such as attainment, behaviour and attendance.

Many projects also used assessments of social and emotional skills. Developed in partnership between City of London and ImpactEd, these assessments use short, pupil-facing questionnaires to understand the impact of programmes on factors such as motivation, self-belief, and team working. The questionnaires used have been shown to have robust links to academic outcomes and educational and career destinations – particularly important because of the City's commitment to social mobility.

This report is designed to give a broad overview of:

- The outcomes and impact of programmes across the family of schools
- The key themes that have emerged in the data collected from 2023-24
- Suggested next steps for ongoing evaluation, both to demonstrate the impact of the grant and to continuously improve the quality of programming to support pupil outcomes

It considers the three City Premium Grants individually, assessing the impact that each grant has had on its beneficiaries. Within each section it outlines in turn: 1) the overall headlines; 2) comparison of the data to benchmarks; 3) analysis by pupil groups, such as by gender and disadvantage.

Executive Summary

Our analysis across the City Premium Grant to date highlights several areas of success for the City of London:

- Statistically significant improvements were noted in pupils' personal development outcomes.
- Positive trends were observed in academic achievement.
- Comparisons to national benchmarks generally showed that CoL pupils reported higher than national levels of social and emotional skills, such as motivation and wellbeing.
- Disadvantaged pupils performed particularly favourably compared to national averages.

1 Overview for Partnerships City Premium Grant

Headlines

- Collaboration around shared priorities in projects funded by the partnership grant saw **statistically significant increases** in pupils' metacognition, motivation, and self-efficacy. These social and emotional skills are robustly linked to academic achievement and long-term life outcomes such as health and employability (Flavell, 1979; Higgins et al., 2016; Gutman & Schoon, 2013; Vallerand, 1997; DeWitz et. al. 2009).
- Decreases were recorded over the same period in pupils' team working and school engagement scores. However, these changes **were not statistically significant**, so could be due to chance or natural variation.
- **Positive changes in academic attainment** were observed. For example, there was a 2.5% increase from predicted grade to GCSE result for Freeman's Easter Revision Programme.

Comparison to benchmarks

- We also conducted benchmarking for these results, looking at how City of London pupils' scores on these measures compared to national averages on social and emotional skills collected over the same time period in our evaluation platform.
- The data for participating pupils is higher than the national average for metacognition (+14%) and motivation (+16.5%); it is even more favourable when compared to national data collected in the summer term of 2023-24 where metacognition is 15% higher and motivation is 23.2% higher than those benchmarks.

Breakdown by group

- **Male pupils experienced greater increases than their female peers** in metacognition, motivation and self-efficacy. The opposite was true for school engagement.

2 Overview for Disadvantaged City Premium Grant

Headlines

- The majority of schools' projects within the Disadvantaged City Premium Grant, aimed at additionality for school-specific priorities, measured attainment. **Statistically significant increases in academic achievement were found.** For example, at COLAI, Y11 pupils participating in residential revision trips, revision workshops and breakfast clubs saw an average increase of 8.3% in English Language. Matched data from 138 pupils contributed to an increase from an average AP1 grade of 3.9, to an average GCSE grade of 4.6.

- Disadvantaged pupils saw greater progress than pupils not receiving free school meals suggesting more positive outcomes for this group targeted specifically by the grant.

Comparison to benchmarks

- Disadvantaged pupils reported wellbeing that was **4% above the national average for disadvantaged pupils** in the summer term of 23-24.

Breakdown by group

- Disadvantaged pupils- those specifically targeted by the grant for this project- reported **wellbeing 1% higher than their non-disadvantaged peers**; nationally, in the summer of 2023/24, wellbeing of FSM pupils was lower than that of non-FSM.



Overview for Strategic City Premium Grant

Headlines

- In Strategic CPG funded projects, where schools collaborate around 5 identified priority areas (including oracy), pupils with pre- and post-programme data saw a 5% average increase in oracy and an 8.3% increase in their oracy confidence. However, these changes were **not statistically significant** and may be due to chance or natural variation.
- Pupils engaging in Oracy-funded projects also saw increases in growth mindset and openness, although sample sizes were too small to test the statistical significance of these findings.
- Youth Voice projects **showed positive signs** of their impact on pupils' confidence to voice opinions, their confidence in oracy and their creativity – evidence that the grant is achieving its stated aims, though small sample sizes should be noted. Team working skills stayed relatively stable over time.

Comparison to benchmarks

- Although small amounts of quantitative data were collected on mental health and wellbeing projects, for those surveyed there were increases in self-reported creativity and wellbeing, both of which were above the national average at the final data point.

Breakdown by group

- Although the sample size was small, the impact on non-Pupil Premium (PP) pupils was higher than that on PP pupils, whose oracy confidence decreased over the time period. However, sample sizes were too small to draw significant conclusions.

Next steps and recommendations

Our recommendations are outlined in further depth at the end of this report. These can be summarised as follows:

- The City of London should **recognise and celebrate** the generally positive trends reported on this report, particularly for partnerships work where there were the largest number of statistically significant improvements in skills linked to long-term life outcomes for children.
- Options for **scaling the most successful projects** spotlighted in this report – for example, Galleywall’s Easter Revision Programme, COLAI’s Year 11 interventions and the 6th Form Readiness Conference– should be explored. In-depth discussions should take place to understand how these projects were implemented and lessons learned for other schools.
- Further work should be conducted to support **consistent data returns and reporting**. Much of this is already underway with updates to school support and training, but the more that can be shared from schools, the richer the insights will be.
- There is a particular interest in measuring **pupil wellbeing**, which was the most selected of different assessments by schools. We would be happy to facilitate additional training for schools on how to use this data to support positive wellbeing cultures.

As we plan ahead to future evaluation of the funded projects, we would recommend implementing the following updates to the methodology:

- Planning for more in-depth **qualitative research**. This would allow us to answer in more depth why positive changes or decreases were seen and ensure that successful projects are celebrated and showcased.
- The usage of **contextual benchmarking**, comparing the experience of City of London pupils to other pupils in London or statistically similar pupils nationally (a form of control group) from ImpactEd’s dataset. This would enable more rigorous impact claims to be made.

Methodology

Data has been gathered from a range of sources to evaluate the outcomes and impact of the work of the City of London Premium Grant project.

1. Quantitative Data Sources

The following types of quantitative data have been collected on the ImpactEd School Impact Platform (SIP):

Academically validated social and emotional questionnaires

These are pupil self-report questions using Likert scales, collected via SIP. Where possible, survey data was collected at the start and end of each programme to show change over time.

These are scales to measure social and emotional skills linked to academic achievement and long-term life outcomes that have been developed and peer reviewed by academic researchers within the fields of education and psychology. We consulted with the City of London to ensure these were mapped to the Fusion Skills framework. These assessments have been developed to ensure:

1. **Predictive validity.** These skills have been shown to be closely related to desirable life outcomes such as educational achievement, employability and earnings potential, or long-term health and life satisfaction. (In psychometrics, predictive validity is the extent to which a score on a scale or test predicts scores on some criterion measure. For example, the validity of a cognitive test for job performance is the correlation between test scores and, say, supervisor performance ratings).
2. **Construct validity.** The measure tests for the skill that it says it does, as defined in the literature.
3. **Test-retest and internal reliability.** The results are similar when tests are repeated, and questions are internally consistent.

A full list of measures used in this report is cited on page 30.

Custom self-report questions

In order to evaluate aspects of specific projects, some customised questions have been used with pupils and staff.

Existing school data

This looks at existing school data from a variety of sources including attainment data, behaviour and attendance data.

2. Qualitative Data Sources

Teacher comments and observations have been drawn from reports and reflections written by staff running programmes across the family of schools.

3. Definitions and Analysis

Statistical significance: where there is a large enough sample size (upwards of 30 matched pupils completing both baseline and final surveys) we have included statistical significance testing using a two tailed paired mean comparison t-test. A result is considered statistically significant if it is unlikely to have occurred by chance: in this report, this is measured by a p-value of ≤ 0.05 .

Please note that statistical significance testing is very sensitive to sample size. In other words, just because a finding is not significant does not mean it was not meaningful. It simply means that we are not able statistically to draw definitive conclusions one way or the other from the data available.

Disadvantaged pupils: for the purposes of this report, we use receipt of free school meals (FSM) as a proxy for pupils facing disadvantage.

4. Limitations

Sample size

Some data sets in this report have small sample sizes due to program focus and data collection challenges. Where possible, outcomes have been grouped to allow broader analysis, but small samples should be interpreted cautiously. While they may not support wider conclusions, they reflect individual pupil changes. A sample size of 20-30 pupils is ideal, but smaller groups can still offer valuable insights into specific pupil outcomes.

School data

School attendance, behaviour, and attainment data should be interpreted carefully, alongside schools' reflections. Differences in how schools measure these factors should be considered. Additionally, the national attendance issue this year means attendance data must be viewed in that broader context.

Key Findings

The City Premium Grant is an annual grant to City Corporation’s sponsored academies, and special grants around strategic and partnership projects across the Family of Schools. The City Premium Grant is to support ‘additionality’ to the education offer of schools.

