



Fair
Education
Alliance

Annual Report 2021-22





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A welcome from our Chair

Dr Vanessa Ogden



This year marks a decade since sector stakeholders collaborated to create the Impact Goals – a way for society to measure our progress in closing the disadvantage gap in education. Since 2012, our 240 members have devoted sustained, strategic attention and determined action to closing this gap. Our work has led to pockets of incredible progress for some young people in different parts of the country. Yet, as we see from our most recent [Report Card](#), at the system level the disadvantage gap in some areas has remained stubborn – and following the recent Covid-19 crisis, it is widening again. Factors which have hindered our ability to close the gap include a decrease in real-term funding for schools since 2010, rising poverty as energy prices increase and salaries, income support and other benefits do not keep up with inflation, and reduced support services to help households in financial difficulty. Without a strategic collective response to child poverty, that targets it in multiple ways at the same time, all we will ever do is skim the surface.

This is why the Fair Education Alliance exists. This coalition unites diverse stakeholders under a common strategy, a powerful collective voice and coordinated action to achieve change beyond the power of any one organisation. I am proud of the impact that our alliance and the FEA team have achieved thus far.

Over the past year, the FEA has equipped members to deliver greater impact, including targeting the areas of greatest need, developing innovative programmes and new models to scale as well as embedding youth engagement within many organisations' work. At a policy level, the FEA kept a relentless focus on supporting pupils from low-income backgrounds, influencing the National Tutoring Programme and investment in education. We have purposeful plans to build on these achievements over the next year. We will focus on place-based change. We will lobby policy makers to prioritise education ahead of the 2024 election. We will use our insightful National Ecosystem Map for members to target the areas of greatest need. We will create a 'youthquake' of young people to help lead the vanguard for change. We will nurture impactful innovations that challenge inequality and direct them to the communities that need their services most.

We take heart that, working together as schools, businesses, charities, social enterprises, policymakers and young people, we will keep battling for a fairer system that eradicates the disadvantage gap in education. We will continue to tackle entrenched issues through our collective approach – with a unified voice, effective collaboration, diverse leadership and innovations that create meaningful change. We invite you to join our movement to challenge child poverty and eliminate disadvantage through giving every child in a low-income family a full, well-supported school experience – because we all know a good education is a 'life chance' and that every day counts.

Dr Vanessa Ogden
Chair, Fair Education Alliance

An introduction from our CEO

Gina Cicerone



In 2022 we are not giving our children and young people the education they deserve. The Impact Goals, which were established one decade ago, were crucial in the sector. They aligned us under a shared vision and framework, and united actors working towards the same goals. Hundreds of thousands of individuals and organisations have worked tirelessly to achieve the goals and close the gap in education outcomes between children and young people from low-income backgrounds and their wealthier peers. This has had an impact for so many young people across the country, from early years through to careers. However, as this year's [Report Card](#) shows, the gaps remain stubbornly wide, greatly due to factors outside the education sector including the pandemic, rising poverty, increasing inequality and insufficient school funding.

We're proud of the work of the FEA members despite those challenging circumstances, and the outcomes they have achieved. Over the past year, our 240 members directly supported over two and a half million children and young people and over 150,000 teachers and headteachers, improving young people's attainment, wellbeing, skills and post-16 progression. We used our unified voice to co-create and amplify dozens of campaigns calling for increased investment and targeting of young people from lower socio-economic backgrounds. We joined up over 600 sector stakeholders to take action together.

We co-created the powerful digital tools to transform collaboration and targeting. We invested in young people to lead the charge. And we helped nurture bold initiatives and supported Award Winners to double their reach.

The need for the FEA movement has never been greater. Despite the challenges that lie ahead for our members, the sector and society, we will not give up. This is a pivotal time for influencing change on a system level. Across the next year, we will use our powerful collective voice to ensure that education is prioritised across all political parties. We will apply the rich data from our digital tools to target cold-spots and enable effective place-based change. We will prepare the sector to create a youthquake that disrupts the status quo. We will innovate to tackle the entrenched problems that impede societal progress, and scale to the areas of greatest need.

This will not be an easy journey. Our members are all affected by the cost-of-living crisis – from reduced funding to capacity crunches to new priorities that address urgent issues in their communities – but our work together is the only way we will transform the outcomes for young people now and in the future. We've always known it takes a village to raise a child – but it's now apparent that it takes a nation. We want to thank our funders, trustees, advisors, member organisations and Secretariat for your dedication to this nationwide effort. We thank you for your unwavering commitment to our system-wide approach to enable all children and young people to thrive.

Gina Cicerone
Chief Executive Officer

Foreword from our Youth Steering Group

The last year has shown us why it is so important that the Fair Education Alliance exists. With the COVID pandemic impacting education so drastically and the cost-of-living crisis worsening, the FEA have been integral in ensuring the perspectives of the young people most affected are heard.

In difficult climates, those in power often forget about young people and that we are the experts in our own experiences. But the FEA acts as a flag: alerting others of our needs and wants, highlighting how the barriers to education intersect, and then including us in designing and collectively advocating for the solutions to fix the problems facing too many students. This equal partnership, where we are respected and heard, allows us to feel safe and be our authentic selves as we work together for a fairer future.

As a Youth Steering Group, we are incredibly proud of everything we have participated in, from working with Ofsted on their strategy and speaking at the Festival of Education, to representing the group at 10 Downing Street, responding to Child Q and hosting our own event on exams, the cost-of-living crisis and mental health. We've spoken out against inequality and identified the change that needs to happen, and in doing so hope to have made a difference for young people now and in the long term.

By being a part of the FEA, we have felt so empowered in knowing that we aren't alone in the pursuit of fair education for all. As we reflect on 2021/22 and embark on the next academic year, we are determined to change the education system, aiming high and trying our absolute best to help as many people as we can.



Executive Summary

About the Fair Education Alliance

Why the FEA exists

For several decades, successive governments, educators, businesses, charities and social enterprises have tried to improve education for the most disadvantaged children and young people. Many people have the same vision for a fair education system but different views on how to get there, resulting in siloed work and competing voices rather than a joined-up approach. These individual efforts have had an impact on some young people, but the sum of these efforts is not making an impact for all young people.

For the last decade, the FEA has monitored gaps between poorer pupils and their wealthier peers across five measures: attainment at primary school, attainment at GCSE, socio-emotional competencies and skills, post-16 destinations and access to higher education. We know that the gaps between poorer pupils and their wealthier peers have mostly failed to shift over the past decade, and some groups have fallen even further behind.

The FEA's approach

The FEA unites 245 member organisations to tackle educational inequality together. Our members represent the voices of young people, charities and social enterprises, research organisations and think tanks, businesses and foundations, unions, universities and schools. Together, our members provide direct support to over two and a half million young people annually across every region of England as well as indirect support such as funding, training and campaigning.

Our members chose four collective priorities to create a fair, inclusive education system:



Our 245 FEA members...

Represent diverse voices

72% of our members are delivery organisations, working directly with pupils, teachers, parents or other people in the education system. The rest are a mix of membership bodies, unions, research organisations, businesses, foundations, schools, colleges or universities.

Range from large national organisations to small grassroots initiatives

Some members are big businesses with thousands of staff and a team dedicated to education programmes, while others are small local charities with deep local relationships with children and families.

Tackle the breadth of educational inequality

Educational inequality has complex causes and symptoms. Members work on inequality in mental health & wellbeing (61% of members), attainment (59%) and skills development (57%). Other areas of focus include university access and progression, careers and employability, and early years.

Support millions of people

Together, our delivery members provide direct support to **over two and a half million children and young people** annually across every region of England, as well as indirect support such as funding, training and campaigning.



60% of members work across all regions in England

In each region, from the South West to the Midlands to the North East, at least 66% of members are tackling educational inequality.

Give young people space to lead



81%

of our members involve young people in their work in some way.



52%

of members involve young people in decision-making through a youth board/council and/or young trustees.

Have diverse leadership

16% of our members' CEOs and on average 26% of our members' senior leadership teams are from a Black, Asian or minority ethnic background.

22% of CEOs were eligible for Free School Meals and/or first generation in their family to attend higher education.

Our members value being part of the FEA



75% of members took part in at least one FEA activity in 2021-22.

