

# Fair Education Alliance Annual Report

2020-2021



Fair  
Education  
Alliance

## A welcome from our Chair of Trustees, Dr Vanessa Ogden

I am delighted to present the second Annual Report of the Fair Education Alliance.

As CEO of the Mulberry Schools Trust, every day I am privileged to witness the appetite that young people have to fulfil their potential, and the power of education to enable this. An inclusive, well-rounded and high-quality education that provides every child, regardless of their background, the opportunity to thrive is critical for our society. This is not only because of the moral responsibility we have to our children and young people, but because, without access to a great education, the resulting impact is a considerable social and economic future cost to the nation – from crime to unemployment to community cohesion – loss to business, to the economy and to well-being, as well as a waste of talent.



The Fair Education Alliance exists because still, in 2021, we do not have a consistently fair education system in England. We know from hard evidence that before the pandemic, children from the most disadvantaged backgrounds were two years behind their wealthier peers by age 16. This difference in outcomes between rich and poor has been further deepened by Covid lockdown. Between March 2020 and April 2021 during school closures, we saw vividly the reality of hunger, health poverty and lack of home resources for learning experienced by some children in different communities across the country – food shortage and period poverty in some homes; disproportionate numbers of deaths from Covid in over-crowded housing; children attempting to access lessons from mobile phones (sometimes only one between several siblings) and no data or connectivity; exacerbation of the issues at the intersections of class, race and gender. For an affluent nation like the UK, it is unacceptable that poverty and disadvantage still disrupt and undermine the education of children in such ways and make them vulnerable. In summer 2021, the Education Policy Institute recommended that £13.5bn was needed for education recovery to address lost learning. As yet, the investment and commitments to date only total one third of the sum required.

Cross-sector, collective action in a strategic and joined-up way is imperative to tackle the scale and depth of the issues. The Fair Education Alliance is unique. It brings together private, public and third sector organisations to achieve systemic change beyond the power and remit of any individual or organisation. It provides a powerful network that unites top-down policy making with bottom-up, grassroots initiatives. It initiates ‘place-based’ solutions, energetically and strategically using local intelligence and partners to drive change for children with schools at the heart.

The Fair Education Alliance is unapologetically challenging with a ‘can-do’ attitude. Over the past year, I have been humbled by Alliance members’ commitment at a time when they have also faced significant challenges as charities, schools and youth organisations. Despite the impact on their own institutions, our members rose to the challenge – to collaborate, to influence policy and practice, and to support one another to have better impact on the lives of thousands of children across the country. Inequality for children, heightened by the pandemic, is a burning platform we cannot ignore. We must be prepared to invest in significant, long-term action. Funding is one element, but far beyond that, we must leverage the connecting point of the Fair Education Alliance to bring together key players with experience, evidence and passion to make change for their communities and instigate innovative, bold and co-ordinated solutions for system-wide change. Fairness for children and a great start in life through education is possible. Collective cross-sector action will make the difference - we will always achieve more together than we can achieve alone.

## A welcome from Co-CEOs Sam Butters and Gina Cicerone

**Over the past year, the Fair Education Alliance has grown to represent 238 member organisations from across business, the third sector and education to ensure that no child's success is limited by their socioeconomic background.** This is a testament to the fact that there is no shortage of passionate, active people trying to make education outcomes fairer. However, the barrier we face is that no individual, school, organisation or even sector can change the system. The Fair Education Alliance unites all of these actors to do more together than we can alone.



**We are faced with, and unite to confront, an enormous challenge.** Before the pandemic, inequality in education was starting to worsen and pupils from the most disadvantaged backgrounds were two years behind their wealthier peers. The pandemic has exacerbated inequality even further, in part due to issues such as school closures and access to digital tools for remote learning, but also due to wider increasing societal inequality. Significant, co-ordinated action is needed to ensure that young people get the education that they deserve and which will help the country to prosper.

**We are proud of our members who have joined forces for swift action and continued investing in collaboration for long-term, systemic change.** Over the past year, we have brought together over 500 individuals, strengthening relationships, knowledge and practice. From our seven Collective Action Working Groups, to 17 Award Winners, members are working together tirelessly to bring about change. They have struck a balance between peer support to maximise organisational impact, and collaboration for longer-term reform. At an organisation level, they have supported one another to adapt new delivery models, ensure top-quality safeguarding and target the areas of greatest need. On a systemic level, they have used collective voice to advocate for investment in skills, wellbeing and attainment, co-created our youth engagement strategy and displayed vulnerable leadership to acknowledge how we have sustained racial inequity and create solutions to address this.

**Although further action is needed, the Alliance has strong foundations to build off and is in a unique position to drive the change.** Inequality in education is one of the most pressing issues of our generation, and we hope you'll join our movement to address this. The scale of the issue can be daunting, but we can only achieve systemic change through us all joining forces. We hope that this report inspires you with the power of working together, and leaves you with a fire in your belly that collectively we can achieve more.

**We want to thank our funders, trustees, advisors, member organisations and Secretariat for your dedication to making this possible.** We thank you for your unwavering commitment to our system-wide approach to enable all children and young people to thrive.

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## About the Fair Education Alliance

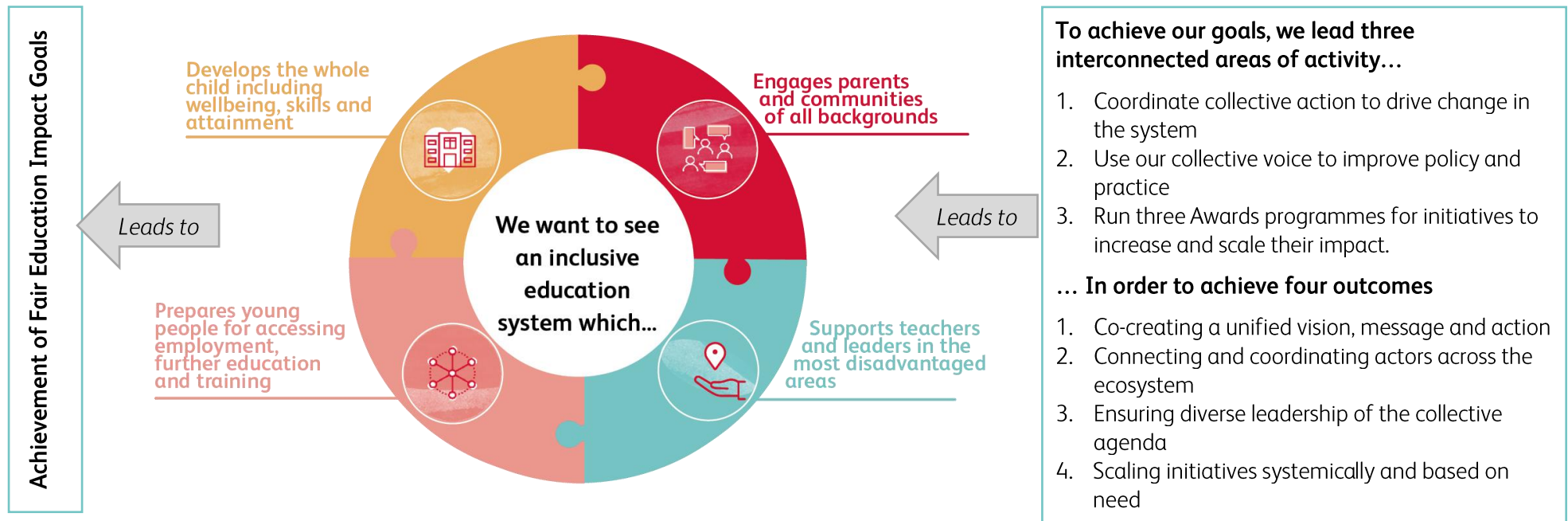
For several decades, successive governments, educators, businesses, charities and social enterprises have taken efforts to improve education for the most disadvantaged. But work to tackle inequalities is fragmented and often done in siloes.

There are many actors who have the same vision – that no child’s success is limited by their socioeconomic background – but all have their own views on how to achieve it. This often results in competing voices rather than a joined-up approach. Individual efforts have had an impact on some young people, but the sum of these efforts is only resulting in little or no progress in closing the gaps at the systemic level.

The Fair Education Alliance (FEA) unites over 230 member organisations from different sectors to tackle educational inequality.

Our members bring diverse perspectives and voices from their respective organisations and sectors including youth organisations, charities and social enterprises, research organisations and think tanks, businesses and foundations, unions, universities and schools.

The members collectively agreed four priorities for an inclusive education system which they believe will make education fairer.



## Our members

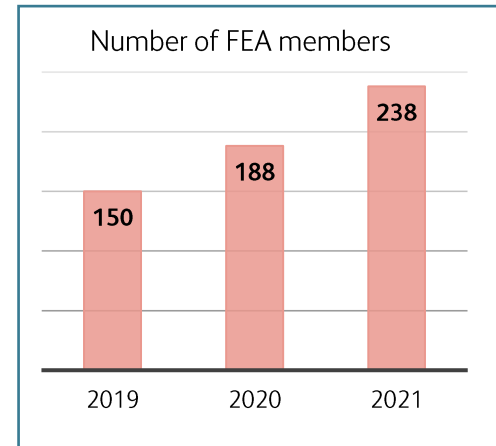
We ended the 2020-21 year with **238 members, a 27% increase on the previous year.** Our network includes charities, businesses, education organisations, think-tanks, unions and membership bodies. We work with organisations from early years through to Further and Higher Education, and we are a national movement reaching all corners of England.

We accept [member applications](#) from any organisation that shares our vision that no child's success is limited by their socioeconomic background. We also proactively recruit members who we believe could make a valuable contribution to the FEA's work and benefit from being part of the membership.

