

REQUEST FOR DIRECTOR DECISION – DD1142

London Schools Excellence Fund - Round 1 Window 1 Combined Subjects and Round 2 Window 1 Awards

Executive Summary:

MD1132 contains the Mayor's approval of the establishment of the London Schools Excellence Fund (the "Fund") to help London schools make progress in raising school standards in literacy, numeracy, science, technology, engineering, maths and modern foreign and ancient languages.

This DD seeks approval from the Executive Director, Communities and Intelligence (C&I), for the award of grant funding to the next tranche of organisations recommended by the Award Panel for Round 1, Window 1 and also for Round 2, Window 1. The total recommended value is up to £4,624,614

The individual value of each award will be finalised in the individual grant agreements following further discussion with applicants.

Decision:

The Director is asked to approve the allocation of up to of an aggregate total of £4,624,614 from the London Schools Excellence Fund for the recommended Round 1, Window 1 projects set out in Appendix A and the Round 2, Window 1 projects set out in Appendix B.

AUTHORISING DIRECTOR

I have reviewed the request and am satisfied it is correct and consistent with the Mayor's plans and priorities. It has my approval.

Name: Jeff Jacobs

Position: Head of Paid Service and Executive Director

Signature:

Date:

PART I - NON-CONFIDENTIAL FACTS AND ADVICE

Decision required – supporting report

1. Introduction and background

- 1.1 The Mayor's Education Inquiry was established as a task-and-finish inquiry in December 2011 to bring together evidence and ideas, and to develop practical solutions to further improve educational outcomes in primary and secondary schools in London. Its final report published on 19 October 2012 made 12 recommendations where it was believed regional action could have the greatest effect on young people's lives and provide clear added value in areas in which the mayor can have a direct influence.
- 1.2 The establishment of the Fund was one of the twelve recommendations. The aims of the Fund are to:
- I. Cultivate teaching excellence through investment in teaching and teachers so that we refocus attention on knowledge-led teaching and curriculum through the creation of new resources and support for teachers;
 - II. Support school-to-school and peer-led activity to raise achievement in priority subjects (English, mathematics, biology, chemistry, physics, history, geography, languages), at primary and secondary schools;
 - III. Support development of activity which has already been tested and has some evaluation (either internal or external) where further support is needed to develop the activity, scale up and undertake additional evaluation; and
 - IV. In the longer term create cultural change and raise expectations in the London school system
- 1.3 In January 2013 the Mayor (under MD 1132) approved:
- receipt of £20 million from the Department for Education (DfE) in accordance with the terms of a proposed funding agreement with the DfE to fund a London Schools Excellence Fund;
 - GLA contribution to the Fund of £2.65m of new funding over three years;
 - scope of the Funds' activities as approved at IPB which includes the First Phase Initiatives and open bidding rounds;
 - development of the London Curriculum with a budget of £267,000 between 2012/13 to 2015/16;
 - £137,000 to identify exceptional schools that are 'bucking the trend' by succeeding with all pupils, including the most disadvantaged, in differing contexts. The Gold Club involves sharing the lessons of these successes with other schools across London;
- and delegated authority to the Director of Communities and Intelligence to:
- agree and to sign the funding agreement with DfE referred to above and any subsequent reports, amendments or variations to it
 - procure services and sign grant agreements and contracts to deliver the above activities following the GLA's Contracts and Funding Code.

Application Process

- 1.4 The Fund prospectus was launched on the 27th March 2013. Initially the details of the first two rounds were announced with reference to Round 3 taking place in autumn 2013. Round 1 covered applications from £75,000 to £500,000 per year and was designed as a two-stage process whilst Round 2 focussed on applications from £30,000 - £75,000 and a simpler one-stage process was used. The Fund prospectus made it clear that there would be a number of funding rounds with each having up to two 'bidding windows' during which applications could be submitted.

