

# GREATER LONDON AUTHORITY

## REQUEST FOR DIRECTOR DECISION – DD1189

**Title:** English: The Key to Integration in London

### Executive Summary:

The *English: The Key to Integration in London* programme was approved by IP8 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.

Funding for nine projects was approved through DD1173 and this DD seeks approval for the allocation of remaining funding of up to a maximum of £105,758.80 to Harrow Council to deliver a project as part of the *English: The Key to Integration in London* programme. The authority for this decision was delegated to the Executive Director of Communities and Intelligence by MD1264.

### Decision:

That the Director approves:

1. The allocation of grant funding of up to a maximum of £105,758.80 to Harrow Council for the delivery of a project as part of the *English: The Key to Integration in London* programme.

### 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:** 13/05/14

## **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
- 1.3 DD1173 details the grant Assessment and Selection process which was followed and resulted in ten projects being recommended for funding. As explained in DD1173, during the final pre-grant agreement negotiations one of the ten projects initially recommended for funding withdrew, leaving £106,962 funding available.
- 1.4 The other nine projects were approved for funding by DD1173 on 10<sup>th</sup> March 2014 and an invitation was extended to the 11th highest scoring organisation from Stage 2 of the Grant Assessment and Selection process, Harrow Council, to submit a reduced bid for the remaining £106,962 of available funding.
- 1.5 Harrow Council's revised proposal was received on 12<sup>th</sup> March 2014 and assessed against the same Grant Assessment and Selection criteria as the previous assessment. The revised application kept the methodology proposed in their initial bid but revised the scope of the project in line with the reduced budget. The assessment panel (minus the EAL external consultant) met to discuss the revised application and agreed that it should be recommended for grant funding. (The EAL external consultant had scored Harrow's proposal strongly on Objectives 1 and 2 during Stage 1. Therefore, it was decided that it was not necessary to buy in EAL expertise to assess Harrow's revised proposal.)
- 1.6 This Director's Decision therefore seeks approval for the funding of up to £105,758.80 for Harrow Council.
- 1.7 The Executive Director of Communities and Intelligence confirmed his approval of funding for this Harrow Council for this project on 26 of March 2014.

#### **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 Harrow Council's project are as follows:

Organisation	Obj	Primary/ Secondary	London Borough/s	Description of Projects
Harrow Council	1	Primary/ Secondary	Harrow	Consultants work with teachers to plan, deliver, and evaluate their learning methods and activities with groups of non-EU EAL pupils.
	2			Innovative teaching materials and programme developed and provided to non-EU EAL pupils.

## 2.3 In summary Harrow Council's project will deliver the following outputs:

Output	Number Directly Supported
Teachers trained	116
Non-EU EAL pupils supported with English Language	1,195

- 2.4 Given the high number of direct beneficiaries, LB Harrow project will give excellent value for money compared to all the other projects under the English- The key to Integration in London programme. This is due to the fact that LB Harrow will use a different methodology of disseminating teacher's training and pupils' learning by having dedicated days for dissemination and consultant's support as well as running joint sessions of teachers and consultants during the usual daily class activities.
- 2.5 Harrow Council is also in receipt of funding through LSEF Rounds 1 and 2 but there is no duplication of activities between the programmes. The approach of this project does not duplicate existing training for teachers in Harrow as they will be working with different schools, different teachers and therefore different pupils. Their training methodology is also different as they will be focussing on consultant-supported team teaching rather than group training as in Round 2. In Round 1 the focus of the work is to develop teacher subject specific expertise in English, maths and science whereas this project will develop EAL pedagogy in English language which will underpin the whole curriculum.

## 3. Other considerations

### 3.1 Key risks

Risk identified	RAG Status	Actions to mitigate risk
Harrow Council 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 negotiations with Harrow Council have re-confirmed both the budget and profiled outputs and outcomes. The GLA's Delivery Unit has a track record of 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.