This ranged from attending our Annual Summit or a Collective Action Working Group, to co-creating our new membership tools. We want every member to be able to contribute to our collective work.



86% of members who participated in FEA activities said their overall experience as a member was good or excellent.



86% of members feel the FEA's strategy is clear to them



72% of members feel a sense of belonging as part of the FEA.

When asked about whether membership enables them to work more effectively, 57% of members who participated in FEA activities in the last year said it did, 4% said it didn't, and the rest were neutral or unsure. We had similar results for whether membership enables them to increase their impact on educational inequality.

Highlights

from 2021-22

We shared a unified collective message about what we want for education in England and how we can achieve it

We influenced the focus of the National Tutoring Programme (NTP)

ensuring small group ratios and prioritisation of pupils eligible for pupil premium.

We called for increased investment in education and targeted support for specific groups of pupils.



80% of members say the FEA's strategy for a fair education is clear to them.

We increased connections and collaboration across the ecosystem so organisations learn from each other, avoid duplication and act together

271 people from 113 member organisations

worked together on education issues ranging from parental engagement to racial inequality through our seven Collective Action groups.

New membership tools including our member directory and our ecosystem map

will help members spot overlaps and gaps across the thousands of education settings where they work.

651 people connected across our activities.



86% of active members rated their FEA membership as good or excellent.

We increased diversity of leadership in education by investing in young people as co-leaders of our movement, and ensuring underrepresented groups are given platforms to lead change

167 people attended our Youth Engagement Working Group since its launch in February.

Young people were keynote speakers, chairs or panellists at every FEA event.



81% of FEA members involve young people in their work.

We scaled initiatives systemically to tackle entrenched issues in the areas of greatest need

Our Fair Education Awards equipped 16 education initiatives to start-up and scale with training, funding and connections.

Our Award Winners worked with 556,872 pupils and 210 teachers in 2,323 schools.



73% increase in school partnerships

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

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 **#iwill** | 

 **COMMUNITY FUND**

 **Pears Foundation**



...and our members





Outcome 1

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

We are all working toward the same vision – that no child’s success is limited by their socioeconomic background – but there is a spectrum of views on how to achieve it. We need a joined-up approach rather than competing voices. This has been truer than ever over the past year, when we’ve seen prolific policy development against the backdrop of skyrocketing child poverty, persistent post-COVID learning gaps, and a worsening teacher recruitment and retention crisis. The FEA’s role in this is to listen to members, align on where we can have the greatest impact together, and build a shared message about what we need to make education fairer. We then use that message to collectively influence policy and practice.

As we show in our latest [Report Card](#), the gaps in attainment, skills and access to employment and education between poorer pupils and their wealthier peers have mostly failed to shift over the past decade. Some groups have fallen even further behind. Therefore, we called for increased investment in education and targeted support for specific issues and groups of pupils.

Increased investment in education

- We issued a [response](#) to Chancellor Rishi Sunak’s **Autumn 2021 Budget**, applauding the investment made in skills, youth services, and the holiday activities fund, but calling for further investment in line with sector-wide recommendations. We then [responded](#) to the Education section of the **Levelling Up White Paper** and appeared on BBC News to argue for more support for schools rather than only targets for them to achieve.
- We publicised **Child Poverty Action Group’s** [Cost of the School Day](#) campaign, seeking to make school activities more accessible for all pupils, and **Teach First’s** call for an uplift to [Pupil Premium](#).
- We promoted campaigns and signed joint letters to Government to increase funding for free school meals. This included **Magic Breakfast’s** [Hidden Hunger](#) campaign, calling for increased investment in school breakfast provision, **National Education Union’s** campaign for universal free school meals for all primary school pupils, and **Bite Back 2030’s** [Free School Meals](#) campaign to extend free school meals to all children eligible for universal credit.
- We contributed to and promoted the **Foundation for Education Development’s** [National Education Consultation Report 2022](#), calling for a long-term strategy and plan for education.



Photo: Adobe Stock

Targeted support for specific issues and groups of pupils

- We responded to government’s **Post-18 proposals (Augar response)** with the Fair Access Coalition and input from our Youth Steering Group, opposing the Government’s proposals to impose minimum grade thresholds to access student finance and limitations on degree courses deemed ‘low value’.
- We convened members including the Council for Disabled Children (part of our member National Children’s Bureau) to contribute to a roundtable by IntegratED to respond to the **SEND & AP Green Paper**, where we called for more support for mainstream schools to create inclusive environments and an accountability system that values inclusion.
- We hosted two **place-based roundtables**, where experts aligned on the need to commit to community-led change over a longer term, and to invest in consolidating learning and evaluating practice in this area.
- We supported **Governors for Schools’ All pupils, every ambition** campaign to get more people onto school Boards, contributing to the recruitment of over 2,500 governors.
- We joined over 400 others as a signatory to the **Careers and Development Policy Group’s Careers Guidance Guarantee**, urging the government to give everyone in England access to lifelong career guidance.

Our **Overarching Campaign Working Group** is an important forum for developing our messaging and collective agenda, with 40 people from 32 member organisations (13% of our members) attending in the last year. We recently focused on sharing member priorities in response to the Schools White Paper and the Schools Bill, and sparked collaboration on campaigns related to pupil premium and free school meals.

We influenced the focus of the **National Tutoring Programme (NTP)**. As a result of our collective advocacy, the Department for Education stated that schools must use quality-assured providers, that group ratios are recommended to be 1:3 and that schools should prioritise pupils eligible for pupil premium. This echoed our members’ recommendations and reports published by **Impetus** and **Centre for Education and Youth**. These changes to the NTP followed multiple joint letters from our Tuition Advocacy Group to the Department for Education and the Secretary of State for Education, articles in Schools Week **criticising the removal of the programme’s pupil premium target** and **calling for the new NTP contract to focus on targeting cold spots and students eligible for pupil premium**, and meetings between our CEO, our Tuition Advocacy group and government officials.

Outcome 2

Increased connectivity and coordination across the education system

We believe that strong 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 drive change together.

Collective Action working groups

We united our members and key stakeholders in our Collective Action working groups.

In 2021-22, 271 people from 113 member organisations (46% of our members) and 91 people from 71 other organisations took part in at least one of our groups.



Delivery

18 member organisations and two other organisations attended across 32 meetings

They meet to share best practice and support each other in working through challenges related to digital and in-person programmes with young people.



Youth Engagement

54 member organisations and 50 other organisations attended across five meetings

In our newest working group, young people and staff from the FEA and our members co-facilitate sessions about different elements of youth engagement practice. It also functioned as the #iwill Education Sector Group. A highlight was our Youth Social Action in Education Showcase with the #iwill Fund, chaired by our Youth Steering Group. We will continue to host a Youth Engagement Community of Practice and start a group to increase youth engagement in education policy.

#iwill



Literacy Advocacy

15 member organisations and one other organisation attended across seven meetings

This group informs how we can advocate for a literacy system which benefits all young people, particularly the most disadvantaged. The group completed their manifesto and accompanying [strategy document](#) in Spring 2022.



Parental Engagement

13 member organisations and 12 other organisations attended across four meetings

Learning with Parents leads this group to drive forward a shared understanding across the sector of effective parental engagement and its pivotal role in addressing the attainment gap, and to transform parents' and carers' roles in education.



Tuition Advocacy

14 member organisations and one other organisation attended across 18 meetings

This group, led by [Action Tutoring](#) CEO Susannah Hardyman and [Tutor Trust](#) co-CEO Nick Bent, advocates the value of tuition in supporting schools and colleges, both in the context of the National Tutoring Programme (NTP) and the wider vision for tutoring in closing the gap. The group contributed to significant improvements to the NTP and provided expertise for member CfEY's report, '[Levelling Up Tutoring](#)'.



Wellbeing and Inclusion

16 member organisations and four other organisations attended across two meetings

Most recently, the group met to review the SEND and AP Green Paper and is likely to focus further on SEND in the coming months.



Tackling Racial Inequality

20 member organisations and four other organisations attended across two meetings

This group looks at equality, inclusion and diversity in education. They convened school and third sector leaders to respond to [research](#) by NFER on racial inequality in the teaching workforce and shared their ideas with the APPG for the teaching profession. This group will continue to pursue racial diversity in teaching and leadership.