In this section we analyse the key findings in turn for:

1. Partnership City Premium Grant
2. Disadvantaged City Premium Grant
3. Strategic City Premium Grant

1) Partnership City Premium Grant

Total projects: 35
Total pupils directly supported: 8630
Total cost: £429,965
Average cost per project: £12,285

Projects funded by the Partnership Grant must involve two or more schools and their aim can be to address particular skills, issues, needs, priorities, subject/s, learning phase/s, projects, staff development goals, youth generated learning and curriculum goals.

This section summarises the overall findings for the Partnership CPG, followed by spotlights of Galleywall’s Easter Revision project and the Family of Schools’ Sixth Form Readiness Conference.

Headlines

Key Finding One: Pupils in partnership grant projects saw statistically significant increases in metacognition, motivation and self-efficacy.

Across these projects we measured through pre and post-questionnaires:

- Metacognition: pupils' ability to think explicitly about their own learning (“learning to learn”)
- Motivation: pupils' inherent enjoyment or interest in a task
- Self-efficacy: pupils' belief in their ability to achieve tasks in the future

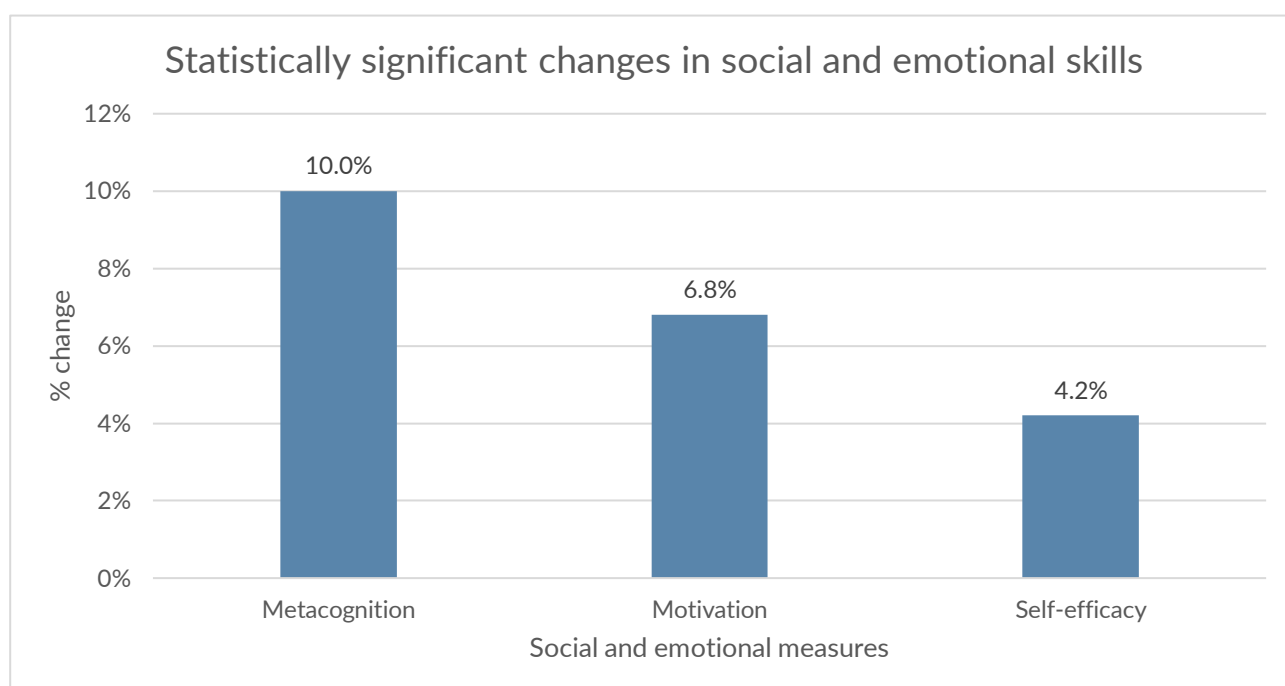
Participating pupils saw increased average metacognition (+10%), motivation (+6.8%), and self-efficacy (+4.2%) over the course of their respective projects. These increases were all statistically significant ($p < 0.05$).

A p-value is a measure of the probability that an observed result could have occurred by chance alone. The lower the p-value, the greater the statistical significance of the observed difference. Typically, a p-value of less than 0.05 indicates that the change was statistically significant. A p-value of higher than 0.05 is not statistically significant.

These findings are particularly important as:

- Metacognition is strongly associated with academic progress and is related to a range of other skills required for learning. It enables pupils to develop strategies to plan, monitor, and evaluate their learning (Flavell, 1979; Higgins et al., 2016).
- Intrinsic motivation has positive effects on academic performance, encouraging high-quality learning and creativity (Gutman & Schoon, 2013; Vallerand, 1997).
- Self-efficacy is correlated with higher academic achievement and persistence, and also contributes to pupil wellbeing. (Gutman & Schoon 2013, DeWitz et. al. 2009).

As such, statistically significant increases in these areas indicate both short-term and potential longer-term benefits to pupils when participating in Partnership Grant-funded projects.



Key Finding Two: Decreases were recorded over the same period in pupils’ team working and school engagement scores. However, these changes were not statistically significant.

Decreases were recorded over the same time period in average pupil team working (-7.7%) and school engagement (-3.1%) scores in matched pupils and further consideration of these reductions in social and emotional skills for these pupils is recommended. These were tested and found not to be statistically significant decreases.

Pupils’ oracy scores collected at baseline for Partnership Grant funded projects were above the national average but saw a reduction of 4.5% in matched pupils over the course of the projects. However, pupils’ confidence in oracy saw a marginal increase over the course of the year in matched pupils of 0.6%.

Key Finding Three: Positive changes in academic attainment were observed.

As well as changes in social and emotional measures, schools have also reported improvement in attainment of pupils that have participated in Partnership Grant-funded projects.

For example, pupils participating in the Easter Revision Programme at Freeman’s saw an average increase of 2.5% between their school predicted grade and their eventual GCSE result. However, on

the same project, pupils' eventual English Language GCSE results were 3.7% down on their predicted grades (although there was a small sample size here of only 9 pupils).

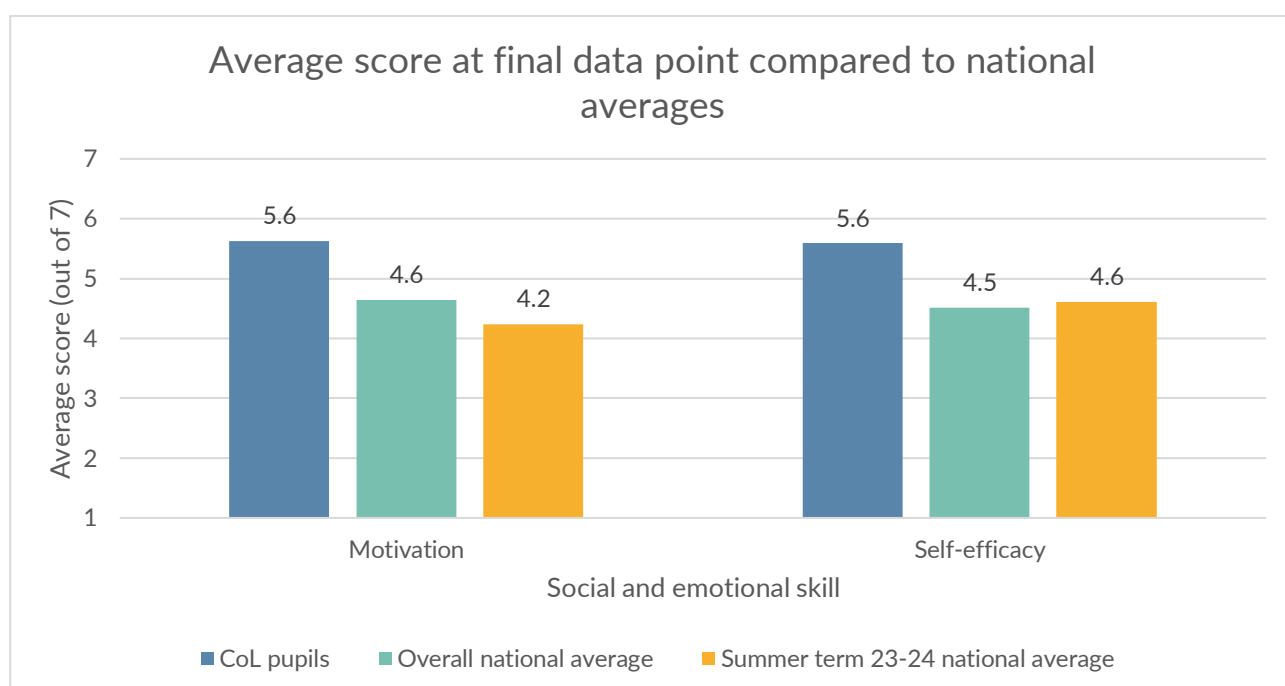
Pupils at Redriff participating in Mitigating the Reading Gap for Disadvantaged Pupils reported an average increase of 14% in teacher assessed reading scores between the two time points.