- 1.5 145 applications were received across all of the priority subject areas for Round 1. The total value of the requested funding was £22,460,534.
- 1.6 98 applications covering a wide range of subjects were accepted for Round 2 with the total amount of funding requested amounting to £5,779,042

Assessment Process

1.7 Round 1

- 1.7.1 All stage 1 applications were initially logged and collated by subject area. The applications were then assessed by GLA officers. Applications were assessed against the agreed assessment framework (set out in Annex 1 of the prospectus) including the aims and objectives of the project and how it met the core requirements of the Fund, the desired outcomes and impact, the evidence base for the project and experience of delivery. Quality assurance to ensure that all officers were implementing the assessment criteria consistently was undertaken on 25% of applications. Those applications scoring a 2 (where 0 = Feedback to applicant, 1 = Further clarification /questions needed 2 = Recommendation to fund or minor points of clarification) were asked to submit a more detailed application of the proposal for Stage 2.
- 1.7.2 Every Stage 2 application was assessed twice; once by a GLA Officer and once by an external expert - either a nominated Specialist Leader of Education (SLE) or other education expert. Interviews took place with the highest value bids (21 applications, about one third), plus a further nine phone interviews were conducted where clarification was required or questions were outstanding. 18 applications were also quality assured using the Expert Advisory Group (EAG) members or a further assessment taking place (12 applications) using either GLA or SLE/education expert. There was a high level of agreement amongst the scorers on each application and similar points raised in the scorer feedback. However, where there were divergent views this was managed through the quality assurance process and through dialogue with the EAG and/or further advice being sought from either DfE.
- 1.7.3 As well as being individually assessed, applications were looked at across subject and phase to ensure there is a good balance and no duplication. The applications were scored against the agreed assessment framework (set out in Annex 1 of the prospectus). The interviews explored three overarching areas in more detail:
- Leadership - does the application show evidence that they will successfully deliver to time, cost and quality by meeting the proposed outcomes
 - Sustainability – is there evidence that the project can be sustained after funding ceases or the skills / products developed during the project will continue to provide a lasting legacy
 - Pupil Attainment – does the application clearly express the outcomes and improvements sought for pupils.
- 1.7.4 A sub group of the EAG met twice to provide advice and make recommendations on the first tranche of Round 1 covering Maths, English, Computer Science, Science and Languages which were addressed under DD1118.
- 1.7.5 EAG met a third time to consider the second tranche which covered Combined Subjects, English as an Additional Language (EAL), Core Knowledge and Knowledge Mobilisation along with any subjects not addressed in tranche 1 such as Geography.

- 1.7.6 The EAG also made a number of general comments across all the applications which will be addressed as the programme moves forward. A key area of discussion has been the budgetary impact of supply/cover costs for teachers and the model of delivery.
- 1.7.7 The applications recommended by EAG were then presented to an Award Board to provide detailed responses to queries. The Award Panel approved the recommendations for funding for the projects set out in Appendix A.
- 1.7.8 In addition two other projects have been recommended for additional sums. Gladesmore Community School applied for £378,000 of GLA funding and a partial award for £250,000 was recommended and approved in DD1118. Subsequent discussions have encouraged Gladesmore to look to ways to revise their budget and they have now increased the contribution from participating schools and revised their budget to £297,000 without affecting the size or scale of the project. On this basis it is recommended that we allocate grant funding to match that amount so an additional £47,000 is captured in Appendix A.
- 1.7.9 One Round 1, Window 1, tranche 1 project –British Film Institute (LSEFR1082) – applied for £222,979 of GLA funding. It was felt that potentially they could bring more match funding to the project from their own sources so a partial award for £150,000 was recommended and approved in DD1118. However, additional investigation of the BFI’s funding model has shown that they are reliant on funding from other donors such as The National Lottery and this money cannot be used for the proposed projects. However, negotiation with the BFI and a robust look at the project has caused them to revise their budget and make reductions to bring it down to £168,099. On this basis it is recommended that we allocate grant funding to this amount so an additional £18,099 is captured in Appendix A.

1.8 **Round 2**

- 1.8.1 All eligible bids received by the cut-off date of 31st July were logged using an individual bid assessment tool and given a reference number in order of their receipt, e.g. LSEF001, LSEF002 etc. by the Round 2 managing agent, Rocket Science.
- 1.8.2 Rocket Science undertook an initial check of the bids against the Fund’s eligibility criteria. Following detailed guidance, trained scorers then assessed each application in order to provide an overall score out of 100 against the evaluation criteria. The Continuous Professional Development section (Q19 – Q22), was double scored by the Teacher Development Trust (TDT). The TDT score was taken as the final score for these questions. Finally, Rocket Science checked the double-scored applications for any disparities and provided summary notes on each application for the Grants Panel.
- 1.8.3 The Grants Panel considered:
- a) those applications which will be funded (subject to passing the requisite due diligence checks)
 - b) those applications which will not be funded, but which may be reconsidered at a future date subject to certain amendments and funding being available
 - c) those applications which, because of their relative low quality and/or ineligibility, will not be funded.
- 1.8.4 The Round 2 Grants Panel comprised of four GLA officers with support and administration of the meeting provided by Rocket Science and TDT.
- 1.8.5 The Grants Panel approved the recommendations for funding as set out at Appendix B.

