

WALCOT FOUNDATION

Sample Grant Report

Below is an anonymised sample Grant Report for Walcot Foundation organisation/school grants. This is just for illustrative purposes in order to help give guidance on the type and level of information we are looking for in grant reports.

Grant Type	Organisational Grant
Report Title	Tuition Programme
Output 1 Achievements	<p><i>Planned Output:</i> 24 pupils will complete 15 x 1.5 hours tuition sessions in core subjects, including English and maths.</p> <p><i>Actual:</i> We have supported 18 pupils during year 1, delivering an average of 35 hours of tuition per pupil, exceeding the target of 30 hours per pupil.</p>
Output 1 Difficulties	<p>Traditional forms of outreach were limited due to Covid-19 restrictions, which made reaching families a challenge. As a result, we were unable to reach full capacity for the programme. One strategy that was very useful in boosting numbers on the programme was reaching out to local schools. With the help of a local school cluster, we were able to do outreach directly through two primary schools. By going directly through the schools, we were able to reach an additional 9 extra pupils.</p> <p>To help with outreach in year 2 of the programme, we intend to adopt the strategy of promoting the programme directly through one of the primary schools in year 1 and their partner school, as these helped boost the numbers in year 1. This will help to ensure we reach full capacity next year.</p>
Output 2 Achievements	<p><i>Planned Output:</i> 24 parents will complete a 10 x 1-hour course in supporting their child's learning (total 10 hours).</p> <p><i>Actual:</i> We delivered a total of 5 live online parent training sessions (5 hours) and provided additional resources via recordings and activities to supplement the training sessions.</p>
Output 2 Difficulties	<p>Working in partnership with a local school, the programme was advertised to a specific group of pupils attending school during lockdown, many of whom were children of key workers. After consulting with the parents, several were keen to sign up and in need of the additional support but could not commit to 10 hourly sessions due to work and other commitments. As a result, we readjusted our parent offer to provide two levels of support, allowing parents to opt-in to the level that best met their needs: Level 1 included additional resources to support during school closures and to support with learning at home, complimentary parent resource booklet and scheduled 1:1 parent consultations. Level 2 included all the above, along with a 1-hour parent training session once a month.</p>

	In year 2, we will be moving forward with the tiered level of support as it worked well and allowed parents to choose the level of support that worked best for them, their schedule and family needs. In addition, due to the outreach issues mentioned in output 1, the programme start date was delayed which meant we were unable to deliver 10 parent sessions, however, in year 2 the programme is due to start in the autumn term which will allow time for the full 10 sessions to be delivered.
Output 3 Achievements	<i>Planned output:</i> 4 Lambeth-based university students from low-income households will receive two days tutor training. <i>Actual:</i> We had 4 experienced tutors from low-income households deliver tuition to the pupils twice a week. Tutors received positive feedback and praise from many of the parents. One of the tutors on the programme was voted "Tutor of the Year" by parents and staff at our pupil graduation.
Output 3 Difficulties	No significant difficulties.
Outcome 1 Achievements	<i>Planned outcome:</i> 80% of pupils will progress in English by at least two sub-levels. <i>Actual:</i> The average English progress was [0.58], which is just under 2 sub-levels. 50% of pupils progressed by at least 2 sub-levels and 83% of pupils progressed by 1 or more sub-levels.
Outcome 1 Difficulties	As a result of the unprecedented challenges faced in the past year, we have seen some negative effect on this year's academic progress across our programmes in comparison to previous years. Speaking with families, we know many of our children weren't in full-time education, and even those attending school during lockdown were not receiving their normal level of education. Additionally, the pupils are under a huge amount of stress stemming from financial insecurity, loss of family members, lack of peer interaction, and screen fatigue.
Outcome 2 Achievements	<i>Planned outcome:</i> 80% of pupils will progress in maths by at least 40%. <i>Actual:</i> The average maths progress was 48%. 38% of pupils progressed by at least 40%. However, 62% of pupils made progress overall. One amazing pupil made 300% progress in maths. Additionally, at the start of the programme only 41% of pupils were working at an 'average' or 'above average' level for their age but by the end of the programme, 70% of pupils are now working at an 'average' or 'above average'.
Outcome 2 Difficulties	Same difficulties as stated under outcome 1.
Outcome 3 Achievements	<i>Planned outcome:</i> 80% of parents will report greater confidence in supporting their children's at-home learning. <i>Actual:</i> 67% agreed with the statement that they are more confident in their ability to help their child with homework.
Outcome 3 Difficulties	The parents who reported greater confidence in their ability to help their child with homework had an average attendance of 90%