Place-based change for education

Following the publication of the Government's Levelling Up strategy in February, we convened 32 people across two roundtables to share learnings from our members' place-based initiatives and our new Ecosystem Map and agree on what is needed to level up communities across England. Leaders of successful place-based initiatives – including Graeme Duncan of Right to Succeed, Emily Sun of Place Matters, Jonathan Douglas of the National Literacy Trust, David Gregson of #BeeWell (joined by a young person leading on #BeeWell activity) and a representative from the Department for Education – discussed the practices, conditions, and mindsets needed for long-term, place-based change at scale, and the importance of evaluating these initiatives. The discussions led to our recommendation in our [Report Card](#) for a National Centre of Learning for Place.

We represented our members in other education forums and shared key messages back to the membership.

- We are a Partner in the [IntegratED Partnership](#) which works to reduce preventable school exclusions and is convened by the Centre for Social Justice.
- We sit on the Steering Group of the [Schools Wellbeing Partnership](#) with other mental health and wellbeing charities convened by the Children and Young People's Mental Health Coalition, and we contributed to the Government's behaviour consultation.
- We are part of the [Child Poverty and Education Group](#), convened by FEA member Child Poverty Action Group, to reduce child poverty.
- We worked with [Reconnect London](#) to ask young Londoners what schools could do in the next academic year to support their learning and shared 250 responses with conference delegates. Our Youth Steering Group also shared case studies demonstrating the diversity of experiences during the pandemic.
- We are part of the [Edge Policy Network](#), where we work with experts on skills and employment.

Annual Summit

Our Annual Summit is a momentous occasion, bringing together our members, education innovators and key sector stakeholders to drive forward our shared vision for a fair education system and to shape our strategy.

23 virtual sessions and 11 in-person dinners.

273 attendees from 131 different member organisations (53% of our member organisations).

40 different speakers including Paul Dreschler CBE, Children's Commissioner Dame Rachel de Souza and young poets from Literacy Pirates.

42% of sessions featured young people as facilitators or panellists.

What the Summit achieved

Members shaped the FEA's strategy and discussed the future of education with Nizam Oddin OBE (Algebra), Lamide Odanye (LIVE) and Peter Hyman (Big Education and School 21), hosted by Anna Edwards of Bloomberg TV.

Members showcased their work and led sessions about our collective priorities including developing the whole child and supporting teachers and leaders.

Attendees built connections through structured networking sessions and heard from our 16 Award Winners about how they're targeting areas of greatest need. While the main Annual Summit was hosted online, we also hosted 70 members from 45 organisations at 11 dinners in places where they live and work.

Attendee feedback

- 85% of attendees who gave feedback felt they better understood our strategy.
- 90% of attendees felt more aware of the FEA's work.
- 85% of attendees made new connections or strengthened existing connections with others.

“The whole summit was run so well – not a moment was wasted which is clearly very important with the urgency of the cause and the stretches on people's time. There was just the right balance of listening and interaction and making real connections. We came away feeling totally energised about the year ahead and how we can work more effectively with the FEA and organisations within it.”

FEA Member who attended the Summit



Festival of Education

The Festival of Education at Wellington College returned as an in-person event this year with thousands of attendees. 161 people joined our FEA strand which was dedicated to creating a fairer education system. We co-led five sessions with FEA members and members of our Youth Steering Group, plus one-to-one sessions with people who were interested in our Awards.

Fair Education sessions

A community approach to building a fair education system for all, chaired by Denise from our Youth Steering Group with panellists from National Literacy Trust, Right2Succeed and Khulisa.

Educating the whole child and its impact on the disadvantage gap, chaired by Oghale from our Youth Steering Group with panellists from Skills Builder Partnership, Family Links, Ancestors unKnown and Barclays LifeSkills.

Supporting young people into careers and post-16 destinations, featuring Causeway, the Careers and Enterprise Company and Positive Transformation Group.

Impactful initiatives to close the disadvantage gap, featuring ImpactEd, Action Tutoring, Bridge Academy and Oghale from our Youth Steering Group.

Addressing racial inequalities in education, chaired by Powered by CAN and Oghale from our Youth Steering Group, with Career Accelerator and Aspiring Heads.

Innovation clinic: Get support with your initiative, with the FEA team and former Award Winners.

Across the rest of the Festival, 13 other FEA member organisations led sessions, including The Brilliant Club, Voice 21 and Driver Youth Trust.

“It was so good to hear from audience members who were very passionate and had differing points of views from the panellists and each other.”

Youth Steering Group member

“Thank you for today’s session. Very informative and useful for schools and educators!”

Teacher attendee



“All young people deserve to thrive and by working together to make education fairer, we will go a long way to improving the lives and futures of children across the country, including those too often forgotten and overlooked.”

Ruth, Youth Steering Group

National Gallery Reception

Our business member Credit Suisse generously hosted a reception and private view of The Credit Suisse Exhibition – Dürer’s Journeys: Travels of a Renaissance Artist at the National Gallery in support of our work to make education fairer for all.

This was an opportunity to build connections across public, private and third sectors which are at the heart of our strong network. We welcomed guests from the Department for Education, Ofsted, Foundation for Education Development, Education Policy Institute and many of our charity, business and trust and foundation members.

Our speakers showcased how government, philanthropy, civil society and young people can join forces to make education fairer so that every child and young person thrives.

Dame Rachel de Souza, Children’s Commissioner for England, gave the keynote speech and shared findings from The Big Ask, the largest ever survey of children in England.

“As we recover from the pandemic, this is an urgent moment in the evolution of education in England and we need to seize it. The first priority is to bolster catch-up funding for schools; we should then use this effort to embed high-quality, early-intervention support in the long-term – both pastorally and academically. Very simply, if we keep expectations high – as we must – we must also give students the support they need to be able to reach those standards, especially the disadvantaged and the vulnerable. If we do not, the system rests on an internal and unjustifiable contradiction.”

The Big Ask – The Big Answer, Children’s Commissioner, 2021

We also heard from Vanessa Ogden, CEO of Mulberry Schools Trust and Chair of the FEA, Ruth from our Youth Steering Group, and FEA members and Award Winners Tom Harbour, CEO of Learning with Parents, and Susannah Hardyman, CEO of Action Tutoring.

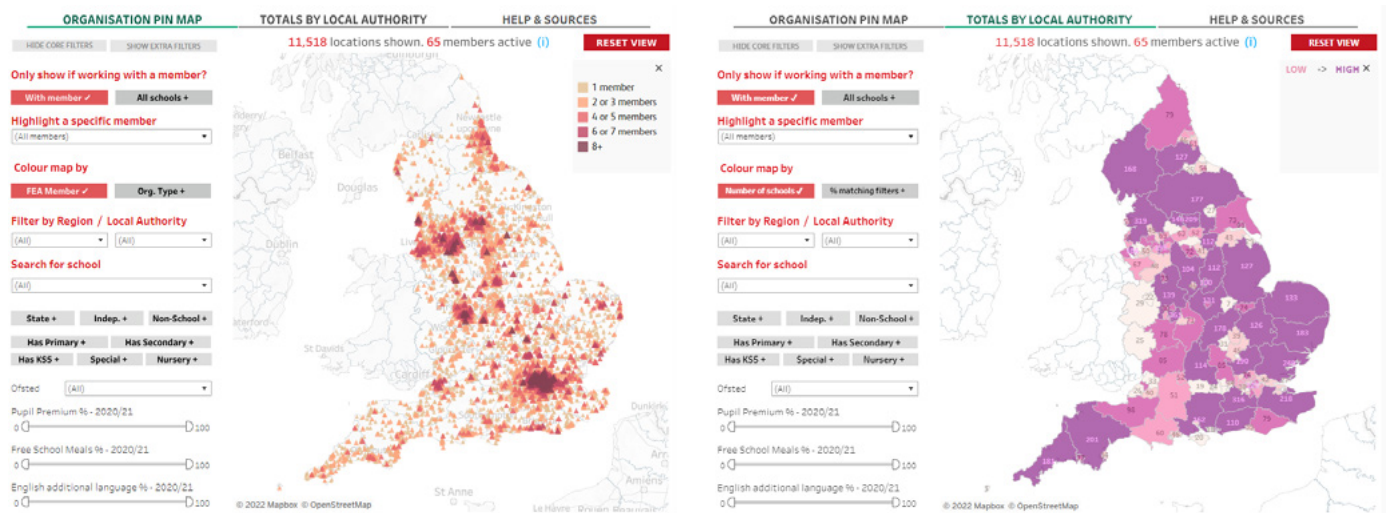


New Membership tools!

