

A black and white photograph of a classroom. In the foreground, a young girl with blonde hair is looking to the left with her hand raised. Other children are visible in the background, some also with their hands raised, suggesting an interactive lesson or a Q&A session.

FAIR EDUCATION ALLIANCE ANNUAL REPORT 2019/20

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



And our members



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Welcome from Fair Education Alliance Chair of Trustees Dr. Vanessa Ogden



I am delighted to present the first annual report of the work of the Fair Education Alliance.

This year has been an eventful and successful year for the charity. Becoming independent of Teach First at the end of February 2020, the FEA has been engaged in creating a strong business and board infrastructure, securing a robust funding base and establishing its credibility as a powerful voice for system-wide change. I would like to thank all our trustees and funders for their support. Without you, the FEA's achievements would not have been possible.

In the charity's first year, the SARs-Covid pandemic hit and reinforced the challenges of access to a good education for financially disadvantaged children in the UK – either due to a lack of home resources such as IT devices, connectivity and space to study or because of more basic needs, such as hunger or health poverty. The FEA responded swiftly, successfully influencing policy and making a compelling case for significant changes to funding and resourcing that target those that need it most.

The FEA has also energetically set about building a coalition between private, public and third sector organisations, social entrepreneurs and philanthropists, all seeking to move the dial of inequality for children because of the challenges of low-income circumstances. If we are to see more rapid change for disadvantaged children, we need key players round the table in

every region: people who care about the place where they live and work – who have pride in their communities – and who have the compulsion to effect lasting political and social change. The FEA forms a connecting point for an increasing membership who share that mission and it offers a space to amplify the power of this network for systemic change.

Seed-funding, scaling innovation and social entrepreneurship that supports education has been another area of significant activity for the FEA. Schools that serve families on low incomes have benefitted so much from the work of third sector organisations that offer provision in things such as literacy, tutoring, school-home support, mental and emotional health and fitness. Often unsung, these social entrepreneurs form a powerhouse of added value for the school system, with an energy and agility that can effect change fast. The FEA is proud to provide opportunities for scaling successful innovations, offering funding and mentoring for social entrepreneurs in their early stages of development and creating a movement of place-based change-makers. I would like to thank the judges who formed the panels for the awards – all of them experts in their respective fields – and the sponsoring funders.

The Co-CEOs, Sam Butters and Gina Cicerone, together with their new team have had an exceptional year, as you will see from this report. Please join the board in celebrating their achievements – whilst knowing there is so much more to do and so much further to go for the FEA in seeking change for children.

FEA Chair of Trustees
Dr Vanessa Ogden

A handwritten signature in black ink, appearing to read 'Vanessa Ogden', written in a cursive style.

Welcome from Co-CEOs Sam Butters and Gina Cicerone



Welcome to the FEA's first annual report.

We have a vision for a fairer education system which we share with our nearly 200 member organisations and many others: one where no child's success is limited by their socioeconomic background. The FEA exists because we believe that working together and combining the experience, expertise and evidence from across sectors is the only chance we have of achieving this vision. No individual or organisation can make this happen alone.

Our own leadership of the Fair Education Alliance reflects this. We decided to pursue a co-leadership structure for the Alliance to model how trust and collaborative leadership can produce greater outcomes than the sum of the parts. We are firm believers of the phrase 'if you want to go fast go alone, if you want to go far, go together'.

In September 2019, we began a new chapter for the Fair Education Alliance. One year ago, the FEA was still incubated by Teach First, and we were a team of two with 150 member organisations. Members had collectively agreed priorities for a fairer education system and we had an agreed strategy for 2019-22 to tackle inequalities through collective action, policy and influencing and scaling impact. We had just

published our annual report with EPI on 2018 data which showed that the country's progress in tackling inequalities was beginning to stall and even reverse, highlighting the need for our collective mission more than ever.

Since then, it has been a pivotal year for the FEA, for education and for the inequality agenda. As this report sets out, in the first half of the year we began to implement our strategy: recruiting the team, setting up for delivery of our three new Scaling Impact Awards and pushing forward on our collective action priorities with members.¹

On February 28th, we became an independent charity. Soon after, the global pandemic hit. With robust foundations in place, we were able to swiftly move our operations to virtual and in the second half of the year we continued delivery of our core activities online: roundtables and workshops for members to connect and work together, and recruitment and selection of our 17 Scaling Impact Award winners who began the programme in September 2020.

Going beyond the original strategy, and using existing relationships and mechanisms for collaboration, we were able to use the power of the Alliance to respond to the impact of Covid on children from the lowest income communities. We influenced the policy and practice agenda and supported member organisations to continue to increase their impact in these challenging times.