Comparison to benchmarks

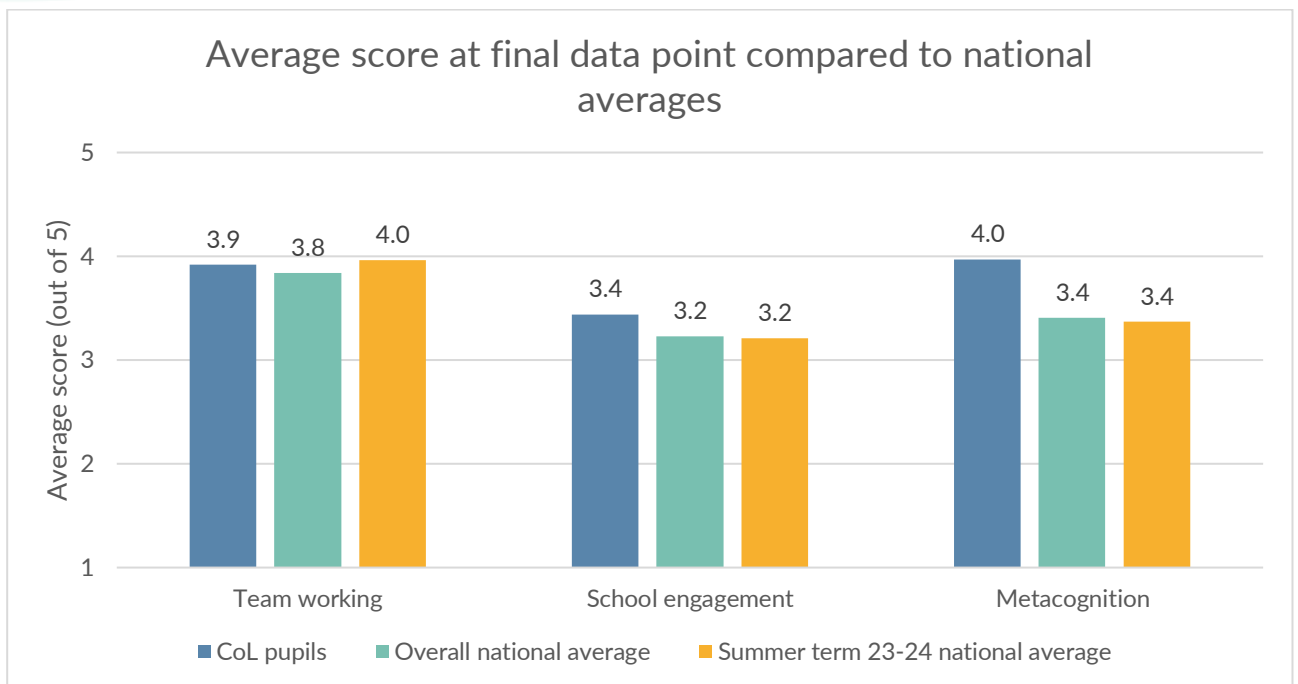
Using ImpactEd Evaluation's national dataset from over 200,000 pupils nationally, it is possible to compare pupils' responses to the overall national average for these measures, as well as the most recent averages recorded in these measures by pupils in England (for the purposes of this comparison, data collected nationally in the summer term of 2023/24).

Key Finding Four: Data for Partnership CPG-funded projects shows stronger results in metacognition and motivation when compared to national averages.

Although the data collected at the final data point is higher than the national average for all surveyed social and emotional skills, metacognition (+14%) and motivation (+16.5%) are the skills where the difference is greatest; it is even more favourable when compared to national data collected in the summer term of 2023-24 where metacognition is 15% higher and motivation is 23.2% higher than those benchmarks.



Teamworking skills of pupils at the final data point were 2.5% above the national average, but 2.5% below the national average for pupils in the summer term of 2023-24. School engagement of pupils was 5% above both the national average, and the national average from the summer term.



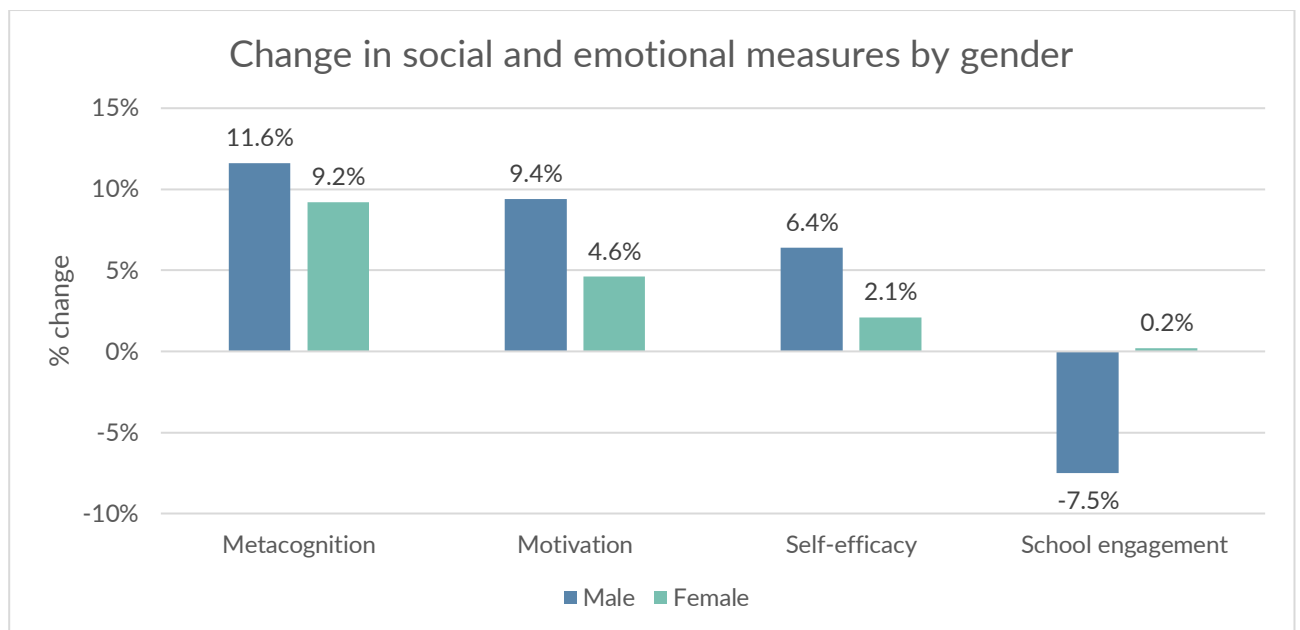
Breakdown by group

Key Finding Five: Male pupils experienced greater increases than their female peers in metacognition, motivation and self-efficacy. The opposite was true for school engagement.

Whilst both male and female pupils experienced positive changes to social and emotional measures, male pupils experienced more favourable outcomes than their female peers in metacognition, motivation and self-efficacy.

In contrast, in school engagement, where there was an average decrease in all pupils of 3.1%, it was males who experienced the least favourable outcomes. Female school engagement remained stable across the projects (+0.2%), whereas the school engagement of male pupils decreased by 7.5%. Further investigation into the relative experiences of funded projects' impact on male and female participants is recommended.





Summary of Key Findings: Partnership City Premium Grant

1. Collaboration around shared priorities in projects funded by the partnership grant saw statistically significant increases in their metacognition, motivation, and self-efficacy
2. Decreases were recorded over the same period in pupils' team working and school engagement scores. However, these changes were not statistically significant.
3. Positive changes in academic attainment were observed.
4. Data for Partnership CPG-funded projects shows stronger results in metacognition and motivation when compared to national averages.
5. Male pupils experienced greater increases than their female peers in metacognition, motivation and self-efficacy. The opposite was true for school engagement.

Below, we spotlight the impact of two projects funded by the Partnerships City Premium Grant: of Galleywall's Easter Revision project and City of London School's Family of Schools' Sixth Form Readiness Conference.

Spotlight: Easter Revision at Galleywall Primary School

Galleywall and Redriff collaboratively ran a three-day Year 6 revision course in small groups during the Easter break. Sessions were targeted at children with Pupil Premium, vulnerable children and children at risk of not meeting their predictions.

A key outcome measured was test anxiety. Test anxiety is concerned with pupils' emotional responses to tests (Pintrich and De Groot, 1990). Greater levels of test anxiety can result in worse performance in exams.

