

# GREATER LONDON AUTHORITY

## REQUEST FOR MAYORAL DECISION – MD1604

**Title: London Schools Excellence Fund - Subject Knowledge Hubs, London Teacher Innovation Fund and LSEF Resource Hub**

### Executive Summary:

MD1132 approved 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.

MD1538 approved expenditure of up to £660,000 to deliver the London Schools Excellence Fund Legacy Fund (Up to £560,000 for the co-ordination of up to 20 Subject Knowledge Hubs; and up to £100,000 for a Teacher Innovation Fund.)

The Mayor is asked to approve grant awards for London Schools Excellence Fund Subject Knowledge Hubs and the London Teaching Innovation Fund and expenditure to develop the London Schools Excellence Fund Resource Hub.

### Decision:

The Mayor approves:

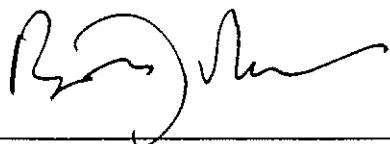
- Additional expenditure of up to £300,000 from the London Schools of Excellence Fund and the grant funding of 18 Subject Knowledge Hubs (from this funding and the one approved in MD1538) as set out in Appendix 1

### Mayor of London

I confirm that I do not have any disclosable pecuniary interests in the proposed decision, and take the decision in compliance with the Code of Conduct for elected Members of the Authority.

The above request has my approval.

Signature:



Date:

17.3.2016

## **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 London Schools Excellence Fund (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.
- 1.2 In January 2013 the Mayor (under MD1132) approved £2.65m GLA funding for the London Schools Excellence Fund.
- 1.3 Following MD1132, and under delegated authority, the Director of Communities & Intelligence has approved allocation of funding under Round 1 (for grants over £75,000), Round 2 (grants under £75,000), and Round 3 (Children in Care and knowledge mobilisation) of the London Schools Excellence Fund (under DD1069, 1080, 1118, 1142, 1195, 1247, 1281, 1304 and 1331).
- 1.4 MD1538 approved £660,000 funding to the London Schools Excellence Legacy Fund for:
- Subject Knowledge Hubs (£560,000)
  - Teacher Innovation Fund (£100,000)
- 1.5 We are proposing that an additional £300,000 of London Schools Excellence Fund budget (as approved under MD 1132) is directed to fund Subject Knowledge Hubs.
- 1.6 The proposed LSEF Legacy Resource Hub will be funded from the original London Schools Excellence Fund Budget (as approved under MD 1132).
- 1.7 A number of LSEF projects will be declaring their final actual expenditure in January 2016. We anticipate that this will allow more funding to be re-directed to fund further subject knowledge hubs and/or increase the amount of grant available through the London Teacher Innovation Fund.
- 1.8 This MD seeks the additional £300k funding approval from the Mayor for total expenditure as follows:

- expenditure of up to £860,000 to grant fund 18 Subject Knowledge Hubs as detailed in Appendix 1
- expenditure of up to £100,000 to grant fund the London Teacher Innovation Fund
- expenditure of up to £50,000 to develop the London Schools Excellence Fund Resource Hub.

## **2. Objectives and expected outcomes**

### **2.1 Subject Knowledge Hubs**

- 2.1.1 This bridging funding will enable co-ordination of the subject specific hubs and networks that are central to many current LSEF projects. These subject knowledge hubs provide the opportunity for teachers from a range of schools to work together alongside subject and business experts to support excellent teaching in London schools through a strong focus on improving teachers subject knowledge.
- 2.1.2 Hubs will be supported from January 2016 until August 2017. This extends our original anticipated delivery period to include the summer term in 2017 and enables the hubs to deliver for the full 2016/17 academic year. Through our previous LSEF projects we have found that it is important for schools to deliver to the academic rather than financial year.
- 2.1.3 The hubs will be working to achieve the following outcomes:
- Improved teacher subject knowledge and confidence
  - Improved pupil attainment and progress
  - Supporting self-sustaining school-to-school and peer-led activities focused on subject knowledge and use of evidence.
  - Improving joint working between schools, universities, subject associations, business and industry experts.
- 2.1.4 The Request for Proposals for the Subject Knowledge Hubs was published on the GLA website in October 2015.
- 2.1.5 43 applications for grant funding were received. Each proposal was assessed by two GLA Officers against the application criteria set out in the Request for Proposals under the following headings:
- The strength of rationale and evidence for the proposal
  - Clear delivery and impact
  - Previous experience and expertise
  - Value for money.
- 2.1.6 Grant funding applicants were asked to set out clearly how their hub meets the aims of the LSEF legacy fund (how it cultivates teaching excellence by focusing on core academic disciplines using an evidence based approach), how it supports self-sustaining school-to-school, peer-led activities and joint development of practice, the need for the hub, how the hub adds value to current activity, and how the hub will be sustained. Grant applications were of good quality.
- 2.1.7 The projects recommended for funding are detailed in Appendix 1.
- 2.1.8 The grant available was capped at £50,000 for each individual hub over the five academic term period.
- 2.1.9 Match funding (including in-kind match funding) for hub activity (for example for delivery of CPD, to produce CPD resources, to cover teacher supply costs) was required from each of the hubs as

