

## City of London Corporation Committee Report

<b>Committee(s):</b> Education Board	<b>Dated:</b> 14/11/2024
<b>Subject:</b> City Premium Grant 2023/24 Update	<b>Public report:</b> For Information
<b>This proposal:</b> <ul style="list-style-type: none"> <li>• <b>Delivers Corporate Plan 2024-29 outcomes</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Diverse Engaged Communities</b></li> <li>• <b>Providing Excellent Services</b></li> <li>• <b>Leading Sustainable Environment</b></li> </ul>
<b>Does this proposal require extra revenue and/or capital spending?</b>	No
<b>If so, how much?</b>	N/A
<b>What is the source of Funding?</b>	N/A
<b>Has this Funding Source been agreed with the Chamberlain's Department?</b>	N/A
<b>Report of:</b>	Dr Deborah Bell
<b>Report author:</b>	Torri Stewart, Lead Officer, Strategy & Impact

### Summary

This report provides Members with a summary of outcomes and learnings relating to projects funded by City Premium Grant (CPG) in the 2023/24 academic year, noting that 2023-24 was the final year of the previous Education Strategies. The report:

- Presents key statistics from the 117 CPG funded projects that ran in 2023/24
- Highlights popular themes and areas of focus across projects, and shares highlights from a selection of projects
- Notes developments in the process's second year of operation
- Highlights key learnings and intended improvements

## Recommendation(s)

Members are asked to:

- Note the findings shared in this report.

## Main Report

### Background

1. The Education Board has oversight of the City of London Corporation's Education Strategy 2024-29. At the core of this strategy are 5 key priorities which together work toward a central vision - "Helping learners to flourish in a rapidly changing world by supporting outstanding education, encouraging lifelong learning and driving upward social mobility'."
2. The City Premium Grant is an annual grant that provides financial support to the City of London Family of Schools, towards programmes and activities which will support the aims of the strategy.
3. As a basic principle, the City Premium Grant (CPG) is provided to support 'additionality' to the education offer. This means that the City Premium Grant should not be used to fund basic school needs, capital purchases or routine school staffing.
4. The City Premium Grant is divided into three separate funding streams: (1) City Premium Grant: Disadvantaged Pupils Grant; (2) City Premium Grant: Partnerships Grant; (3) City Premium Grant: Strategic Grant.
5. The Strategic Grant requires programmes and activities to align with at least one of four strategic themes. For the 2023/24 academic year under the previous Education Strategies, these themes were:
  - Mental Health & Wellbeing
  - Oracy
  - Environmental & Outdoor Learning
  - Youth & Parent Voice
6. The bidding and evaluation process for all CPG projects runs on an online impact measurement platform called ImpactEd. This system allows for more robust qualitative and quantitative data collection than was collected in previous years, and can offer the City Corporation a richer understanding of the outcomes of projects individually, collectively and (in time) longitudinally. Following its introduction in the 2022/23 academic year, teachers reported that despite challenges around initial onboarding and time needed for data collection, the platform itself was easy to use, and if used effectively, could help them more

closely consider the potential outcomes for a project, and also help demonstrate if the project delivered what was expected.

7. For the academic year 2023/24, the City Premium Grant envelope was £2,226,000. Of this total, the Disadvantaged Pupils Grant accounted for £1,458,000, and the Partnerships Grant and Strategic Grant each accounted for £384,000.

## **Current Position**

8. The Education Strategy Unit (ESU) reports that 117 projects ran across the Family of Schools during the course of the 2023/24 academic year. This is 39 more projects than ran in the 2022/23 academic year, and this strong appetite from schools meant that all funding was fully utilised. Details of awards made to schools can be found in Appendix One. Summaries of the projects are available in Appendix Two.
9. For the 2023/24 academic year, CPG funded projects were required to align with the City Corporation's 'Education', 'Cultural and Creative Learning', and 'Skills' strategies which were previously overseen by the Education Board, and which expired in September 2024. The 117 projects that ran in 2023/24 were distributed across the three previous strategies as follows:
  - 64 projects (55%) aligned with outcomes in the Education Strategy
  - 18 projects (15%) aligned with outcomes in the Cultural & Creative Learning Strategy
  - 35 projects (30%) aligned with outcomes in the Skills Strategy
10. The projects were distributed across the three funding streams as follows:
  - 58 projects (50%) were funded by the Disadvantaged Pupils Grant.
  - 35 projects (30%) were funded by the Partnerships Grant.
  - 24 projects (20%) were funded by the Strategic Grant.
11. Within the Strategic Grant specifically, projects were distributed across the four designated themes as follows:
  - 4 projects - Mental Health & Wellbeing
  - 6 projects - Oracy
  - 8 projects - Environmental & Outdoor Learning
  - 4 projects - Youth & Parent Voice
12. Together, projects funded by the Partnerships Grant and the Strategic Grant resulted in the creation of 59 unique project partnerships across the Family of Schools. 20 of these partnerships were led by the Corporation's independent

schools, and the remaining 39 led by the Corporation's sponsored schools. All 59 projects involved at least one non-independent school.