Test Anxiety (primary) >>

Monitoring

Dates 1

Baseline
14 pupils

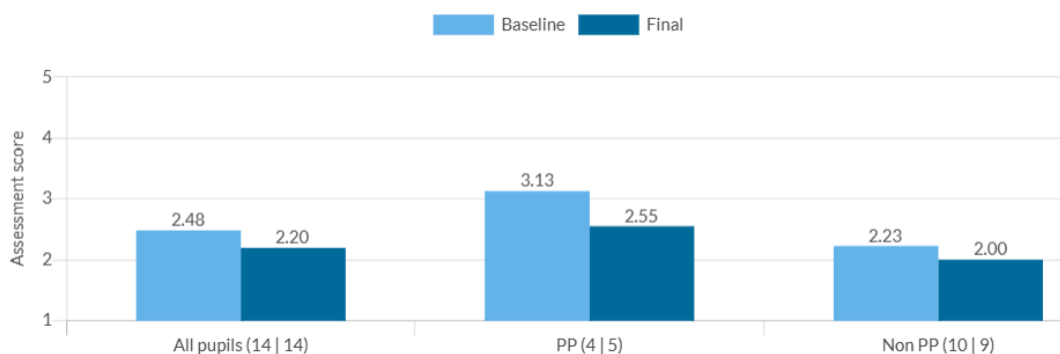
2.48_{/5}

-0.15 from national average (all pupils)

Final
14 pupils

2.20_{/5}

-0.43 from national average (all pupils)

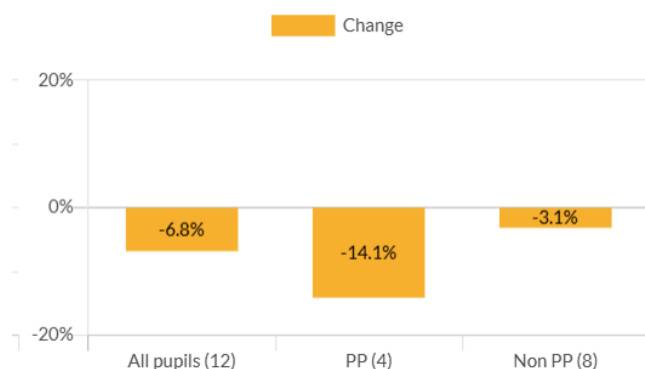


Overall change

For 12 pupils with baseline & final

6.8% ↓

[Guidance on change scores](#)



Participating pupils reported an average decrease of 6.8% in their test anxiety over the course of the project. As test anxiety is an inversely scored measure, this is a positive outcome for participating pupils.

Although the sample size was small, the effect on the test anxiety of those pupils with Pupil Premium (PP) was particularly strong: PP pupils' test anxiety decreased by 14.1%.

This represents a strongly positive outcome of the project.

Spotlight: Family of Schools' Sixth Form Readiness Conference

City of London School hosted a post-GCSE event for approximately 60 pupils. The day featured workshops on successful Sixth Form transition, independent learning, and post-18 study options, including a pupil panel sharing insights. The event targeted high ability Pupil Premium students, aiding their transition to A Level study and post-18 planning.

Pupils that attended the Sixth Form Readiness Conference were asked to complete a short survey at the end of the day.

This survey required pupils to respond to ImpactEd's academically validated measure of motivation. Intrinsic motivation has positive effects on academic performance, encouraging high-quality learning and creativity (Gutman & Schoon, 2013; Vallerand, 1997).

Participating pupils' reported motivation was 16.8% above the national average, suggesting the positive relation the event may have had to this social and emotional outcome.

In addition, surveys revealed that 90% of attendees felt that, as a result of the event, they felt better prepared for 6th form and when asked what they had learnt during the day, they responded with comments such as, "how to stay motivated", "how to study and revise effectively", and "the importance of networking".



2) Disadvantaged City Premium Grant

Total projects: 58
Total pupils directly supported: 16,109
Total cost: £1,445,605
Average cost per project: £29,924

Projects funded by the Disadvantaged City Premium Grant are only available to City of London academies and the amount is based on the number of pupil premium or equivalent (PP) pupils in each sponsored academy. The majority of data collected for projects funded by the Disadvantaged City Premium Grant was attainment data, but data on social and emotional skills was also collected by some schools.

Headlines

Key Finding One: There were statistically significant increases in attainment of participating pupils.

Increases were seen in academic achievement in participating pupils. For example, at COLAI, where Y11 pupils participating in residential revision trips, revision workshops and breakfast clubs, pupils reported a statistically significant 8.3% average increase in English Language grades. Matched data from 138 pupils contributed to an increase from an average AP1 grade of 3.9, to an average GCSE grade of 4.6.

Breakdown by groups

Key Finding Two: Disadvantaged pupils saw greater progress than pupils not receiving free school meals.

In the same project at COLAI, FSM pupils recorded a higher percentage increase (8.7%) in their English language attainment than their non-FSM peers over the course of the intervention, suggesting the particularly positive impact of these interventions for targeted disadvantaged pupils.

Comparison to benchmarks

Key Finding Three: Disadvantaged pupils reported wellbeing that was 4% above the national average for disadvantaged pupils in the summer term of 23-24.

Across these projects we measured wellbeing and creativity through pre- and post-questionnaires:

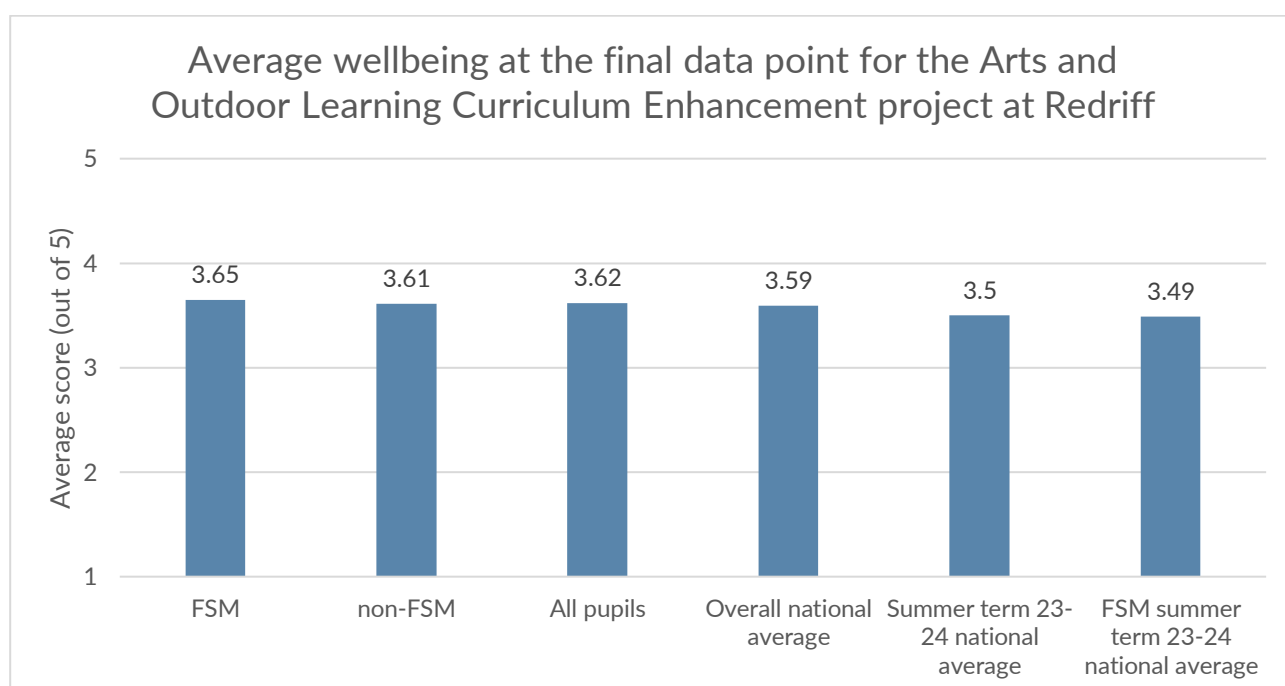
- Wellbeing - a state in which individuals thrive and flourish
- Creativity - being imaginative and generating new ideas

At Redriff, pupils who took part in the Arts and Outdoor Learning Curriculum Enhancement project responded to ImpactEd's academically validated pupil self-report surveys to measure their wellbeing at the end of the programme (baseline data was not collected), with positive results. Disadvantaged pupils reported wellbeing that was 4% above the national average for disadvantaged pupils in the summer term of 23-24.

In another project, decreases were seen in reported wellbeing (5.4%) and creativity (6.5%) for pupils participating in the Instrumental Programme for KS3. However, this was with a small sample size of 28 matched pupils, so these results may be due to natural variation.

Key Finding Four: Disadvantaged pupils reported wellbeing 1% higher than their non-disadvantaged peers.

At Redriff, disadvantaged pupils (FSM) reported wellbeing that was 1% higher than their non-FSM peers and 1.5% above the national average for this measure. Benchmarking allows us to additionally compare participating pupil wellbeing with both the national average for all pupils during the summer term of 23/24, but also FSM pupils during that term. This makes the comparison more favourable, with all pupils' wellbeing 2.8% higher than the contextual average for summer 23-24, and FSM pupils' average score 4% higher than the contextual average for FSM pupils in the summer term of 23/24.



Summary of Key Findings: Disadvantaged City Premium Grant

1. The majority of schools' projects within the Disadvantaged City Premium Grant, aimed at additionality for school-specific priorities, measured attainment. Statistically significant increases in academic achievement were found
2. Disadvantaged pupils saw greater progress than pupils not receiving free school meals.
3. Disadvantaged pupils reported wellbeing that was 4% above the national average for disadvantaged pupils in the summer term of 23-24.
4. Disadvantaged pupils reported wellbeing 1% higher than their non-disadvantaged peers.

Below, we spotlight the impact of two projects funded by the Disadvantaged City Premium Grant: COLAI's Year 11 interventions and Highgate Hills' Reading Incentive Programme.

