

## Appendix 3

### City of London Academy Islington Proposal consisting 5 Activities

#### SUMMARY OF CITY OF LONDON INITIATIVE FUND PROPOSAL

	REF	PURPOSE	AMOUNT (£)
1	Paper A	City Year - Pastoral Care & Enrichment opportunities for Students	65,000
2	Paper B	Providing Alternative bespoke provision care for vulnerable students who not accessing main stream curriculum due to learning disabilities and/or behavioural challenges	30,000
3	Paper C	Team UP – Tuition programme targeting disadvantaged and underachieving students in Year 8 & 9.	7,800
4	Paper D	In Harmony – Form Musical ensembles and Orchestra	10,283
5	Paper E	Use of Tablets – Maths -develop depth of mathematical understanding, increase independent learning skills and increase student engagement	10,000
6	Paper F	ICT Resources – Increase provision of Computer Science and help in fulfilling Curriculum needs.	11,000
7	Paper G	Laptop + Laptop Trolleys – develop independent research skill within the Academy.	20,150
	<b>TOTAL</b>		<b>154,233</b>

#### **Paper A - City Year**

City Year – This is an international organisation that operates in schools in the USA and UK. It recruits young volunteers to work for a year to support outstanding pastoral care and enrichment opportunities for students.

For further information about this organisation and the invaluable support that they provide to schools, please see their website: <http://www.cityyear.org.uk/>

#### **Description**

City Year works with secondary schools with children from disadvantaged backgrounds (Over three-quarters of our students are eligible for free school meals, compared to a national average of one quarter).

The volunteers are uniquely well placed to create meaningful relationships with children who need extra help to succeed. The scheme allows for flexibility in the deployment of volunteers to allow individual schools to design a bespoke programme that best suits their cohort. It would be our intention to use them to support the work of school staff in delivering one-to-one support in lessons, a wide range of enrichment activities, mentoring to young people who are at risk of underachievement etc.

#### **Total funding and breakdown of funding required**

The total cost for one year is £65k. This would give COLAI an allocation of 11 volunteers. City Year would use this money to cover all overhead administrative and training costs.

**How will it improve attainment?**

It will support improvements in pupil attainment by providing in class support to students who are struggling to access the curriculum or maintain good behaviour for learning. It would also enable us to provide additional after-school and lunchtime interventions, such as study and homework clubs.

**What is the target outcome?**

- Improved levels of engagement and motivation amongst some of our more disaffected students.
- Improved progress and attainment through support to those who are struggling to access the curriculum.
- Improved enrichment opportunities and broader experiences for a student cohort that experiences limited opportunities and higher than average levels of deprivation.

**How will outputs be measured?**

- Progress data
- Attendance at extra-curricular clubs
- Regular reviews of the effectiveness of activities and interventions

**How will it be evaluated?**

- Analysis of behaviour logs and exclusions
- Student focus groups/questionnaires
- SLT monitoring of activities
- Parental feedback

**Paper B - Providing Alternative Provision**

Alternative bespoke educational provisions for vulnerable students who are not accessing the mainstream curriculum due to specific learning disabilities and/or behavioural challenges.

**Description**

Many of our students need alternative, tailored provision as they find it very difficult to access the full curriculum and can't cope with a full timetable of subjects or have severe learning needs or behavioural issues. We have strong relationships with a number of outstanding offsite providers. These alternative pathways often focus on key skills in English, Maths, ICT (GCSE) and a more vocational/practical course identified by the student, parent and school as being appropriate to that student. Without these options, a number of pupils are at serious risk of underachieving or being permanently excluded, both of which the school wants understandably to avoid at all costs.

**Total funding and breakdown of funding required**

£30,000 would provide alternative curriculums/placements for 6 students for one year one a full-time basis.

### **How will it improve attainment?**

This initiative will allow identified students to achieve better Key Stage 4 results as the curriculum is designed for smaller classes, more one-to-one support and courses which will engage and motivate students to want to succeed and achieve as they are courses of particular interest to those students. The alternative providers offer a number of vocational courses which we can't offer at our school such as mechanics, construction, digital media, and hair and beauty.

### **What is the target outcome?**

For all students to finish KS4 and achieve grades in line with the level of progress they should make in mainstream education. To reduce the number of permanent exclusions and to increase attendance for those identified. Finally, these providers offer post 16 courses which guarantee a secure pathway and therefore improves students' employability and reduces the risk of unemployment at the end of their time in education.

### **How will outputs be measured?**

- Progress data
- Pupil and parent questionnaires
- Attendance data
- Exclusion data
- Post-16 educational or training progression success rates

### **How will it be evaluated?**

Analysis of::

- Results
- Pupil and parent feedback
- Enrolment onto post-16 courses
- Attendance data

### **Paper C – Tuition Programme**

'TEAM UP' - a small group tuition programme sponsored by the Cabinet Office.