At the end of the year, we find ourselves at a critical juncture for the mission of tackling inequalities in education. Our annual report with EPI this August showed that in 2019,

¹ See p.8 for our collective action priorities

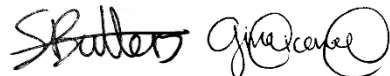
trends had continued from 2018 and inequalities were still worsening. Moreover, the report highlighted that no progress had actually been made at all since 2011 for persistently disadvantaged children.² Alarming, this was the situation before the impact of Covid, which emerging evidence suggests will have dramatically worsened inequalities further.³

Despite the crisis, we see great opportunity. In the external environment there is an appetite for change. The crisis of 2020 has worsened inequalities and put further strain on the education system, but it has also made challenges more visible, and there is more public and governmental attention on this than ever before. Simultaneously, as an organisation, and as an Alliance, we have never been better positioned to organise collectively. We finish the year with a team of ten, nearly 200 member organisations, strong structures for collaboration, well-designed programmes to support the scaling of impact and a more renewed sense of purpose and need for our work than ever before.

As we look forward to 2021, we want to take this opportunity to thank our funders, our trustees, our member organisations and all of those in the wider community who have worked with us to date and made this possible. We thank you for your continued commitment to collective action to support young people from all backgrounds. We are poised and ready to drive long-needed changes and can only do this together.

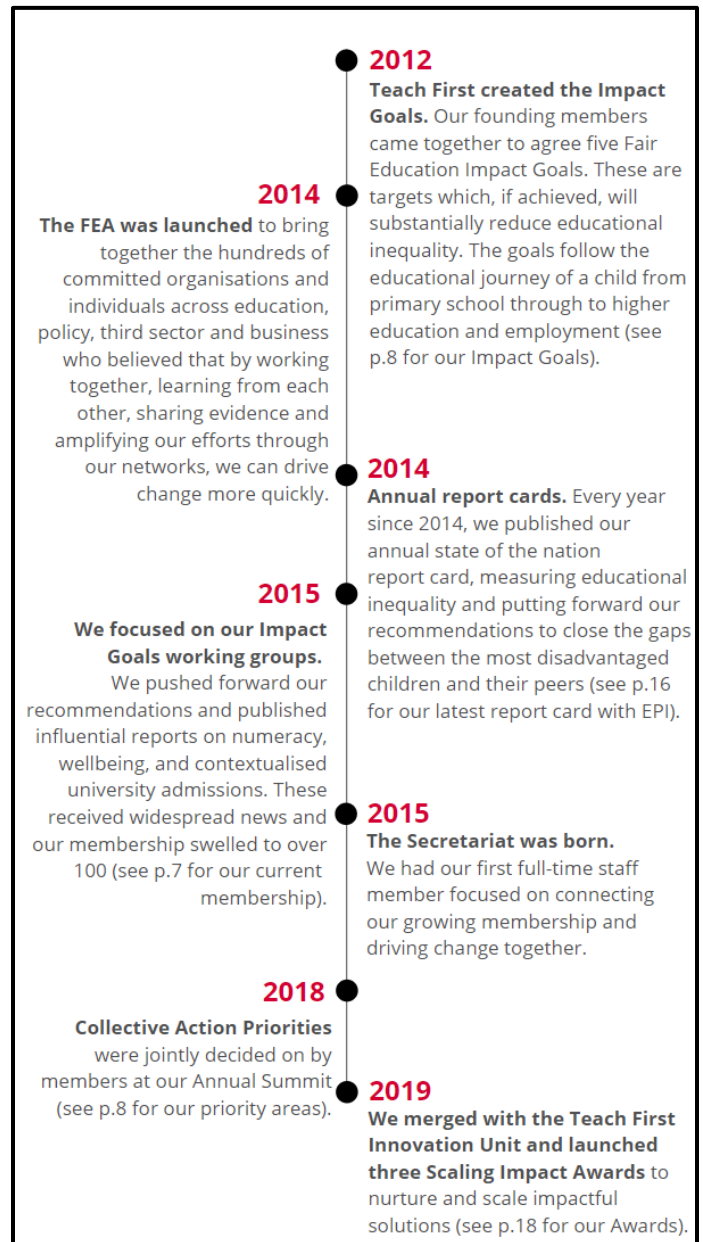
FEA Co-CEOs

Sam Butters and Gina Cicerone



² Children eligible for Free School Meals for more than 80% of their time at school.

FEA History



³ [EEF report, June 2020: 'Best evidence on impact of school closures on the attainment gap'](#)

Our Members

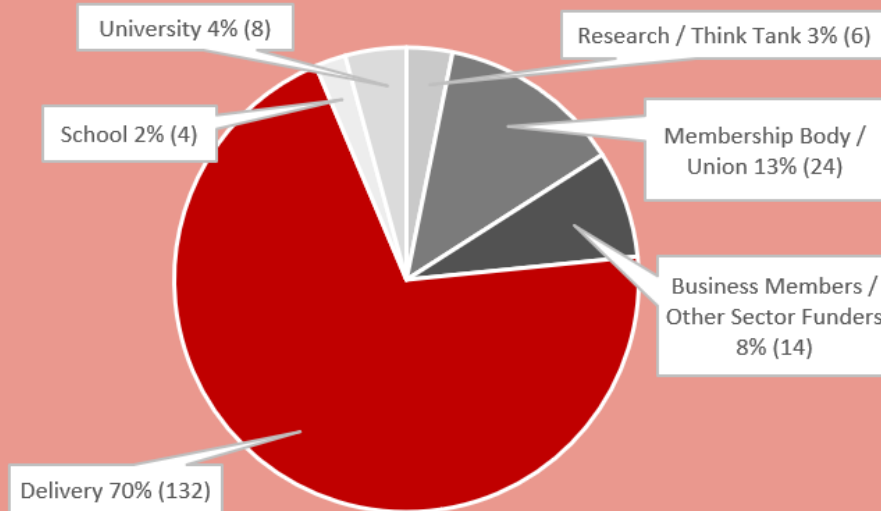
All organisations that form the FEA join together to drive collective action at a local and national level to make education and life chances fair for all young people.

