

GREATER LONDON AUTHORITY

REQUEST FOR DIRECTOR DECISION – DD1173

Title: English: The Key to Integration in London

Executive Summary:

The *English: The Key to Integration in London* programme was approved by IPB on 11 September 2013 and by MD1264 on 26 September 2013. It is funded by £0.5m GLA funding through the Mayor's London Schools Excellence Fund (LSEF) and £1.5m from the European Integration Fund (EIF), which is administered by the Home Office. The LSEF was approved by MD1132.

English: The Key to Integration in London aims to develop the capacity of schools in London to increase the levels of literacy of non-EU pupils with English as an Additional Language (EAL) and to evaluate the impact of increasing non-EU national mothers' level of English and involvement in the school on their children's sense of well-being and academic performance. In so doing, it also supports the integration of newly arrived non-EU third country nationals with English as an Additional Language.

This DD seeks approval for the allocation of funding of up to a maximum of £1,631,038 to individual projects to deliver the *English: The Key to Integration in London* programme, and the allocation of £80,000 for the evaluation of the programmes' impact of increasing non-EU national mothers' level of English and involvement in the school on their children's sense of well-being and academic performance. The authority for this decision was delegated to the Executive Director of Communities and Intelligence by MD1264.

Decision:

That the Director approves the allocation:

1. Of grant funding of up to a maximum of £1,631,038 to nine delivery partners for the delivery of the *English: The Key to Integration in London* projects listed in paragraph 1.11
2. Of up to £80,000 for a contract for services for the evaluation by an external evaluator, of the *English: The Key to Integration in London* programmes' impact of increasing non-EU national mothers' level of English and involvement in the school on their children's sense of well-being and academic performance.

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: Executive Director, Communities & Intelligence

Signature:



Date: 11.03.14

PART I - NON-CONFIDENTIAL FACTS AND ADVICE

Decision required – supporting report

1. Introduction and background

- 1.1 *English: The Key to Integration in London* was approved by IPB on 11 September 2013 and by MD1264 on 26 September 2013. It is funded by £0.5m GLA funding through the Mayor's London Schools Excellence Fund (LSEF) and £1.5m from the European Integration Fund (EIF), which is administered by the Home Office. The LSEF was approved by MD1132.
- 1.2 *English: The Key to Integration in London* aims to develop the capacity of London schools to increase the levels of literacy of non-EU pupils with English as an Additional Language (EAL) and to evaluate the impact of increasing non-EU national mothers' level of English and involvement in the school on their children's sense of well-being and academic performance. In so doing, it also supports the integration of newly arrived non-EU third country nationals with English as an Additional Language

Overview of grant assessment and selection process

- 1.3 *English: The Key to Integration in London* formed the third round of the LSEF. A competitive selection process was undertaken to identify the recommended Grant Awards.
- 1.4 A launch event was held on 1 October 2013 and a Request for Proposals was published shortly afterwards on 4 October 2013. 25 Grant applications were received in response to this Request for Proposals, amounting to a total value of £3.5m
- 1.5 The grant assessment and selection process was a two stage process as follows:
 - The bids received were scored by a panel of scorers against the criteria published in the Request for Proposals (reproduced in Annex 1 for reference)
 - The assessment panel for scoring, interview and moderation consisted of 3 GLA officers and an external English as an Additional Language (EAL) expert who has been responsible for developing national strategies on EAL. All applications were scored by all members of the panel
 - A moderation of these initial scores was undertaken by the scoring panel and following this the 13 top-scoring bids were shortlisted to be invited for interview on 17-18 December 2013, including a London Schools Excellence Fund Round 2 application which fitted with the aims of Objective 1 of the English for Integration programme
 - A summary of the different methodologies proposed by the shortlisted applicants was presented (without identifying the applicants) to the programme Steering Group before the Stage 2 interviews. The group provided valuable comments on examples of good practice and a critique of the various methodologies proposed which informed discussions during the Stage 2 interviews
 - The 13 shortlisted applications were reviewed again following their interview and a final score was agreed, based on their interview presentation and responses to supplementary questions raised by the panel, and also taking into account the funds available, geographical spread, a balance between the *English: The Key to Integration in London* project objectives, and the need to avoid duplication with LSEF Round 1 and 2 projects