We are proud of our ever-growing membership, especially the expertise, enthusiasm and diversity they bring to all strands of our work. We were delighted to welcome these new members since September 2020:

AimHi  
Archbishop of York Youth Trust  
Arts Education Exchange  
Aspire  
Aspiring Solicitors Foundation  
Association for Citizenship Teaching  
#BeeWell  
Beyond Words  
Bookmark  
BTS Spark  
Carshalton Boys Sports College  
Circl  
Creative Academies Network  
Dartmoor Multi Academy Trust  
Diversity Role Models  
Driver Youth Trust  
Dunraven Education Trust

East Learning  
EM Tuition  
Fig Tree International Ltd.  
First Give  
Flash Academy  
Insight Outreach  
Jacari  
Khulisa  
Lighthouse  
Mathematics Education Innovation (MEI)  
Minds Ahead  
National Citizen Service  
NCB Schools Wellbeing Partnership  
Now Teach  
Oarsome Chance  
Parallel Histories  
Partnership for Children



Redbridge Community School  
School Readers  
Social Finance  
St John's Foundation  
St Stephen's Primary School  
Success4All  
Stonewall  
The Country Trust  
The Elephant Group  
The Seeds of Change  
The Visionaries  
Think for the Future  
UpLearn  
Young Citizens  
YourGamePlan  
Youth Endowment Fund  
Zero Gravity

The Fair Education Alliance's work is made possible thanks to the support of



And our members

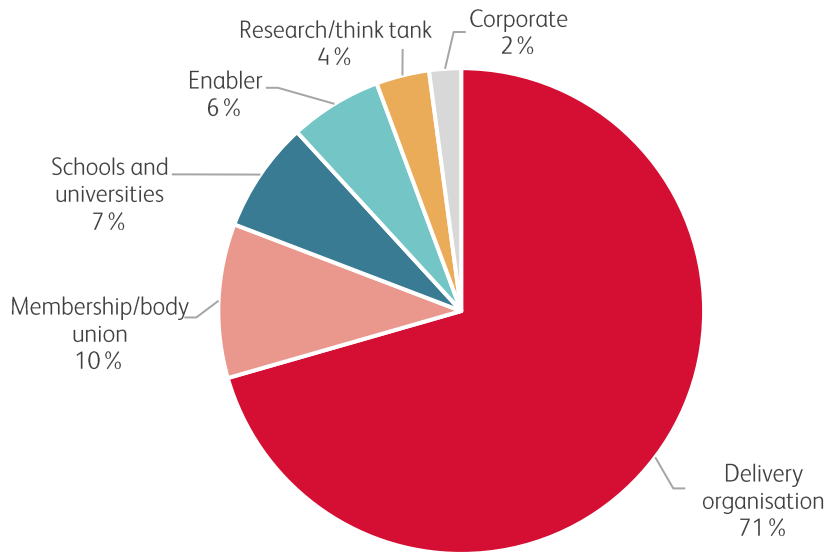




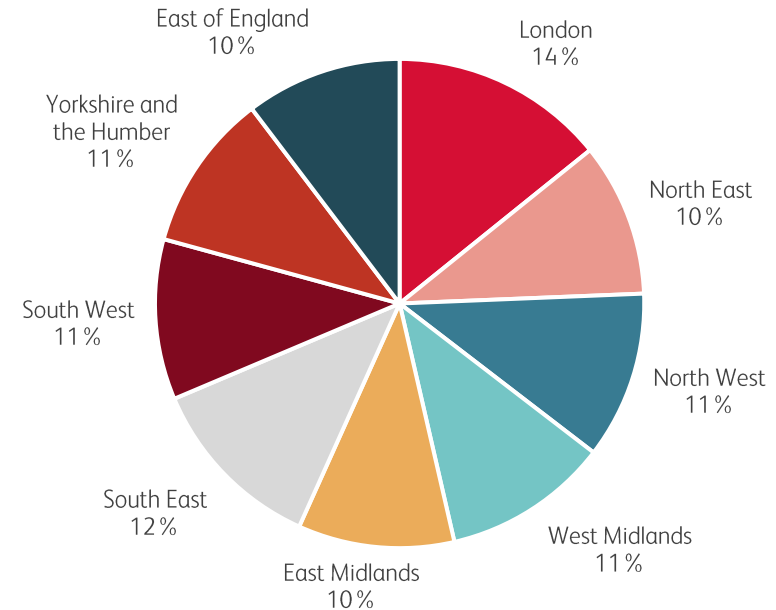


## The diversity of our membership

71 % of our members are delivery organisations<sup>1</sup>



Our members tackle educational inequality across all regions<sup>2</sup>



Most of our members are **delivery organisations** such as charities and social enterprises who are directly or indirectly tackling educational inequality. **Schools, college and universities** currently represent 7% of the membership. We are proud to have increased this in the last year and we would like to further increase their representation. **Youth voice** is also vital to our work, so we will continue to recruit members that have strong youth engagement.

We have not yet tracked what proportion of member organisations are **led by people from Black, Asian or minority ethnic backgrounds**, but we suspect that we need to do more to increase their representation. We will start tracking this in 2021-22.

<sup>1</sup> Based on data for 238 members about type of organisation.

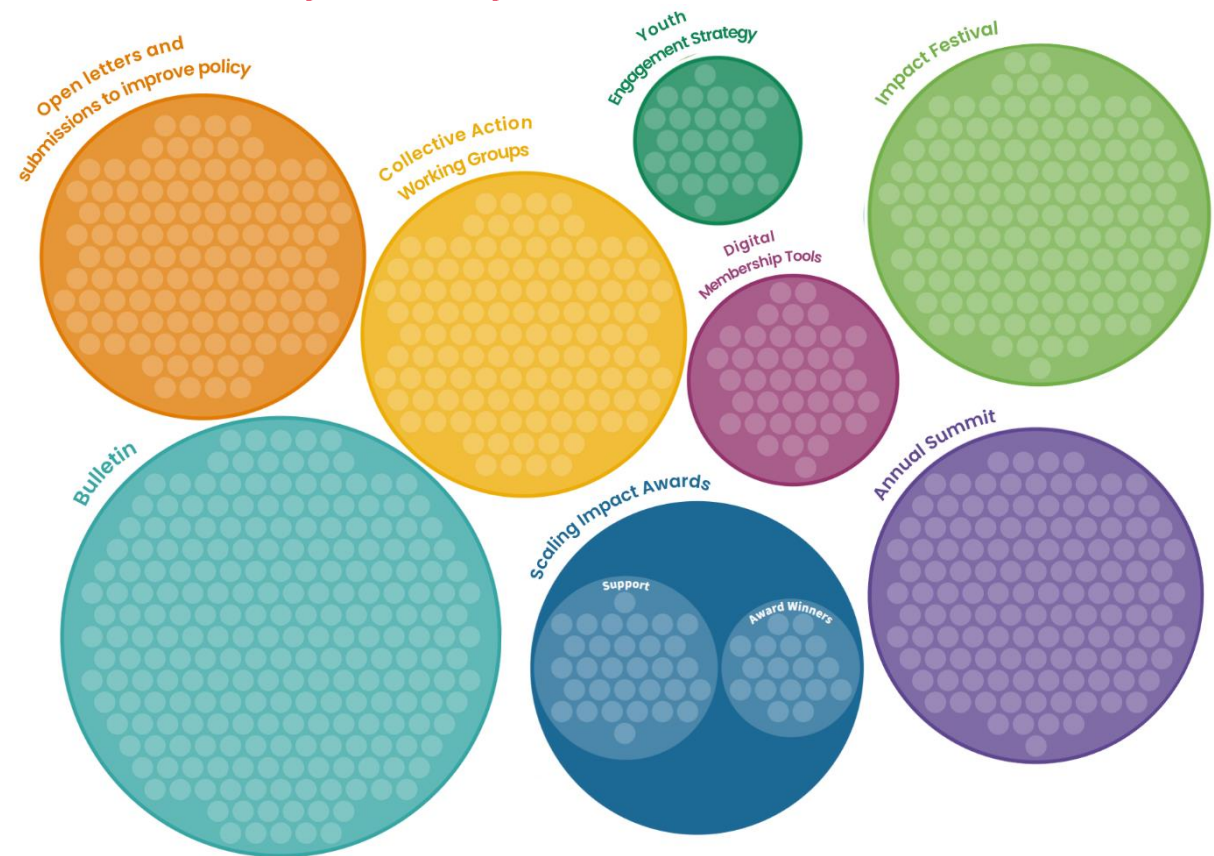
<sup>2</sup> Based on data for 175 members about which regions they work in. 143 of those members work in at least two regions and 96 work in all regions.

## Member engagement in 2020-21

**80% of our member organisations took part in at least one FEA activity in the last year.<sup>3</sup>**

The diagram on the right shows our different activities and the number of member organisations involved in each activity. Each little dot represents 1 member organisation.

- Most of our member organisations have multiple people involved in FEA activities, so we estimate that over 400 people from member organisations and 100 other stakeholders have been involved in FEA activities in the past year.<sup>4</sup>
- Attendance at our Impact Festival and subscriptions to our weekly bulletin are higher amongst our larger members (e.g. those with 50+ employees), whereas involvement in Collective Action Working Groups tends to be from only one person no matter the size of the organisation.
- 56% of our member organisations took part in two or more FEA activities in 2020-21. We welcome 10-15 new members every quarter and we signpost them to relevant opportunities as soon as possible.



<sup>3</sup> FEA activity = Attending an FEA event, applying for an Award, getting involved in Award selection, or supporting our Award Winners through training. Bulletin subscriptions and signatories of open letters do not count. 80% is an increase from our 2019-20 member engagement, but we hypothesise that this is because of a change in how we track engagement rather than substantial increase.

<sup>4</sup> We have improved our tracking for 2021-22 so will have data about number of unique individuals involved for future reporting.

## Overview of our progress in 2020-21

*This report outlines what we did from September 2020 to August 2021 and our progress in achieving our four outcomes.*

The Fair Education Alliance grew from 188 to **238 member organisations** tackling educational inequality in England.