We launched our Membership Tools in autumn 2022. We co-created the tools with 56 members and 36 other stakeholders. These tools support members to connect and collaborate more effectively and target their work for the greatest impact. This helps us to have more impact on the young people who are most in need of our support.

Ecosystem Map

Our Ecosystem Map combines educational needs data such as national level attainment and deprivation statistics alongside current school reach data for 65 FEA members. There are 25,000 educational institutions in England – from nurseries to sixth forms. Almost 12,000 of those are reached by at least one FEA member, representing 20,820 partnerships. The map helps our members to target their work and highlights the existing work of other members to foster potential partnerships.



Member Directory

Our Member Directory is a central place for members to access information about each other. Members can search and filter based on areas of work, outcomes and regions. Members have this information at their fingertips to help them connect and collaborate throughout the year.

Feedback from our members

“The FEA’s work to influence policy is shining a light in the right places to start to tackle educational disadvantage.”

“A fair education for all is a tough vision to achieve, but collaborations like the FEA are the only way of getting there!”

“The FEA demonstrates strong, trailblazing leadership through strategic positioning, clear messaging and network building. It aligns many voices into one.”

“Momentum is certainly growing and with more conversations with policymakers it’s clear to see that as a coalition we are being listened to.”

“The FEA is continually growing and sharing opportunities for organisations to collaborate, learn and improve best practice.”

“We are a small delivery charity with opinions - membership of FEA allows us to amplify our voice and punch above our weight in terms of advocacy.”

“We really appreciate having the opportunity to share our research, insights and recommendations with other FEA members. We also learn lots from the sharing of work being carried out by other organisations which informs and enhances our work. We have greater awareness of broader issues, challenges and potential solutions within the education system as a result of our engagement with the FEA.”

Outcome 3

More diverse leadership of the education agenda

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.

In summer 2022 we surveyed all FEA members to understand the ethnic and socioeconomic diversity of their senior leadership teams.

- 16% (27) of our member organisations' CEOs are from Black, Asian and minority ethnic backgrounds and 22% (37) of CEOs were eligible for Free School Meals and/or the first generation in their family to attend higher education. 8% (14) chose not to answer the question about ethnicity and 30% (51) chose not to answer the question about socioeconomic background.
- On average, around a quarter (26%) of our members' senior leadership teams (including the CEO) are from Black, Asian and minority ethnic backgrounds, and around a third (35%) were eligible for Free School Meals and/or first generation to attend Higher Education.¹

All our activities, from our events to our Fair Education Awards, are designed to be inclusive of people from diverse backgrounds.

- We received 68 applications to our Innovation and Intrapreneurship Awards in summer 2021 and selected nine winners. The diversity of our applicants was reflected in our winners. 49% of applicants and 56% of winners were from Black, Asian and minority ethnic backgrounds; 72% of applicants and 67% of winners were female. Looking at geography, 35% of applicants were based outside London, and the winning interventions cover all regions in England, with 22% of winners based outside London, in Manchester and Margate.
- 36 judges gave nearly 300 hours of their time to select our Award Winners. Of our 36 Awards judges, 39% (14) were from Black, Asian and minority ethnic backgrounds and 67% (24) were female. We also had three young people as judges.
- At our Annual Summit 40% of attendees were based outside London, 18% were from Black, Asian and minority ethnic backgrounds and 65% were female or non-binary.
- Young people were speakers at all our key events, including our National Gallery reception and the FEA strand at the Festival of Education.

¹ We had 98 and 53 responses to those questions respectively.

The journey of our Youth Steering Group

In the year since we launched our Youth Engagement Strategy and recruited our Youth Steering Group, young people made their voices heard within the FEA and the wider education sector.



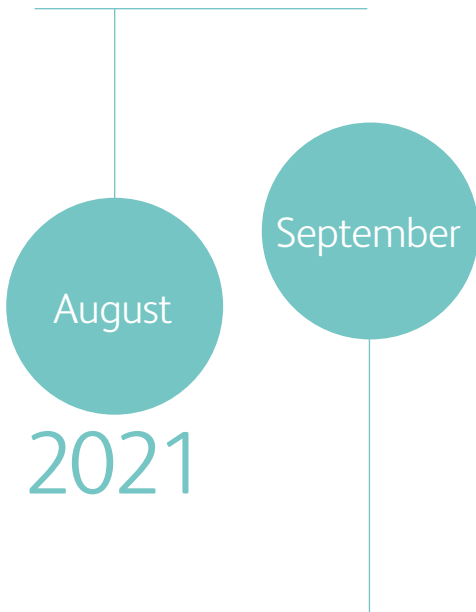
Youth Engagement Strategy
co-developed with young people and members



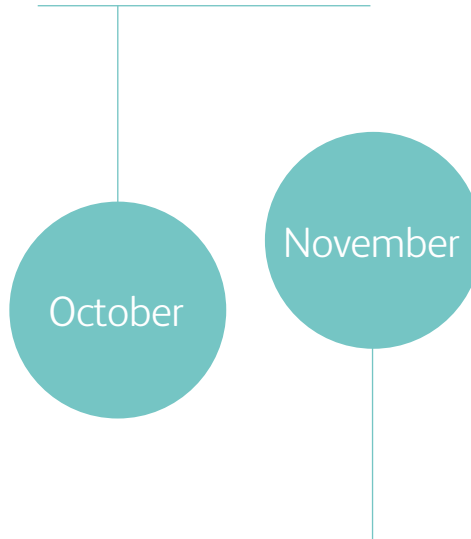
Youth Steering Group
launched with 20 young people chosen from 71 applicants



A young person gave the keynote at our **National Gallery** reception



A youth intern co-authored our **Report Card 2021**



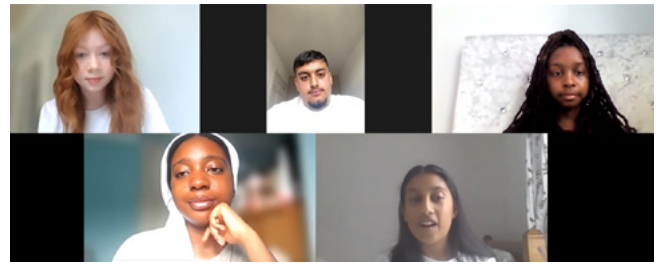
Young people **interviewed The Children's Commissioner** at our Annual Summit. Young people were keynote speakers, chairs or panellists at every FEA event in 2021-22



Youth Steering Group launched their monthly **Youth Bulletin** reaching over 150 subscribers. Young people also wrote six of our regular weekly Bulletins

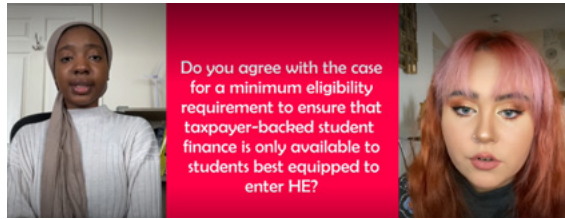
Youth Engagement Working Group launched – 167 attendees from 105 organisations at five sessions. Half of the facilitators were young people

20 organisations received 1:1 support from our Youth Engagement Manager to support and improve their organisation's youth engagement



Youth Steering Group hosted an [event](#) about **exams, cost of living and mental health**