- This second stage assessment led to a list of ten top-scoring projects which the panel wished to recommend for funding
- 1.6 The value of the ten top-scoring projects was £2.2m, against a budget for delivery of £1.738m and applicants were therefore asked to review and reduce their budgets where possible, in order to enable all ten to be funded, with the aim of maximizing the reach and impact of the programme. In addition, some projects were required to remove items of expenditure which were likely to be ineligible for EIF funding.
 - 1.7 The Grant Assessment and Selection process itself and the ten projects recommended for funding were presented by officers to a final review meeting, chaired by the Assistant Director of Health and Communities, on 21 January 2014. The Executive Director of Communities and Intelligence was unable to attend due to ill health, but delegated approval of the recommended projects to the Assistant Director of Health and Communities, subject to the final budgets being confirmed by officers.
 - 1.8 The GLA has liaised closely with the Home Office during the assessment process. The final programme of activities and budgets is subject to Home Office approval and was submitted for their consideration on 6 February 2014. Following this, the Home Office raised some further queries and requested some amendments to items of expenditure within the proposed project budgets. These matters have now been resolved and the final budgets have been confirmed.
 - 1.9 During the final pre-grant agreement negotiations one of the ten projects initially recommended for funding withdrew, leaving £106,962 funding available. Due to the short timeframe for delivery of these projects, it is important to agree the funding with the other nine delivery partners as soon as possible, and therefore approval for the remaining £106,962 funding will be sought through a subsequent DD.
 - 1.10 The Executive Director of Communities and Intelligence confirmed his approval of the final budgets on 27th February 2014.
 - 1.11 This Director's Decision therefore seeks formal approval for the allocation of a total of £1,631,038 grant funding, distributed to the following nine delivery partners which were recommended for funding through the Grant Assessment and Selection process (see Annex 2 for reference) as listed in the following table:

Delivery partner	Maximum value of Grant Award
Vauxhall Primary School	£82,998
London Borough of Enfield	£102,759
Lampton School	£111,984
Bethnal Green Academy	£122,292
Springfield Community Primary School	£124,273
Glebe Primary School	£153,310
Burnside School	£161,012
Learning Unlimited	£385,264
Arbour Youth Centre	£387,146
Total	£1,631,038

- 1.12 The individual grant agreements will not be issued to the delivery partners until the GLA's grant agreement with the Home Office has been signed to confirm the EIF funding.

- 1.13 The remainder of the £2m funding is allocated to evaluation (£80k) and GLA programme management and administration (£182k).
- 1.14 This Director's Decision also seeks formal approval for the procurement, entry into and execution of a contract for services for the evaluation of the impact of increasing non-EU national mothers' level of English and involvement in the school on their children's sense of well-being and academic performance, by an external evaluator up to a maximum value of £80,000.

2. Objectives and expected outcomes

- 2.1 The *English: The Key to Integration in London* programme will be delivered across ten London Boroughs: Brent, Enfield, Hackney, Haringey, Harrow, Hillingdon, Hounslow, Lambeth, Tower Hamlets and Waltham Forest. These London Boroughs all have higher than average numbers of English as an additional language (EAL) pupils and non-EU nationals.
- 2.2 Details of individual projects are provided in Annex 3. The breadth of methodologies will enable a robust assessment of their effectiveness at achieving the overall aims of the programme.
- 2.3 In summary the recommended projects will deliver the following outputs:

Output	Number Directly Supported
Teachers trained	341
Non-EU EAL pupils supported with English Language	640
Non-EU EAL mothers supported with English Language	828

- 2.4 Two of the organisations that have been recommended for funding (Lampton and Primary Advantage) are also in receipt of funding through LSEF Rounds 1 and 2 but there is no duplication of activities between the programmes.
- 2.5 Payments will be based on defrayed expenditure or accrued expenditure supported by eligible evidence (for example, invoices, payment receipts, payroll information, timesheets), reflecting the Home Office's arrangements for payments to the GLA, but the Grant Agreement also requires projects to demonstrate satisfactory progress against their target milestones, outputs and outcomes in order for payment to be released.