2. Objectives and Expected Outcomes

- 2.1 This DD seeks approval for expenditure of an aggregated amount of £4,624,614 to fund grants to the 15 successful bidding organisations set out in Appendix A for Round 1, Window 1, tranche 2 projects and for the 20 organisations applying under Round 2, Window 1 shown at Appendix B.
- 2.2 The second tranche of Round 1 grants is expected to have a positive impact on the teaching of a combination of subjects including EAL. Subject to final negotiations with applicants, the projects may involve up to 2,000 teachers which will, in turn, benefit up to 95,000 London pupils on the successful completion and roll out of the approaches. Appendix A provides detail of each project.
- 2.3 Round 2 grants will address English, History, Mathematics, Computer Science, Literacy, Science and Languages. Applications estimate that an average of 31 teachers in around 8 schools per project will be impacted. Applications were received from both primary and secondary schools. . Appendix B provides details of each project.
- 2.4 All projects will submit claims for payment on the achievement of milestones which are detailed in individual grant agreements. Projects will be monitored against these milestones on a regular basis throughout the life of each project; usually two academic years and will submit relevant evidence and evaluation data as required. There will also be an overarching evaluation of the programme as a whole.

3. Issues for consideration

a) Links to strategies and Mayoral and corporate priorities

In the published Mayor of London's Response to the Education Inquiry Panel's Final Report', the mayor set out that a strong education system is vital to delivering jobs and growth for London, which is the main priority of his second term. He stated the need to make London state schools be amongst the best in the world if our young people are to grasp new economic opportunities in London and compete with the talent our city attracts from around the globe.

The delivery of the Education Inquiry recommendations on the Fund is aligned with existing programmes and activities the GLA supports for young people, including investment of £14m on existing youth initiatives and the Mayoral Academies programme.

The mayor's renewed agenda for children and young people ('Young Londoners – Successful Futures', 2010) set out the mayor's wider strategy in this area. This cited a key area of focus as providing young people with the opportunities to make successes of their lives. The strategy highlighted education's vital role in economic development, wealth creation and social development, from 'getting schooling right to promoting the high-end skills that are crucial to London's competitiveness'.

b) Impact assessments and Consultation

Extensive consultation was conducted during the life of the Education Inquiry on the school improvement (and other) themes, which influenced the Panel's final recommendations. This included a launch symposium, formal call for evidence over two months, workshops and seminars, a survey of 530 London head teachers and meeting with teaching union and association representatives.

Throughout the Education Inquiry, including the call for evidence, consideration was given to factors of economic and ethnic disadvantage, gender differences and special needs and disabilities (SEND). Key analysis was subsequently published in the first report of the Inquiry (February 2012).

In the development of the Fund, consultation with head teachers, teachers, school improvement networks, subject specialists and networks, local authorities has continued to ensure that the Fund takes account of the impact of the Fund on all schools, teachers and pupils.

- c) The table below outlines the main risks associated with delivery of the Round One and Two projects.

Risk	Impact	Likelihood	Mitigation
Lack of capacity in the team: there are significant resource requirements in delivering a programme of this size effectively.	3	2	A HOPS form has been submitted to seek appointment of two further Project Officers to administer and manage the grant programme.
Engagement / Buy in of Schools: Projects may have difficulty ensuring schools are fully engaged in delivery.	3	2	All organisations put forward to Stage Two were required to provide written evidence of confirmed engagement with Headteachers of participating schools.

(5 high, 1 low)