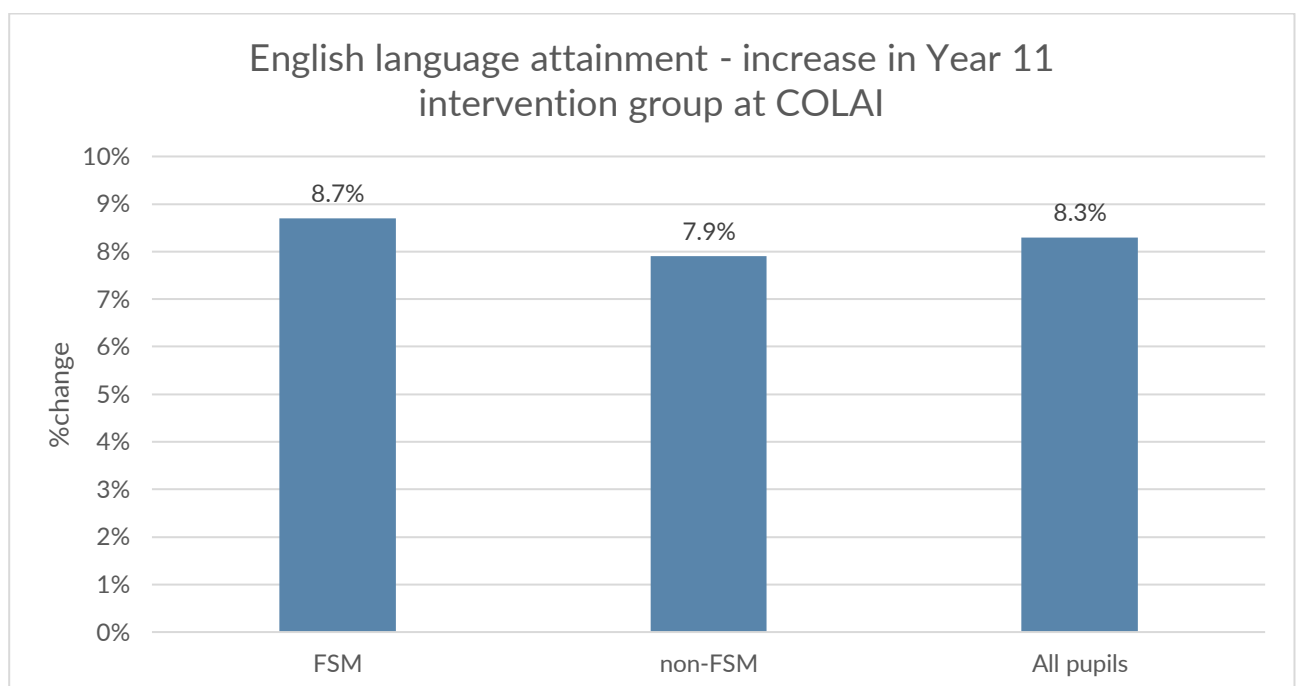
Spotlight: COLAI Year 11 intervention

City of London Academy Islington aimed to improve students' engagement with their academic studies and ensure they have the resources and skills to be successful in their examinations. A number of interventions for COLAI's examination year groups were funded, including intervention classes, residential trips, revision workshops and breakfast clubs.

These all aim to improve the academic outcomes of the students and the progress they have made relative to their starting points.

Matched data from 138 pupils showed a statistically significant 8.3% increase from an average English Language AP1 grade of 3.9 before the intervention, to an average English Language GCSE grade of 4.6.

FSM pupils recorded a higher percentage increase (8.7%) in their English language attainment than their non-FSM peers over the course of the intervention, suggesting the positive impact of these interventions, particularly for disadvantaged pupils.



Spotlight: Highgate Hill - Reading Incentive Programme

The aim of the project was to continue to develop and enhance the reading for pleasure ethos, making reading meaningful, enjoyable and expanding the ‘real readers’ culture already embedded at COLAHH.

Students embarked on a reading journey through community recognition with the ‘National and Islington Borough’ aspect of the reading road map, a link to particular locations within the choice of genres, each representing reading level challenge in support of student developmental and experiential learning, which will enhance literacy skills across the curriculum subject areas.

Confidence in Reading

Competency

Dates 1

Baseline
26 pupils

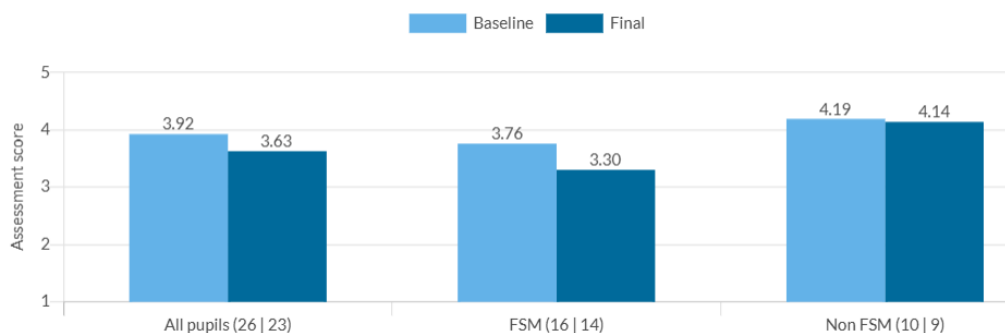
3.92_{/5}

+0.54 from national average (all pupils)

Final
23 pupils

3.63_{/5}

+0.24 from national average (all pupils)

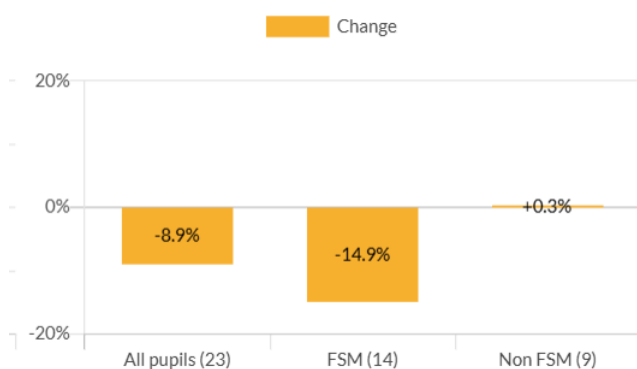


Overall change

For 23 pupils with baseline & final

8.9%↓

Guidance on change scores



Whilst average scores at the final data point for confidence in reading were 6% above the national average, confidence in reading decreased by 8.9% over the course of the programme in matched pupils. This was higher for disadvantaged pupils, though small sample sizes should be taken into account.

It is possible that as the programme was largely reaching more confident than average readers, its potential to make a positive impact was more limited. The targeting of this project could be reviewed in future.

3) Strategic City Premium Grant

Total projects: 24

Mental Health and Wellbeing – 4 projects

Oracy – 6 projects

Youth Voice – 5 projects

Parental Engagement – 1 project

Environmental and Outdoor Learning – 8 projects

Total pupils directly involved: 2869

Total cost: £462,984

Average cost per project: £19,290

The Strategic City Premium Grant is linked to a core general priority identified across all the Family of Schools (including academies, schools and independent schools) and directly linked to the tripartite group of strategies. Projects had a focus of either: Mental Health and Wellbeing, Oracy, Youth Voice, Parental Engagement or Environmental and Outdoor Learning.

Whilst data collection was not consistent across all projects, social and emotional data was collected to measure pupils' oracy, wellbeing and teamwork.

Headlines

Key Finding One: Pupils with pre- and post-programme data saw a 5% average increase in oracy and an 8.3% increase in their oracy confidence.

Across these projects we measured oracy and oracy confidence through pre and post-questionnaires:

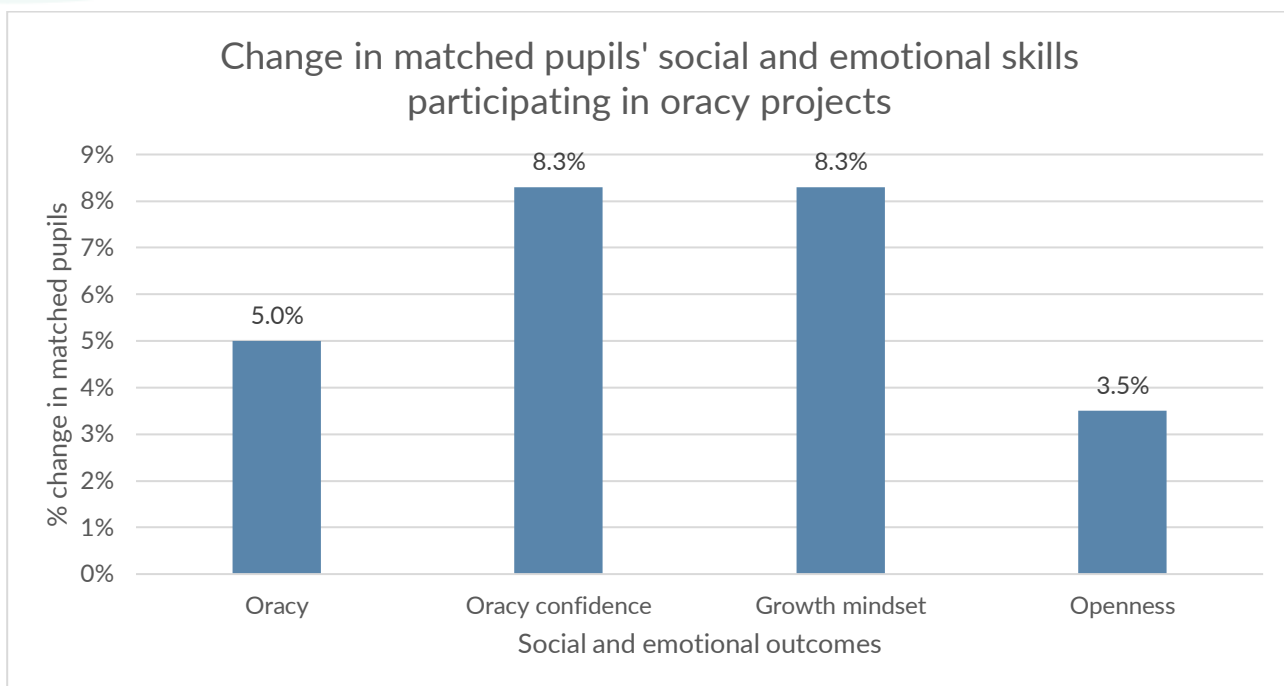
- Oracy - pupils' ability to explain, use grammar, use new words, speak and understand
- Oracy confidence - a custom measure that examines pupils' confidence in oracy

Matched pupils taking part in projects funded by the Oracy strand of the Strategic City Premium Grant reported an average increase in their oracy of 5% over the time period. Their oracy confidence increased by 8.3%. These changes were not statistically significant so may be due to natural variation.