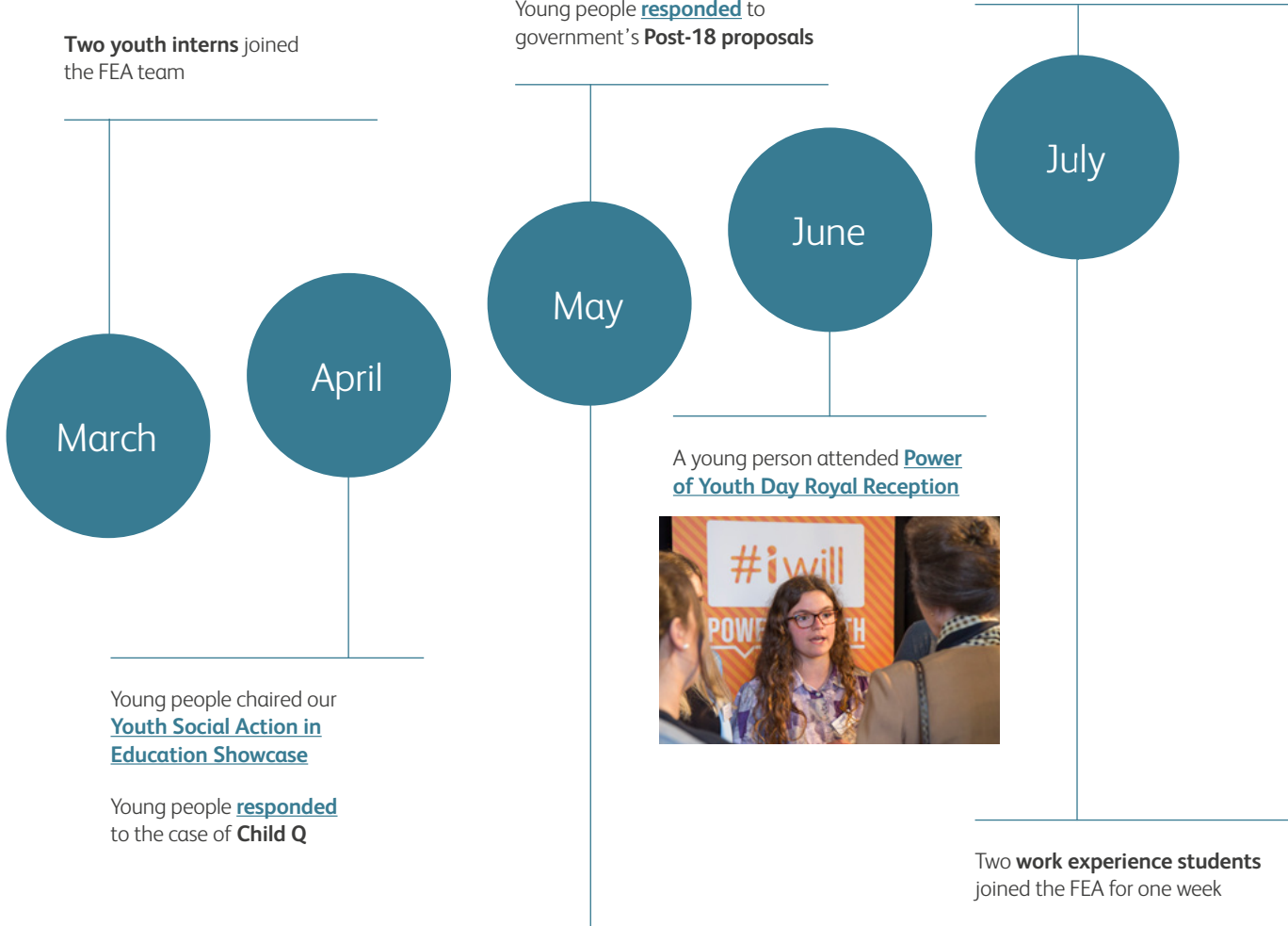
Young people spoke at the **Festival of Education** at **Wellington College**



Young people [responded](#) to government's **Post-18 proposals**

Young people shared their perspective at **Ofsted strategy consultations**

Two youth interns joined the FEA team



March

April

May

June

July

Young people chaired our [Youth Social Action in Education Showcase](#)

Young people [responded](#) to the case of **Child Q**

A young person attended [Power of Youth Day Royal Reception](#)



Two **work experience students** joined the FEA for one week

A young person represented the Youth Steering Group at a meeting at [10 Downing Street](#)



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 provide tailored support and funding through our [Fair Education Awards](#) to nurture innovation and enable existing initiatives to reach the areas of greatest need.

In the last year, we supported 16 Fair Education Award Winners with tailored 1:1 support, training, peer learning and funding to tackle entrenched issues, target the areas of greatest need and scale impactfully.

INNOVATION

Five Innovation Award Winners from members of the public with an idea for a new initiative.



INTRAPRENEURSHIP

Four Intrapreneurship Award Winners from FEA member organisations who wanted to launch a new initiative within their organisation.



SCALING

Seven Scaling Award Winners from FEA member organisations who wanted to scale their existing programmes to where the need is greatest.



Our Award Winners' impact in 2021-22



Increased their reach by 19%

working with over half a million pupils



Increased their partnerships by 73%

working with over 2,300 schools



Increased their combined turnover by 34%

from £9.4m to £12.7m²

All Award Winners felt that the FEA's support contributed to their progress. Five Award Winners felt their progress was largely the result of FEA support and 11 felt it was partly the result of FEA support.

Our Fair Education Awards are made possible thanks to the support of:

Bloomberg and **CREDIT SUISSE** 

2021/22: Scaling Award reached 556,872 pupils at 2,272 schools and universities and had £12,526,351 annual income. Innovation Award reached 191 pupils and 155 teachers at 44 schools and had £152,808 annual income. Intrapreneurship Award reached 104 pupils and 55 teachers at 7 schools and had £133,190 annual income.

Our Scaling Award

Scaling Award Winners received 335 hours of support from the FEA and 54 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 other FEA staff
- **Brokered support** drawing on the expertise within the Alliance and our wider network. For example, we hosted a leadership training session led by Big Education.
- **Peer learning** through bespoke group workshops and an annual retreat to develop key leadership skills alongside peers.

Award Winners reached more pupils in areas of greatest need

Our seven Winners saw fantastic growth in their annual revenue, staff numbers and most importantly the number of schools and pupils they worked with.

We asked the Award Winners about their most significant areas of progress. Beyond their increased reach and increased income, six of seven noted strategy development, four mentioned the growth of their teams and developing the capacity of existing staff, and four noted partnerships to increase their reach and impact. Six out of seven stated that the Scaling Award had contributed to these areas of progress.

Feedback from Award Winners

100% of Award Winners felt that their progress over the year was partly a result of the support from the Fair Education Alliance.

All Winners felt that all elements of FEA support were important and rated the quality of the relationship with the FEA as 'good' or 'very good'. Whilst bespoke support and access to networks were the most valuable aspect of the programme, the most popular topics for support included leadership and management, strategy development, support to scale programmes, fundraising, evaluation, and mentoring/coaching.

I really value the relationship that both Boromi and I have with the FEA staff and particularly Siwan. This has been such a source of support and strength throughout the past two years and is very much cherished – as a founder, building and growing a business can feel like a pretty daunting and isolated task at times and having Siwan (and the wider FEA/our extended cohort) as a sounding board, critical friend and advisor has really helped it to all feel a little less lonely, particularly when facing those difficult challenges!

Evie Keough, CEO & Founder, Boromi

OUR END-POINT – REACH AND SCALE



SCHOOLS (Inc 6th Form)

2019/20 = 822
2020/21 = 1,312 (+60%)
2021/22 = 2,272 (+176%)



PUPILS (all establishments)

2019/20 = 276,596
2020/21 = 467,316 (+69%)
2021/22 = 556,872 (+101%)



PEOPLE (FTE Staff)

2019/20 = 127
2020/21 = 230 (+82%)
2021/22 = 256 (+112%)



REVENUE

2019/20 = £5.4m
2020/21 = £9.4m (+57%)
2021/22 = £12.5m (+131%)

Our Innovation and Intrapreneurship Awards

Our Innovation Award is open to members of the public with a new idea to tackle educational inequality in England. Our Intrapreneurship Award is for FEA members who want to pilot a new initiative alongside their existing work.

This year we supported five Innovation Award Winners and four Intrapreneurship Award Winners to develop, test and sustain their initiatives. In addition to receiving a £15k grant as a contribution towards their salary for six months, our nine Winners took part in a year-long programme of support including:

- An intensive Incubator programme of technical and leadership training delivered by 21 experts in innovation, education and business.
- 1:1 support from the Head of Innovation Award or Head of Intrapreneurship Award.
- Mentoring programme with senior leaders at Bloomberg who provided expert advice and introductions to other relevant colleagues.