		Harrow Council will be provided with verbal guidance and written documentation to ensure they 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 their claims at the earliest opportunity.
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### 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 deskbased<sup>1</sup> research and interviews with EAL and ESOL specialists, along with wider education funding policy experts.<sup>2</sup> This included the London Schools Excellence Fund's Expert Advisory Group (LSEF EAG).<sup>3</sup> GLA research has identified women ESOL learners as having 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 allocation of grant funding of up to a maximum of £105,759 to Harrow Council for the delivery of a project as part of the *English: The Key to Integration in London* programme.
- 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 the proposed grant award will be funded.
- 4.3 The exact phasing of the grant award is not yet known as this is dependent upon the individual payment milestones agreed with the Harrow council. The phasing of the grant awards will, however be in line with the programme lifetime as approved by MD1264. Officers are currently in the process of agreeing the payment schedules and finalising the funding agreement that will govern the grant award.

<sup>1</sup> 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.

<sup>2</sup> 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.

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

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 award 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 £105,758.80 to Harrow Council 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.

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

<b>Activity</b>	<b>Timeline</b>
Signing of the grant agreements	May 2014
Half-termly monitoring visits	4 visits throughout project
Project evaluation start and finish (self and external)	Start: May 2014 End: 30 <sup>th</sup> June 2015
Interim self- evaluation	January 2015
Delivery End Date for projects	30 <sup>th</sup> June 2015
Project Closure for programme	30 <sup>th</sup> 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 grant agreement has been signed.

Until what date:

30<sup>th</sup> May 2014 (or later, depending on when the grant agreement is signed)

**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. L. L. L.*

**Date**

*12.5.14*

**Appendices and supporting papers:**

Annex 1: Assessment criteria for *English: The Key to Integration in London* applications.

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

**Annex 1: Assessment criteria for *English: The Key to Integration in London* applications.**

<b>Quality of project objectives and activities</b>	<ul style="list-style-type: none"> <li>• Objectives are clearly defined, and clearly demonstrate how they contribute to the relevant objective(s) of English: the key to integration in London</li> <li>• Innovative approach</li> <li>• Builds capacity for schools to ensure sustainable approach</li> <li>• Activities are additional to current provision and government funding</li> <li>• Inclusive and accessible programme for members of target communities</li> </ul>
<b>Rationale</b>	<ul style="list-style-type: none"> <li>• Clear rationale for the project, for example current or previous experience, research, evaluations</li> <li>• Experience of delivering similar projects or related activities e.g. school-centred partnerships and parental involvement projects</li> <li>• Provides evidence of stakeholder engagement</li> </ul>
<b>Impact</b>	<ul style="list-style-type: none"> <li>• Appropriate monitoring and evaluation mechanisms for project outputs and outcomes</li> <li>• Demonstrates understanding of short, medium and long term impact on beneficiaries and on capacity of schools</li> <li>• Demonstrates wider impact on local communities and schools outside of project partnership</li> <li>• Clear approach to sustainability of impact</li> </ul>
<b>Feasibility and Delivery</b>	<ul style="list-style-type: none"> <li>• Clear delivery/implementation plan of activities, with realistic milestones</li> <li>• Demonstrates how partner organisations will be engaged and project activities rolled out</li> <li>• Written confirmation from partner organisations of role to be played in delivering activities</li> <li>• Expertise in EAL/ESOL</li> <li>• Ability to deliver the project to proposed scale</li> <li>• Clear governance and management arrangements</li> <li>• Risks clearly identified with appropriate mitigating actions</li> </ul>
<b>Budget and Value for Money</b>	<ul style="list-style-type: none"> <li>• Budget clearly sets out costs for each project activity</li> <li>• Direct and indirect outputs clearly stated</li> <li>• 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)</li> <li>• Proposed scale and impact are in line with the size of the grant requested</li> </ul>



## 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	9 <sup>th</sup>
10	LB Harrow	Securing Success	joint 5th	11 <sup>th*</sup>

\* The project ranked joint 9<sup>th</sup> withdrew (see paragraph 1.3 of this DD).