Key Finding Two: Pupils engaging in Oracy-funded projects saw increases in growth mindset and openness.

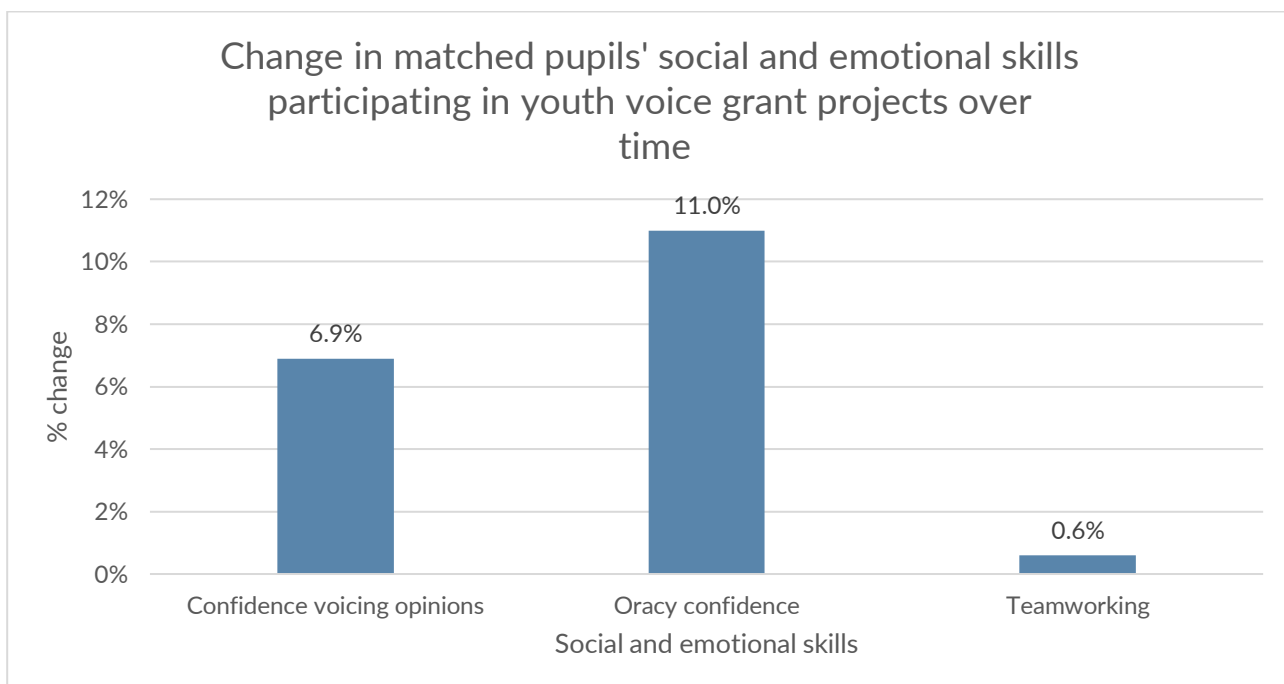
- Growth mindset – a belief that your skills and intelligence are things that you can develop through effort
- Openness - the tendency to be open to new academic, cultural, or intellectual experiences

Matched pupils engaging in projects funded by the Oracy strand of the Strategic Grant saw increases in growth mindset (+8.3%) and openness (+3.5%) in matched pupils. Sample sizes were too small to test the statistical significance of these findings.



Key Finding Three: Youth Voice projects showed positive signs of their impact on pupils' creativity, their confidence to voice opinions and their confidence in oracy.

Projects funded by the Youth Voice strand of the Strategic Grant reported an increase, on average, in pupils' confidence to voice opinions (+6.9% in matched pupils), and their confidence in oracy (+11%). Participating pupils' team working skills did not see the same improvements, staying relatively stable between the timepoints (+0.6%).



Although little data was collected on projects that were funded by the Mental Health and Wellbeing strand of the Strategic Grant, there were positive signs in creativity, where the small number of pupils surveyed responded with data that showed creativity (+17.8%) and wellbeing (+18.5%) were above the national average at the final data point (matched pupil data was not available).

Comparison to benchmarks

Key Finding Four: There were increases in creativity and wellbeing in pupils taking part in mental health and wellbeing projects, being above national average by the final data point.

No data was collected in the one project funded by the Parental Engagement strand of the Strategic Grant, but positive social and emotional data was collected in projects funded by the Environment and Outdoor Learning funding strand.

In those projects, pupils' wellbeing was 5.5% above the national average by the final data point (no matched pupil data was available to report changes in these measures over time).

Breakdown by groups

Key Finding Five: The impact on non-Pupil Premium (PP) pupils was higher than that on PP pupils, whose oracy confidence decreased over the time period.

Although the sample size was small, the impact on non-PP pupils (+14.3%) was higher than that on PP pupils, whose confidence in oracy decreased by 16.7% over the time period. However, sample sizes were too small to draw definitive conclusions.

Summary of Key Findings: Strategic City Premium Grant

1. In Strategic CPG funded projects, where schools collaborate around 5 identified priority areas (including oracy), pupils with pre- and post-programme data saw a 5% average increase in oracy and an 8.3% increase in their oracy confidence.
2. Pupils engaging in Oracy-funded projects saw increases in growth mindset and openness, though sample sizes were too small to test statistical significance.
3. Youth Voice projects showed positive signs of their impact on pupils' creativity, their confidence to voice opinions and their confidence in oracy.
4. There were increases in creativity and wellbeing in pupils taking part in mental health and wellbeing projects, both of which were above the national average at the final data point.
5. The impact on non-Pupil Premium (PP) pupils was higher than that on PP pupils, whose oracy confidence decreased over the time period. However, sample sizes were too small to draw significant conclusions.

Below, we spotlight the impact of two projects funded by the Strategic City Premium Grant: Family of School's Inspirational Collaborative Conference and Redriff's Embedding Tackling Play Poverty Through Partnership project.

Spotlight: Family of Schools Inspirational Collaborative Conference

'Re-Imagining our Future':

Students were inspired and challenged in a series of dynamic sessions led by leaders in the field at a conference hosted by City of London School.

Working collaboratively in mixed school tables of 10, pupils explored the ideas presented by inspiring speakers, such as Rachel Sylvester of the Times Commission on Education, Will Gompertz, director of the Barbican and Camilla Cavendish, FT journalist and former head of Number 10 Policy Unit.

The aim was to encourage young people to work collaboratively and to grapple with some of the major issues facing their futures, and to gain confidence to articulate, challenge and extend their thinking.

At the end of the event, pupils were asked to complete a short survey and 94.6% of pupils stated that they enjoyed the day, with 71.6% of pupils stating that the conference helped them understand some of the major issues facing the world today.

When asked specifically what they had learned, pupils stated that they had learned “about the significant impact that AI will have on the future”, “the key changes that’ll take place in the transport industry and working industry along with the expected changes to education and how all these factors make up the structure of London as a thriving city” and when asked to describe the conference in 3 words, pupils chose terms such as, “inspiring”, “thought provoking”, “interesting”, “interactive”, and “informative”.



Spotlight: Environmental and outdoor learning – Embedding Tackling Play Poverty Through Partnership

Galleywall and Redriff worked with Opal (a specialist play organisation) to continue to significantly improve their play offer. They worked in partnership to develop their play offer including collaborative planning, development and reviewing across the year, as well as the sharing of successes and challenges, resources and learning.

As well as giving them heightened confidence, the project aimed to support children's behaviour across the school which in turn would impact positively on learning that happens within the classroom.

A sample of pupils completed wellbeing surveys at the end of the project, reporting wellbeing that was 5.5% above the national average. Contextual benchmarking revealed that, compared to average national wellbeing recorded specifically in the summer term of 23/24, participating pupils were 7.8% above the national average.

Well-being refers to a state in which individuals thrive and flourish, including contentment and overall sense of purpose as well as day-to-day happiness (Huppert, Baylis, & Keverne, 2004). Although baseline data was not collected to support change in wellbeing over time, this wellbeing data reflects positively on the impact of the project.