4. Financial comments

- 4.1 Approval is being sought for the allocation of up to £4,624,614 of the London Schools Excellence Fund (LSEF) in the form of grant funding (to the organisations as detailed in Appendix A & B of this report) recommended by the LSEF Award Panel for Round 1 & 2 of the LSEF Programme.
- 4.2 MD1132 approved the London Schools Excellence Fund (LSEF), including a gross budget of £24.25m, which comprises of £20m external income from the Department of Education and a GLA budget totalling up to £4.25m. The overall LSEF programme, including the gross budget is scheduled to span 4 financial-years from 2012-13 to 2015-16, with the budget held within the Health & Communities Unit. It is from within this approved budget provision that the proposed Round 1 and 2 grant awards (totalling £4,624,614) will be funded from.
- 4.3 The exact phasing of the grant awards is not yet known as this is dependent upon the individual payment milestones agreed with the successful grant applicants. The phasing of the grant awards, will, however be in line with the LSEF Programme Lifetime as approved by MD1132. Officers are currently in the process of agreeing the payment schedules with the successful applicants and finalising the individual funding agreements that will govern the grant award.
- 4.4 Any changes to this proposal, including budgetary implications will be subject to further approval via the Authority's decision-making process. All appropriate budget adjustment will be made.
- 4.5 The Education & Youth Team within the Communities & Intelligence Directorate will be responsible for managing the proposed grant awards and ensuring all the associated expenditure & grant monitoring arrangements comply with the Authority's Financial Regulations, Contracts & Funding Code, Expenses & Benefits Framework and Funding Agreement Toolkit.

5. Legal comments

- 5.1 Sections 1 to 4 of this report indicate that:

5.1.1 The decisions requested of the director (in accordance with their delegated authority granted pursuant to MD1132) fall within the GLA's statutory powers to do such things considered to further or which are facilitative of, conducive or incidental to the promotion of economic development and wealth creation and social development in Greater London; and

5.1.2 In formulating the proposals in respect of which a decision is sought officers have complied with the GLA's related statutory duties to:

- pay due regard to the principle that there should be equality of opportunity for all people;
- consider how the proposals will promote the improvement of health of person, health inequalities between persons and to contribute towards the achievement of sustainable development in the United Kingdom; and
- consult with appropriate bodies.

5.2 Section 1 of this report, indicates that the contribution to be made to each of the organisations set out in Appendix A and B amounts to the provision of grant funding and not payment for services. Officers must ensure that the funding is distributed fairly, transparently, in accordance with the GLA's equalities and in a manner which affords value for money in accordance with the GLA's Contracts and Funding Code.

Officers must ensure that an appropriate funding agreement is put in place with each of the organisations listed in Appendix A and B and executed by the GLA and the recipient before any commitment to fund is made.

Appendices and supporting papers:

Appendix A

No.	Name	Subject Breakdown	Schools	Phase	Teachers - Face to Face	Pupils	Total Project Budget	Maximum GLA Funding *
LSEFR1120	Stepney Green Maths, Computing and Science College	Mathematics and/or Numeracy, Science (Biology, Chemistry, Physics, Computing), History	3	Secondary	60	500	82,485	82,485
LSEFR1072	Lambeth Teaching Schools' Alliance (LTSA) in partnership with the Institute of Education (IOE)	Mathematics and Numeracy inclusion e.g. Special Educational Needs and Disability / Behaviour Management	40	Primary & Secondary	80	8,100	212,000	212,000
LSEFR1044	APS (Alexandra Pickhurst Infant Schools) Teaching School Alliance	English, Maths & Science	41	Primary & Secondary	150	4,500	448,120	393,700
LSEFR1126	Harrow School Improvement Partnership	English, Maths & Science	46	Primary & Transition	350	6,000	673,800	490,300
LSEFR1074	Lets Think Forum	English	60	Primary & Secondary	250	10,000	1,338,000	300,000
LSEFR1021	Harris Academy Morden	Ebacc	16	Secondary	37	4,400	500,000	500,000
LSEFR1108	Achievement for All	Ebacc	200	Secondary	1042	60,000	810,949	250,000

No.	Name	Subject Breakdown	Schools	Phase	Teachers - Face to Face	Pupils	Total Project Budget	Maximum GLA Funding *
LSEFR1063	LB Tower Hamlets	English and sciences, history, geography, Other well-subscribed humanities subjects of Religious Education, Psychology and Sociology	11	Secondary	120 (60 per year)	150 for tuition per year and 1400 in class teaching per year	208,000	168,000
LSEFR1102	Cuckoo Hall Academies Trust	English, Maths, Latin, History & Geography	4	Primary	71	1,400	500,500	260,900
LSEFR1033	St James the Great	English / literacy	4	Primary & Secondary	50	1500	161,058	143,558
LSEFR1051	Glenthorne High School Teaching Alliance	Maths	36	Secondary	73	300	76,000	73,900
LSEFR1100	Maths in Education and Industry (MEI)	Maths	6	Secondary	500	15000	397,800	390,600
LSEFR1053	CfBT Education Trust	Languages	30	Primary & Secondary	66	1980	433,196 (revised from 500,750)	349,196
LSEFR1118	Gladesmore Community School	English / Literacy	12	Primary & Secondary	350	2500	560,000	47,000 (see para 1.7.8)
LSEFR1082	British Film Institute (BFI)	MFL	20	Secondary	217	2,300	257,859	18,099 (see Para 1.7.9)
								3,330,542

*This is the maximum funding that can be awarded, and is subject to final negotiations.