Key achievements in 2021-22

Innovation and Intrapreneurship Award Winners worked with 295 pupils and 210 teachers in 51 different schools.

Our five Innovation Award Winners saw a 147% increase in income for their initiatives (from £61,799 to £152,808), and our four Intrapreneurship Award Winners raised £133,190 for their initiatives.

Award Winners' most significant areas of progress included greater belief in themselves and their initiative, better understanding of the problem they're tackling and their approach, improved sales strategies, and new partnerships and funding

Feedback from Award Winners

The majority of Intrapreneurship and Innovation Award Winners rated the FEA's support as good or excellent. When asked which elements of FEA support contributed most significantly to their progress, all Innovation Award Winners highlighted the £15,000 salary contribution. All Intrapreneurship Award Winners and most Innovation Award Winners valued the Incubator sessions. Innovation Award Winners were more likely to value FEA endorsement, while Intrapreneurship Award Winners were more likely to value one-to-one meetings and introductions to other FEA members.

We are aware of key areas to improve on, including the timing and focus of the incubator sessions and Award Winners' engagement with wider FEA members and activities, which we have responded to in our Awards criteria and support for 2022-23.

All five Innovation Award Winners said that the impact measurement training sessions were some of the most useful incubator sessions. Intrapreneurship Award Winners found different sessions useful, perhaps reflecting differences in what support was available to them through their organisations, but three of four mentioned an equity, diversity and inclusion session led by previous Award Winner Dana Saxon of Ancestors unKnown. Another popular session with both cohorts was the sales strategy session which gave them direct feedback from a school leader and practical advice on partnering with schools.

Upskill Me

Innovation Award Winner



People who grew up in income-deprived households in England have lower average earnings aged 30 years than their peers, even if they have the same educational level and secondary school attainment. Schools have limited budgets and time for careers advice, and poor careers advice risks entrenching inequality by steering young people towards different employment options according to their parents' income and background. Skills development and connections with employers are vital to make sure every young person can find the best opportunities.

Upskill Me partners with UK schools to help students aged 11 to 18 prepare for their future. Their programme helps students from low socio-economic backgrounds to develop key career skills and connects them to opportunities.

“The FEA has given us a huge amount of credibility as a young start-up in the sector. Without the Award, I would not have had the confidence, resources and finance to scale our Industry Societies programme. The Award allowed me to incubate and test a new idea which I may not have focused on quite as much otherwise. It also allowed me to build a strong peer network and learn about topics which I would not have been exposed to in such an in-depth way such as impact measurement.”

In 2021-22, Upskill Me piloted their first six-month Industry Society programme with Harris Academy Greenwich. 16 students took part in an immersive 'Law Society' which included ongoing contact with a law firm and a visit to the Supreme Court. One participant said, “Without this experience I wouldn't have been able to have an insight into what Law was truly about”, and another said, “It's meant that I could improve my networking skills and I've been a bit more confident to approach people.”

92% of pupils on the pilot programme felt that being in the Law Society motivates them to do well in school.	77% felt the Law Society helps them develop their soft skills.	88% said that being in the Law Society helps them with their career prospects.
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Following a successful pilot, Upskill Me secured a partnership with Macquarie Investment to deliver their 'Banking Society' in 2022/23. They hope to scale their Industry Societies programme into a national network of societies across all industries and use technology to enable them to achieve this.

Founder Lucy Cranwell-Ward told us that the peer community, connections to the education sector and to Bloomberg and impact measurement support offered by the Innovation Award were especially important to the growth of Upskill Me.



Aspiring Heads

Innovation Award Winner



Only 1% of headteachers in the UK are Black. **Aspiring Heads** provides a six-month online professional development course to help aspiring Black leaders to establish a compelling vision, uphold their values in leadership and achieve higher positions within education. The course is facilitated by founder Nadine Bernard and other Black leaders in education and explores personal development, thought leadership and theoretical teaching.

In 2021-22, Aspiring Heads worked with over 200 education professionals and had 39 participants on their pilot programme. Of these, 30% achieved either a leadership role or progressive role towards leadership during the programme, and one secured a Headship. One participant said, “The programme opened many doors for me. It has made me aware of options within my career that I did not know about.”

Following their successful pilot, co-founders Nadine and Ethan Bernard are exploring new funding opportunities, expanding their course offering and investing in their marketing, content and website experience.

Nadine told us,

“Since winning the FEA Innovation Award, we have experienced a level of growth in our knowledge, our reach, and our impact that I could have never imagined. To now be upheld as an established leader and role model to many within the education sector is a great honour, and one we do not take lightly. The guidance and support we received on how to operate a business that leads positive change is outstanding and learning from others who have gone before us has been key to our success.”



Football Beyond Borders

Intrapreneurship Award Winner



Football Beyond Borders (FBB) delivers a longterm (minimum two years), intensive (weekly) and targeted social and emotional learning (SEL) intervention for vulnerable young people in schools. This combines with Reflective Practice and CPD for teachers which impacts whole school approaches to behaviour management and exclusions.

FBB believes that working with teachers is imperative to reduce behavioural problems and increase attainment. They deliver fortnightly Reflective Practice Groups (RPGs) for up to 10 teachers. FBB's RPGs combine best practice from work in a variety of public sector settings and Gestalt group psychotherapy principles to create a space for professionals within schools to come together and:

- Reflect on professional challenges and share best practice in a supportive and non-judgemental environment: this may include individual cases where staff are struggling to work with a particular young person or more general issues around group dynamics (with a particular class or year group).
- Explore interpersonal and group dynamics and how these can be related to a combination of; personal histories, the working culture of the organisation and wider socio-cultural factors.
- Develop greater self-awareness, interpersonal skills and support mechanisms for the benefit of teacher wellbeing and to support relationships between staff members and between staff and children.

A school is a community, and FBB believe that young people have the best chance of thriving, and leaving with the GCSE's they need to succeed in life, if the community they are a part of is happy, healthy and well supported. With that in mind, FBB uses RPGs as a key tactic to support the most vulnerable students. Their focus on the quality of relationships between community members within a school setting recognises that everyone in a school community impacts each other. To address challenges that arise, spaces must be provided where relationships can be explored and new approaches can be experimented with. Simply put, FBB believes that we can only address the wellbeing of one when we address the wellbeing of all.

The FEA supported this work through the Intrapreneurship Award.

In 2021-22, FBB delivered a Reflective Practice Group pilot with over 40 teachers across five school partners.

FBB's Head of Clinical Services, Stefan Imeson MA, refined and codified FBB's reflective practice pilot with five schools. Through guided conversations and feedback, Stefan was able to refine his ideas and develop a theory of change and guiding principles for this work. RPGs will now be delivered to further eight schools in the 2022-23 academic year, with additional RPGs held internally for all FBB staff as they seek to embed their relational working culture nationally across three regions.

Get Further

Scaling Award Winner



Every year, around 200,000 children do not achieve the expected standard in GCSE English and maths. These young people are dramatically more likely to drop out, are locked out of higher-level qualifications and key professions, and on average, earn significantly less over their lifetimes.

Get Further is a charity that matches young people from disadvantaged backgrounds in further education to top tutors, helping them gain gateway qualifications and unlock opportunities. They also deliver a GCSE Resit Curriculum Programme which provides direct support to college and sixth form teachers to help them deliver the most impactful maths lessons.

Get Further won the Innovation Award in 2018 when they were supported to deliver their first pilot with 15 students. In 2020 they went on to win the Scaling Award and have seen significant growth since – now working with 1,700 students across 17 colleges. To enable this, they've grown their team and increased their fundraising to ensure that they are able to scale to meet the demand in the areas where the need is greatest.

Not only have Get Further scaled rapidly, but they have also had impressive impact as a result of their interventions.