OUTCOME	WHY	WHAT WE DID	ACHIEVEMENTS
We co-created a unified vision and message for improving the education system	Change at a system level is not happening because of a cacophony of competing asks and messages.	We used meetings and workshops to understand member concerns and develop shared messages. We then influenced policy and practice with one shared voice.	Over 100 members signed our <a href="#">open letter to the Prime Minister</a> on education recovery, and we co-created our <b>2021 Report Card</b> on the state of educational inequality in England.
We connected and coordinated people and organisations across the education system	People and organisations can do more together than they can alone, but need the relationships, trust and mechanisms to work together on shared objectives.	We brought together over 500 people at over 100 events and meetings, including our <a href="#">Annual Summit</a> , <a href="#">Impact Festival</a> and seven <a href="#">Collective Action Working Groups</a> .	Members identified <b>shared challenges and opportunities</b> . They reported <b>increased knowledge, skills and networks</b> following our events and collaborated on several initiatives.
We ensured diverse leadership of the education agenda	Too often change is being led by the same people and organisations, often lacking representation from those directly affected by inequality.	We focused on geographic and ethnic diversity across all our activities and developed a Youth Engagement Strategy.	We <b>increased the geographic and ethnic diversity</b> of our members and event attendees and launched our <a href="#">Youth Engagement Strategy</a> .
We supported new ideas and scaled education initiatives to reach those who need them most	There are many great ideas and impactful initiatives that struggle to scale to make a difference to the overall system.	We supported 17 education initiatives through our <a href="#">Scaling Impact Awards</a> , offering funding, training and mentoring.	All our Award Winners reached <b>more young people</b> (470,000 in total), and almost all of them said the <b>FEA contributed to their progress</b> .

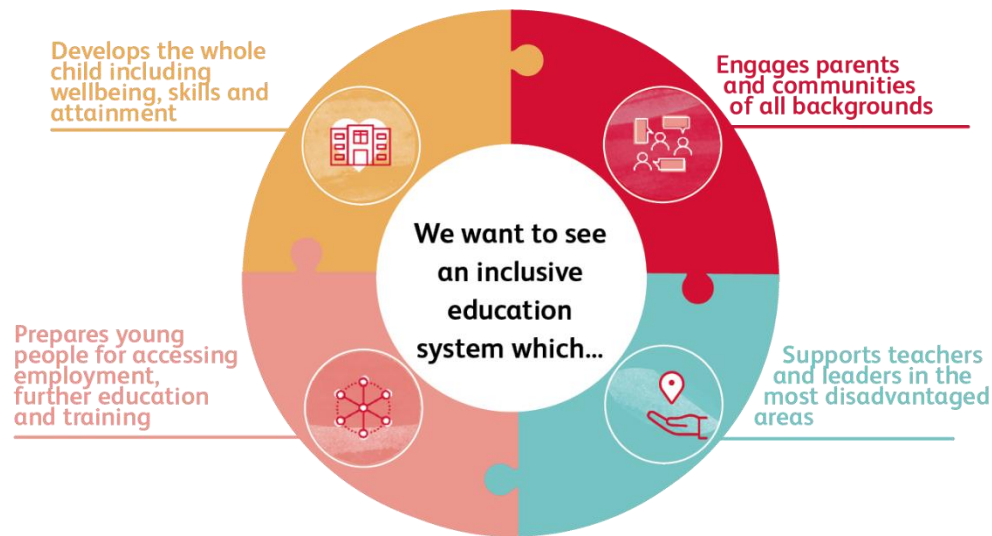
## Outcome 1: There is a unified collective message about what we want for education in England and how we can achieve it

*We know that there are many actors who have the same vision – that no child’s success is limited by their socioeconomic background – but all have their own views on how to achieve it. We need a joined-up approach rather than competing voices. Our role in this is listen to members and build a shared message about what we need to make education fairer and how we can achieve it. We then use that message to influence policy and practice and act collectively.*

We listened to members through all our activities and learned from their insights, evidence and experience.

Our monthly Overarching Campaign Working Group meetings give members space to discuss key education issues and help us shape our key policy messages. We hosted eight of these meetings in 2020-21, attended by 56 people from 39 member organisations (16% of the membership).

There has been sustained support for our four priorities set out in our 2019-22 strategy as shown in the diagram below. Our members agree that achieving this is what is needed to make education fair and achieve the Fair Education Impact Goals.



## Our annual Report Card set out the state of educational inequality in England

In summer 2021 we co-created our latest [Report Card](#) with our members. It synthesises research and evidence on educational inequality and summarises some of the work across Fair Education Alliance membership to address these issues.

The Report Card shows that educational inequality was already worsening pre-pandemic, and this has been exacerbated in the last year by the impacts of Covid. We argue that the severity of the situation presents a moment of opportunity for us to act. We call on the sector to avoid the 'lost generation' narrative and instead seize our chance to address long standing issues in the system.

We aim for our networks to use the Report Card in two ways:

- Members can use the report as a summary of our shared messages to **work with policymakers** and share the collective calls to action from experts across the sector and influence the education policy agenda. There is an important window for Government policy in Autumn 2021 to address inequalities in education through the Comprehensive Spending Review and Autumn Budget.
- Educators, charities and businesses can use the report to **inform their own practice and philanthropic efforts**.



## We wrote a cross-sector open letter to the Prime Minister calling for the Government's recovery plans to commit £13.5bn

We wrote a [cross sector open letter](#) to the Prime Minister from charities, educators and young people regarding the shortfall of funding for education recovery. This open letter was a powerful statement from a cross-sector coalition of businesses, charities, unions, educators and young people about the need for government to commit to the £13.5 billion required investment into education recommended by the Education Policy Institute.

The letter highlighted the key message from all our Alliance members that, for disadvantaged children in particular, the crisis in education is not limited to the damage the pandemic caused. The pandemic has merely exacerbated existing critical issues. And whilst government initiatives to date including laptops to address the digital divide, free school meals extensions and the £1.5 billion announced last week were welcome, we felt levels of investment were not enough to support ambitions of levelling up and recovery for young people.

The FEA stated that it wanted to work with government to achieve the ambition of the levelling-up agenda and education recovery, but we needed the scale of investment to match the scale of ambition. The breadth of support for more significant investment was unprecedented and growing. In addition to the open letter we sent, the National Children's Bureau also sent [a letter](#) to the government. This issue dominated Prime Minister's questions, [EPI released analysis](#) that the current investment is equivalent to one month of eat out help out and this of course all followed Sir Kevan Collin's resignation.

The letter received widespread sector support and the story was featured in [Schools Week](#) and [the Independent](#). We also reiterated the messages from this open letter when exam results were announced in August. This was covered by [BBC News](#).

## We worked with our members to influence policy

Our advocacy work in 2020-21 included a regular and consistent campaign of [open letters, submissions and responses](#) to Government inquiries. In total these letters were signed by 347 people, including representatives from 112 member organisations (47 % of the membership).

### Comprehensive Spending Review submission, September 2020

[Our submission](#) called for commitments in the Autumn budget of at least £1bn per year for at least the next three years. We called for this to be targeted to improve outcomes for children from disadvantaged backgrounds and tackle long standing inequalities as part of the government's levelling up agenda. We set out why this investment is needed and how the pandemic exacerbated this need.

### Calling for an extension to the National Tutoring Programme (NTP), November 2020

Whilst we were delighted to see the NTP up-and-running and school pupils benefitting from tuition (covered in [The Telegraph](#)), we [wrote to the Prime Minister](#) arguing that the NTP needed to be extended beyond the first year and also to 16–19-year-olds. This was then delivered.

### Response to the Oracy All-party Parliament Group (APPG) Speak for Change Inquiry, December 2020

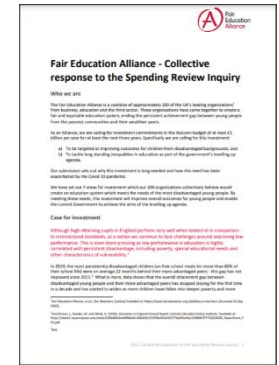
In response to the Oracy APPG Speak for Change Inquiry, we brought together members and stakeholders from across the education sector to provide key recommendations. In [our submission](#), we have set out four key areas for change in Oracy provision to meet the needs of the most disadvantaged young people. The evidence was incorporated into the Final inquiry report which highlights the significant impact of the pandemic on the already marked spoken 'language gap' between disadvantaged students and their peers.

### Calling for long-term sustained funding for literacy resources, interventions & experiences, March 2021

We joined The Centre for Literacy in Primary, First Story and Driver Youth Trust in [writing to Gavin Williamson](#), calling for a rich literacy curriculum and to ensure that schools have the freedom to build programmes of learning that are based on the core needs of their pupils, backed by a robust and diverse evidence base. This was not responded to, and the group continue to pursue this agenda through a shared manifesto.

### Calling for increased focus on parental engagement in learning, Summer 2021

The Parental Engagement Working Group sent an open letter to Gavin Williamson calling for parental engagement in learning to be prioritised ahead of parental involvement in schooling, increased parent voice in the education system and explicit focus on parents facing disadvantage. This has not yet led to an outcome, but the aim is to make parental engagement an increased policy focus.



We joined up with our members to support and amplify their work



**Foundation for Education Development (FED)**: We worked with FED on the long-term vision and plan for education, sharing the insights, evidence and experience of our members. We hosted a session at FED's 'Looking back - Moving Forward' National Summit in March 2021 to showcase the cross-sector work of FEA members The Schools, Students and Teachers Network (SSAT), Learning with Parents, Tutor Trust, Ancestors unKnown and Power2.



**Food Foundation**: We joined up with the Food Foundation and [wrote to the Prime Minister](#) in January 2021 calling for an urgent comprehensive review into Free School Meal policy. We called on Government to future-proof its policy on school food and better support low-income children and families.



**Magic Breakfast**: We also joined Magic Breakfast and 40 other organisations in [writing to Vicky Ford](#) (Parliamentary Under Secretary of State for Children and Families) urging the Government to scale up school breakfast funding. The Autumn 2021 budget included the extension of the Holiday activities fund and the food programme which has been spearheaded by Marcus Rashford.



**Skills Builder Partnership**: Building essential skills is a core element of the FEA vision and the Skills Builder Partnership includes many FEA members. This year they shared an important [report](#) showing how essential skills are beneficial for young people's educational, employment and social and emotional outcomes. The Skills Builder Partnership was also incorporated into new careers guidance under Gatsby Benchmark 4 ('Linking curriculum learning to careers'), a milestone for embedding essential skills in education.