3. Other considerations

3.1 Key risks

Risk identified	RAG Status	Actions to mitigate risk
The Home Office does not approve the programme outputs and outcomes.	Green	The Home Office has been kept informed throughout the selection process. The GLA will not enter into grant agreements with the delivery partners before the Home Office has approved the programme outputs and outcomes.

Difficulty in recruiting non-EU mothers to ESOL classes.	Amber	The application assessment process included consideration of the delivery partners' previous experience of supporting migrant pupils and parents, including with English language and literacy. The level of engagement of non-EU mothers in ESOL classes will be closely monitored during the delivery phase, and recovery actions identified if numbers are lower than forecast.
Delivery partners do not have the experience or motivation to deliver outputs and outcomes on time, to budget.	Green	A competitive process was used to invite, evaluate and award the grants. All bids submitted have been subject to a high degree of scrutiny and projects have been chosen which demonstrate clear plans to deliver outputs and outcomes on time and to budget. Pre-grant negotiation meetings with the delivery partners have re-confirmed both the budgets and profiled outputs and outcomes. The GLA's Delivery Unit has consistently demonstrated success at managing its projects effectively to ensure delivery of target outputs and outcomes.
Payment of the final 20% of funding from the EIF is reduced, due to lack of evidence of eligibility of beneficiaries and/or expenditure.	Amber	Discussions with the Home Office have clarified the eligibility requirements for beneficiaries and expenditure and the evidence requirements. An induction workshop will be held to ensure that the delivery partners are fully aware of the eligibility criteria before claims are submitted. The evidence to support claims will be regularly monitored and checked by the Delivery team so that any ineligible items are identified and withdrawn from claims at the earliest opportunity.

3.2 Links to Mayoral strategies and priorities

3.2.1 Through strengthening EAL expertise across the teaching workforce, developing additional innovative resources, and by piloting innovative methods to complement existing EAL support, *English: The Key to Integration in London* will support the LSEF aim of delivering excellent teaching in all London schools by enabling schools to increase their capacity to support migrant EAL pupils from outside the European Union and to improve their academic performance. The programme is also aligned to the aims of the London Strategic Migration Partnership 2013/14 business plan.

3.3 Impact assessments and consultations

3.3.1 GLA officers undertook deskbased¹ research and interviews with EAL and ESOL specialists, along with wider education funding policy experts.² This included the London Schools Excellence Fund's Expert Advisory Group (LSEF EAG).³ GLA research has identified women ESOL learners as having

¹ For example, Department for Education EAL pupil performance tables, education policy change – initial teacher training, national curriculum and EAL funding, 2011 Census Data, research reports on EAL pupil learning, parental support and school-based models for ESOL learning for mothers.

² For example, leading EAL academics and Local Authority officers, London Schools Excellence Fund's Expert Advisory Group, National Association for Language Development (NALDIC) in the Curriculum, Initial Teacher Training providers, London migrant community organisations.

³ The group's membership includes headteacher, education policy (DfE) and local authority representation.

been affected by changes to Skills Funding Agency (SFA) funding. These learners, particularly those with childcare and with low levels of literacy, are less likely to be able to access SFA funded provision. The GLA report, *English language for all*, identified a school-based model as accessible and appropriate for this group of learners.

4. Financial comments

4.1 Approval is being sought for the following:

- The allocation of grant funding totalling £1.631m to the nine delivery partners noted within the main body of this report for the delivery of the 'English: The Key to Integration in London Programme'.
- The procurement, entry into and execution of a contract for services for the evaluation by an external evaluator, up to a maximum value of £0.080m.

4.2 MD1264 approved the English: Key to Integration in London Project including a gross budget of £2m, which comprises of £1.5m external income from the Home Office and a GLA budget totalling up to £0.5m from the overall LSEF budget approved by MD1132. The overall programme, including the gross budget was approved and scheduled to span 3 financial-years from 2013-14 to 2015-16, with the budget held within the Health & Communities Unit. It is from within this approved budget provision that the total cost of this proposal will be funded (£1.711m - £1.631m for grant awards and £0.080m for external evaluation).

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 and the evaluation contract, will, however be in line with the programme lifetime as approved by MD1264. 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 awards.