13. 79% of projects targeted secondary-age learners and accounted for 85% of total spend, whilst 21% of projects targeted primary-age learners and accounted for 15% of total spend. On average secondary-age projects cost £25,079 and engaged 150 participants. On average primary-age projects cost £14,646 and engaged 392 participants.

14. Engagement with the ImpactEd platform improved with 100% of projects submitted via the platform compared to 77% in the previous year. The use of ImpactEd demonstrates excellent value for money, costing 1% of CPG funds available. Additionally, data (quantitative, qualitative or both) has been submitted for 81 projects at the time of writing, compared to 52 projects at this point in the previous cycle. Analysis of the project evaluations submitted has offered valuable insights into projects and also highlighted common objectives and motivations which have emerged. Across the Family of Schools, the mix of project types was, (in descending order of frequency):

- Skills development, (35 projects)
- Enrichment, (31 projects)
- Attainment, (22 projects)
- Future pathways, (11 projects)
- Pastoral care, (8 projects)
- Continued Professional Development (CPD), (5 projects)
- Behaviour, (4 projects)
- Rewards, (1 project)

15. This shows us that the vast majority of projects (75%) sought to help learners either build their skills and employability, enrich their education experiences, or boost their attainment.

16. As has been the case historically, schools valued the opportunity to design initiatives tailored to their specific needs and projects took a wide variety of different forms. Feedback from teachers as well as data collected on ImpactEd suggest the CPG continues to enable the Family of Schools to uniquely extend and enrich education experiences for learners of all ages. Some highlights include:

- *'Bar Mock Trial', City of London Academy Highgate Hill:* Responding to the fact that only 26% of Law's top judges come from state-educated backgrounds, this project saw pupils conduct a mock trial supported by Law students from Oxford and Goldsmiths universities. Participants reported that the project helped boost their self-confidence and public speaking skills, improved their understanding of the legal system, and encouraged them to consider a career in the legal sector.

- *'Teaching and Learning Coaching Programme', City of London Academy Hackney:* A teaching and learning coach helped two teacher participants who were new to post, focus on long term curriculum development and impact on KS4 results. As a result, the number of students achieving a grade 7 or better at GCSE rose from 46% to 88% in one subject. In the other subject, the number of students achieving a grade 4 pass increased from 61% to 76%.
- *'New Year 7 Summer School', City of London Academy Southwark:* 150 learners transitioning from primary to secondary school were invited to a four-day summer school to help demystify secondary school and familiarise them with the new environment and its values and expectations. Teachers reported that students were more confident when joining in September, with higher engagement in lessons and a reduction in the number of school refusers.
- *'MiSST', City of London Academy Highbury Grove:* This project helps ensure hundreds of students without equal access have the opportunity to learn a musical instrument. Many positive outcomes were reported including all students in years 7, 8 and 9 learning to play an instrument, 100% of Music A-Level students who previously participated achieving an A or B grade, and amongst a number of performance opportunities the chance to perform alongside Andrew Lloyd Webber and the Kennuh-Mason family on stage at the Theatre Royal.
- *'Freemen's Global Summer School', City of London Freeman's:* A two-week residential at Freeman's helped 12 CoLAT academy students focus on self-development and their future education and careers. The programme included, amongst other things, interview practise, CV writing support and visits to Oxford and Cambridge universities. Students reported that the experience raised their aspirations, increased their motivation to achieve good GCSE and A-Level results, and increased their cultural capital thanks to interaction with international students also participating. Data from student surveys indicated independent learning, motivation and goal orientation rose by 26%, 28% and 38% respectively.
- *'Urban Hope', City of London Academy Highbury Grove:* Youth workers support learners with their personal development, creating a space for them to build their social skills, grow in confidence, and share their anxieties and concerns. Teachers reported that the project helped build positive relationships - including with the families of participants - and led to a decrease in incidents, particularly for the most vulnerable students.
- *'GTL Programme', Newham Collegiate Sixth Form:* MIT undergraduate students provided a programme to elevate knowledge, skills and aspirations with the aim of enhancing students' competitiveness for Russell Group and Ivy League universities. Over the course of 4 weeks over 150 students gained

enrichment from the initiative, building their confidence around university applications and giving them a critical competitive edge.