	<p>to the parent training sessions, with only one parent missing 1 of the 5 sessions.</p> <p>The 33% of parents who voted unsure opted into level 1 of the support and did not attend any of the parent training sessions. This shows that attendance at the parent sessions made a significant difference to parents' confidence with supporting their child's learning at home. While we will continue to offer two levels of support in year 2, with some restrictions lifted we hope to do in-person outreach at the schools (e.g. parent information session) to help boost our presence within the school and buy-in from parents, therefore boosting attendance to the parent training sessions.</p> <p>Additionally, we will be focusing on improving our support to parents who cannot commit to the monthly parent sessions. This includes switching the platforms we use to share resources and videos from the training sessions which will help us to track parent engagement with the resources more efficiently, which we can then follow up 1:1 with individual parents.</p>
Outcome 4 Achievements	<p><i>Planned outcome:</i> 80% of families will demonstrate increased occurrence of parental involvement in at-home learning.</p> <p><i>Actual:</i> 100% voted agree/strongly agree that the programme has helped them to be more involved with their child's English and maths learning at home.</p>
Outcome 4 Difficulties	No significant difficulties.
Outcome 5 Achievements	<p><i>Planned outcome:</i> 80% of parents will show an improved ability to support their children's at-home learning in core subjects.</p> <p><i>Actual:</i> 100% of parents agreed that the programme has improved their ability to support their child's learning at home. 100% of parents also agreed that as a result of this programme, they have been upskilled in maths and/or English and/or Computer Literacy.</p>
Outcome 5 Difficulties	No significant difficulties.
Please give details on fulfilling any Special Conditions relating to your grant (Section 3 from your Grant Agreement) - mark as N/A if no conditions	N/A
<p>CASE STUDIES</p> <p>Please provide us with two specific case studies of how your Walcot Foundation (WF) funded project has worked with clients/users/pupils to help them improve their educational attainment and/or financial independence (or not). You should include information on their situation/circumstances when they first engaged with this project, how you have worked with them and what their current situation/circumstances are as a result of this.</p>	
Case Study	C, a Year 5 pupil, started the Programme in early in the year. In C's time attending the Programme's classes, C frequently

	<p>exceeded the expectations within lessons and achieved an exceptional 100% attendance. C's dedication and enthusiasm paid off with C progressing by 125% in maths. In C's initial maths assessment, C scored 32% but after just 14 hours of maths tuition, C scored an incredible 72%, that's just 3 percentage points away from an above average score. C's progress results are even more impressive when you consider that C lives in a house where English is spoken as an additional language and solving tricky word problems in maths is much harder to tackle if pupils lack understanding in English.</p> <p>As a key worker, C's parent could not commit to the monthly parent sessions due to shift patterns, however, the parent was extremely grateful for the additional resources that the parent could use in the parent's own time as well as the extra support for the parent's child.</p>
<p>FINANCIAL REPORT</p> <p>Please provide a financial report demonstrating that the grant has been used for the agreed purpose and according to the budget set out in your application. The report provided must be checked and corroborated by your treasurer (or any trustee with particular responsibility for your organisation's finances), external accountant or similar individual. Please indicate here a short description on what information is being provided (i.e. uploaded to this form) and the name, role and contact number of the person who has checked/corroborated this financial report</p>	
<p>Project expenditure form, corroborated by our Chair of Trustees.</p>	
<p>Has your organisation had any serious incidents in the last year?</p>	<p>No</p>
<p>Is this grant part of a multi-year grant from Walcot Foundation?</p>	<p>Yes</p>
<p>Are there any changes you wish to make to next year's outputs/outcomes? Please provide details and justification for changes</p>	<p>The achievements and difficulties outlined above are in relation to the adjusted outputs/outcomes agreed. We will continue with these same outputs/outcomes in year 2.</p> <p>While we will not be changing the outputs/outcomes, assuming current restrictions remain lifted, we will be adjusting the delivery of the programme slightly. We have found that online learning has worked particularly well for the pupil side of the programme (considering they have two lessons a week) and will continue with this in year 2. However, we do intend to deliver our parent training sessions face-to-face in a local community centre in Lambeth as the sessions are designed to be interactive for parents and an opportunity to build a community amongst the parents, but this has not always been possible to translate effectively online.</p>