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 Officers within the ESF Delivery and Health & Communities Units will be responsible for managing the proposed grant awards and ensuring that all the associated expenditure & grant monitoring arrangements comply with the Authority's Financial Regulations, Contracts & Funding Code, and Funding Agreement Toolkit.

5. Legal comments

5.1

Sections 1-3 of this report indicate that:

5.1.1 the proposals in respect of which the Director's approval is sought may be considered to fall within the GLA's powers to do such things as are facilitative of or conducive to the promotion of economic and social development in Greater London;

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:

- (a) Pay due regard to the principle that there should be equality of opportunity for all people;

- (b) Consider how the proposals will promote the health of persons, health inequalities between persons and to contribute towards achievement of sustainable development in the United Kingdom; and
- (c) Consult with the appropriate bodies.

5.2 Section 1-3 above indicates that the contribution of up to £1,631,038 to the nine *English: The Key to Integration in London* projects amounts to the provision of grant funding and not payment for works, supplies or services. Officers must ensure that:

5.2.1 the funding is distributed fairly, transparently, in accordance with the GLA's equalities and in manner which affords value for money in accordance with the Contracts and Funding Code; and

5.2.2 an appropriate funding agreement is put in place between and executed by the GLA and the Home Office before any commitment to fund is made.

5.3 Officers must also ensure that:

5.3.1 any services or supplies required are procured by Transport for London Procurement who will determine the detail of the procurement strategy to be adopted in accordance with the GLA's Contracts and Funding Code; and

5.3.2 appropriate contract documentation is put in place and executed by the GLA and service providers before the commencement of any such supplies or services.

6. Planned delivery approach and next steps

Activity	Timeline
Signing of the grant agreements	February 2014
Delivery partners' induction workshop	27 th February 2014
Half-termly monitoring visits	5 visits throughout project
Evaluation workshop	14 th March 2014
Project evaluation start and finish (self and external)	Start: February 2014 End: 30 th June 2015
Interim external evaluation	January 2015
Delivery End Date for projects	30 th June 2015
Project Closure for programme	30 th September 2015

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/NO**

If YES, for what reason:

Publication must be deferred until the procurement exercise for the external evaluator for the project is completed as the information regarding the £80k budget for the external evaluation is commercially sensitive until after the procurement process has been finalised.

Until what date:

30th June 2014 (or later, depending on when the procurement exercise for the external evaluator for the project is completed)

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 – YES/NO

ORIGINATING OFFICER DECLARATION:

Drafting officer to confirm the following (✓)

Drafting officer:

Richard Tribe 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

M. J. Allen

Date

10.3.14

Appendices and supporting papers:

Annex 1: Assessment criteria at Stages 1 and 2.

Annex 2: Summary of projects recommended for funding.

Annex 3: Summary of methodologies for recommended projects.

Annex 1: Scoring criteria for Stages 1 and 2.

Quality of project objectives and activities	<ul style="list-style-type: none"> • Objectives are clearly defined, and clearly demonstrate how they contribute to the relevant objective(s) of English: the key to integration in London • Innovative approach • Builds capacity for schools to ensure sustainable approach • Activities are additional to current provision and government funding • Inclusive and accessible programme for members of target communities
Rationale	<ul style="list-style-type: none"> • Clear rationale for the project, for example current or previous experience, research, evaluations • Experience of delivering similar projects or related activities e.g. school-centred partnerships and parental involvement projects • Provides evidence of stakeholder engagement
Impact	<ul style="list-style-type: none"> • Appropriate monitoring and evaluation mechanisms for project outputs and outcomes • Demonstrates understanding of short, medium and long term impact on beneficiaries and on capacity of schools • Demonstrates wider impact on local communities and schools outside of project partnership • Clear approach to sustainability of impact
Feasibility and Delivery	<ul style="list-style-type: none"> • Clear delivery/implementation plan of activities, with realistic milestones • Demonstrates how partner organisations will be engaged and project activities rolled out • Written confirmation from partner organisations of role to be played in delivering activities • Expertise in EAL/ESOL • Ability to deliver the project to proposed scale • Clear governance and management arrangements • Risks clearly identified with appropriate mitigating actions
Budget and Value for Money	<ul style="list-style-type: none"> • Budget clearly sets out costs for each project activity • Direct and indirect outputs clearly stated • Project benefits a large number of people and communities relative to the costs (ie the unit costs are realistic and minimised without sacrificing quality of experience and impact) • Proposed scale and impact are in line with the size of the grant requested