the GLA funding is to be used primarily for administration and co-ordination costs to ensure the hubs are sustainable beyond the lifetime of the funding. £771,466 of match funding has been proposed by the recommended Subject Knowledge Hubs.

2.1.10 In MD1538 we forecast that 150 schools, 1,500 teachers and 10,000 pupils would benefit from an investment of £560,000 into subject knowledge hubs. We based these figures on approximately 15 hubs being supported with each hub working with 10 schools, and 10 teachers being supported at each school in that hub. This gave a net unit cost per teacher supported of £373, considerably less than the average unit cost of support through the previous LSEF projects of approximately £1,400 per teacher.

2.1.11 The proposed Subject Knowledge Hubs intend to support 1,024 schools. They will directly support 2,544 teachers, and 79,626 pupils. This gives a net unit cost per teacher of £338. This unit cost is less than we had forecast.

2.1.12 The number of schools, teachers and pupils varies from hub to hub and is dependent on the activities and nature of continuing professional development that will be delivered. The Royal Geographic Society will be delivering to the most schools (300) and teachers (900) as it offers a wide range of relatively light- touch interventions through its hub using a well-established network of schools. Other projects such as Glebe Primary School's support in the teaching of English as an Additional Language and Rosendale School's literacy project are directly supporting less schools and teachers, but providing a higher and longer intensity of support to each teacher.

The number of schools to be supported by each hub is higher than we had anticipated – averaging at 141 per school, and with a median of 30 schools in each hub. An average of 141 teachers will be support by each hub, with a median of 60 teachers.

2.1.13 The Hubs will support all key stages from early years foundation stage to key stage 5.

2.1.14 They will support teachers in the following subject areas:

Subject	Number of Hubs
Maths	3
Literacy/English/English as an Additional Language	3
STEM (Chemistry/ Physics)	2
Classics / History	2
Modern Foreign Languages	2
Cohort hubs: Looked after Children / Challenging and Vulnerable Learners	2
Computer Science	1
Geography	1
Music	1
Combined (English, Maths, Biology, Chemistry, Physics)	1
Total	18

## 2.2 London Teacher Innovation Fund

2.2.1 The London Teacher Innovation Fund will offer small grants (from £3,000 – £10,000) to teachers to develop and implement creative and innovative teaching strategies in the classroom.

2.2.2 The London Teacher Innovation Fund will be available from January 2016 to August 2017.

2.2.3 Outcomes of the fund will include:

- Improved teacher subject knowledge and pedagogy
- Improved pupil attainment and progress
- More resources and tools available for teachers to use to support direct delivery in classroom.

2.2.4 In November 2015, eight organisations were invited to respond to the Request for Proposals to develop and deliver a London Teacher Innovation Fund (LTIF).

2.2.5 One application was received from SHINE ([www.shinetrust.org.uk](http://www.shinetrust.org.uk)). The application was assessed by two GLA Officers against the application criteria set out in the Request for Proposals under the following headings:

- Delivery: Clearly set out how you will meet the project deliverables and run this small grants programme; demonstrate how you will support funded LTIF projects with delivery, evaluating impact and sharing and disseminating knowledge; clearly set out project management processes for delivering the project and how you will assess risks and issues
- Supplier experience: A track record of developing and managing a small grants programmes for teachers; demonstrate the evaluation and impact of previous small grants programmes; evidence of how existing systems will support the LTIF; Experience of working with and engaging schools.
- Cost: The costs of running this support should be realistic and represent value for money overall; match funding for delivery costs should be represented; the percentage of funding that will be allocated directly to teacher grants.