- 51 % of students passing GCSE English – 9 percentage points higher than the national average
- 52 % of students passing GCSE maths – 13 percentage points higher than the national average
- 9/10 students say they feel more confident in English/maths since taking part in Get Further

The FEA has supported Get Further to achieve this growth by:

- Lobbying for ringfenced tuition funding for post-16 learners via the Tuition Advocacy Group, which led to the introduction of 16-19 tuition fund for 2020-23
- Facilitating workshops with the leadership team and Trustees to develop their first three-year strategy. This was followed by workshops and away-days for the new executive team which set them up to successfully deliver against the strategic goals.
- Supporting with the recruitment and the transition between Sarah the Founder CEO and Aisha the Interim CEO and provided personalised support for Aisha whilst in the role.
- Providing leadership development opportunities for senior and middle leadership through the Big 8 Leadership Training and FEA-led Line Management Training

As part of their ambitious three-year strategy, Get Further will continue to deliver their high-impact programme, scale their reach to over 8,000 students by May 2024, and increase their GCSE resit pass rate to at least 15 percentage points above the national average. They will also focus on growing their curriculum programmes so that they can reach more colleges, especially in areas which are difficult to reach due to availability of tutors. To enable this growth, they will develop a fundraising strategy to prepare for the potential end of the 16-19 tuition fund in 2023.



Action Tutoring

Scaling Award Winner



Pupils from disadvantaged backgrounds aren't less able, but they have less access to the tools that support them to progress in school and reach their full academic potential. **Action Tutoring** is a charity that supports disadvantaged young people to achieve academically, with a view to enabling them to progress in education, employment or training. They do this by partnering high-quality volunteer tutors with pupils to increase their subject knowledge, confidence and study skills.

Action Tutoring won the Scaling Award in 2020. They have since transitioned to online delivery during Covid, co-led the Tuition Advocacy Group, scaled to new areas of greatest need including Coventry, Derby, Durham and Southport, and developed their new strategy. 2020-22 have been a record-breaking couple of years for Action Tutoring. The charity more than doubled in size in response to the ongoing pandemic, saw a 140% increase in tutors volunteering and over 160% increase in pupils supported. In 2021/22 they supported over 5,500 pupils with 61,700 hours of tutoring. This year marks Action Tutoring's 10th birthday and since its founding they have supported over 19,000 pupils with the help of over 9,000 volunteer tutors.

They pride themselves on their evidence-based approach to supporting pupils and believe in utilising data to drive quality and outcomes at scale.

Action Tutoring's impact

Of those Action Tutoring pupils eligible for the Pupil Premium who attended at least eight tutoring sessions in their subject,

81% achieved grade 4 or above in English
80% achieved grade 4 or above in maths

These pupils outperformed the national GCSE results for disadvantaged pupils (nationally 67% of disadvantaged pupils achieved a grade 4 or above in English and 62% for maths in 2020-21).

– Year 6 pupils who took part in tutoring made positive progress in both subjects, matching progress made by pupils in the previous academic year (pre-pandemic).

The FEA has supported Action Tutoring to achieve this growth by:

- Facilitating expert sessions with Sir David Carter, previous National Schools Commissioner on "Working with MATs" which helped further shape their school partnerships approach
- Matching senior leaders with expert mentors, such as Rob Grimshaw, previous CEO of TES who supported with the transition to digital
- Introductions to funders which resulted in a two-year partnership with Barclays

Action Tutoring's next strategy will focus on:

- Supporting at least 10,000 pupils in three years' time, including expanding their reach in their current locations and using their digital model to reach more rural and coastal areas
- continuing to invest in impact and evaluation and working toward a large external evaluation in five years' time
- building on their advocacy work to ensure that there is a long-term legacy from the National Tuition Programme.



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

ALLEN & OVERY

“It’s never been more important to bring together organisations from across sectors to end educational inequality. That’s why we’re proud to join the Fair Education Alliance in bringing about change through campaigning and influencing policy to ensure a well rounded education for everyone, regardless of their socioeconomic background.”

Gareth Price, Managing Partner,
Allen & Overy

BARCLAYS | LifeSkills

“We are delighted to be members of the FEA and part of the important work that they do, especially during these unprecedented times. The pandemic has widened the social equity gap for young people across the country and we acknowledge that without equitable action this gap will continue to move further, further apart.”

Kate McGoey, LifeSkills Senior Programme Manager,
Barclays Life Skills

Bloomberg

“In the context of a challenging economic landscape for communities across the UK, innovation can play a vital role in unlocking opportunity. Bloomberg is committed to building a more equitable system for young people, which is why we’re proud to support the Fair Education Alliance in its efforts to promote innovation and collaboration in the education sector.”

Jemma Read, Global Head of Corporate Philanthropy,
Bloomberg

CREDIT SUISSE

“The Credit Suisse EMEA Foundation partners with organisations that support disadvantaged young people access education and employment. We believe that the systemic change required to address adequately the attainment gap can be achieved through collaborative interventions and innovative programmes such as those supported by the Fair Education Alliance . We are proud of this strategic partnership and value the insight it has given us to guide our funding and identify new solutions or partners that can bring impactful change.”

Colin Hely-Hutchinson, Chair,
Credit Suisse EMEA Foundation



“We remain a proud supporter of the Fair Education Alliance (FEA) as young people continue to face challenges and inequalities in their educational outcomes. It is critical that key stakeholders across the educational and business communities, together with the third-sector and local and national government come together to collaborate and target support where it is needed most. The FEA is playing an important role in connecting and aggregating these efforts to tackle place-based educational inequality, exacerbated by the Covid-19 crisis.”

Roisin Sharkey and Roisin Murphy, Co-Heads of Corporate Responsibility in the UK, KPMG



“We are delighted to support the Fair Education Alliance through our Backbone Fund, enabling the coalition to increase collaboration and use its powerful collective voice at such an important time. With the cost of living crisis and political shifts, it’s crucial that the FEA continues to advocate for a fair education for all children and young people, and in doing so, achieve a just and equitable society in which everyone, especially young people, can realise their full potential.”

Catherine Sutton, Head of Programme: Education,
Paul Hamlyn Foundation



“Finding out what reduces educational inequality, then sharing and promoting it has been the shared vision and passion of the Fair Education Alliance and UBS since the beginning of our partnership. Sadly, the last few years have seen a reversal to previous advances in reducing such inequality, and the headwinds faced by disadvantaged young people in the education system are now blowing stronger than ever. We will need to redouble our efforts to find what works, what more can be done, what innovations and effective practices exist within the Alliance and beyond, and what policies and practices will make a difference. The price of not doing so is too high, representing not just a fundamental injustice, but also a tragic waste of potential, to the UK economy, but most poignantly and immediately to individual lives.”

Nick Wright, Social Impact and Philanthropy,
UBS UK



“We are passionate about increasing opportunities for young people and are delighted to be working with the Fair Education Alliance to ensure young people with lived experience are involved as equal partners, and that we improve, support and celebrate youth social action across the sector. The Pears #iwill Fund is a match-fund of The National Lottery Community Fund, the Department for Digital, Culture, Media & Sport, and Pears Foundation.”

Bridget Kohner, Deputy Director,
Pears Foundation



“We have continued to greatly value our third year of partnership with Fair Education Alliance in these ongoing challenging times. It is the strong collaborative nature of the collective action from its fast-growing broad cross-sector membership that really draws us in. We are very excited to see the fruits of a huge amount of work over the last year on the launch of the digital tools that have been shaped by the membership and that we believe will be significant in supporting this collective effort.”

Chris White, Founder,
Zing

Appendix

Scaling Award Winners



**ACTION
TUTORING**

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.



**Learning
with
Parents**

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.



boromi

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.



shs
Children in school,
ready to learn

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.



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 a bespoke 'catch-up' tuition programme.



**THE
TUTOR
TRUST**

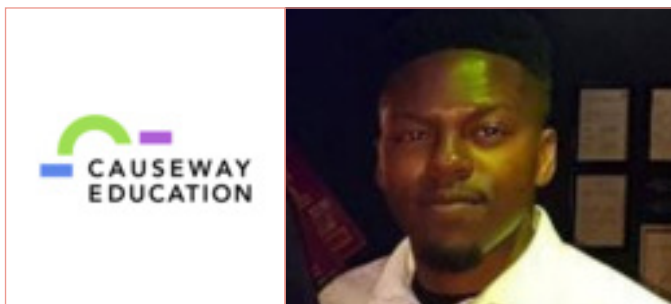
The Tutor Trust's Right Angle Project – in collaboration with TLC; Talk, Listen, Change, supports children in alternative provision and looked after children and their families through tuition and counselling.