17. Once again, schools were particularly interested in the mental health and wellbeing of learners and teachers across the Family of Schools, with *'Wellbeing'* being the most selected outcome across all projects. Schools were eager to try and build the confidence, motivation and personal skills of learners of all ages. Schools across the family, but especially academies, committed much of their effort to projects which would help create solid and stable well-being foundations for their learners to work from.
18. The ESU's partners at ImpactEd have developed a more detailed analysis of themes and outcomes that have emerged from the data submitted so far, and this information is available in Appendix 3.
19. As this was the second cycle of the new CPG process, schools had overcome initial challenges and were more familiar with the system. Additionally, teacher feedback was used to implement a number of improvements to the process, including:
  - i. A reduction in the suggested number of assigned measures (reducing data collection requirements)
  - ii. More opportunity to develop bespoke measures for projects
  - iii. A simpler evaluation process for small-scale projects
  - iv. Increased support offered to teachers for bid development, measure selection and sampling
  - v. The ability to submit repeat bids for multi-year projects
  - vi. New, more accessible pupil surveys available for younger pupils and those for whom English is an additional language
20. Teachers tell us they now understand the system better and find it easier to navigate, but some challenges are still being resolved. The highest priority for the next cycle is to improve guidance for schools around collecting qualitative data vs quantitative data. This will further reduce data collection workloads for teachers and improve the quality of the insights we can develop. Improvements will be made continuously to address challenges as they are identified. This will improve the quality of insights developed by all parties and help schools to consistently maximise the value of the grants.
21. With respect to this, late in the 2023/24 academic year, the City of London Academies Trust appointed a new Partnerships Co-ordinator, following Members' agreement to fund the significant majority of cost – Diana Nathan. Diana is now connected across the whole Family of Schools and, through a continuous dialogue with other partnerships leads, ImpactEd and the ESU, is starting to play a crucial role in helping City of London Academies Trust (CoLAT) schools manage the process and maximise the value of funding they receive.

22. At a more foundational level, the ESU and CoLAT are currently discussing ways in which future CPG-funded ambitions can be better galvanised across CoLAT schools, through the creation of a 'City Hour' offer in each sponsored school – the aim being to deliver stronger impact across a smaller number of higher-level initiatives. Additionally, to acknowledge the launch of the new Education Strategy 2024-29, the ESU is working to ensure that future projects funded by the CPG align closely with the new strategy's 5 priorities and are equally distributed across them. Aligning with this transition, future annual reports will map CPG project outcomes across the 5 priorities rather than the different grant pots. This will clearly illustrate how funding is helping to deliver impact in each of the five priority areas and help ensure the Family of Schools uses the funding to deliver against the City Corporation's education strategy.

### **Options**

23. N/A

### **Proposals**

24. N/A

### **Corporate & Strategic Implications –**

#### Strategic implications

25. This work is aligned with and will contribute to the outcomes of the City Corporation's Corporate Plan 2024-29, specifically 'Providing Excellent Services', 'Diverse Engaged Communities' and 'Leading Sustainable Environment'.

#### Financial implications

26. None, existing approved resources will continue to be deployed.

#### Resource implications

27. None

#### Legal implications

28. None

#### Risk implications

29. None

#### Equalities implications

30. This activity complies with our public Sector Equality Duty 2010. It delivers against the City of London Corporation's Education Strategy 2024-29, for which a comprehensive Equalities Impact Assessment was undertaken. More specifically, City Premium Grant funding is the main way in which the Education Board supports its sponsored academies to deliver the outcomes outlined in the Education Strategy. In particular, the grants support 'additionality' which enables academies to deliver projects and activities – especially to those facing the most disadvantage - which are supplementary to the everyday teaching and learning funded by the academies' core budgets and focus on a holistic approach to education.

Climate implications

31. None

Security implications

32. None

## **Conclusion**

33. This report has provided Members with a summary of outcomes and learnings relating to projects funded by City Premium Grant (CPG) in the 2023/24 academic year. It has shared key information relating to project distribution, and highlighted key themes, outcomes and learnings for consideration across projects and process. Evidence suggests projects have delivered positive impact on the whole, and the new level of understanding around project performance is starting to help schools maximise the value of the funding they receive.

## **Appendices**

- Appendix One: City Premium Grant 2023/24 - Awards to Schools
- Appendix Two: City Premium Grant 2023/24 - Projects Overview
- Appendix Three: ImpactEd City Premium Grant 23-24 Impact Report

## **Torri Stewart**

Lead Officer, Strategy & Impact – Education Strategy Unit

T: 07935 514 463

E: [torriano.stewart@cityoflondon.gov.uk](mailto:torriano.stewart@cityoflondon.gov.uk)