2.2.6 SHINE's application was strong. They will award 2-3 Teacher grants in March 2016, to pilot the approach. Teacher grants will cover the cost of delivering a teacher-led project in these schools and in addition, the schools are expected to promote the London Teacher Innovation Fund to other schools, utilising their professional networks to encourage applications from schools that may not have benefited from other external funding programmes. In July 2016, further grants will be awarded, with an expected average grant size of £8,000. Teachers will be linked with peers and subject experts through SHINE and GLA networks. The majority of the £100,000 grant will go directly to teachers. Grant management costs will be 53% match funded by SHINE.

2.2.7 The London Teacher Innovation Fund is forecast to support 11 schools. It will directly support 55 teachers, with teachers then cascading knowledge to a further 55 teachers. 1,650 pupils are forecast to directly benefit.

## 2.3 London Schools Excellence Fund Resource Hub

2.3.1 A large number of teaching resources have been developed by the London Schools Excellence Fund projects'. Individual projects have developed a range of materials from lesson plans to handbooks to videos.

2.3.2 The Resource Hub will provide an online repository accessed through [www.london.gov.uk](http://www.london.gov.uk) for these resources allowing teachers, local authorities and other education specialists to have a single space where they can access this work. It will allow users to search for resources by subject, year group, and type of resource.

2.3.3 LSEF project page's will give an overview of what each project achieved with a link to their final evaluation report and contact details should users want to find out more.

- 2.3.4 We will be able to continue to populate the Resource Hub with information on the Subject Knowledge Hubs and projects being delivered by teachers accessing the London Teacher Innovation Funding.
- 2.3.5 The Resource Hub will support the dissemination and embedding of the learning and methodology of these projects in order to improve subject knowledge and pedagogy in London schools. It will provide a point of contact for interested users to explore the replication, use or discussion of materials in their school or borough. Teachers will be consulted on the content and look and feel of the Resource Hub.
- 2.3.6 The GLA will look to deliver the Resource Hub using internal resources in the first instance, however, if this is not possible then a procurement will be run for the services and development of the Resource hub in accordance with the GLA's Contracts and Funding Code with the support of TfL Procurement (if necessary).

### 3. Equality comments

- 3.1 We are proposing to support two Hubs which will support a specific cohort of disadvantaged pupils. The Fostering Network will provide support for designated teachers across London to improve educational outcomes for looked after children by sharing good practice, increasing peer support and connecting them with foster carers. The Bridge Academy Alternative Provision (TBAP) together with the Innovation Unit will create a specialist cohort hub, focusing on supporting teachers who work with 'challenging and vulnerable learners'. These learners exist both in mainstream schools and alternative provision. The focus of the hub will be to initiate a programme of high quality joint practice development within and between schools, building upon the evidence of 'what works' for this cohort as well as international examples of advanced practice.
- 3.2 Glebe Primary School's hub will support teachers to become English as an Additional Language (EAL) Champions, leading and facilitating EAL hubs in their local authority, focused on improving EAL learner oracy and literacy skills.
- 3.3 Applications from teachers for London Teacher Innovation Fund grants are required to meet the following criteria: 'Evidence that the project would target children from disadvantaged backgrounds (e.g. Pupil Premium eligibility, Special Educational Needs, English as an Additional Language or other indicators of disadvantage)'.
- 3.4 The resource hub will include a search function that will help users select information on project's that have focused on specific pupil cohorts.

### 4. Other considerations

#### a) Key risks and issues

	Risk description	Mitigation / Risk response	Current Probability (1-4)	Current impact (1-4)
1	Projects fail to achieve target outputs set	Active monitoring of project progress and linking payment to milestone achievement.	2	3
2	Insufficient number of	Staggered approach to grant	1	3

	teachers apply to the Teacher Innovation Fund	application windows with first tranche being ambassadors for the scheme; alignment with wider Let Teacher's SHINE Awards; publicity through TES.		
3	Projects with poor sustainability plans.	This was a key part of the application form and assessment criteria. One project milestone will be submission of a sustainability plan.	2	3
4	Low numbers of users access the LSEF Resource Hub	Plan to launch the hub at 26 Feb LSEF Conference, the weblink will be widely distributed through GLA and E&Y comm channels, and school networks.	2	3

## **b) 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. 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 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'.

The fund supports the Mayor's 2020 vision, to make London the best place in the world to work, live, play, study, invest and do business. The Mayor identified the importance of education and skills in realising his aspiration to lengthen London's lead as the financial, commercial, cultural, artistic, media, educational, scientific and innovation capital of the world

## **c) Impact assessments and consultations**

Extensive consultation was conducted during the life of the Education Inquiry on 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.

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.

