

City of London Corporation Committee Report

Committee(s): Education Board	Dated: 22/01/2026
Subject: City Premium Grant 2024/25 Update	Public report: For Information
This proposal: <ul style="list-style-type: none">• Delivers Corporate Plan 2024-29 outcomes	<ul style="list-style-type: none">• Diverse Engaged Communities• Providing Excellent Services• Leading Sustainable Environment
Does this proposal require extra revenue and/or capital spending?	No
If so, how much?	N/A
What is the source of Funding?	City's Estate
Has this Funding Source been agreed with the Chamberlain's Department?	Yes
Report of:	Strategic Director of Education and Skills
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Summary

This report provides Members with a summary of outcomes and learnings relating to projects funded by City Premium Grant (CPG) in the 2024/25 academic year. The report:

- Presents key statistics from the 118 CPG funded projects that ran in 2024/25
- Highlights popular themes and areas of focus across projects, and shares highlights from a selection of projects
- Notes developments in the process's third year of operation

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 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. For the 2024/25 academic year, the Strategic Grant required programmes and activities to align with at least one of five themes. To acknowledge some of the priority areas emerging in the development of the new Education Strategy, these themes were:
 - Mental Health & Wellbeing
 - Employability
 - Oracy
 - Environmental & Outdoor Learning
 - Personal Development
6. The application 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 historically, and can strengthen 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 2024/25, 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 118 projects ran across the Family of Schools during the course of the 2024/25 academic year. This strong continued appetite illustrates that the City Family of Schools, especially schools in the City of London Academies Trust (CoLAT), continue to find this funding extremely valuable. Once again 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. Applications for 2024/25 CPG funding were submitted whilst the City Corporation's previous 'Education', 'Cultural and Creative Learning', and 'Skills' strategies were still active. However, these strategies expired and the new 'Education Strategy 2024-29' went live shortly after projects actually began. Reporting for these projects has been produced in the context of the new Education Strategy.
10. The 118 projects that schools ran in the 2024/25 academic year are distributed across the priority areas of the new Education Strategy as follows:
 - 51 projects (43%) aligned with 'Supporting Educational Excellence'
 - 28 projects (24%) aligned with 'Reinforcing Safety, Health & Wellbeing'
 - 20 projects (17%) aligned with 'Promoting Personal Development'
 - 11 projects (9%) aligned with 'Embracing Culture, Creativity & The Arts'
 - 8 projects (7%) aligned with 'Improving Employability'
11. The projects were distributed across the three funding streams as follows:
 - 74 projects (63%) were funded by the Disadvantaged Pupils Grant.
 - 22 projects (18.5%) were funded by the Partnerships Grant.
 - 22 projects (18.5%) were funded by the Strategic Grant.
12. Within the Strategic Grant specifically, projects were distributed across the five designated themes as follows:
 - 5 projects - Mental Health & Wellbeing
 - 7 projects - Employability
 - 1 projects - Oracy
 - 3 projects - Environmental & Outdoor Learning
 - 6 projects - Personal Development

13. Together, projects funded by the Partnerships Grant and the Strategic Grant resulted in the creation of 44 unique project partnerships across the Family of Schools. 14 of these partnerships were led by the Corporation's independent schools, and the remaining 30 led by sponsored academies. All projects involved at least one non-independent school.
14. 82% of applications targeted secondary-age learners and accounted for 86% of total spend, whilst 18% of applications targeted primary-age learners and accounted for 14% of total spend. On average secondary-age projects cost £19,728 and engaged 273 participants. On average primary-age projects cost £11,825 and engaged 242 participants.
15. Engagement with the ImpactEd platform improved again and 100% of projects were submitted via the platform. Additionally, data (quantitative, qualitative or both) has been submitted for 95 projects at the time of writing, compared to 81 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):
- Attainment, (45 projects)
 - Skills development, (21 projects)
 - Enrichment, (20 projects)
 - Pastoral care, (17 projects)
 - Future pathways, (8 projects)
 - Continued Professional Development (CPD), (3 projects)
 - Behaviour, (2 projects)
 - Rewards, (2 project)
16. This shows us that the vast majority of projects (87%) sought to help learners either boost their attainment, develop their personal skills, or engage more positively with their education.
17. 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 offer great benefit, enabling the Family of Schools to extend and enrich education experiences for learners of all ages. Some highlights include:
- *'UpLearn', City of London Academy Southwark:* This project introduced UpLearn, an AI-enabled online platform providing personalised A-level learning and revision support across Economics, Maths and the sciences. Aimed at boosting attainment, exam confidence and independent study habits, it gave sixth formers 24/7 access to tailored lessons, quizzes and

progress tracking. Teachers reported strong outcomes, with UpLearn contributing to the school achieving 60% A*-B for the first time, several departments ranking in the top 25% and top 10% nationally for progress, and Further Maths in the top 1%. Physics remains a focus for improvement.