We started out the 2019/20 year with 150 members, and at 31st August 2020 we have 188 organisations in the Alliance. We are proud of our ever-growing membership, specifically the expertise, enthusiasm and diversity members bring to all strands of our collective work.

Make-up of FEA members

Our current membership can be segmented by organization type, namely delivery organisations, research organisations / think tanks, business members / other sector funders, universities and schools.

Below is a breakdown of our 188 members by organisation type:



Overview of membership engagement

As set out in this report, there have been multiple engagement opportunities for members to connect and collaborate over the past year. We convened 11 collective action project meetings, five roundtables and the FEA Booster. **64% (121/188) of our members attended at least one of these events.** More information on membership engagement is on p.22-25.

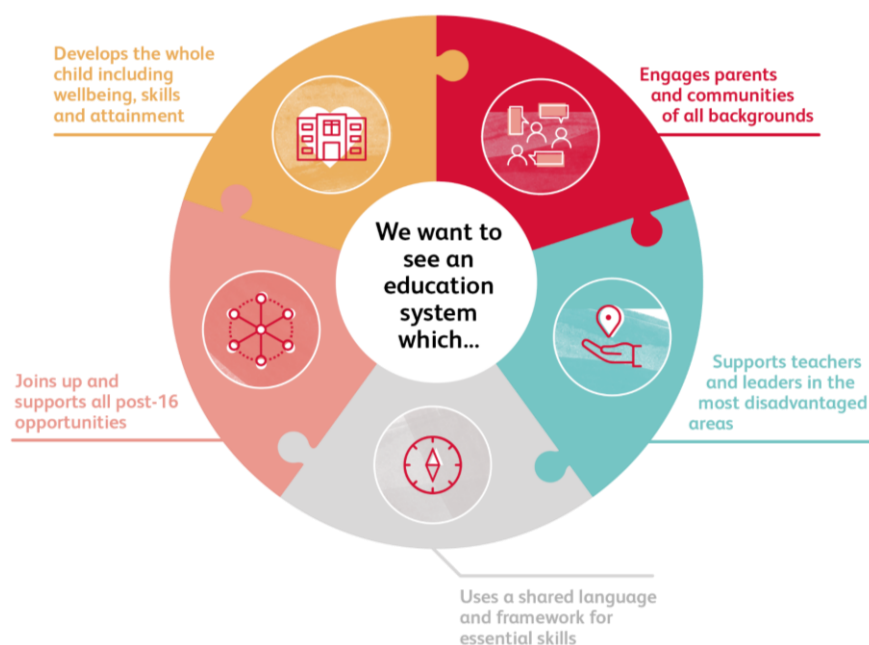
Our 2019 – 2022 Strategy

Our vision is a country where no child's success is determined by their socioeconomic background. We believe that in order to achieve this, we need fundamental change. No one organisation, sector or even government can fix these complex issues. We need a new approach to tackle educational inequality collectively, and to work across sectors, organisations and individuals.

This is what the FEA exists to do. Our work aims to achieve **five Fair Education Impact goals**:

1. Narrow the gap in literacy and numeracy at primary school
2. Narrow the gap in GCSE attainment at secondary school
3. Ensure young people develop social and emotional competencies, good mental health and wellbeing
4. Narrow the gap in the proportion of young people taking part in further education or training after finishing their GCSEs
5. Narrow the gap in university graduation, including from the 25% most selective universities

FEA members have since collectively decided that the **five priority areas** to focus on as an Alliance are:



To achieve these priorities, we launched our 2019-22 strategy. The aim of this strategy is to provide the infrastructure for collaboration across organisations working to improve education for young people from disadvantaged backgrounds. The **two outcomes of our strategy** are:

1. To increase member impact by building their capacity through direct support and through connecting them with others inside and outside the FEA network.
2. To utilise the voice and action of the collective to advocate and influence policy and practice which will help achieve our priorities for the system.

The problem we are tackling

The UK education system does work, but only for the lucky few. The single biggest issue in education is inequality - there has always been a gap in performance between children from more advantaged and less advantaged backgrounds. We measure this based on a range of comparative outcomes for children who are eligible for free school meals (FSM) against others. The inequality manifests in many ways: in the fact that young people on FSM start school with less language skills and know less words than those who aren't. They are on average 18 months behind those who aren't when they finish school, they are more likely to be excluded, they are less likely to go to university and are more likely to be NEET.