Over 1,500 schools have been involved in funded projects and the learning and good practice has been shared even wider. The expectation is that the learning and knowledge is shared and disseminated widely through the Subject Knowledge Hubs. Emerging findings from the current LSEF programme have found that improvements in teachers' subject knowledge has impacted on all

pupils that they are teaching, including those from different ethnic groups and those with special educational needs.

Current LSEF projects have feedback that two key elements central to project success are:

- the development of subject knowledge hubs and networks in enabling (sometimes isolated) teachers to share good practice across schools, deliver subject specific professional development and create and share teaching and curriculum resources alongside subject and business experts.
- providing schools and teachers with the precious time and space to develop new ideas, innovation and knowledge to give teachers the tools they require to stretch and challenge all of their pupils.

In January 2015 the GLA hosted a 'Power of Hubs' conference. This event brought together London Teaching Schools along with other schools and LSEF projects using a hub model. The conference focused on exploring the characteristics of effective hub working and their role in sharing evidenced CPD. Feedback from the event was that hubs are an effective way of disseminating good practice and evidence based practice across a large number of schools. It was agreed that one of the key success factors was the effective administration of these hubs to enable them to deliver effectively. Often it was felt that they were under-resourced and whilst schools had the expertise and knowledge required they did not have the capacity to run them effectively. It was also highlighted that innovation needs to be adequately resourced, teachers need to be given the time away from the classroom to develop new strategies and interventions. Initial findings from the LSEF independent thematic evaluation (SQW) on projects using a hub model of delivery reinforce these messages.

In October 2015 we held an event with borough Heads of School Improvement (HOSI) to share the learnings from the London School Excellence Fund. HOSI and LSEF projects are both keen to understand more about what all of the 100+ LSEF projects have achieved and also wanted to share resources with their school networks. Bringing together this information in one place will mean that we can reach the greatest number of teachers and educational users.

## 5. Financial comments

- 5.1 Approval is being sought for additional expenditure of £300k towards a total expenditure of £1,010,000 on the London School Excellence Fund, as detailed below.

Projects	2015/16 £	2016/17 £	2017/18 £	Total £	Already approved	
London Teacher Innovation Fund	20,000	70,000	10,000	100,000	MD1538	100,000
London Subject Knowledge Hubs	430,000	215,000	215,000	860,000	MD1538	560,000
London Resource Hub	50,000			50,000	MD1132	50,000
Total	500,000	285,000	225,000	1,010,000		710,000

- 5.2 MD1538 approved £660,000 funding to the London Schools Excellence Legacy Fund and MD1132 approved £50,000 LSEF Legacy Resource Hub from the original London Schools Excellence Fund Budget.
- 5.3 It is proposed that a further £300,000 of London Schools Excellence Fund budget (as approved under MD 1132) is directed to fund Subject Knowledge Hubs.



## **6. Legal comments**

6.1 Sections 1 to 4 of this report indicate that:

- 6.1.1 the decisions requested of the mayor (in accordance with the GLA's Contracts and Funding Code) 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
- 6.1.2 in formulating the proposals in respect of which a decision is sought officers have complied with the Authority's related statutory duties to:
  - pay due regard to the principle that there should be equality of opportunity for all people (further details on equalities are set out in section 3 above) and to the duty under section 149 of the 2010 Act to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation as well as to advance equality of opportunity and foster good relations between people who share a protected characteristic and those who do not<sup>1</sup>;
  - consider how the proposals will promote the improvement of health of persons, health inequalities between persons and to contribute towards the achievement of sustainable development in the United Kingdom; and
  - consult with appropriate bodies.

6.2 Paragraphs 2.1.1- 2.1.15 and 2.2.1 – 2.2.7 above indicated that the contribution to the recipients 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 between and executed by the GLA and the recipients before any commitment to fund is made.

6.3 Paragraph 2.3.6 indicates that the GLA will use internal resources in the first instance to develop the Resource Hub. If this is not possible then the services required must be 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.

Officers should ensure that, if a procurement exercise is carried out, appropriate contract documentation is put in place and executed by the successful bidder and the GLA before the commencement of the services.

6.4 The mayor may, under section 38 of the Greater London Authority Act 1999 (as amended) delegate the exercise of the GLA's function to the Director of Communities and Intelligence as proposed.

## **7. Planned delivery approach and next steps**

---

<sup>1</sup> The protected characteristics and groups are: age, disability, gender reassignment, pregnancy and maternity, race, gender, religion or belief, sexual orientation and marriage/ civil partnership status.