**#BeeWell programme**: #BeeWell is a 3-year programme to measure wellbeing across secondary school pupils in Greater Manchester, due to launch in September 2021. We have supported #BeeWell from initiation. David Gregson, who leads this work, presented #BeeWell at our Wellbeing and Inclusion Collective Action Working Group in spring 2021 and we connected them to others who could support this work, including Magic Breakfast, Prince's Trust and Barnardo's.



**Place2Be**: We joined up with Place2Be and 34 other organisations in February 2021 to call for increased mental health support in schools to support emotional wellbeing from an early age. This was [published in The Evening Standard](#). This was not picked up in the Autumn 2021 budget, although it did include support for low-income families, family hubs, and investment in the first 1000 days of life.

## Outcome 2: Increased connectivity and coordination across the education system

*We believe that strong, creative relationships are essential for people and organisations to come together to create systemic change. We need to build connections and bridge divides between different areas of expertise. Our role in this is to collect and disseminate information and make meaningful connections, so organisations can avoid duplication, learn from each other and act together.*

The FEA's activities united over 400 people from member organisations and over 100 other stakeholders to build meaningful connections.

### Collective Action Working Groups

These groups are a space for members to learn and act together on key education issues. Members started two new groups in 2020-21, bringing the total to seven groups who meet either weekly, monthly, or every few months. The groups brought together **178 people from 87 member organisations (38 % of members)**.

### Annual Fair Education Summit

Our Annual Summit is a chance for members and other stakeholders to collaborate and drive forward our shared vision for a fairer education system for all. In November 2020 we brought together **216 people from 134 member organisations (71 % of members at the time) plus 68 other stakeholders**.

### Impact Festival

Our Impact Festival supports members and early-stage innovators to develop knowledge, skills and connections for lasting change in education. In April 2021 we brought together **294 people from 121 member organisations (53 % of members at the time) plus 73 early-stage innovators**.

### Digital membership tools

We have undertaken the first stage of development of **digital tools to help members connect and collaborate even better!** 55 people from 39 member organisations (16 % of members) plus 29 other stakeholders participated in workshops to co-develop the tools.

### Selecting & supporting Award Winners

We invite FEA members and sector experts to help us select our Award Winners or support the 17 Award Winners through training or mentoring. **36 people from 24 member organisations (11 % of members) plus 44 other experts** gave their time and expertise in 2020-21.

### Weekly FEA Bulletin

We sent **51 bulletins** (our weekly email newsletter), **read by over 450 people**. Each bulletin helps members keep up with news from other members and the wider sector, share asks for help and offers of support and to create opportunities for collaboration.



Members have started two new Collective Action working groups, bringing the total to seven. These seven groups bring together members to share insights, support one another and act collectively to create change in the education system. Between them, they had 85 meetings in the last year.

- **Overarching Campaign** – To frame and develop the Fair Education Alliance’s overall messaging and collective agenda.
- **Tuition Advocacy** – To advocate for the value of tuition as a proven intervention for supporting disadvantaged young people.
- **Delivery** – To share knowledge and best practice about programme delivery.
- **Wellbeing and Inclusion** – To support cultural transformation in approaches to wellbeing and inclusion in our education system.
- **Literacy Advocacy** – To campaign for the improvement of literacy education.
- **Addressing Racial Inequalities in Education Head On** – To create a movement where individuals, organisations and the sector challenge existing structures and address racial inequality.
- **Parental Engagement** – To advocate for a shared understanding of effective parental engagement and its role in addressing the attainment gap.

*The frequency of meetings depends on what the members find most useful. For example, the Delivery group meets weekly, while the Literacy Advocacy group meetings every 2-3 months.*

Our members often tell us how important connectivity and collaboration is to them:

It was great to **connect with individuals** I haven’t seen for a while as well as meet new people in the breakout rooms. I’ve got about **10 new charities to explore** as a result which is very exciting.

Summit attendee from a member charity

I will **reach out to more FEA organisations for advice** before pushing on with new ideas and programmes.

Impact Festival attendee from a member charity

I just admire you guys for pulling this off. It was really creative, innovative and interesting to attend. And the only thing I did in lockdown which **introduced me to new people and built a community** in a real way.

Impact Festival attendee from a member charity

The group is a **safe space to ask and share anything**. There is no question or thought too big or too small to raise.

Digital Delivery Group member

## Spotlight: Tuition Advocacy Group: “It feels like I’m collaborating with peers, not competing with peers.”

### Responding to the pandemic

In March 2020, early in the global pandemic, the FEA hosted weekly ‘connection calls’ between small groups of FEA members to discuss the impact of school closures on children and young people and identify ways members could work together to help. One area that was identified was to connect tutoring organisations who could deliver 1:1 and small group tuition online. We coordinated fortnightly calls for a group which expanded to 20 members. From this came an idea that together they may be able to do something bigger to influence the emerging National Tutoring Programme idea as a broader step change in 1:1 tuition for disadvantaged children. The group knew that one-to-one or small-group tuition has been shown to help children make great educational gains in the shortest amount of time. Together they were able to influence the establishment and evolution of the National Tutoring Service.

### Working together to start and continue the National Tutoring Programme

In June 2020, we worked with Robert Halfon MP on [an open letter](#) to Gavin Williamson MP calling for a National Tutoring Service, whereby every school and college in the country should receive additional funding to help them secure extra hours of tuition for students from disadvantaged backgrounds. This letter was signed by over 60 FEA member organisations and picked up in the lead article in the [Daily Telegraph](#) and the [Yorkshire Post](#).

As a result of this, alongside wider work by the education community, £1 billion was allocated to education, including a £350m [National Tutoring Programme](#) (NTP) and £650m for schools to tailor catch-up support to their communities. The NTP began in November 2020. The group, alongside others, then lobbied for the continuation of the NTP for the 2021-22 academic year and were pleased when Government announced a £1bn investment in education recovery in June 2021.

Some of the group became deliverers of the NTP and were able to work together and support each other to optimise delivery and ensure it was as impactful to disadvantaged students as possible. Following a change in delivery model in the second year of operation, the group have also championed the disadvantaged pupils they represent and made suggestions to how to evolve and improve delivery. Looking ahead, the group (now around 10 core members) intends to continue to shape and influence the direction and leadership of the NTP and collectively push for tuition as an effective way to tackle the attainment gap in England.

### The value of collaboration

Jen Fox from Action Tutoring, one of the core members, told us that the group provides a ‘safe space’ to check in, share perspectives, challenge each other, moral support to ‘keep on fighting’ and ‘there tends to be good consensus across actions’ which has been ‘one of the successes’. She said, ‘I think the group has been successful because it’s been surrounded by this central, clear goal of the NTP. The fact that we have CEOs in the group means that we can act quickly. I think the FEA has enabled us to strengthen relationships that were already in pretty good condition, and that gave us a foundation of trust for us to really move quickly and as a collective without seeing each other as competitors. It feels like I’m collaborating with peers, not competing with peers’.

## Spotlight: Literacy Advocacy Working Group: “It’s not an action learning group, it’s an action doing group.”

### Identifying shared concerns about children’s literacy during the pandemic

The Literacy Advocacy Working Group is co-led by three FEA members - Antonia Byatt from First Story, Louise Johns-Shepherd from Centre for Literacy in Primary Education (CLPE) and Christopher Rossiter from Driver Youth Trust. Prior to setting up the group, the co-leaders already saw themselves as a ‘literacy hub’. They had shared concerns about how the lockdown and pandemic were affecting the professionals that they worked with in schools, how it would affect the pupils and what that might mean long-term. Antonia and Louise told us, ‘We could immediately see what was happening, and we started thinking, “How do we involve more people in this thinking? How do we lobby? How do we develop our message and get it out there?”’

With help from the FEA, the group ran a ‘practice sharing’ roundtable in September 2020. The first Literacy Advocacy Working Group brought 39 people together who all wanted the same thing – to ensure children can read and write and do it in a way that they enjoy it for the for the rest of their lives – and it gave people space to reflect on what they had learned during the first six months of the pandemic.

### Working together to make a case to Government and strengthen collaboration

The group used the outputs from the roundtable to create a unified vision and recommendations around literacy provision. They sent [an open letter to Gavin Williamson](#) (Secretary of State at the time) in March 2021. Over 40 other organisations signed the letter calling for targeted and sustained funding for literacy resources, interventions & experiences.

The group dealt with ‘shifting sands’ in the political landscape: ‘it felt that every time we met, something else had changed which meant we had to change our perspective’. The co-leaders worked hard to bring in different sizes of organisation and senior charity leaders who consistently attend meetings. All members share a commitment to developing a ‘literacy manifesto’ from which the group can then campaign. The co-leaders told us, ‘It’s not an action learning group, it’s an action doing group’ which stands out because of its focus on disadvantage and the leadership from members. Antonia from First Story feels that her involvement in the group also has a ripple effect within her team. A colleague from First Story joined another Collective Action group, and a young person did a poetry reading at the Impact Festival in April. Being part of these collaborative, shared spaces is important to Antonia, and she hopes it’s helpful for the FEA too.

The leaders told us that the FEA has been supportive in several ways:

- **Encouraging the group to set up for the long term** to learn and collaborate with one another rather than just convening for a specific task.
- **Providing the administration.** ‘That sounds like a tiny thing. It’s not, it’s massive, because it’s not just the administration, it’s the gears, it’s the steering wheel, it’s what keeps you on track and makes sure that other people are getting involved as well.’
- **Helping to draft and communicate key messages.** The co-leads said this is ‘really valuable because it gets done, and it’s something that politicians will listen to, and the messages are aligned with FEA key messages.’
- Giving the **space for members to support one another.**

## Spotlight: Digital membership tools to enable targeting, connection and collaboration

The FEA's mission is to unite our member organisations to tackle educational inequality together. We connect and coordinate people across our network through events, meetings and relevant introductions. Over the past 18 months, we have scoped the creation of digital tools to help us achieve our outcomes in a different, digitally supported, way.