ImpactEd

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

Intrapreneurship Award Winners



Causeway supports young people facing barriers to higher education, apprenticeships and early careers. They designed a programme of online tasks and mentoring support to better enable under-represented groups to consider apprenticeships and submit quality applications. Students who have received the support have said they are more likely to consider degree apprenticeship routes, with one of them sharing – “I have found the sessions super insightful and I’m feeling much more confident applying for the apprenticeships now!” Going forward, Causeway intends to generate more extensive impact data around progress with solicitor apprenticeship applications and continue discussions with partners around alternative approaches to engaging different groups of students. They also hope to provide additional support to some of their students in the form of placement opportunities at an infrastructure firm.



Football Beyond Borders use the power of football to support young people who are disengaged from school, to get the skills and grades to make a successful transition into adulthood. They developed a ‘Reflective Practice for Teachers’ programme to help them support young people with a complex range of needs. FBB has delivered over 50 Reflective Practice sessions to over 40 teachers across 5 partner schools. Nike (a current FBB partner) has pledged to fund the project for the next 2 years as part of their ‘Passback’ programme. Going forward, six schools have signed up to paid programmes and FBB are moving towards a whole-school approach including piloting training for members of SLT to become reflective practice facilitators to ensure the long-term sustainability of reflective practice in each school.



Khulisa is an award-winning social justice charity that supports young people aged 11- 25yrs at risk of school exclusion, exploitation, violence, or involvement in the criminal justice system. They developed a trauma-informed 6-week parent/carer programme that supports their wellbeing and develops their capacity to emotionally support their children. Khulisa interviewed teachers and parents/carers to understand the challenges, needs and motivations of parents/carers in relation to supporting their children’s wellbeing and mental health. They will embed the parent/carer programme within their new Whole School Approach pilot three-year programme with five schools.

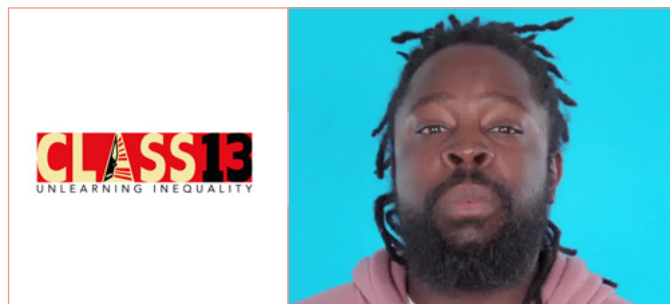


Lighthouse create education-focused children’s homes to ensure that children in care have the same opportunities as everyone else. They developed a high-quality training programme for residential care workers across the UK, to support children to process trauma and access education. Lighthouse is working with a university partner to co-develop, co-deliver and accredit the programme. They have conducted research with children’s home practitioners and managers to understand their challenges and needs. They are also testing elements of the programme with the practitioners at Lighthouse’s current children’s home. Going forward, Lighthouse will explore creative ways to co-design and test the programme with children’s home practitioners and managers, and involve care-experienced young people in the programme design.

Innovation Award Winners



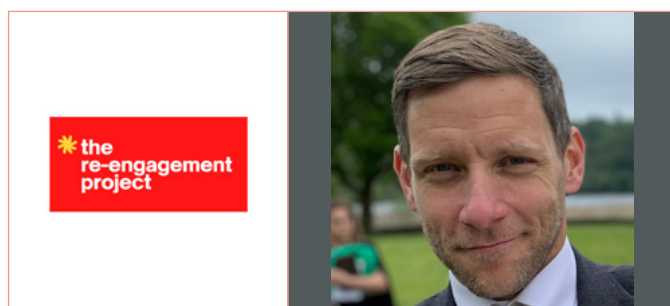
Aspiring Heads is a leadership and management professional development course delivered as a six-month online programme, facilitated by Black experienced leaders in education for Black teachers. The course explores personal development, thought leadership and theoretical teaching. Aspiring Heads recently celebrated the first headship secured by one of its participants, along with a number of senior leadership roles secured by fellow programme participants. The programme continues to encourage and inspire the next generation of black leaders in education, providing a strong network of support for many along their leadership journey. Going forward, Aspiring Heads intends to explore new avenues for funding, create new courses alongside the current flagship offering, as well as improve their marketing, content and website experience.



Class 13 takes a holistic approach to school transformation – working with teachers, school leaders and parent teacher associations to foster an anti-bias culture in schools, enabling all children to thrive irrespective of their race and gender. Class 13 piloted their first module for teachers called 'An Anti-Racist Understanding of Deficit Thinking'. The module facilitated discussion about teachers' own role in systemic inequality and equipped them with tools to create classrooms that promote justice. Class 13 secured funding to deliver the module to 16 more teachers in East London. They will also deliver bespoke support to the largest youth service provider in Tower Hamlets.



New Ground Creations equips local entrepreneurs with business skills, and reinvests the profits to improve the skills, well-being and financial resilience of young people and the local community. They do this with the intent of reducing youth violence, exploitation and crime. NGC filmed six episodes of its Overcomers Series – which brings together bite-sized videos and wellbeing tools to support schools in fulfilling their statutory duty to keep all pupils safe. The series is targeted at years 7-13 and topics include grooming, managing failure, negative self-talk and self-harm. Going forward, they continue to develop their Facilitators Toolkit for assemblies, tutorials or lessons. They are looking for more schools to sign up to trial the Overcomers Series, as well as corporate partners who align with their vision of increasing safeguarding in schools and making mental health support accessible for all pupils.



The Re-engagement Project helps schools increase attendance and reduce exclusions by developing a systemic approach to their Internal Alternative Provision. Their asset-focused, context-based and partnership-driven framework helps schools work with the child and their family to enable sustainable re-engagement with education. The pilot courses ran with 16 schools in Kent, London, Hampshire, Norfolk, Stoke-on-Trent and Lichfield. 100% of participants rated training sessions as either 4 or 5 (out of 5) on engagement. Going forward, The Re-engagement Project is now exploring partnership with another charity, evaluating the pilot courses and planning to run a further pilot in the North of England.



Upskill Me's programme helps students from lower socio-economic backgrounds improve their employability and develop durable skills for the future through project-based learning, including through after-school societies. Upskill Me piloted their first 6-month Industry Society programme with Harris Academy Greenwich. Students took part in an immersive 'Law Society' which included seven touchpoints with a law firm and a visit to the Supreme Court. Students also worked in groups to solve two Project-Based Learning challenges. Going forward, Upskill Me is going to deliver its Investment Banking society in partnership with Macquarie. They also want to scale their Industry Societies programme into a national network of societies across all industries, working with some of the UK's biggest and most iconic employers.

Criteria and selection process for our Fair Education Awards

We are committed to fair and transparent selection of our Award Winners each year. We have an open call for applications and we review every application that is submitted.

Our funding criteria:

- The applicant can explain **the problem they are trying to address** and articulate how the problem is a barrier in closing the gap for pupils from low socioeconomic backgrounds.
- The applicant can explain **their proposed solution** to the problem, describe what is currently being done to address the problem and explain how their idea is different to existing solutions.
- The applicant can describe **the changes they expect to see** as a result of their solution.
- The applicant can explain **how they hope to fund the initiative**.
- The applicant can explain **their skills and expertise** and what skills development is needed.
- The applicant can explain **why our Award is a good fit** for their idea and how they align with the FEA's values.
- We also have **different financial and legal criteria** for our three Awards, all of which are shared in detail on our website for potential applicants.

The Awards selection process is designed to be a useful, developmental and stimulating experience for applicants regardless of the outcome. To do this, the selection process:

- Assesses applicants via a written application and presentations to our panels of judges.
- Offers applicants feedback at key stages throughout
- Draws on the expertise of sector leaders offering expert feedback and an opportunity to raise the profile of the applicant and their initiative.
- Includes a variety of opportunities for support in developing the application.

To find out more about our Awards and how we select and support Award Winners, please [visit our website](#).



faireducation.org.uk | info@faireducation.org.uk