- *'Attention Bucket', City of London Primary Academy Islington:* This targeted intervention supported pupils with social communication needs to build attention, listening, vocabulary and turn-taking, helping them become more ready for whole-class learning. Thirteen pupils (including those with the highest levels of special educational needs) took part in four groups, with four sessions timetabled each week and two adults allocated per session. Teachers reported pupils steadily increased their attention span and were able to attend taught sessions of increasing length beyond the intervention, with nine out of 13 achieving the expected year-end standard for Attention, Listening and Understanding.
- *'Controversies & Critical Thinking Conference', City of London:* This conference brought together 111 pupils from across the City Family of Schools for a day of keynote speeches and workshops led by UCL philosophy and theology experts at City of London School. Designed to strengthen critical thinking, oracy and respectful debate, it focused on helping young people "disagree well" in an era of polarisation and misinformation. Feedback was extremely positive, with 98% of pupils finding the experience valuable. Pupils most commonly reported improvements in critical thinking (54%), communication (26%) and collaboration (16%), and many said they could see the value of applying these skills in daily life and future study or careers.
- *'Music tuition: Project Band', The City Academy Hackney:* This project ensured every Year 7 student could learn a musical instrument through expert peripatetic teaching and the school's "Project Band" curriculum, culminating in an end-of-year concert. Teachers reported 100% participation, strong engagement, and high levels of disadvantaged student involvement, supported by the provision of high-quality instruments through grant funding. Around 50 students have progressed into Year 8 as music scholars, continuing tuition and performing in the orchestra or choir. The school highlighted a long-term impact on cultural capital, broadened creative faculty provision and a sustained improvement in the quality of musical performance across the school.
- *'Think Forward', City of London Academy Islington (COLAI):* This ongoing coaching programme supports students at risk of becoming NEET (Not in Education, Employment or Training) through one-to-one mentoring, family engagement, workshops, partner opportunities and practical support with post-16 and post-18 progression. The on-site coach worked with 50 students across Years 9-13, helping sustain engagement in education and plan next steps into sixth form, apprenticeships, university or employment. Teachers

reported that, despite high levels of risk, the vast majority successfully transitioned into their next phase, while those still in school improved attendance and progress. An additional benefit was the coach's strong integration into the COLAI community, contributing to multi-agency work and wider stakeholder support.

- *'Debate Mate', City of London Academy Highgate Hill:* This weekly enrichment enabled KS3 pupils to develop debating, public speaking and Fusion Skills including communication, critical thinking, collaboration and creativity. Teachers reported particularly strong impact for Pupil Premium students, with notable growth in confidence, self-belief and the ability to express ideas clearly while listening respectfully to opposing views. Students represented the school in Debate Mate competitions and won several rounds. A key legacy has been sustained participation, with pupils establishing a debate club and recently winning every round in a competition against another CoLAT school, drawing directly on skills developed through the programme.
- *'Year 6 Easter Additional Boosting', Redriff Primary School:* This Easter holiday provision offered targeted small-group revision in Reading, Grammar and Maths to support disadvantaged and vulnerable Year 6 pupils, addressing learning gaps and building exam readiness ahead of SATs. The programme focused on helping pupils reach aspirational end-of-year predictions through tailored teaching and confidence-building support. Teachers reported improved subject confidence, stronger self-belief and greater perseverance, alongside clearer readiness to perform under exam conditions. Overall, the intervention was seen to have a positive impact on both attainment and pupils' confidence in themselves.

18. Across the year, projects most commonly measured learner wellbeing and learning behaviours (growth mindset, self-efficacy, motivation, goal orientation and engagement), alongside oracy confidence. A smaller but still significant proportion tracked attainment (mostly Maths and English) and Fusion Skills (especially problem solving and critical thinking).
19. The ESU's partners at ImpactEd have developed a more detailed summary of themes and outcomes that have emerged from the data submitted so far, and this information is available in Appendix 3. As previously highlighted, the use of ImpactEd continues to demonstrate excellent value for money, costing less than 1% of CPG funds available.
20. In this third year of the new CPG process schools' familiarity with the platform improved again with far fewer challenges reported. Teachers were far more comfortable navigating the system, and better acknowledged the support available to them and the value held in the data they can access. Teacher feedback was again used to implement a number of improvements to the process including:

- i. Tiered data measurement approaches based on scale and volume of projects
 - ii. Further support in developing bespoke measures for projects
 - iii. Further support for teachers for application development, measure selection, sampling approaches and project reporting
21. As always, 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. The majority of Headteachers report that they are now utilising learnings in ways that will benefit their learners, including incremental improvement for multi-year projects.
22. Looking forward, along with continuing to improve the quality, consistency and volume of data collection, CoLAT's Partnerships Co-ordinator can also encourage academies to maximise the learnings they take away each year, and consider how best to use them.
23. Headteachers across the Family of Schools continue to report that the City Premium Grant is extremely valuable to their schools, highlighting the fact that it allows them to offer a much higher quality and well-rounded education experience to their learners. One Vice Principal summarised its value as follows:

"The additional opportunities and initiatives provided by the City of London Corporation are enhancing the educational experiences of our learners. They allow us to offer enriching, high-quality experiences that would be much harder to deliver (and in some cases simply not possible) without this funding, and which are central to us delivering the vision and mission of the school. We have also started to utilise learnings from previous CPG-funded projects, both in shaping new initiatives and in embedding successful approaches more sustainably across the school. The reviews/evaluations have allowed us to be more strategic with the bids so we can have the short and long-term impacts we envision".

Options

24. N/A

Proposals

25. N/A

Corporate & Strategic Implications -

Strategic implications

26. 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

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

Resource implications

28. None

Legal implications

29. None

Risk implications

30. None

Equalities implications

31. 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

32. None

Security implications

33. None

Conclusion

34. This report has provided Members with a summary of outcomes and learnings relating to projects funded by City Premium Grant in the 2024/25 academic year. It has shared key information relating to project distribution, and highlighted key themes, outcomes and learnings for consideration across projects and process. Schools continue to see the City Premium Grant as extremely valuable, especially in helping them to support learners facing the most challenge. Evidence suggests projects have again delivered positive impact on the whole,

and the continued improvement in schools' understanding of project performance is helping them maximise the value of the funding they receive.

Appendices

- Appendix One: City Premium Grant 2024/25 - Awards to Schools
- Appendix Two: City Premium Grant 2024/25 - Projects Overview
- Appendix Three: ImpactEd City Premium Grant 24-25 Impact Report

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