In 2020-21, we continued developing a set of digital membership tools. The tools will enable members to target young people who can most benefit from their initiatives, understand where other FEA members are working and digitally connect and collaborate with other members.

The tools will include:

- a targeting tool and ecosystem map
- a membership directory
- a collaborative workspace for members

The process highlighted the breadth and depth of work across the membership and how these digital tools can **increase collaboration and our impact as a collective**. Separately, the process has already helped us as an organisation think more strategically about how we can best contribute to this collective work.

Alex Whitton, Unversify

We are grateful to everyone who has shared their expertise and experience so far in scoping, solution design, prototype development and testing and horizon scanning. This included:

- **55 people from 39 FEA member organisations (16 % of all member organisations)**. We wanted a diverse range of members to contribute but we also wanted to be inclusive so that anyone interested could get involved. At each stage we had an open invite for any member to sign up. Once we had an initial understanding of the group, we then sent targeted invites to ensure diversity of organisation type and size, as well as seniority of individuals. As a result, we brought together a mix of roles/seniority (20 % were CEOs or Directors), types of organisations (67 % deliver programmes to young people, 13 % provide funding/support to other organisations, and 10 % are membership bodies/unions, plus one school and one university), size of organisation (38 % were small organisations with 1-10 full-time employees) and location (around 20 % based outside London).
- **29 other experts in education, networks or digital development from 18 non-member organisations**. We learned from organisations who have developed similar tools and scoped potential collaboration.

Feedback from members so far is that the prototypes looked 'useful for collaboration' and it was 'fantastic to have all member info in one place'.

We will use the immense amount of information gathered from our members and others to develop a Minimum Viable Product by the end of 2021, which we will then launch and roll out in 2022.

## Spotlight: Fair Education Alliance Summit

In November 2020 we brought together FEA members and key stakeholders to collaborate and drive forward our shared vision for a fairer education system for all. 284 people joined us across the two days, including 216 people from 134 of our member organisations (71% of the membership at the time)<sup>5</sup> and 68 people from other organisations who share our vision.

It is always useful to hear about what others are doing, especially this year in terms of response to the pandemic, and the session content with brilliant speakers sparked some interesting debate. I left feeling very inspired!

Summit attendee

- **Members learned more about the FEA's work over the past year:** We shared key achievements and challenges from the past year and members hosted three 'Spotlight on Collective Action' sessions to share the benefits, challenges and suggestions for collective action.
- **Members contributed to the FEA's 2021 strategy and identified opportunities to connect and contribute in the coming year:** Our Co-CEOs shared an update of our strategic direction and gained valuable input on this from member CEOs. Attendees also deepened relationships and trust with each other through 'Relationship building and cross-sector connections' sessions. Attendee feedback highlighted the importance of collaboration and collective action to achieve our shared goals.
- **Members learned about and supported our 17 Scaling Impact Award Winners:** We showcased our Award Winners and asked attendees to consider how they could support their projects and work with them. We received 32 pledges of support for Award Winners, including legal support from Allen and Overy, school introductions from London South Teaching School Alliance and partnership workshops from AccessEd.

Speakers included David Neita, *'the People's Poet and the People's Lawyer'*; FEA Trustee Zulum Elumogo; FEA Chair Dr Vanessa Ogden, CEO of Mulberry Schools Trust, and some of her pupils; Susan Acland-Hood, Permanent Secretary at the Department for Education; and Jo Hutchinson, Director for Social Mobility and Vulnerable Learners at the Education Policy Institute.

Attendee feedback highlighted our professional virtual facilitation and variety of interactive formats (panel Q&A, breakout rooms, poetry, polls and videos), opportunities to connect with like-minded, passionate individuals and the diversity/quality of voices (hosts, keynotes, Award Winners and panellists). Attendees also requested more time to connect with others, themed networking opportunities and simpler communications before and during the event.

Thank you so much for the opportunity to take part in such a wonderful event. It was unquestionably the best on-line event that I have attended (there have been a lot this year!) and I learned a good deal about what works from it, as well as the connections made.

Summit speaker

Attendee feedback
93% of survey respondents (43 people) had an increased awareness of the FEA's work over the past year
91% had an increased understanding of the FEA's 2021 strategy
91% had an increased awareness of the Scaling Impact Award Winners

<sup>5</sup> 137 of those 216 member attendees (63%) were CEOs or senior representatives from our member organisations.

## Spotlight: Fair Education Impact Festival

In April 2021, our virtual Impact Festival supported FEA members and early-stage innovators from the public to develop knowledge, skills and connections for lasting change in education. **367 people** attended at least one of our **39 sessions** across 8 days. 80% of attendees (294 people) were FEA members from **121 member organisations** (53% of our membership at the time) and 73 people were early-stage innovators.

We had over **60 different session leads**, 42 of whom (68%) were members. Sessions included:

- *Measuring wellbeing and social & emotional skills*, led by Yes Futures, #BeeWell and East Learning
- *Addressing racial inequalities head on*, led by Jerrel Jackson from Creative Academies Network
- *Embedding youth voice in your organisation*, led by National Community Lottery Fund, Naomi Lea (#iwill ambassador), BiteBack and LIVE

We recorded all sessions, and within six weeks of the event the sessions had been viewed over 400 times.

We measured three outcomes via 446 poll responses after each session and 75 feedback surveys after the event.

**The majority of attendees said the event increased their knowledge.** Impact measurement was an important topic for people. FEA puts impact at the heart of what we do, so we are pleased that members want to share and learn from best practice to increase our collective impact on young people.

**Around half of the attendees said the event strengthened their networks.** We had networking time in every session, but we know there is more we can do to facilitate meaningful connection building.

**However, less than half of attendees increased their skills.** This was often due to the design of sessions being more informative rather than practical. We know that more early-stage innovators increased their skills, and we want to transfer more learnings to FEA members.

The FEA is more diverse than ever, and I should look for connections and advice here more often.

Impact Festival attendee



80% of poll respondents said the session they attended increased their knowledge and 90% of survey respondents agreed that they gained new knowledge to help increase impact in their organisation.

45% of poll respondents said that the session increased their networks and 67% agreed that they had made connections with others that will enable them to have more of an impact.

16% of poll respondents in the main room and 46% in the early-stage room felt that the session they attended had increased their skills.

The session that really made me stop and think was the youth voice session. There was real authenticity from the speakers, especially the young people, and they were true advocates for giving youth voice its full value so it's not just paying lip service. Hearing about strategies that others use sparked useful thoughts about what we want to achieve and what would most benefit the young people.

Impact Festival attendee from an education charity

## Outcome 3: More diverse leadership of the education agenda

*There is substantial evidence that diversity and inclusion benefits individuals, teams, organisations and society. We believe that diversity is critical in those who are 'leading' the change to make education fairer for all. Our role in this is to give those people with insights, evidence and lived experience a platform to lead change.*

### We collected and learned from data about the diversity of our event attendees

We recognise that, at present, our membership is not fully representative of the communities we aim to serve, and we continue to learn and improve the diversity of those involved in our work. At our Impact Festival, we analysed data on attendees' location, ethnicity and gender, and we found some differences between our FEA members and early-stage innovators from the general public. Of the 359 people who registered for the Impact Festival and provided data:

- 27% of early-stage innovators reported that they belong to a Black, Asian or other minority ethnic group, compared to 15% of FEA member attendees.
- 77% of early-stage innovators reported that they were female, compared to 83% of FEA member attendees.
- 35% of early-stage innovators were based outside London, compared to 40% of FEA member attendees. This was consistent with our Annual Summit, where 39% of the 329 sign-ups were based outside London.

### We worked hard to make our Scaling Impact Awards fair and inclusive, from application to selection.

We received 88 applications to the three Awards. In Summer 2020, we chose 17 initiatives or organisations as Award Winners. Of the 88 applicants, 27% were Black, Asian or minority ethnic individuals, 58% were female, 38% were outside London. More of the applicants to our Innovation Award for early-stage entrepreneurs were from a Black, Asian or minority ethnic background (44%) and outside London (56%) than the applicants to our other two Awards. The Innovation Award is open to anyone, so it is a crucial tool to increase diversity of leadership in the sector. Of the 17 Winners, a consistent proportion were Black, Asian or minority ethnic individuals (23%) and outside London (35%), but a higher proportion were female (76%). We are exploring why this may have been.

### Our judges' varied backgrounds supported us to choose a diverse portfolio of Award Winners.

46 judges and due diligence experts gave nearly 500 hours of their time to help select our Award Winners in summer 2020.

- o 19 (41%) of the judges were from our member organisations including Nesta, Ambition Institute and Save the Children
- o 12 (26%) of them were Black, Asian or minority ethnic individuals and 26 (57%) of them were female<sup>6</sup>
- o We had young people as panellists on the Shortlisting and Final panels for our Innovation and Intrapreneurship Awards

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<sup>6</sup> Ethnicity and gender data was not provided by the judges, so these numbers are estimates from our own monitoring.

## Spotlight: Racial Inequalities Working Group

In the previous academic year, we supported members to work towards equity, inclusion and diversity in their own organisations through a workshop on Racial Diversity, Inclusion and Equity. This was a train the trainer model that enabled attendees to facilitate the workshop with their own organisations.

For 2020/21, we wanted to use the same member-led approach for racial inequality as we have embedded across the wider collective action working groups. We were fortunate that one of our new members, Jerrell Jackson from Creative Academies Network, had the appetite to lead this work.

In April 2021 Jerrel ran a session at our Impact Festival about addressing racial inequalities head on. After the session, a lot of our members wanted to keep the discussions going. The Racial Inequalities Working Group was formed in July 2021 as a collective movement where all members show up fully to address racial inequality in education head on and support each other to constructively challenge the existing structures within their own organisations.

At their first meeting they discussed topics including how to diversify leadership in FEA member organisations and agreed their ways of working:

- Listen to one another – have the courage to engage with challenging conversations,
- Learn from each other – be open to sharing best practice,
- Lead change – be accountable and leading diversity and inclusion practice across FEA member organisations and beyond,
- Engage with love – allow everyone to show up authentically and acknowledge their own experiences.