### **Description**

This programme provides 20 hours of tuition over 15 sessions (90 minute sessions after school) primarily targeting disadvantaged and underachieving students in year 8 and year 9. The majority of the tuition is on a 1:3 tutor to student ratio. All tutors are fully trained and DBS checked.

### **Total funding and breakdown of funding required**

- £130/pupil
- £6.50/hour
- We are targeting 60 pupils
- Total cost is £7,800

### **How will it improve attainment?**

This initiative will have a direct impact on pupil attainment in maths and English as small group and one to one tuition is proven to have significant impact on student learning so that they make rapid progress.

### **What is the target outcome?**

For students who are underachieving in maths and English to make outstanding progress and close the attainment gap. To also build self esteem and confidence in maths and English so that these students are more motivated to learn and are more engaged in their learning.

### **How will outputs be measured?**

Progress data in English and maths. The tutors also provide impact reports which are presented at the end of the programme.

### **How will it be evaluated?**

Progress data in English and maths

**Paper D - In Harmony, Sistema COLAI**

To form musical ensembles and an orchestra

**Description**

To support the Music Department's ambition to provide all students with high quality music provision through providing all students with the opportunity to learn a musical instrument and play in elite ensembles. The funding will be used to purchase the additional musical instruments to support the formation of ensembles and and 3 orchestras. Two will include every student in year 7. The rehearsals for this will be as part of the students' curriculum time. One orchestra will become an elite orchestra which students can hope to progress to.

**Total funding and breakdown of funding required**

Description of Goods/Services	Quantity	Total
Stentor Student1 Viola – 15"	10	£910
Stentor student1 Cello – full size	3	£735
Stentor student 1 Cello – ¾ size	4	£952
Elkhart 100cl Bb clarinet	10	£1180
Monzani MZTR-400s Trumpet	6	£525
Pbone trombone blue	2	£192
Monzani MZFL – 6237s flute	8	£480
Ms essential stand (music stand)	30	£300
Rockstand 7 guitar stand	3	£141
Yamaha DD65 drum machine	3	£447
J&D PB Vintage 1963 bass (black)	5	£495
Squier Affinity Strat Sunburst Guitar	5	£605
JamHub BedRoom	4	£796
Mono to Stereo Jack Adaptor	20	£50
Behringer k900fx	5	£695

Stentor Standard Violin ( $\frac{3}{4}$ size)	10	£580
Stentor Valencia guitar (Full size)	20	£700
Strings/leads/services	-	£500

**Total = £10, 283**

#### **How will it improve attainment?**

The expansion of the music provision supports the Academy's vision to deliver 'outstanding' outcomes for its students and provide them with a rich cultural capital:

Ofsted say that children's involvement in music engages and re-engages pupils, increasing their self esteem, and maximising their progress in education and not just in music (ofsted, 2009);

Research has shown a direct link between music and improved reading ability in children. It shows that pupils who were given certain types of music instruction had improved reading comprehension compared to those who did not (Hallam);

The majority of our students are from socially deprived backgrounds, the schools percentage of students that receive free school meals is 70%: while music touches the lives of all young people, the disadvantaged can benefit most (Gove, 2011);

Studies have shown different benefits from participating in music groups and needing to work together towards a common goal, for example school bands. These include discipline, teamwork, cooperation, self confidence, responsibility and social skills (Brown, 1980; Hallam and Prince, 2000).

#### **What is the target outcome?**

For every student to play a musical instrument and 3 COLAI orchestras to be established. To continue to build on the whole class instrument lesson work that has been developed this year.

#### **How will outputs be measured?**

Through whole school data collection of students attendance and attainment.  
Through regular concerts within school and at external venues.  
By entry of groups into competitions.

**How will it be evaluated?**

Data will be collected through lesson observations, musical performances and concerts, student participation, student and parental interviews and student data.

*Gove, The Forward of The Importance of Music: A National plan for Music, 2011, DfE*  
*Hallam 'The power of music: its impact on the intellectual, social and personal development of children and young people'*  
*Ofsted, Making more of music: an evaluation of music in schools 2005/08, February 2009.*  
*Prince and Hallam, Research into instrumental Music Services, 2000, DFE*

**Paper E - The use of tablets in Mathematics**

The purpose is to develop the depth of students' mathematical understanding, to empower students with independent learning skills and to increase student engagement.

**Description**

The use of tablets would be used to support learning at all key stages. Tablets would be used to effectively enhance the depth of students understanding of mathematical concepts such as graphing, transformations angles, circle theorems and sequences. They would provide the platform to support the use of software such as dynamic geometry software. The current Head of Maths has used them to effectively raise standards in a previous school; testament to the success of tablets to support accelerated progress is that the school has now purchased them for all pupils.