Annex 2: Summary of *English: The Key to Integration in London* projects recommended for funding

English: The Key to Integration in London: bid details

	Organisation	Project Name	Stage 1 Rank	Stage 2 Final Rank
1	Lampton School	English: the Key to Integration in London	joint 11th	1st
2	Burnside School	English Key to Integration in Waltham Forest	9th	2nd
3	Learning Unlimited	Parents' Integration through Partnership (PIP)	joint 2nd	joint 3rd
4	London Borough of Enfield	IEP4all (Integrated English Project for all)	joint 5th	joint 3rd
5	Arbour Youth Centre	Mum Speaking English!	1st	joint 5th
6	Glebe Primary School	Closing the Attainment Gap for Non-EU EAL Pupils	joint 11th	joint 5th
7	Bethnal Green Academy	EAL CPD Opportunities Across London	joint 11th	joint 5th
8	Vauxhall Primary School	Vauxhall EAL Family Learning Project	joint 5th	8th
9	Primary Advantage Federation	English Skills development through outdoor learning	joint 5th	9th

Annex 3: Summary of *English: The Key to Integration in London* methodologies for recommended projects

Organisation	Obj	Primary/ Secondary	London Borough/s	Description of Projects
Bethnal Green Academy	1	Primary/ Secondary	Tower Hamlets	EAL expert consultants work with Literacy Champions to plan, delivery and evaluate literacy subject specific pedagogy. Online CPD portal developed with good practice.
Glebe Primary School	1	Primary/ Secondary	Brent, Harrow	Working with the Institute of Education using workshop training, action learning sets with coaching (small groups of teachers implementing and assessing impact of EAL practice on teaching) and building on-line community to support ongoing CPD.
London Borough of Enfield	1	Primary/ Secondary/ Supplementary	Enfield	Language in Learning Across the Curriculum (LiLAC) training sessions. Two teachers per school whose role is then to embed English language and literacy development across the curriculum.
	2			Cross-curriculum and subject specific booster classes in mainstream and 2 supplementary schools. Teachers use to test LiLAC methodology.
Lampton School	1	Primary/ Secondary	Hounslow/ Hillingdon	Differentiated level training from trainee/NQT to EAL lead.
	2			Training participants work with small group of non-EU EAL pupils to implement learning and evaluate resources.
Burnside Secondary School - PRU	1	Secondary	Waltham Forest	Units of online-learning resources to develop academic reading and writing skills and trialling in schools. Develop two day language awareness training course to accompany use of online resources.
	2			36 lesson programme based on practical activities and language development to support new arrivals taking GCSE Science.
	3			Accredited ESOL courses (Cambridge).
	4			English for Schools workshops covering key areas of school life.
Vauxhall Primary School	3	Primary	Lambeth	Short series of Entry Level ESOL courses run throughout year.
	4			Workshops to improve the English and Maths support they can provide at home. Vauxhall Children's Centres also run a number of advice services which will run alongside these courses (e.g. health, employment).
Learning Unlimited	3, 4	Primary and Secondary	Lambeth/ Haringey	Multi-strand approach with short-ESOL courses; family activities (e.g. workshop, trips, visits to museums) to build mother/child engagement in learning; parent-to-parent support, school culture/supporting child's learning workshops; whole school training for communicating with new arrival/non-first language English families.
Primary Advantage Federation	3,4	Primary	Hackney	Outdoor learning (Forest School) for parents/children on Saturdays to engage mothers initially. ESOL classes combing language learning and home-based activities for mother and child. Mothers completing the programme are invited to volunteer in the school.
Arbour Youth Centre	3	Primary	Tower Hamlets	One-to-one English language training for non-EU mothers, in school or at home.
	4			Family learning sessions during the holidays and educational trips to engage mother; open day at the school for each mother participating.