In addition to the Impact Festival and Working Group, the Fair Education Alliance Secretariat explored its strategy to increase ethnic diversity and inclusion across our activities. We focussed the April 2021 Board of Advisors meeting on racial equality in education, and we researched and implemented new recruitment practices, including apprenticeships and work experience placements, to enhance diversity and inclusion.

The **quality of conversation and challenge in this working group** is something that I've not been able to see in my own organisation and it's something that I want to see and take learnings from this.

FEA member

It's such a valuable space to bring and discuss the issues we're facing as organisations. Really appreciate the **honest conversation and constructive challenge and space to reflect.**

FEA member



## Spotlight: Youth Engagement Strategy development

We want young people to be at the heart of our work. In 2020-21, we enabled young people to co-lead sessions at our Impact Festival, sign our open letter to Government about education recovery funding, judge our Awards applicants and share their views at key sector meetings and events.

In January 2021, we received a Pears Foundation National Lottery Community Fund Grant to develop a youth engagement strategy that would embed youth voice, enable young people to participate in decision making and support youth social action. We worked with members and young people to co-develop the strategy. This strategy needs to work for all young people, so we embarked on a participatory co-design process with young people and conducted extensive consultation.



### SCOPING

We held interviews and a consultation workshop to **understand how members wanted the strategy to work for them.**

Naomi Lea (a youth consultant) and #iwill Ambassadors from the Education Advisory Council helped us decide **how to involve young people in the design process** and the principles that should guide the process.

### CO-DESIGN WITH OUR YOUTH STRATEGY GROUP

We worked with our members to recruit **12 diverse young people**, aged 14-24 who had different experiences of the education system. They became The Fair Education Alliance **Youth Strategy Group.**

They met for **six online workshops** to develop the Theory of Change, design inclusive and meaningful youth engagement activities, and build the strategy document.

### BROADER CONSULTATION

To capture other young people's opinions, we ran an **open youth consultation workshop.** 15 young people, many of whom were new to the FEA, gave feedback on the Theory of Change and discussed how we could improve and celebrate youth social action in education. We also hosted workshops with members to **gather feedback** on the process so far and **discuss implementation** of the strategy.

We then worked with Youth Strategy Group and embedded this feedback, ready for launch and implementation.

We had a fantastic response from the young people and members involved. All 12 members of the Youth Strategy Group said they would recommend Fair Education Alliance Youth Engagement activities to their friends.

We started implementing [the strategy](#) in October 2021 and build on the lessons learnt so far, including:

- reaching young people who aren't involved in youth social action,
- reducing dropouts and no-shows,
- facilitating engaging online workshops with young people and members together.

In the coming months, we are excited to recruit a Youth Steering Group and further embed young people in our Collective Action work and Scaling Impact Awards, as well as promoting and supporting youth social action in wider society.

This project has been an amazing experience and has inspired me to become even more active in youth social action. So, I am sure once plans are put into place it will do the same for others.

Ruth, 15, Youth Strategy Group

## Outcome 4: Solutions to issues in education are scaled systemically and based on need

We believe that members of the public, charities and social enterprises have a key role to play in identifying entrenched issues in education, developing solutions and getting those solutions working at scale. Our role in this is to give funding and tailored support to new and existing education initiatives.

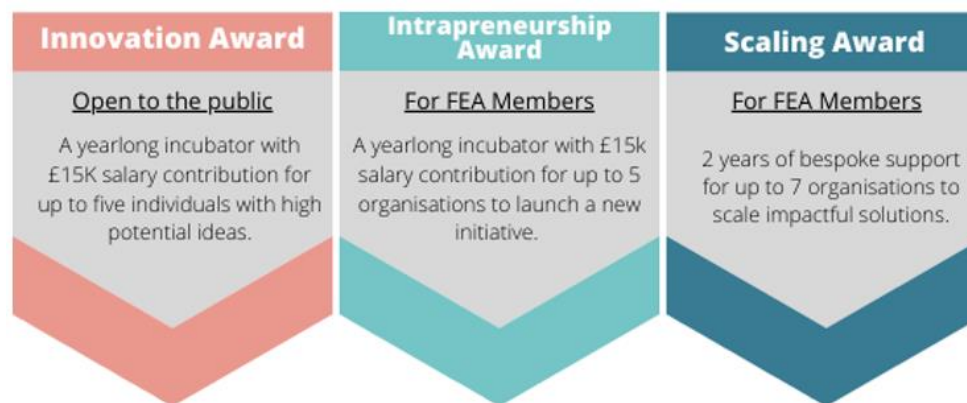
### In the last year, we supported 17 Scaling Impact Award Winners to tackle entrenched issues, target the areas of greatest need and scale impactfully.

We received 88 applications for our Awards in 2020. Following a rigorous selection process, we selected five Innovation Award Winners, five Intrapreneurship Award Winners and seven Scaling Award Winners. These Awards were made possible thanks to the support of Bloomberg and Credit Suisse.

Our Awards went beyond funding. We supported these **17 Award Winners** with a package of tailored 1:1 support, training and peer support.

After a year of support:

- All seven Scaling Award Winners reported that **the FEA contributed to their most significant areas of progress**
- Almost all (eight out of ten) Innovation Award and Intrapreneurship Award Winners reported that **their progress was largely or wholly a result of the FEA support**. One person felt their progress was partly a result of FEA support and another felt their progress was independent of the FEA support.
- Award Winners **increased their reach by 68 %**, from 279,873 pupils to 470,019 pupils
- They **increased their partnerships by 60 %**, from 866 to 1,382 schools and universities
- They **increased their combined turnover by 76 %**, from £5.5m to £9.6m<sup>7</sup>



<sup>7</sup> 2020/21: Scaling Award reached 467,316 pupils at 1,312 schools and universities and had £9.4m annual income. Innovation Award reached 973 pupils at 45 schools and universities and had £170k annual income. Intrapreneurship Award reached 1,730 pupils at 25 schools and universities and had £89k annual income.

## Our 2020-21 **Scaling Award**, **Innovation Award**, and **Intrapreneurship Award** Winners

			<b>Action Tutoring</b> Supporting <b>high-quality tutors</b> working with pupils from disadvantaged backgrounds to achieve at least national standards in English and maths at primary and secondary.	<b>Boromi</b> <b>In-school play libraries</b> to empower every parents to support and nurture their child's early development through powerful, purposeful play together at home.
<b>Get Further</b> A bespoke 'catch-up' <b>tuition programme</b> delivered by top tutors to students in need of extra help with <b>GCSE English and maths</b> .	<b>ImpactEd</b> Supporting schools and other education organisations to help them better <b>understand, evaluate and improve their impact</b> on young people.	<b>Learning with Parents</b> Supporting <b>policy work and school partnerships to drive parental engagement</b> and support disadvantaged families through maths and English programmes.	<b>School Home Support</b> <b>Specialist practitioner support</b> for disadvantaged children and families to maximise educational opportunities and improve life chances and wellbeing.	<b>The Tutor Trust</b> Supporting the Right Angle Project with TLC: Talk, Listen, Change, providing <b>tuition &amp; counselling</b> to children in alternative provision and looked-after children and their families.
<b>Ancestors unKnown</b> Delivering a curriculum and workshops for schools focused on <b>family history research</b> , aiming to develop positive identity in Black and other marginalised populations.	<b>The Bridging Project</b> Supporting <b>leadership coaches for first generation students</b> at top universities, to provide them with the support system and skills they need to succeed at university and beyond.	<b>Cape Mentors</b> <b>Tuition and mentoring services</b> delivered by qualified teachers to children at risk of or experiencing exclusion, to facilitate their return to full-time education.	<b>GriffinOT</b> Delivering affordable, high-quality online <b>children's occupational therapy</b> courses for teachers to develop the skills to support pupils with special education needs.	<b>Life Lessons</b> Delivering online curriculum of original video content about <b>relationships and sex education</b> presented by young people, accompanied by lesson plans and assessment tools.
<b>Centre for Education and Youth</b> Supporting a set of <b>research tools</b> to leverage their archive of qualitative and quantitative data about education and young people to help others find and use evidence.	<b>CoachBright</b> Supporting development of a key stage 2 tutoring programme that targets the critical <b>transition between primary and secondary school</b> .	<b>Power2</b> Delivering local <b>work placements</b> and 1:1 <b>employability support</b> for disadvantaged 14-16-year-olds considered 'the hardest to place' in work experience.	<b>Springwell Alternative Academy Spalding</b> Delivering quality <b>early years alternative provision</b> space and curriculum for very young children who have been or are at risk of being excluded.	<b>Yes Futures</b> A <b>personal development workbook</b> that helps young people to understand their strengths and how they can use them to be successful.

## Scaling Award

Our seven Winners received 244 hours of support from the FEA and 87 hours of brokered support from FEA members or our wider network.

The two-year programme of support includes:

- **1:1 support** from the Head of Scaling Award and others within the Fair Education Alliance Secretariat,
- **Brokered support** drawing on the expertise within the Alliance and our wider network. For example, Sir David Carter (Executive Director for System Leadership at Ambition Institute) ran a series of workshops about working with multi-academy trusts and Robert Craig (COO at Skills Builder Partnership) provided 1:1 on operations for multiple Award Winners.
- **Peer learning** through bespoke group workshops and learning opportunities as well as an annual leadership retreat to develop key leadership skills alongside peers.

### Feedback from Award Winners

All Winners felt all these elements of FEA support were important and rated the quality of the relationship with the FEA as 'Very good'. The most popular topics for support included leadership and management, strategy, HR and evaluation.

Having Siwan's expertise and time 1:1 to provide bespoke support, advice and brokered relationships in line with Boromi's prioritised needs has been hugely impactful.

Evie Keough, Boromi, Scaling Award Winner

### Our mid-point – Reach & Scale

#### Schools (inc. 6<sup>th</sup> form)



2019/20 = 822  
2020/21 = 1312 (^60%)

#### Pupils (all establishments)



2019/20 = 92,712  
2020/21 = 467,316 (^69%)

#### People (staff and volunteers)



2019/20  
Staff (FTE) = 126.8  
Volunteers = 1728  
2020/21  
Staff (FTE) = 230.5 (^82%)  
Volunteers = 3288 (^90%)

#### Revenue



2019/20 = £5,372,297  
2020/21 = £9,374,933  
(^75%)

Our seven Winners saw fantastic growth in their annual revenue, staff numbers and most importantly the number of schools and pupils they worked with. These increases are the result of increased demand and need for their work and their diversification of income streams (including national initiatives such as the National Tuition Programme).