The same survey revealed 80% of pupils agreed or strongly agreed with the statement, "I enjoy school playtimes" and only 13% of pupils disagreed with the statement, "The adults at school help us to have a great playtime" at the end of the programme.



Next steps and recommendations

As outlined in the introduction, effective evaluation of funding is key to the City of London strategic priorities by supporting commitment to educational excellence, helping assess the impact of personal development and wellbeing activities, and ultimately supporting the implementation and measurement of educational projects.

Programme next steps

Our analysis to date indicates a number of areas that the City of London can celebrate and build on:

- There were several **statistically significant improvements** in relation to personal development outcomes and the work of the Partnerships Grant.
- There were also positive trends in relation to **academic achievement**, for example in revision programmes and Year 11 interventions.
- Comparisons to **national benchmarks** were generally favourable, with CoL pupils often being more likely to report higher levels of social and emotional skills such as motivation or wellbeing. Disadvantage gaps in this data were also favourable for CoL pupils relative to national averages.

In particular, the City of London should consult with schools to consider **options for scaling** the most successful projects spotlighted in this report – for example, Galleywall’s Easter Revision Programme, COLAI’s Year 11 interventions and the 6th Form Readiness Conference. In-depth discussions could take place to understand how these projects were implemented and lessons learned for other schools.

It is also worth noting that there is a particular interest from schools in **measuring pupil wellbeing**, which was the most frequently selected of the different assessment measures. We would be happy to facilitate additional training for schools on how to use this data to support positive wellbeing cultures within their settings.

There are also a number of areas for further investigation:

- **Gender gaps** were notable on some programmes, and a review of this on a project level to understand if males and females needs are being equally met may be beneficial.
- **More consistent data collection**, particularly of both pre and post data, would help to substantiate findings and provide further rigour.

Evaluation next steps

Building on the above areas, we would recommend the following for enhancing the quality of the strategic evaluation that CoL undertakes:

- **Embedding school support for data collection.** Revisions made for this second year of the evaluation resulted in higher data returns. To further increase the quality of data collected, we are supporting schools in choosing an effective sample and focusing more selectively on the projects benefiting from in-depth evaluation. Support from CoL in embedding this effectively would be highly valued.

- **Ensuring accessibility.** We have updated measures to include symbol-supported questionnaires, ensuring that surveys can be accessed by a wide range of reading levels. Feedback on these tools as they are implemented would be beneficial.
- Planning for more in-depth **qualitative research.** For example, interviews could take place with staff or young people to reflect on their experiences, which could be triangulated with quantitative data. This would allow us to answer in more depth *why* positive changes or decreases were seen, to inform programmes and to celebrate and showcase project successes.
- The usage of **contextual benchmarking.** This report included national benchmarks, broken down by relevant time period for the measures used. For future evaluations, it could be possible to take this one step further by comparing the experience of City of London pupils to other pupils in London or statistically similar pupils nationally (a form of control group) from ImpactEd's dataset. This would enable more rigorous impact claims to be made

In reviewing the 2023-24 CPG data, we can begin to see patterns and trends emerge in the data that can help to inform the Education Board about how funding can be used effectively to support pupils facing the most disadvantage.

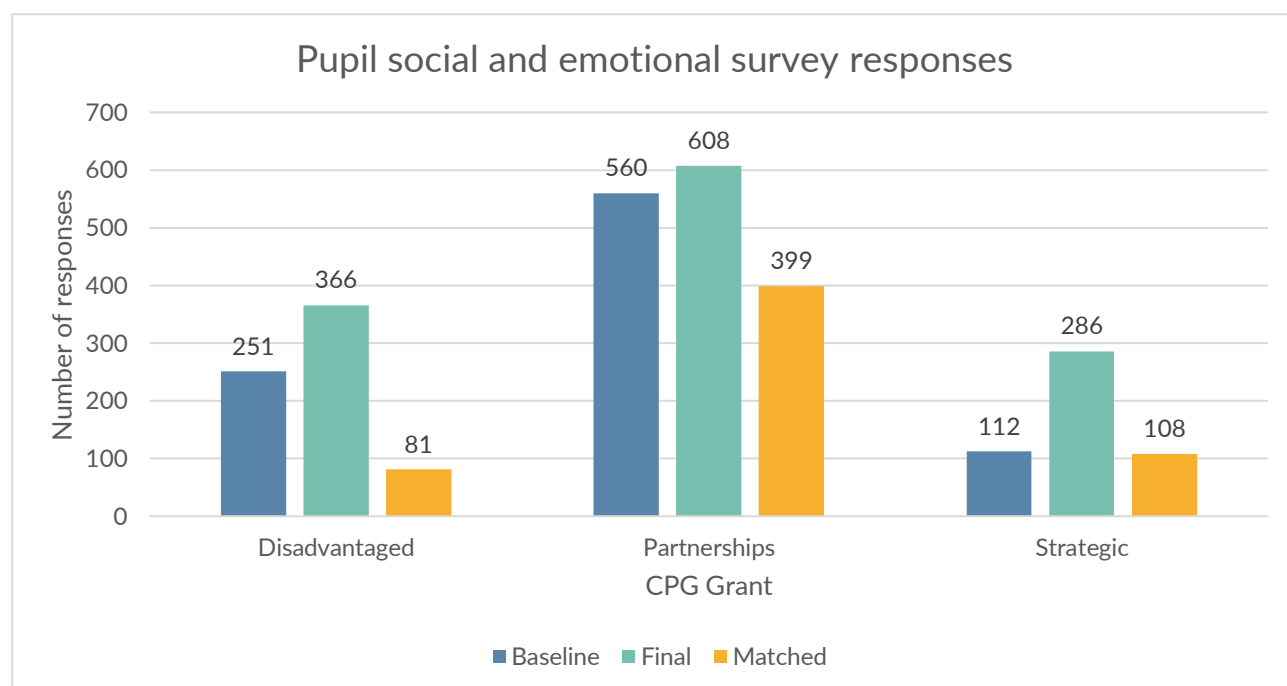
It will also provide support for schools as they think about the best programmes to bid for, and how to ensure that funding is spent to maximise outcomes. As this evaluation becomes embedded, we should see this body of evidence of effective practice grow, enabling sharing of best practice, refinement of programmes and evidence-based reflection as part of programme delivery.

Appendix 1: Trends in measures used

Which were the most popular social and emotional outcomes by City Premium Grant strand?

Pupils registered 2183 responses to our surveys across all CPG-funded projects in 2023-24. Of that, 923 were baseline surveys (before the activity), and 1260 were final surveys. There were 588 matched pupil responses (where the same pupil completes both baseline and final data points).

The graph below shows the total number of baseline, final and matched pupils from each of the three funding streams.



Where data is unmatched, we can compare it to national and contextual averages, but to see changes in social and emotional skills in pupils over the course of their projects, matched data is required. A further commitment to collecting matched data next year is recommended.

The most surveyed measure across all CPG-funded projects was wellbeing, with 370 responses to the primary and secondary wellbeing measure (combined). Problem solving, self-efficacy and oracy were the other most responded-to measures.

The table below shows the three measures that received the most responses in each funding strand.

Partnerships	Problem solving	Oracy	Motivation
Disadvantage	Wellbeing	Creativity	Growth Mindset
Strategic	Oracy	Wellbeing	Teamwork

Appendix 2: Social & Emotional Measures

Programme leads selected from a variety of social and emotional measures, depending on the outcomes and impact they wanted their programme to have. Schools also asked some customised questions relevant to their settings.

The key measures highlighted in this report are set out below.

Mental Health and Wellbeing measures

Wellbeing Wellbeing refers to a state in which individuals thrive and flourish, including contentment and overall sense of purpose as well as day-to-day happiness.

The measure of wellbeing used in this research programme (WEMWBS) is a self-report scale designed to measure wellbeing in UK populations and has also been validated for use with school pupils (Clarke et al., 2011). Its items have high internal consistency, at above 0.7 (Clarke et al., 2011).

Test Anxiety Test anxiety is concerned with pupils' emotional responses to tests (Pintrich and De Groot, 1990). Greater levels of test anxiety can result in worse performance in exams.

Test anxiety has been positively associated with meta-cognition and self-regulation (Pintrich and De Groot, 1990). However, test anxiety has also been shown to result in lower test scores (Cassady & Johnson, 2001). The impact of test anxiety on motivation is mixed, with some studies indicating that test anxiety increases persistence, and other studies showing that it decreases persistence (Benjamin et al., 1981; but also see Hill & Wigfield, 1984).

Anxiety Anxiety is a feeling of worry or fear that is experienced as a combination of physical sensations, thoughts or feelings. Feelings of anxiety are associated with significant negative outcomes, including impaired academic, social and health functioning (Reardon & Spence, 2018).

The measure used in this research programme (GAD-7), is a short scale of 7 items, which assesses the severity of generalised anxiety disorder. It has shown excellent internal consistency (Spitzer et al., 2006) and has been validated for primary care patients, the general population as well as with adolescents.

Oracy Measures

Oracy This looks at key skills such as pupils' ability to explain, use grammar, use new words, speak and understand. The measure was developed in partnership with Voice21*.