This matters because this is the pipeline to a fairer society - if inequalities are entrenched before children even leave school, then we will never be able to tackle inequalities later down the line.

This is a known issue with significant resource and effort being deployed to tackle it and yet progress is far too slow. Before 2018, the overall inequality gap in education had been narrowing, albeit slowly. Our latest [joint report with the Education Policy Institute](#) published in August 2020 (analysis of data from 2019) shows that gaps were starting to widen, even before Covid-19.⁴ Further evidence indicates that the impact of the pandemic in 2020 makes it likely that progress made since 2011 in narrowing the gap will be reversed.

If current trends continue, the disadvantage gap will never close. In this latest report, researchers have found that persistently disadvantaged children (who have been eligible for FSM for more than 80% of their school life) were on average 22 months behind their more advantaged peers. For this group of

children improvements have not been made since 2011. A likely cause of gaps widening is that more children have fallen into this category in recent years. **Unless a different approach is taken, and to creating a fair system for these persistently disadvantaged children in particular, the inequality gap is likely to never close.**

How we are tackling educational inequality: delivering the 19-22 strategy

This year, we continued to develop the infrastructure to enable our members and our wider network of supporters to work together to act on what needs to change in the system to improve outcomes for disadvantaged pupils. This infrastructure has in turn enabled our network to speak with one voice and act collectively to make change happen.

In this first year of our strategy, we:

- **Continued to build consensus across the network on what needs to change:** we have brought members together and facilitated processes to build a shared understanding of key issues in education and the best solutions.
- **Drove collective action through facilitating collaboration to act on our shared goals:** we convened our network through collective action projects meetings and topical roundtables, and rallied around joint policy calls, to enable agreement on and implementation of actions which move us towards our shared goals.
- **Launched three Award programmes to scale impactful solutions through a systemic and need-based approach:** we selected 17 innovative and impactful initiatives that we'll work with to help reach every child who can benefit from them.

⁴ See p.17 for more information on this year's EPI report.

Building Consensus to Drive Collective Action

The past year has been a year of two halves for the FEA.

In Autumn 2019, we had a vision of the changes in the education system that we wanted to see, based on our three priority outcomes. From September to March, we focused on establishing and utilising structures to enable members to collaborate and strengthen our collective action campaign for a fairer education system.

In March, when Covid hit, it quickly became apparent the extent to which young people were impacted by the crisis. Poised with the infrastructure and relationships we developed in the first part the year, we were able to rapidly pivot the focus of our strategy to support our members and ultimately the young people they serve.

September 2019 – March 2020: developing mechanisms for collective action to achieve joint outcomes

We started the year by drawing on member expertise, evidence and experience to further develop our collective priorities (as decided by members in 2018). In December, we used these priorities to launch our campaign for a fairer education for all, and in early 2020, we worked to better articulate the priorities we want to see for a fair education system⁵.

In order to facilitate members' joint action to take these priorities forward, we created spaces and mechanisms for members to come together to develop each area. We did this by establishing working groups, which have enables members to build and strengthen relationships, share learning, and collaborate across the network.



We developed a collective action working group for each of the five priority areas.

The FEA Secretariat convened and led three of these working groups: supporting teachers and leaders, improving post-16 destinations and whole child education (wellbeing).

Two of the collective action areas (Essential Skills and Parental Engagement) are led by FEA members Skills Builder and Learning with Parents respectively.

- Essential Skills: on 20th May, the Skills Builder Partnership launched the [Universal Skills Builder framework](#). Unlike their original framework, aimed at children and young people, the Universal Framework can be used in a variety of settings, enabling the development of essential skills in education, employment and beyond. Developed over four years, the framework is being used by 500+ schools and colleges, 120+ employers,

⁵ See p.8 for diagram of collective action priorities.

and 90+ impact organisations, all building the essential skills of 200,000 individuals.

- Parental Engagement: led by Tom Harbour from Learning with Parents, a subset of FEA members such as Parentkind, Nesta and the Careers and Enterprise Company have established a Parental Engagement Forum as part of our ongoing work to engage parents and communities in education. An example of their work is jointly inputting into “Parent Ping” (a free app for parents), where data is collected and used to inform future campaigns and to support organisations with parental engagement.

These groups met nine times across the year and had an average attendance of 23 members.

The Secretariat has also created an overarching campaign group to have oversight over progress of all working groups, and to synthesise outputs from the different groups so as to facilitate a joined up approach on next steps. This group met six times over the year, and these meetings had an average attendance of 10 members.

Our collective action working group meetings have given us an invaluable opportunity to listen to and gather emerging themes from the community on what needs to come next and how we can make a fairer education system.

Key themes and messages we have noticed emerging, and which we will continue to explore together through our work are:

- A greater focus on school inclusion policies
- Exploration of developing a place-based approach to change
- Ensuring any efforts to tackle disadvantage includes support for the early years

Spotlight on the FEA’s impact by ‘sparking and supporting’ collective action

FEA member Causeway wanted to convene a group of widening participation (WP) professionals to collectively discuss and address what could be done to tackle the problem that WP standards are inconsistent across universities, including the level of professional training that people working in WP get. We supported Causeway to lead two roundtables in February and August.