We asked the Award Winners about their most significant areas of progress. Beyond their increased reach with schools and pupils and increased income, six of seven organisations noted the growth of their teams and developing the capacity of existing staff, and five organisations noted diversification in delivery methods and products.

## Innovation Award and Intrapreneurship Award

In addition to receiving a £15k grant for their salary contribution, our ten Winners took part in a year-long programme of support including:

- An intensive **Incubator programme** of technical and leadership training to support them to develop, test and sustain their new initiatives. Much of the training was delivered by charity sector and business experts.
- **1:1 support** from the Head of Innovation Award or Head of Intrapreneurship Award to build on learning from the Incubator.
- **Mentoring programme with senior leaders at Bloomberg** who provided expert advice and introductions to other relevant colleagues.

### Feedback from Award Winners

- 80% rated the support as 'Excellent' or 'Good'.<sup>8</sup>
- When asked which elements of FEA support contributed most significantly to their progress, everyone noted the £15k salary contribution and the Incubator. Other important elements included FEA endorsement, 1:1 support and the Bloomberg mentoring programme.
- When asked which sessions made the biggest difference for them, all Award Winners noted the sessions about **theory of change and evaluation**. These sessions explored problem research, long-term and short-term outcomes and how to monitor and evaluate programmes.
- Innovation Award Winners also highlighted the **sales theory** session which gave them direct feedback from a school leader and practical advice to improve their ability to sell.

## Innovation and Intrapreneurship Award Winner reach

### Schools (inc. 6<sup>th</sup> form)



2019/20 = 44  
2020/21 = 70 (^59%)

### Pupils (all establishments)



2019/20 = 277  
2020/21 = 2703 (^876%)

Alongside growth in the number of schools and pupils they reached, our five **Innovation Award** Winners saw a 79% increase in their turnover (from £94,992 to £169,689), and our five **Intrapreneurship Award** Winners generated £88,950 from their new programmes.

Award Winners shared with us things they're proud of from the last year. Partnerships were a key highlight, as The Bridging Project has two new university partnerships and they've also partnered with upReach, a fellow FEA member. Meanwhile Ancestors unKnown has partnered with the University of Bath Spa.

FEA's network has been invaluable. Great opportunities and introductions were facilitated by the Bloomberg mentors, FEA events, website and social media. The incubator sessions were led by inspiring guest facilitators, and 1:1 sessions with Shayan helped keep me on track.

Dana Saxon, Ancestors unKnown, Innovation Award Winner

<sup>8</sup> Those who gave a lower rating cited different reasons. One cited a perceived mismatch between the funding available and the workload expectations, and the other that their maturity and legal structure (for-profit) was not the right fit for the support.

The diversity of our Awards portfolio is important because systemic change requires diverse leadership and approaches.

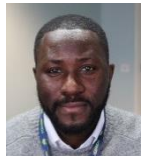
We are proud to support a cohort that:

- Focuses on developing **skills and wellbeing** alongside **academic attainment**.
- Targets a **range of education providers and stages of education**, from early years to post-16, including alternative provision and further education.
- Provides both **direct interventions** for young people and initiatives looking at **longer-term prevention or system change** within the sector.
- Includes **13 women** and **four individuals from Black, Asian or minority ethnic backgrounds**.
- Covers **all regions in England**, with six Award Winners that have their head office outside London.

We are excited to see how our Winners continue their work

All five Innovation Award Winners and three out of five Intrapreneurship Award Winners continue to work on their initiatives now that the one-year programme has ended. Two Intrapreneurship Award Winners from Power2 and Springwell Alternative Academy Spalding left their organisations in Summer 2021, and given this is the first year of running the Intrapreneurship Award we are exploring what this means for internal innovation and adapting our programme of support.

Meanwhile, our seven Scaling Award Winners will continue to receive FEA support until summer 2022 as part of their two-year programme.



The FEA has provided ample support, development and engagement opportunities. We have been blown away by the generosity of the FEA.

Will Cole, Power2, Intrapreneurship Award Winner

Being part of a positive learning community has been instrumental in my development... I have been challenged within a supportive environment and I am better-off for it.

Anonymous Intrapreneurship Award Winner



On all aspects the FEA has been amazing in terms of the project, but also my own personal and professional development.

Louise Bostock, Springwell Spalding Alternative Academy, Intrapreneurship Award Winner



Our Senior Managers have had several 'lightbulb' moments as a result of FEA introductions. It's helped shape or just bring confidence in making decisions on wide ranging things including HR and software negotiations. More recently, an introduction has led to additional funding for the next two years, helping with our financial sustainability.

Jen Fox, Interim CEO, Action Tutoring, Scaling Award Winner

I think it would have been very difficult for me to make the move to working full time without the Innovation Award especially given the context of the pandemic. I imagine I would have continued working part time which would have made it very difficult to move beyond simply managing the programme for a small cohort of students.

Anonymous Innovation Award Winner

## Scaling Award Spotlight: The Tutor Trust

The Tutor Trust is one of the FEA's seven Scaling Award Winners for 2020-22. The Tutor Trust's Right Angle Project - in collaboration with TLC; Talk, Listen, Change - supports children in alternative provision and looked after children and their families through tuition and counselling.

Over the last year, The Tutor Trust have **reached 54% more pupils**, from 2,595 pupils in 173 schools in 2019-20 to 6,600 pupils in 313 schools in 2020-21.

Their growth is the result of the team's work and FEA support in a few key areas:

- **They invested in growing their staff teams and upskilling managers.** The Right Angle team has grown from five full-time equivalent (FTE) staff to 11 and The Tutor Trust has grown from 20 FTE to over 60. The FEA provided bespoke line management training for 16 new and existing line managers. As a result, they have been able to develop and empower staff as they scale rapidly.
- **They developed a new subsidised paid-for pricing strategy** for the Right Angle Programme to meet increased demand and reach more pupils at more schools. The FEA supported a team from both charities to review the business model and develop and implement a part-funded pricing model. Siwan (FEA's Head of Scaling Award) provided 1:1 support and brokered support from members such as Skills Builder and expert input from two headteachers.
- **They developed a new programme in partnership with The Prince's Trust** which enables them to reach even more vulnerable young people who are interested in tuition coupled with key skills for school and work. The FEA will continue to support the team with this work in 2021-22.

The FEA also introduced the team to ImpactEd (fellow FEA member and Scaling Award Winner). The Tutor Trust and TLC have commissioned ImpactEd to review their impact and evaluation framework for the Right Angle Programme and measure the combined effect of an academic and therapeutic approach.

Most importantly, the Right Angle Programme makes a difference:

- 100% of pupils who fully completed both interventions 100% improved by one grade in English or maths
- Pupils on the Right Angle Programme are twice as likely as those just accessing one service (either tuition or counselling) to improve their GCSE grade
- 57% of pupils demonstrated a clinically significant decrease in psychological distress
- Pupils accessing counselling and tuition attended 2.5 more tuition sessions than those who had tuition alone

This has been a difficult 12 months in schools with the impact of Covid, but we have been able to use the support of FEA to thrive in this environment. The Right Angle culture is now embedded and the relationships within the teams of the two organisations have strengthened leading to a more cohesive approach across the teams. Trustees have been very impressed about the work of The Right Angle and are keen for us to focus more on addressing the needs of the whole child. Brokered support and networking opportunities from the FEA have led to progress in areas such as impact measurement through the relationship with ImpactEd, critical thinking and awareness through the Bain workshop, problem solving and discussion from the Scaling Award Virtual Retreat and a funded model transition thanks to brokered support from Skills Builder. With the increased confidence that being a Scaling Award winner has provided, we look forward to even greater progress in the coming year.

Joanne Meredith, Director of Alternative Provision



## Innovation Award Spotlight: The Bridging Project

Phoebe Prail, Founder and Director of The Bridging Project, was one of our five Innovation Award Winners in 2020-21. The Bridging Project works with remarkable young undergraduates who have overcome the odds to gain places at top universities. They match up students with leadership development coaches who work to develop the skills they need to succeed at university and beyond.



**The Bridging Project received £15k and a year of support from the FEA.** In the past year, The Bridging Project:

- **Increased the number of undergraduates** they work with, from 13 undergraduates last year to 48 undergraduates enrolled for 2021-22.
- **Increased the number of coaches.** A year ago, Phoebe was the only coach and now there are 20 coaches delivering the programme.
- **Increased their partnerships.** A year ago, Phoebe had no partnerships and now she has two university partnerships.

Phoebe told us that she would've found it hard to go full-time at The Bridging Project without the FEA funding. She also felt that the Incubator, mentoring and 1:1 support was **valuable for her personal development**, particularly while working alone during the turbulence of the pandemic.

Reflecting on the two partnerships she secured with universities for 2021-22, Phoebe felt she gained the necessary **sales skills and confidence** from the FEA's support. Phoebe made the links to those universities herself, and then followed through using specific skills she had learned from an Incubator session about sales with The Brilliant Club, as well as check-ins with her Bloomberg mentor, 1:1s with Shayan (Head of the Innovation Award) and peer support from another Award Winner. That range of support and accountability was important to Phoebe.

Phoebe also **made the most of the FEA's network**. At our Annual Summit in November 2020, Phoebe connected with another FEA member, Universify, in a session about post-16 education. In a follow-up conversation, they identified an opportunity to work together. Universify had expertise in training coaches, so they co-facilitated over 10 hours of training for The Bridging Project's 20 volunteer coaches with fantastic feedback from attendees. Phoebe also spotted an opportunity to work with another FEA member, upReach, to provide career support and opportunities to the students in 2021-22.