The use of tablets in Maths would support the department to meet the demands of the reforms that have been made to the curriculum through supporting greater level of functional application by providing quick and easy access to the internet and supporting problem solving. They would also drive forward the vision of the Head of Maths by supporting more independent investigative learning in the classroom.

**Total funding and breakdown of funding required**

£8,000 for the tablets

£2,000 for the tablet safe to keep and charge the tablets

Total:£10,000

**How will it improve attainment?**

Attainment will be improved through increasing engagement and a greater level of differentiation of learning, by providing a mechanism student to challenge themselves and work at their own pace. Research, *Tablet PCs in schools Case study report*, Open University(2005) conducted into the use of tablets has demonstrated:

It was clear both from the interviews and observations in all of the schools that using the Tablet PCs had a substantial impact on students' motivation (p.13)

In maths ..... the children, who felt that the Tablet PCs helped them learn by making learning more fun and by giving them different experiences. (p.14)

**What is the target outcome?**

Improved progress ad Key Stages 3,4 and 5

Greater numbers taking Maths at Key Stage 5 due to higher attainment and greater understanding of the functional application of Maths.

**How will outputs be measured?**

Through half termly collection of student attainment data.

**How will it be evaluated?**

By comparing student progress data with that of the previous years.



**Paper F - Purchase of PCs for ICT Department.**

**Description**

One classroom suite of desktop PCs for ICT Department

**Total funding and breakdown of funding required**

20 x £550 = £11,000

**How will it improve attainment?**

These PCs would significantly increase our ability to provide all students with frequent access to high-spec computer equipment. This suite of 20 PCs would enable us to replace an older set of desktops which are no longer fit for purpose. This would enable us to increase our provision of computer science and ensure that all students gain experience of programming and coding. This upgraded ICT suite would be available for other departments to book when required, for example when completing a piece of research or coursework. This investment would therefore have an impact on all students in the academy.

The acquisition of these PCs would also enable us to improve our enrichment provision e.g. lunchtime computer clubs.

**What is the target outcome?**

- Access to high-spec PCs for all of our students
- New courses and units will be able to be delivered within the ICT and Computer Science curriculum
- Launch a computer coding club

**How will outputs be measured?**

- Attainment of students in ICT
- Frequency of access to ICT suites for students in other subjects
- Attendance to computer coding club

**How will it be evaluated?**

- Impact of new hardware will be reviewed on a termly basis following installation to ensure that the transition to new hardware is smooth.
- Annual ICT audit will track impact of the upgrade.

**Paper G -Purchase laptop trolleys**

Purchase of a 25 unit laptop trolley to include laptops plus the charging unit itself

**Description**

A single laptop charging trolley plus a maximum of 25 laptops

**Total funding and breakdown of funding required**

1x LapSafe Mentor SmartLine E30 Laptop Charging Trolley £3649.99

The Mentor provides secure storage and safe charging for up to 30 laptops housed in secure chassis to deter theft, and comes with a FREE Lifetime Warranty. The Smart Line charging system offers our unique 'Low Voltage Ultra Safe Charging' which eliminates the use of multiple AC adaptors in the trolley, saving time in the classroom and removeing ongoing costs of damaged AC adapters The user simply plugs the small power connector directly into the laptop power port and the intelligent power management charges all laptops at the same time.

30x Laptops E5440 / i3-4010U(1.7Ghz, 3MB) / E5440 / i5-4300U (1.9GHz, 3MB) / 4GB (1x4GB) 1600MHz / 500GB SATA 5.4k 2.5' / 14' HD(1366X768) AntiGlare / 3YR NBD £550 Per Laptop

Lapsafe £3,649.99

Laptops £16,500.00

Total £20 149.99

**How will it improve attainment?**

This trolley and the incumbent laptops will allow us to develop independent research skills at KS3-5. KS3 students will be able to bolster their work with secondary research on a topic and will develop their sense of enquiry. It will allow us to improve the quality of work and the attainment and progress levels at GCSE due to the ability to proof and draft work instantly instead of working with handwritten pieces. It will allow us to enable the students to engage with and use our online Virtual Learning Environment from within the school. At KS5 our Media Studies A level students will be able to access the ICT based coursework tasks such as video editing, media production and games creation and our Literature students will have access to online resources such as thesis papers and research work.

**What is the target outcome?**

- Developed independent thinking skills
- Developed research skills
- Improved coursework grades
- The ability to access ICT based coursework tasks
- The ability to access online higher education resources

**How will outputs be measured?**

- A better quantity of independently generated research and ideas in pupil essays
- Improved contextual knowledge when dealing with authors and their works
- Improved coursework grades at GCSE
- Greater uptake of complex tasks at A level Media
- Improved use of literary criticism and reference to other academic work in A Level English

**How will it be evaluated?**

- Through the monitoring of written work and the accompanying grades at KS3
- Through the improvement of grades for coursework at KS4
- Through the tracking of grades at KS5 and the monitoring of coursework choices