Across these two events, WP professionals were brought together to discuss how professional standards in WP in universities could be improved, with FEA Co-CEO Sam leading a session in the February roundtable on how the group could work together to develop a charter for standards. Outcomes as a result of this support and collaboration were:

- Discussions from this group prompted staff from Cambridge University to set up a competency framework for WP for the university
- Causeway are now working with Future Learn to write open online courses for professional development in WP
- Wolverhampton University is working with Causeway on the creation of a postgraduate certificate in WP
- Sam has continued to support Causeway with advice on managing their capacity to lead this and to keep momentum going

We convened roundtables on five themes to understand member views, priorities and concerns, with an average of 24 attendees at each meeting.

Meetings across the year covered Access to Higher Education, response to Covid-19, the Augur Review, submission to the 2020 Spending Review and Oracy.

Our first roundtable, attended by 20 organisations, was on access to higher education, and specifically focused on the possibility of developing a contextual tariff points measure for league table providers to use as an alternative to an entry tariff. A positive outcome from this roundtable was that the Office for Students has since considered developing this new measure with the FEA and other key stakeholders.

We were able to harness these mechanisms for collective action and use our united voice to influence the education agenda, policy and debate in a range of ways⁶.

In September 2019, we ran events at Labour and Conservative party conferences to highlight our collective priorities on behalf of members and to ensure education stays at the top of the political agenda. At the Labour conference, we held a panel with the Education Policy Institute (EPI) alongside MPs David Lammy, Tracy Brabin and Emma Hardy. At the Conservative conference, we held an evening reception with keynote speeches from David Laws and Dr Vanessa Ogden.

“The Conservative party conference event was great; you had all the right people in the room. With so many members that can't go do a conference event in their own right, it's a great thing for the FEA to put our issue on the map at such a major event.” – FEA Member



⁶ For a complete list of external events we were involved in, see Appendix 1.

In response to the General Election in December 2019, [we launched a manifesto](#) calling for a long-term, cross-governmental and strategic commitment to work with us to tackle inequalities in education.

Based on our collective action priorities, the manifesto called for the Government to focus on the things we believe will make the biggest difference to closing the disadvantage gap.



The exposure from these activities led to our involvement in a wide range of events, which gave us multiple platforms to influence the agenda and further spread our messaging on the collective action priorities.⁷

Spotlight on media engagement

- Sam addressed the issue of parental donations on Victoria Derbyshire. [Click here to watch the clip.](#)
- This led to written publications featuring the FEA in the [BBC](#) and [iNews](#).

March – August 2020: pivoting to garner and deliver rapid responses to Covid

In March, it quickly became clear that the inequalities and disadvantage gap which our collective action and campaign work had been addressing were being exacerbated and exposed by Covid-19. The crisis and lockdown greatly impacted young people and the education sector, with a disproportionate effect on disadvantaged individuals.


At the same time, this crisis was an opportunity for change, and has since shown what we can collectively achieve at speed in an emergency.

Having both the shared vision and the mechanisms for collaboration, we were primed to quickly develop a collective response to Covid’s impact on inequalities in education and to support members with collaborating to mitigate against the challenges they faced.

We pivoted our strategy in large part to respond to the immediate impact of Covid on young people.

We reacted early by rapidly re-purposing our existing infrastructure for collaboration to collectively produce responses to the Education Select Committee and Spending Review, and we lobbied on specific areas such as catch-up funding, tutoring, free school meals, the digital divide, and the unfairness of the A level algorithm.


The below summarises our response to the crisis and how we leveraged our unique position to bring people together to effect change to address the impact that Covid was having on the most disadvantaged young people.

 ***“I have been an enthusiastic supporter of the FEA for a long time but in this crisis the FEA network and support for collaboration has come into its own – it is a vital part of the Education Ecosystem.” – Nick Bent, The Tutor Trust***

We used our mechanisms for bringing members together at roundtables to facilitate the production of collective responses to key education policy

The FEA developed a [collective response](#) to the Education Select Committee’s call for evidence for their inquiring into the impact of Covid on education. In May, our best attended roundtable (39 attendees) led to the drafting of this response, which has since been accepted by the committee. We used this as a chance to focus attention on the impact of Covid on the most disadvantaged young people, and our response included existing calls for a fairer education system, as well as specific calls to action to ensure that any catch-up support:

- focuses on the most disadvantaged
 - is long term
 - is co-led with the sector
- includes support for wellbeing and social and emotional skills beyond just academic catch up

 ***“Whilst closing the attainment gap is important in the long-term, we must not underestimate the emotional impact of the extraordinary circumstances we are living through. It is critical that provision for pastoral and mental health support is prioritised” - FEA Select Committee Response to the Impact of COVID-19 on Education and Children’s Services***

As part of our response:

- 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 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 [National Tutoring Programme](#) start this November.