All of this is ultimately **helping more undergraduates to succeed at university**. One student at The Bridging Project at Oxford University said, "I have been on The Bridging Project since last September, and I can't quite express how valuable it is. My coach has been an indispensable source of support, encouraging me to do things that are necessary, but might make you slightly uncomfortable. For me it was organising meetings and making contact with pastoral support around my college at Oxford."

The Bridging Project became an FEA member in October 2021, and Phoebe is excited to continue working with, learning from, and supporting other FEA members.



## Intrapreneurship Award Spotlight: Power2

Power2 was one of our five Intrapreneurship Award Winners in 2020-21. Power2 works with children and young people who are at a critical point in their lives and struggling with school - for whatever reason. Its asset-based programmes develop crucial life skills, improve confidence and boost self-esteem through mentoring and positive psychology, so young people can get the most out of their education and reach their potential.



**Power2 received £15,000 and a year of support from the FEA to develop and take to scale a new programme** – an intensive, early intervention approach for young people 14-16 years who are considered ‘the hardest to place’ in work experience. Will Cole, Power 2’s Head of Impact and Programme Development, was the ‘lead intrapreneur’ who joined the FEA Incubator training and mentoring.

Will told us that **without the FEA funding, he would not have been able to make the progress he did.** The funding gave him the chance to:

- dedicate substantial time to do research
- be creative
- speak to stakeholders
- work with young people on the idea.

He felt all this work improved the quality of programme development at Power2. But the money was not the most important of the FEA support for Will. He felt that **the FEA is truly focused on the long-term impact of members’ work on young people**, and this plays out in the training and 1:1 support provided, as well as being part of the wider community. He felt that he was part of an “ecosystem of learning” where he could share ideas with others, use his imagination and “push the boundaries”.

**The theory of change sessions and 1:1 support were the best part of the Incubator for Will.** He particularly appreciated challenging but supportive questions during 1:1 meetings with Tisha (Head of Intrapreneurship Award) and an impact consultant. Will applied what he learned to help other Power2 colleagues develop programme design and impact skills. Now when Power2 team members develop anything new, they know that their impact goal for young people is the ‘north star’ of their decisions. Julie Randles, CEO of Power2, told us that, “Winning an Intrapreneurship Award made a huge difference to our work at [Power2](#), enabling our brilliant Head of Programme Development Will Cole to develop a great new co-creation approach to our programme development.”

Will has moved onto another organisation, but the Power2 team is continuing his work. Power2 has appointed his successor from within the organisation and the skills cascaded by Will be central to her role.

The Intrapreneurship Award is gold dust and a rare opportunity.

Will Coles, Power2

Our work in 2020-21 was made possible thanks to the support of our business, trust and foundation members

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# Appendix

## Our Collective Action Working Groups

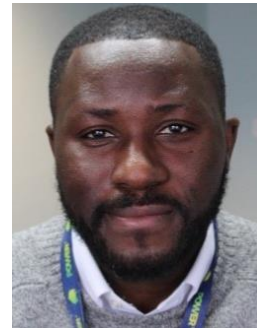
These Working Groups are open to any FEA member.

Working group	Purpose	Meeting schedule	Meetings in 2020-21	Average attendance
Overarching Campaign	To frame and develop the Fair Education Alliance's overall messaging and collective agenda.	Monthly meetings.	8	13
Tuition Advocacy	To advocate for the value of tuition as a proven intervention for supporting disadvantaged young people.	Fortnightly meetings.	24	9
Delivery	To share knowledge and best practice about programme delivery.	Weekly meetings.	48	7
Wellbeing and inclusion <i>New in spring 2021</i>	To support cultural transformation in approaches to wellbeing and inclusion in our education system.	Meetings every 2-3 months.	2	22
Literacy Advocacy	To campaign for the improvement of literacy education.	Meetings every 3-4 months.	2	27
Addressing Racial Inequalities in Education Head On <i>New in summer 2021</i>	To create a movement where individuals, organisations and the sector challenge existing structures and address racial inequality.	Meetings every 3-4 months.	1	23
Parental Engagement	To advocate for a shared understanding of effective parental engagement and its role in addressing the attainment gap.	Meetings every 1-2 months.	5	15

## Meet our 2020 Intrapreneurship Award Winners



CoachBright's new programme brings their academic coaching approach to younger pupils through development of a key stage 2 tutoring programme that will target the critical transition between primary to secondary school.



Power2's new programme uses an intensive, early intervention approach to develop employability skills through local work placements and 1:1 support for disadvantaged 14-16-year-olds who are considered 'the hardest to place' in work experience.



Springwell Alternative Academy Spalding will provide a quality early years alternative provision space and curriculum for the increasing numbers of young children who have been excluded, or are at risk of exclusion.



The Centre for Education and Youth's new product is a set of research tools to leverage their sizeable archive of data, gathered over a decade of research with practitioners, policymakers and disadvantaged young people.



Yes Futures new product promotes skills and wellbeing alongside academic attainment through a personal development workbook that helps young people to understand their strengths and how they can use them to be successful.

## Meet our 2020 Scaling Award Winners



Action Tutoring uses high-quality volunteer tutors to support pupils from disadvantaged backgrounds to achieve (at least) national standards in the core subjects of English and maths in primary and secondary education



Boromi creates in-school play libraries to empower every parent to support and nurture their child's early development through powerful, purposeful play together at home, where it matters most.



**GET FURTHER**

Get Further works with colleges to identify students in need of extra help with GCSE English and maths, matching these students to top tutors, who deliver bespoke 'catch-up' tuition programme.



School Home Support partners with schools to provide specialist practitioner support to disadvantaged children and families to maximise educational opportunities, improve life chances and wellbeing and address root causes to education barriers.



The Tutor Trust's Right Angle Project in collaboration with Talk, Listen, Change supports children in alternative provision and looked after children and their families through tuition and counselling.



Learning with Parents leads parental engagement policy work and partner with schools to drive and monitor effective parental engagement and to support disadvantaged families through their Maths and English with parents programmes.



ImpactEd works with schools and other organisations to help them better understand, evaluation and improve the impact they make on young people

## Meet our 2020 Innovation Award Winners



Ancestors unKnown provides primary and secondary schools with curriculum, workshops and community focused programming that introduces students to family history research and other untold histories.



### The Bridging Project

The Bridging Project works with disadvantaged young people to 'bridge' their transition to university - by matching them with trained leadership coaches who ensure they have the necessary support system and professional coaching to enable them to finish their university journey.



GriffinOT aims to provide affordable, high-quality online children's occupational therapy support for schools and families. The goal is to help teachers and families develop the skills needed to effectively support pupils having special education needs - through online resources.



## Life Lessons

Life Lessons is an online platform featuring a full curriculum of original video content focused on RSE (relationships and sex education) presented by relatable young people with an array of lived experiences. The videos are complemented by lesson plans and assessment tools to empower teachers to teach the subject effectively.



CAPE Mentors provides tuition and mentoring services to children at risk of exclusion and those permanently excluded without school placement. CAPE Mentors pairs these children with qualified teachers who provide the dual support of academic attainment and meaningful mentorship.

## Our Innovation & Intrapreneurship Incubator sessions

\*Innovation Award Winners only

†Intrapreneurship Award Winners only

September – November 2020

- **Theory of change series: Problem research, Defining your impact goal and outcomes, Activities and solution (re)design**
- **Leadership**
- **Legal structures\***, with [Bates Wells](#) and [Louise Garner](#).
- **Strategic planning and prioritisation\***, with [Susanna Eriksson-Lee](#) from [Teach First](#) (now at [Guy's and St Thomas' Foundation](#))
- **Practical finance\***, with [Chris Conway](#) from [Multiply Accountancy](#)

December 2020 – February 2021

- **Impact measurement and evaluation**, with [Bart Crisp](#), Senior Research Manager at [Curee](#)
- **Business models**, with [James Teasdale](#) and [Jonny Boddington](#)
- **Funding and fundraising**, with [Hannah O'Neill](#), Partnerships and Fundraising Manager at [Action Tutoring](#); [Kiran Gill](#), CEO of [The Difference](#); [Emma Turnbull](#), Corporate Responsibility and Philanthropy at [Allen & Overy](#)
- **Leadership: cultivating effective working relationships**, with guest experts [Pedram Parasmand](#), Co-founder and Director of [The Skills Lab](#)
- **Safeguarding\***, with [Samantha Marcus](#), Head of Programme Delivery, [Power2](#)
- **CRM systems\***, with: [Chris Hall](#), Founder and CEO at [Impact Box](#)
- **Making the most of mentoring**, with [Mayur Gupta](#) (previous Innovation Award Winner), [Career Accelerator](#)
- **Marketing and branding**, with [Amanda Jones](#), Planning Director at [The Gate London](#)
- **Organisational branding for internal innovations†**

March – June 2021

- **Data collection, storage and analysis**, with [Phil Yeeles](#) (Intrapreneurship Award Winner) and colleagues from the [Centre for Education and Youth](#)
- **Sales strategy**, with [Hugo Disant](#), Head of Sales and Account Management at French Buyside, Bloomberg LP; [Greg Sanderson](#), co-Founder of [Smart School Councils](#); [Anton Innocent](#), Principal at International Academy Greenwich, [Stephanie Hamilton](#), School Partnerships & South Area Director at [The Brilliant Club](#)

- **Presentation skills**, with [Kenza Wilks](#) and [Issy Fidderman](#) from [Code Blue](#)
- **Presenting your impact**, with [Elly Rundle](#), Head of Operations and [Alex Quinn](#), Head of Data at [IntoUniversity](#)
- **Innovation Governance and building a board**, with [Alex Shapland Howes](#), Co-founder of Tandem; Gina Cicerone, Co-CEO of the Fair Education Alliance
- **Leadership: Embedding your new initiative in your organisation<sup>†</sup>**
- **HR and employee life cycle\***, with [Michael Lambert](#); [Virginie Barrault](#) from [Teach First](#); [Emma Bell](#) from [Innovations for Learning UK](#)
- **Diversity & inclusion, and Wellbeing**, with guest experts [Dana Saxon](#) from [Ancestors UnKnown](#) (Innovation Award Winner); [Deena Newaz](#) from [ImpactED](#)
- **Strategic planning**



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