Confidence in Oracy This is a custom measure that examines pupils' confidence in oracy.

Other Key measures

* <https://voice21.org/membership-2/>

Creativity	Being imaginative and generating new ideas. Creativity is the complement to Problem Solving, and is about generating innovations or ideas which can then be honed through the problem-solving process.
Reading confidence	This survey measures pupils' confidence in their own ability to read well, both when they are reading on their own and out loud.
Growth Mindset	<p>Growth mindset is a belief that your skills and intelligence are things that you can develop through effort. Pupils with a greater level of growth mindset will tend to embrace challenge and judge success by being about how much they stretch themselves, not just what they achieve (Dweck, 2008).</p> <p>Students with a growth mindset think of their ability as something that they can develop through effort, practice and instruction. They don't believe that everyone has the same potential or that anyone can do anything, but they understand that even successful individuals wouldn't be successful without years of passionate and dedicated practice (Dweck 2009).</p>
Motivation	<p>Motivation is what causes an individual to want to do one thing, and not another. Intrinsic motivation relates to pupils' inherent enjoyment or interest in a task, and has positive effects on academic performance.</p> <p>Motivation relates to the underlying goals that give rise to an action (Ryan & Deci, 2000). Motivation can be shaped externally by the environment, or driven internally by the individual - referred to as extrinsic and intrinsic motivation. Extrinsic motivation is driven by outcomes separate to the individual, while intrinsic motivation is linked to inherent enjoyment or interest (Deci & Ryan, 1985; Ryan & Deci, 2000).</p>
Openness	Openness is the tendency to be open to new academic, cultural, or intellectual experiences. In pupils it is associated with the motivation to engage in self-examination, and relates to both academic performance and wellbeing.
Voicing opinions	Taken from the Cognitive Autonomy and Self Evaluation inventory. The Cognitive Autonomy and Self Evaluation (CASE) Inventory (Beckert, 2007) is a measure of cognitive autonomy in adolescence.
Climate change	The Climate Change Attitude Survey measure students' beliefs and intentions toward the environment with a focus on climate change. (Christensen et al. 2015)
Critical thinking	This skills measure forms part of the General Decision Making Style assessment tool. This was designed to assess how individuals approach decision situations. (Sott 1995)
Team working	Team working is defined as a young person's perceived ability to collaborate and work with others to achieve a common goal in a group or team context (Anderson-Butcher et al., 2014). It is often particularly associated with capacity to engage in collaborative learning and work well in groups.
Self-efficacy	Self-efficacy is a measure of pupils' belief in their ability to achieve a specific task in the future. Self-efficacy is correlated with higher academic achievement and persistence, and also contributes to pupil wellbeing. (Gutman & Schoon 2013, DeWitz et. al. 2009).

Appendix 3: References

- Almlund, M., A. Duckworth, J. J. Heckman, and T. Kautz (2011). "Personality psychology and economics." In E. A. Hanushek, S. Machin, and L. Woessmann (Eds.), *Handbook of the Economics of Education*, Volume 4, pp. 1-181. Amsterdam: Elsevier.
- Anderson-Butcher, D., Amorose, T., Lower, L., Riley, A., Gibson, A., & Ruch, D. (2014). The case for the Perceived Social Competence Scale-II. *Research on Social Work Practice*. doi:10.1177/1049731514557362
- Baker, D. P., Horvath, L., Campion, M., Offermann, L., & Salas, E. (2004). Adult literacy and life skills survey: Teamwork framework. Retrieved from https://www.ets.org/Media/Tests/ETS_Literacy/ ALLS_TEAMWORK.pdf
- Baker, D. P., & Salas, E. (1992). Principles for measuring teamwork skills. *Human Factors: The Journal of the Human Factors and Ergonomics Society*, 34, 469–475
- Beckert, T. E. (2007). Cognitive Autonomy and Self Evaluation Inventory APA PsycTests.
- Benjamin, M., McKeachie, W. J., Lin, Y. G., & Holinger, D. P. (1981). Test anxiety: Deficits in information processing. *Journal of Educational Psychology*, 73, 816-82.
- Cassady, J. C., & Johnson, R. E. (2002). Cognitive test anxiety and academic performance. *Contemporary educational psychology*, 27, 270-295.
- Clarke, A., Friede, T., Putz, R., Ashdown, J., Martin, S., Blake, A., & Stewart-Brown, S. (2011). Warwick- Edinburgh Mental Well-being Scale (WEMWBS): validated for teenage school students in England and Scotland. A mixed methods assessment. *BMC Public Health*, 11, 487.
- Christensen, Rhonda; Knezek, Gerald (2015) The Climate Change Attitude Survey: Measuring Middle School Student Beliefs and Intentions to Enact Positive Environmental Change *International Journal of Environmental and Science Education*, v10 n5 p773-788
- Dweck, C.S., 2008. *Mindset: The new psychology of success*. Random House Digital, Inc..
- Dweck, C.S., 2009. Developing Talent Through a Growth Mindset. *Olympic Coach*, 21(1).
- Hill, K., & Wigfield, A. (1984). Test anxiety: A major educational problem and what can be done about it. *Elementary School Journal*, 85, 105-126.
- Gould, D., & Carson, S. (2008). Life skills development through sport: Current status and future directions. *International Review of Sport and Exercise Psychology*, 1, 58–78
- Pintrich, P. R., & De Groot, E. (1990). Motivational and self-regulated learning components of classroom academic performance. *Journal of Educational Psychology*, 82, 33-40.
- Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, 25, 54-67.
- Scott, S. G., & Bruce, R. A. (1995). Decision-making style: The development and assessment of a new measure. *Educational and Psychological Measurement*, 55(5), 818-831

Appendix 4: Glossary

Evaluation Terminology

Academic attainment

This refers to test scores in academic subjects such as maths, science, English etc. Some evaluations will compare pupils' attainment in tests for these subjects at the start (baseline) and end (final) of an evaluation to see whether they have made progress over time.

Academically validated measures

These are scales to measure social and emotional skills linked to academic achievement and long-term life outcomes that have been developed and peer reviewed by academic researchers within the fields of education and psychology. These have been developed to ensure:

4. Predictive validity. These skills have been shown to be closely related to desirable life outcomes such as educational achievement, employability and earnings potential, or long-term health and life satisfaction. (In psychometrics, predictive validity is the extent to which a score on a scale or test predicts scores on some criterion measure. For example, the validity of a cognitive test for job performance is the correlation between test scores and, say, supervisor performance ratings).
5. Construct validity. The measure tests for the skill that it says it does, as defined in the literature.
6. Test-retest validity. The results stay the same when tests are repeated.

Start

The initial assessment of pupils' attainment or social and emotional skills, at the start of an evaluation.

Change over time

The difference between a pupil's baseline result and their final result, either for attainment or social and emotional skills. This indicates progress made during participation in the programme. This will begin to indicate whether the programme has had an impact on pupils, though we must also account for other factors that could lead to this change, which is why we recommend the use of control groups and qualitative analysis.

Evaluation

An evaluation is set up to measure the impact of a particular programme. This will involve monitoring the programme over a specified period, for one or more groups, in order to evaluate the progress participating pupils make. One programme can involve multiple evaluations, and we recommend gathering data across multiple time points to ensure valid and reliable results are generated.

Evaluation Group(s)

An evaluation will either cover one specific group of pupils, who all participate in the programme (e.g. a new programme trialled in one class, or an intervention with one small group). Or, the evaluation may cover multiple evaluation groups (e.g. as several small-group interventions, or with multiple classes carrying out the same programme). In the case of multiple evaluation groups, it can be useful to compare the outcomes for different groups to build up a stronger data set, as well as to compare differences in implementation to see whether this has an effect on results.

End

The final assessment of pupils' attainment or social and emotional skills at the end of an evaluation.

Matched Pupils

Matched Pupils are pupils who carried out both a baseline and a final assessment at the start and end of the evaluation. It can be useful to consider results from Matched Pupils only because this means only including those pupils who participated in the full duration of the programme.

Outcomes

We use outcomes to refer collectively to any social and emotional skills, behaviour, attendance and academic attainment scores that are being measured over the course of an evaluation.

Participating pupils

The group of pupils participating in the evaluation, and not forming part of a control group.

Programme

This could be any intervention, programme or programme run in school with the aim of improving pupil outcomes or life chances. ImpactEd works with schools to build evaluations of their programmes in order to better understand whether they are having their intended impact.

Skills measures

We use a set of academically validated skills measures to assess pupils' social and emotional skills.

Social and emotional skills

The term 'social and emotional skills' refers to a set of attitudes, behaviours, and strategies that are thought to underpin success in school and at work, such as motivation, perseverance, and self-control. They are usually contrasted with the 'hard skills' of cognitive ability in areas such as literacy and numeracy, which are measured by academic tests. There are various ways of referring to this set of skills, such as: non-cognitive skills, twentieth century skills and soft skills. Each term has pros and cons; we use social and emotional skills for consistency but we recognise that it does not perfectly encapsulate each of the skills that come under this umbrella.



Partners and Supporters



Improving pupil outcomes by working with schools to address the evaluation deficit.



Get in touch

hello@impacted.org.uk

©ImpactEdGroup-All Rights Reserved
Company Limited By Guarantee number 14266872