Spotlight on collective action: National Tutoring Programme



Early in the global pandemic, a number of FEA member tutoring organisations came together to discuss and support each other on delivery challenges as a result of the pandemic. From this came an idea that together they may be able to do something bigger to influence a broader step change in 1:1 tuition for disadvantaged children – the National Tutoring Programme. Alongside others, the group worked to influence the launch of this and announcement this year. They continue to work together to influence the effective delivery and extension of the programme for further years and for further groups of young people aged 16-19.

“Although some in the system are already well-connected, the FEA has brought new and different organisations into the conversation and enabled us to work together. None of us could have done this alone” – Susannah Hardyman, Action Tutoring

Another key component of our Education Select Committee response was a [letter we wrote to Ofqual](#) (with FEA member Impetus) **calling for measures to monitor the impact of grade awarding mechanisms on the disadvantage gap to ensure fairness**. This was not specifically responded to, however the issue of fair grade awarding in the aftermath of Covid continues to be a focus area.

In June, we hosted a roundtable to gather input from our members to submit evidence to the Oracy APPG’s Speak for Change Inquiry. In total, we had 25 attendees, representing teachers, business and the third sector.

Finally, in summer 2020, we created a collective response to the 2020 Spending Review, setting out the FEA’s position on tackling educational inequalities. Our July roundtable on this topic was attended by 36 organisations across teaching bodies, charities, the third sector and business. [Our final response](#), submitted at the end of September, represented the views of over 40 members and key stakeholders.

“When these big issues affecting our young people come up, we are strongest using our collective voice, and the FEA is a brilliant support in convening us to think through the implications for disadvantaged young people.” – FEA member

We harnessed the voice of the network to turn our joint calls to action into multiple campaigns to instigate policy change

Co-ordinated by Big Education Conversation, we supported a [written response](#) to the Government (specifically Gavin Williamson MP and Oliver Dowden MP) alongside The Big Education Trust, Whole Education and Citizens UK, calling on them to address the urgent need to provide vulnerable families with access to data and devices as a way to ensure the most vulnerable children's learning wasn't negatively impacted during school closures.

In addition, Sam spoke to ITV news calling for more tech provision for the most disadvantaged young people. On 19th April, it was announced that the Government would provide laptops and tablets to help disadvantaged young people who will sit exams in 2020/21 (namely Year 10s), and it was announced that internet vouchers will be given to 10,000 families.



Getting food into communities became important early on in the crisis. Alongside Big Education Conversation and other campaigners, we **called for all students on free school meals to be given food vouchers throughout the school term and into the Easter and Summer holidays.** Although there was contention around this issue in Government, all eligible young people eligible continued to receive this provision thanks to campaigning and public support of figures like Marcus Rashford.

The Government's Opportunity Guarantee to give every young person the chance of an

apprenticeship or in-work placement was an initiative we supported calls for, as put forward by Impetus.

We campaigned for post-16 support in two main ways:

Catch-up funding: whilst we welcomed the news of catch-up funding for school-aged pupils, we were disappointed that this did not extend to early years and post-16s and campaigned for this to change. It was then announced that the National Tutoring Programme and catch-up funding would be extended to 16-18-year olds at a rate of £150 per pupil. At the time of writing, provision for early years is still to be clearly defined by the Government.

Careers support: We joined forces with the Careers Development Policy Group (including CRAC, Derby University, The CDI, Careers England, the Institute of Student Employers and AGCAS) to call for a Careers Guidance Guarantee, ensuring that all young people receive quality careers guidance and support for transitions. £2.5m was announced to support careers hubs across the UK after our campaign.

Whilst we recognise that the circumstances surrounding this year's A levels made any ideal outcome impossible, Ofqual's use of an algorithm to grade students was inherently unfair. **We released a joint response to Ofqual alongside the Fair Access Coalition, and co-CEO Gina spoke on local BBC radio stations emphasising the impact that this had on the most disadvantaged young people.** Although the Government ultimately decided to revert to teacher assessments, the situation revealed how embedded inequalities are in our education system.

We used our position as a convener in the sector to connect with like-minded campaigners and system changers to spot opportunities for co-operation, and to unite as one voice when we reimagine education post-Covid

Our belief is that without proper coordination, we risk speaking over each other rather than speaking out together. To address this, we hosted a meeting on 21st May with fellow campaigners who, like us, are reimagining education. These campaigners included Big Change, Business In The Community, Northern Powerhouse Partnership / SHINE, Foundation for Education Development, The Education Commission and Big Education Conversation.

The purpose was to understand each organisation's vision, goals and approach, identify similarities and understand differences. We co-created a [joint framework](#) setting out what we have in common, and this was developed in our second meeting on 13th July. Key outcomes from this meeting included agreeing on the FEA's shared vision of what the system needs to look like, and what it means to create a fair system i.e. to not just make the current system a little bit less unfair.

We continued to listen and respond to members' increasing appetite to collaborate, and we have connected members to form advocacy groups





Over the past few months, we have noticed increased calls from members to connect with one another and to have the space to share learnings and experiences from Covid, and to galvanise around current pressing issues. To this end, we supported with the initiation of a skills and wellbeing group to link up like-minded organisations working to ensure skills are not lost in the Covid catch-up agenda.