<b>Activity</b>	<b>Timeline</b>
Grant Agreements issued to Subject Knowledge Hubs	March 2016
Grant Agreement issued to London Teacher Innovation Fund lead organisation	March 2016
Re-assess reserve Hub applications once final LSEF funding position is known	March 2016
LSEF Resource Hub Launched	February 2016
First Teacher Innovation Grants awarded to Teachers	March 2016
Second tranche of Teacher Innovation Grants awarded to Teachers	July 2016
Subject Knowledge Hub delivery completes	August 2017
Teacher Innovation Fund delivery completes	August 2017
Evaluation findings	December 2017

### **Appendices and supporting papers:**

Appendix 1: Recommended Subject Knowledge Hubs

**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? NO**

**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:**

Sarah Wilkins has drafted this report in accordance with GLA procedures and confirms that the following have been consulted on the final decision.

✓

**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.

✓

**Sponsoring Director:**

Jeff Jacobs has reviewed the request and is satisfied it is correct and consistent with the Mayor's plans and priorities.

✓

**Mayoral Advisor:**

Munira Mirza has been consulted about the proposal and agrees the recommendations.

✓

**Financial and Legal advice:**

The Finance and Legal teams have commented on this proposal.

✓

**EXECUTIVE DIRECTOR, RESOURCES:**

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

Signature

*M. J. Bell*

Date

*11. 3. 16*

**CHIEF OF STAFF:**

I am satisfied that this is an appropriate request to be submitted to the Mayor.

Signature

*E. J. Smith*

Date

*11.03.2016*

## Appendix 1: Recommended Subject Knowledge Hubs

Hub Title	Project Lead	Summary	f/c no. schools	f/c no. Teachers	f/c no. Pupils	Key Stage	Subject /Cohort	GLA Funding	Match funding
Capital Classics Phase 2	Classics for All	Building on the success of the LSEF funded Classics hub at BSix in Hackney, this will establish three new school-based Classics hubs supporting the development of Latin, Greek, Ancient History and Classical Civilisation in secondary and primary schools across London. Led by schools with outstanding Classics Departments in Camden, Westminster and Croydon, hubs will meet the rising demand for Classics CPD in London schools, improving subject knowledge, teaching and levels of pupil engagement and attainment. Activities, including language training, seminars, mentoring, "teach meets" and observation will be led by teachers and leading Classicists from partner universities and Classics organisations. The network will be co-ordinated by a steering group involving project partners and will be sustained in the longer term by Classics for All (CfA), a national charity dedicated to promoting Classics in schools.	70	102	5,000	2,3,4	Classics	£48,000	£22,500
Capital Physics Hub	Institute of Physics	The Capital Physics Hub will build on the work of the original LSEF Capital Physics project by continuing to support the teaching of A-level physics in six school networks across London. Continuing professional development (CPD) sessions will focus on improving teachers' subject knowledge and confidence in teaching A-level physics. Through this work the improvements already seen in participating schools' AS-level physics results will be embedded and extended to A-level physics results, and participation in A-level physics will increase. The Capital Physics Hub will also ensure its sustainability and continued impact with a managed transition to a new structure in 2016-17. The lead school in each of the six networks (Advocate Schools) will establish an Ogden Trust-sponsored Teacher Fellow to facilitate ongoing CPD activity on a school-to-school basis, with the IOP and its teams taking an advisory role, and stronger links being established between schools, universities and business partners.	75	150	1,600	5	Physics	£50,182	£212,786