Appendix B

No.	Name	Subject Breakdown	Schools	Phase	Teachers - Face to Face	Pupils	Total Project Budget	Maximum GLA Funding *
LSEF052	ARK Schools	English	15	Primary	306	3064	£127,621	£73,500
LSEF075	LB Haringey	Maths	20	Primary	40	40	£94,076	£55,876
LSEF085	Grafton Primary	English, Maths, History, Geography	4	Primary / Secondary	40	700	£53,534	£44, 534
LSEF021	King's College London Mathematics School	Maths	12	Secondary	30	0	£92,831	£74,806
LSEF053	Elklan Training Ltd	English	4	Primary / Secondary	182	2780	£86,770	£62,840
LSEF043	LB Harrow	English, Maths	4	Primary / Secondary	85	1062	£122,880	£72,780
LSEF084	Elm Wood Primary School, The Gipsy Hill Federation	Maths	5	Primary	41	1100	£93,000	£75,000
LSEF030	Gearies Infant school	English	10	Primary	150	4500	£112,000	£74,500
LSEF064	Broadford Primary	English	2	Primary	26	840	£80,688	£40,340
LSEF058	Personal Finance Education Group (pfeg)	Maths	12	Secondary	102	12240	£81,700	£75,000
LSEF062	Present Moment	English	10	Secondary	24	600	£48,175	£45,175

No.	Name	Subject Breakdown	Schools	Phase	Teachers - Face to Face	Pupils	Total Project Budget	Maximum GLA Funding *
LSEF025	Leyton Sixth Form College	English, Science, Engineering	5	Secondary	60	400	£85,000	£73,500
LSEF096	St. John Baptiste CE Primary School	Science	3	Primary / Secondary	44	540	£52,530	£52,030
LSEF067	Coloma Convent Girls' School	Science	10	Primary	40	1200	£88,000	£75,000
LSEF004	Southwark Schools Learning Partnership (SSLP)	English, Science, MFL	9	Secondary	60	1275	£66,900	£50,200
LSEF090	The Bridge AP Academy	MFL	5	Primary / Secondary	20	50	£98,915	£71,990
LSEF059	Pump House Gallery	Science	20 (possible extension to 50)	Primary	86	2580	£91,950	£70,500
LSEF083	Cricket Green School	English, Maths	10	Primary / Secondary	40	1400	£99,200	£68,080
LSEF098	Croydon LA	English	40	Primary	80	7200	£74, 691	£74,201
LSEF076	Museum of London	History	17	Primary	300	9000	£80,600	£64,220
								£1,294,072

Public access to information

Information in this form (Part 1) is subject to the Freedom of Information Act 2000 (FOI Act) and will be made available on the GLA website within one working day of approval.

If immediate publication risks compromising the implementation of the decision (for example, to complete a procurement process), it can be deferred until a specific date. Deferral periods should be kept to the shortest length strictly necessary.

Note: This form (Part 1) will either be published within one working day after approval or on the defer date.

Part 1 Deferral:**Is the publication of Part 1 of this approval to be deferred? Yes**

If YES, for what reason: Final funding amounts have not yet been agreed with applicants and it would not be reasonable to publish maximum figures until discussions with all parties are complete.

The team expect to be able to make a formal announcement in December and publication should not precede that.

Until what date: (a date is required if deferring) 31 December 2013

Part 2 Confidentiality: Only the facts or advice considered to be exempt from disclosure under the FOI Act should be in the separate Part 2 form, together with the legal rationale for non-publication.

Is there a part 2 form – NO

ORIGINATING OFFICER DECLARATION:

Drafting officer to confirm the following (✓)

Drafting officer:

Lin Seeds has drafted this report in accordance with GLA procedures and confirms that:

✓

Assistant Director/Head of Service:

Amanda Coyle has reviewed the documentation and is satisfied for it to be referred to the Sponsoring Director for approval.

✓

Financial and Legal advice:

The Finance and Legal teams have commented on this proposal, and this decision reflects their comments.

✓

EXECUTIVE DIRECTOR, RESOURCES:

I confirm that financial and legal implications have been appropriately considered in the preparation of this report.

Signature

Date