Spotlight on our [Annual Report 2020 published with the Education Policy Institute \(EPI\)](#)

This year's report shows that even before Covid, educational inequalities were worsening. The most persistently disadvantaged children (on free school meals for more than 80% of their school life) were on average 22 months behind their more advantaged peers, and this gap has not improved since 2011. Although there have been efforts from the Government, businesses, charities and the third sector to bridge this gap, it has not made a significant impact on the educational outcomes of all young people, particularly the most disadvantaged. The report demonstrates why the shared vision for a fair education system, as developed by the alliance, is needed now more than ever.

The report launch generated significant press on the findings and the work of the Alliance, helping us to continue to spread the FEA's key messages and for our calls to action to gain far-reaching traction.

Overall we had:

-  6 specific mentions of the FEA across industry and broader press (including [BBC](#), [The Times](#), [The Guardian](#), [Schools Week](#), and [Daily Mail](#)), and 40 instances of the report being covered in the media, including in local and national newspapers, and TV broadcasts
-  678 engagements across EPI and FEA pinned tweets
-  226 click-throughs to the report from the FEA website
-  200 opens for our special report bulletin (around 36% of our mailing list), with 97 clicks through to the report

An [Op-Ed written by the FEA was published in TES](#), and Sam featured in a [CNBC interview](#) on educational inequality.

Virtual Booster







As we have seen in the opening pages of this report, for the first time in a decade, the attainment gap between poorer pupils and their more affluent peers has stopped closing. These new, adverse trends, combined with the disproportionate impact of prolonged school closures on poorer pupils, is devastating for the life chances of our children and young people.

Through our three Scaling Impact Awards, we nurture new ideas that will tackle entrenched issues and scale impactful solutions to reach the young people who need it most.

We ran a 'Virtual Booster' series from 6th April to 1st May to support innovators from across England to power-up their initiatives with knowledge, connections and skills. Over the four weeks, 119 education-focused social innovators attended 23 virtual workshops and a virtual networking event.

The Booster formed an integral part of our outreach strategy to target Innovation Award and Intrapreneurship Award applicants. It was also a way for us to support innovation more widely in the sector, as the event was open to the public.

Highlight of Booster statistics

-  23 virtual workshops
-  399 accumulative virtual workshop attendees
-  17 attendees per virtual workshop (avg)
-  22 experts
-  119 unique innovator attendees
-  4.4/5 virtual workshop rating (avg)

22 experts hosted the online workshops, who shared their expertise and advice on a breadth of themes such as human centred design, impact measurement, sales strategies, leadership, sustainability and impact.⁸




Key successes

The event was originally meant to be held at Mulberry School for Girls on 25th April, however within a fortnight period, we pivoted in response to Covid by adapting the in-person one-day Booster to a four-week series.

24% of attendees (29/119) applied for one of our three Awards, with six out of 10 Innovation Award Finalists attending the Booster.

Through surveys and informal feedback, participants were impressed with the calibre and diversity of experts and topics. 91% of participants strongly agreed or agreed that the virtual workshops increased their knowledge.

 ***"Sessions were well organised and highly informative. Bringing an idea to life can be challenging. The Virtual Booster series has given me the confidence to do this. I found sessions answered questions I didn't know I needed to ask." - Virtual Booster participant***

⁸ For a complete list of Booster experts, see Appendix 2.

Scaling Impact Awards

Our three Awards are a collective approach of scaling impactful solutions, leveraging the expertise and connections of our membership, and the power of the network to amplify and collaborate, enabling systemic change.

Scaling Award: a two-year programme of tailored, specialist support for up to seven FEA members to enable them to scale their impactful solutions to areas of greatest need.

Intrapreneurship Award: a one-year incubator and £15k for up to five FEA members to launch a new initiative within their organisation.

Innovation Award: a one-year incubator and £15k for up to five new ideas that challenge the status quo to make education fair.

In early 2020, we designed and set up for the launch of our three new Scaling Impact Awards, which included hiring three members of staff to run the Awards. We received 88 applications across the Awards, and between 4th June and 20th August, we held six panels with 46 expert judges. 20 of these judges were from the FEA membership, including two #iwill youth ambassadors on our Final Panels to help select the Intrapreneurship and Innovation Award Winners. In total, 26% (12/46) of judges were from BAME backgrounds and 57% (26/46) were female.

[17 Award Winners](#) were chosen across the three Awards.

Meet our Scaling Impact 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](#) 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.



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



[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.



[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.

Meet our 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 Spalding Academy](#) 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 Future's](#) 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 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. Through this knowledge of family history, they seek to develop positive identity in Black and other marginalised populations.



[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 to facilitate their return to full-time education.



[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 such as courses on sensory processing and fine motor skills.



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.



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.

We believe these 17 Award Winners will collectively make a significant contribution to systemic change and ending educational inequality in England, because together they:

- Focus on developing the whole child, by developing and promoting skills and wellbeing alongside academic attainment
- Target a range of education providers and target critical phases across the system, from early years to post-16s, including alternative provision and further education
- Balance direct interventions for young people with initiatives focused on driving systemic change for the sector.