Hub Title	Project Lead	Summary	f/c no. schools	f/c no. Teachers	f/c no. Pupils	Key Stage	Subject /Cohort	GLA Funding	Match funding
CAS London, CPD and Resources	Queen Mary, University of London	The LSEF-funded 'Teaching London Computing' (TLC) project developed courses and activities for teachers preparing for new curricula in Computing. The activities significantly raised the confidence of teachers who attended in their ability to teach the new syllabus. However, much more needs to be done to allow all London's pupils to benefit from the new syllabus. In this legacy project, we will embed these resources in the CAS London (Computing At Schools) network of local hubs. The CAS network is based on local hubs run by computing teachers across London, co-ordinated by a regional 'CAS London' centre, hosted jointly by the two universities who led the LSEF-funded project (Teaching London Computing) – KCL and QMUL. The legacy-funded project will support teachers to spread, share and extend the resources developed in TLC.	60	90	6,000	1,2,3,4,5	Computer science	£50,000	£50,000
Challenging & Vulnerable Learners Hub	TBAP Teaching School Alliance	TBAP and the Innovation Unit will create a specialist cohort hub, focusing on supporting teachers who work with 'challenging and vulnerable learners'. These learners exist both in mainstream schools and alternative provision and present a unique teaching challenge if we are to support them to reach their full potential in both school and adult life. This hub will complement the existing offer of the TBAP Teach School Alliance (TSA), working with those schools currently engaging with the TSA but also drawing in new participants from across London and the surrounding counties. The focus of the hub will be to initiate a programme of high quality joint practice development within and between schools, building upon the evidence of 'what works' for this cohort as well as international examples of advanced practice. We expect to see teachers collaborating effectively to design, implement and evaluate new practice in their schools, and to see a positive impact on students in terms of attendance, behaviour and learning outcomes.	30	300	500	2,3,4,5	Challenging & vulnerable learner	£49,916	£23,916
Connecting Knowledge	Rosendale Primary School, Lambeth	Following on from the successful project 'Connecting Knowledge' which was funded for 2 years by the LSEF, Rosendale Primary School will capitalize on the expertise of trained Lead Practitioners in Lesson Study. During the project, it was found that lesson study had significant impact on outcomes for maths for disadvantaged children in Lambeth. Borough data now shows that disadvantaged children are falling behind their peers in writing. The Hub will coordinate cycles of lesson study in schools, led by trained Lesson Study Lead Practitioners and train further teachers to be Lead Practitioners. The lesson study model will develop teachers' thinking about how children learn to write creatively and develop the teaching and learning of spelling, punctuation and grammar, the expectation for which have increased with the introduction of	12	24	720	EYFS, 1,2	Literacy	£49,875	£29,880

Hub Title	Project Lead	Summary	f/c no. schools	f/c no. Teachers	f/c no. Pupils	Key Stage	Subject /Cohort	GLA Funding	Match funding
CTK Knowledge and Pedagogy Expertise Networks	Christ the King Sixth Form College	the new National Curriculum Through a centrally-managed hub run by Christ the King Sixth Form College, five existing cross-sector subject networks for KS4 and KS5 English, Maths, Biology, Chemistry and Physics will be scaled up. These CPD networks will support the development and sharing of teachers' subject knowledge and pedagogy expertise to better ensure they are sufficiently equipped and confident to progress their most able students. Network activities will be delivered through face-to-face and online engagement and collaboration to provide research- and practitioner-led and -informed CPD opportunities; all of this will be enhanced by the hub working with subject associations and other expert bodies to offer subject knowledge CPD that currently appears to be lacking externally. Overall intended outcomes include: increased teacher subject knowledge and confidence to stretch learners to the highest level; improved KS4 and KS5 attainment; increased applications to leading universities; stronger links between the state and independent sector	30	200	6,000	4, 5	English, Maths, Biology, Chemistry and Physics	£50,000	£158,650
Fetch Me a Pen Leadership Hub	Mulberry School for Girls	The Fetch Me a Pen (FMAP) Leadership Hub supports subject leaders in secondary schools to facilitate subject hubs focused on improving pupils' academic writing. Hub Leaders follow a structured programme which combines literacy strategies from the LSEF-supported FMAP programme with research into how to lead learning-centred, evidence-informed change within and across schools. Between Leadership Hub sessions, hub leaders work with their subject networks to develop teachers' subject knowledge and skills in explicitly teaching extended academic writing at word, sentence and text level and embedding practice into schemes of learning. The professional development model is designed to be self-sustaining, building the capacity of subject leads to understand how to improve academic literacy in their subject areas; facilitate adult learning; support the development of teachers' subject knowledge and practice; and evaluate the impact of their work on pupils' academic writing and progress.	15	60	750	3,4,5	Literacy	£50,000	£26,520

Hub Title	Project Lead	Summary	f/c no. schools	f/c no. Teachers	f/c no. Pupils	Key Stage	Subject /Cohort	GLA Funding	Match funding
Geography: a subject hub for London	Royal Geographical Society (with IBG)	This project is designed to enhance the teaching and learning of geography in the capital. It will build on the Society's successful implementation of the Rediscovering London's Geography (RLG) programme which supported over 200 schools and 800 teachers. This was through the development of local CPD networks across 12 boroughs, publication of online educational resources and provision of pupil engagement activities to promote the value of studying geography to further study and careers. This new proposal will further sustain and expand the RLG programme to provide teacher led CPD networks across up to 50% of London's boroughs. This will be complemented by a programme of subject specialist CPD and Going Places with Geography (careers and further study) events. For secondary schools the hub will specifically support the introduction of new GCSE and A level courses from September 2016. For primary schools it will focus on non-specialist teachers of geography. The Institute of Education will provide specific subject knowledge input to this project.	300	900	540	1,2,3,4,5	Geography	£53,885	£12,399
Glebe EAL Subject Knowledge Hub	Glebe Primary School, Harrow	The hub will support EAL teachers in primary schools to become EAL Champions, leading and facilitating EAL hubs in their local authority, focused on improving EAL learner oracy and literacy skills. In Phase 1 Hub Leaders will follow a programme combining learning from the LSEF Principles into Practice (P2P) programme with their practitioner expertise and knowledge; with research on effective EAL principles and practices and how to lead learning-centred, evidence-informed change. In Phase 2 - Hub Leaders from Phase 1 will build capacity with an extended group of schools to create self-sustaining satellite hubs in their location. Together they will identify an area of interest / challenge for their schools particular EAL needs and apply this knowledge to using an evidence based action research model	10	20	900	eyfs, 1,2	English as an Additional Language	£39,735	£0
Harris History Hub	Harris Federation	The hub will bring experienced primary and secondary History teachers together with professional historians to devise, resource and deliver knowledge-rich schemes of learning for primary students on key historical periods identified in the History National Curriculum which are not currently commonly taught (envisaged to be "the earliest settlers to the British Isles" and "the end of Roman Britain & the early Anglo-Saxons"). These schemes will ensure primary students are introduced to rich historical factual content in a way which is engaging and also historically valid so that their historical understanding throughout their education can be built on solid foundations. It will be delivered by experienced primary teachers, supported by secondary history specialists and drawing	20	30	120	2	History	£49,800	£29,000

Hub Title	Project Lead	Summary	f/c no. schools	f/c no. Teachers	f/c no. Pupils	Key Stage	Subject /Cohort	GLA Funding	Match funding
Harrow Chemistry Hub	University of Hertfordshire's STEM learning centre	<p>directly on the knowledge and understandings of working academic historians, building on successful partnerships within our Federation's training programmes between working teachings and university academics.</p> <p>The hub includes schools and colleges in the LB Harrow, and other local partners. It will focus on CPD for A level chemistry teachers. The CPD will be long term, flexible and modular-including a sequence of whole-day workshops taking teachers from emergence as A level teachers towards mastery. It will be tailored to meet individual's needs through stepping on and stepping off points during the programme. Participants will be supported to implement and embed new classroom approaches and to reflect on their practice. Input from volunteers and STEM ambassadors will enrich professional learning. CPD for technicians will also contribute to high quality learning outcomes. Participants will be encouraged to apply new subject knowledge and pedagogy in key stage 3 and 4 contexts. Links with London Science learning partnership will support sustainability of the hub. Hub teachers will be trained to deliver CPD so that participation can be widened.</p>	12	24	500	5	Chemistry	£50,000	£15,450
Improving educational outcomes for children looked after	The Fostering Network	<p>The hub will work closely with Virtual School Heads to hold networking sessions for designated teachers across London. The hub will improve educational outcomes for looked after children in schools by sharing good practice, increasing peer support for Designated Teachers and connecting them with foster carers. It will establish a pan-London network for Designated Teachers. These will be twilight sessions chaired by a Virtual School Head and hosted at universities across London. The content of the sessions will focus on sharing good practice between individual schools, as well as bringing in foster carers to offer an insight into their role. This network will be complemented by a local school hub in Croydon, which will offer support and host hub meetings to ten other schools located around it. A representative from the hub school will act as a conduit to share practice and ideas between the pan London and local groups.</p>	130	130	260	1,2,3,4, 5	Looked After Children	£49,427	£3,730



Hub Title	Project Lead	Summary	f/c no. schools	f/c no. Teachers	f/c no. Pupils	Key Stage	Subject /Cohort	GLA Funding	Match funding
London Mathematics Lesson Study Hub	The London Borough of Camden	This hub will build on the advances gained in the Camden New Curriculum Mathematics Lesson Study LSEF programme which has seen gains in pupil progress (of <30%), closing of gaps, increases in teacher confidence and expertise in teaching mathematics and coaching others through lesson study and hi-fidelity knowledge mobilisation approaches - using the Lesson Study UK approach. The Hub will seek to work with existing formations - those created in Camden, Croydon and Redbridge in the initial LSEF project as well as teaching schools and mathematics hub lead schools in London. It will set up a twice termly design based system leadership cycle of lesson studies, and through these (i) coach these system leaders who will remain in the system after July 2017 so that they become Lesson Study mathematics lead professionals and (ii) accredit this through LSUK and national CPD standards currently in development. At the end of the period there will be self-sustaining, high momentum super hub leading and promoting better mathematics standards through lesson study across schools in the capital.	75	150	45,000	1, 2, 3, 4, 5	Maths	£50,000	£43,000
Music Excellence London	Sound Connections	Music Excellence London is a dynamic network of classroom music teachers, music hubs, cultural organisations and others that aims to support excellent musical teaching and learning at Key Stage 3 in London Schools. It brings together the Teach Through Music and Peer to Peer LSEF programmes, creating a single London wide offer that will include an open access online resource, active social media community, webinars, peer to peer support, face to face meetings and events. By tackling isolation amongst KS3 music specialist teachers, Music Excellence London will support development of subject specific pedagogy and improve subject knowledge. Providing vital infrastructure to improve communication between schools and the wider music sector, the network will pool information about CPD and cultural learning opportunities offered by Associate Partners, including workshops, concerts and artist visits. An annual events programme will address burning issues for Key Stage 3 music, as identified by teachers.	100	175	6,216	3	Music	£49,650	£25,950

Hub Title	Project Lead	Summary	f/c no. schools	f/c no. Teachers	f/c no. Pupils	Key Stage	Subject /Cohort	GLA Funding	Match funding
Problem Solving Hub	London Borough of Barking and Dagenham	The Problem Solving Hub is an association of the London North East Maths Hub, the Partnership Learning Teaching School Alliance (East London) and London Borough of Barking and Dagenham School Improvement Service. The aim of the Hub is to strategically align the wide-ranging influence of partners on mathematics education in the region. By reinforcing and enhancing existing strengths across the Hub, schools develop as local centres of excellence. Lesson Study is used as a key mechanism to sustainably effect high quality professional development within and between schools. Hub activity builds on existing networks, and gives schools access to external expert practice in Lesson Study and mathematical problem solving. Schools commit to developing and sharing this expertise in their local context, establishing a community of practice which enables purposeful and sustainable improvement in mathematics education across the region.	32	100	3,000	1,2,3,4	Maths	38000	83000
Professional Language Networks Hub	University of Westminster	The Professional Language Networks Hub project builds on the work accomplished by the University of Westminster's LSEF project, Professional Language Networks. The Professional Language Networks Hub project aims to enhance language teachers' subject knowledge, skills and confidence, by using evidence-based approaches to develop their practice further. Teachers have access to: networking and collaboration with colleagues from other schools via a programme consisting of: termly workshop meetings; peer observation; mentoring support and guidance. Lead Practitioners will work alongside a mentor and receive support to develop their skills to coordinate meetings and run continuing professional development workshops for their peers, as well as offer them support through, for example, peer observations.	30	40	1,200	2,3	Modern Foreign Language	£49,896	£18,585

Hub Title	Project Lead	Summary	f/c no. schools	f/c no. Teachers	f/c no. Pupils	Key Stage	Subject /Cohort	GLA Funding	Match funding
The Compton School Teaching School Alliance/ Challenge Partner Hub	The Compton School	Accelerating transition progress for the more able in maths: improving maths skills for the equivalent of level 5-6 pupils in Years 5 and 6. Schools will be organised into three distinctive geographical clusters using a model of 1 secondary and 3 primaries per cluster. Specialists within our Teaching School Alliance will lead the planning/delivery of a sequential training programme linked to maths skills and knowledge for our target pupil groups, equivalent of 3 days face-to-face training across the length of the project for a minimum of 20 participating teachers across the clusters. Focus will be on developing teacher knowledge and understanding of key themes supporting the progress of the more able and be linked to curriculum continuity and assessment. Key outcomes will be improved teacher confidence in subject expertise and accelerated learning outcomes for pupils. A transition handbook detailing effective strategies and approaches to teaching more able mathematicians will support and help embed future developments	12	25	600	2	Maths	£50,000	TBC
West London Accelerated Language Learning Hub	Twyford C of E Academies Trust	The hub will support improved speaking and listening in Modern Foreign Languages by utilising a methodology which is based on extensive research in Canada. The methodology is effective because it integrates grammatical concepts and vocabulary into learning language through a story, which provides the basis to develop listening skills. This is in contrast to the method usually used in secondary schools which does not take into consideration the 'natural' methods of language acquisition. This methodology is used in thousands of schools in Canada, where it has proven to be very successful.	11	24	720	3	French	£31,000	£16,100
<b>Total</b>	<b>18</b>		<b>1,024</b>	<b>2,544</b>	<b>79,626</b>			<b>859,366</b>	<b>771,466</b>