We recognise that creating systemic change is not only about interventions that address a range of challenges that the education system currently faces, but critically it is also about diverse leadership.

Our cohort of 17 Award Winners includes 12 women and 3 individuals from BAME backgrounds. Between them, the winning interventions cover all regions in England and 10 interventions have a non-London HQ.

Innovation Award: Community Choice Award


In addition to the 17 Award Winners, we held an online vote for the public to choose their favourite Innovation Award Finalist to receive a £500 prize. The 10 Innovation Award Finalists each filmed a 60-second video capturing their idea. These videos were hosted on an online platform for three weeks for the public to vote on their favourite. We received 1,751 votes, of which 20% went to the winner GriffinOT.

Learnings from the selection process

Expert judges - We selected judges that had a diverse range of skills and expertise⁹, including:


- Education leaders (Dame Rachel de Souza, Sir David Carter and Iesha Small)
- Evaluation experts (Becky Francis, Caitlin Ross and Olamide Iyiola)
- Business members (Jemma Read and Colin Hely-Hutchinson)
- Young people (two #iwill youth ambassadors)

Digital panels - Virtual engagement enabled us to secure judges from across the country. To accommodate for screen time, we built-in breaks and split panels over multiple days.

 ***“I thoroughly enjoyed being part of the community over the last two days. It really was exceptionally managed and very stimulating” - Jemma Read, Bloomberg***

Youth engagement - Our two #iwill youth ambassadors were fantastic panelists, and collaboration with Step Up to Serve prior to the panels ensured meaningful youth engagement.

Usefulness of the process – We received positive feedback on the robustness of our application and selection process, even from applicants that did not win an Award.

 ***“Award/Funding Applications can often be on the one hand, a very daunting and obscure process and on the other, a very impersonal and laboriously bureaucratic process - and somehow you made it the complete opposite. We felt we were getting something out of it at every step, regardless of the final outcome” - Ishani Parekh, Revolution Hive***

⁹ For a complete list of Award Judges, see Appendix 3.

Inclusivity – For the Innovation Award, we captured a range of diversity metrics on applicants (disability, ethnicity, gender and sexual orientation) to understand our baseline and create an inclusive approach. For example, this allowed us to provide additional support and time for applicants who declared a disability. We are putting measures in place to track this level of diversity across all our Awards

Due Diligence – For the Innovation and Intrapreneurship Awards, there were instances where the due diligence process took longer than was planned for. Going forward, we will increase the time allocated to this part of the process so that it can be completed before applicants are notified about progression to the next stage of the selection process.


Supporting our Award winners

Due to Covid, we are transitioning to delivering the majority of the support for the Award Winners virtually, and have redesigned our needs assessments, kick-off meetings, workshops and 1:1s accordingly.

In order to impactfully transition to digital, the Award Heads conducted surveys to understand preferences of Winners in terms of digital platform of choice, frequency, and preference for days of the week. Although it can be challenging to build meaningful peer relationships solely from virtual interactions, we are running virtual coffees and informal chats to foster dialogue and support between the cohort. We also anticipate potential barriers to practical activities such as piloting in schools given Covid and will be working closely with the FEA member network to identify settings where this could happen.

We provided support over the Summer to Award Winners who required strategic advice to meet demand in the new academic year. For example, we have supported Get Further to

redesign their tutor training provision so that it can be delivered virtually for larger numbers of new tutors.

 ***“Since winning the Innovation Award, we’re really proud that through a combination of Boromi, and now Keepmi boxes, we’ve already reached over 2500 families across the UK. As a winner of the Scaling Award, the support and guidance that we will receive from the Fair Education Alliance will be invaluable to guide us on this journey, but also being a part of an inspirational cohort with other aligned and supportive member organisations will be enormously exciting and real source of strength and support over the coming years.” - Boromi, Scaling Award Winner 2020***

Spotlight on Dana Saxon’s journey from attending the Booster to applying for and winning the Innovation Award 2020 with her venture Ancestors Unknown

“I was really looking forward to participating in the in-person Booster event and, when Covid took over, I wondered if the Virtual Booster would have the same impact. Fortunately, I think it might have been better!

First, in terms of scheduling, communication, the use of technology, and coordinating many other details behind the scenes, the FEA team did an incredible job organising the stellar series of workshops. Since the topics were so useful and well-timed, I attended the majority of workshops, which provided tremendous value and learning. The quality of speakers, the thoughtful participants, the level of engagement among the groups, and in many cases the personal attention and insight we received – all of it was impactful.

I believe the Booster series gave me the information and confidence I needed to apply for the Innovation Award. And now that I have joined the FEA community as an Award Winner, I still find myself revisiting my notes from the Booster workshops. I’m incredibly grateful to have been given this opportunity to participate in such high-quality and engaging professional development free of charge.”

Understanding our members and support for collaboration

In December 2019, we embarked on a project to explore how to enhance the member connections and collaboration through digital tools. We created this project to complement the Secretariat’s convening of members through events and peer support, by empowering members to connect and support each other independently.

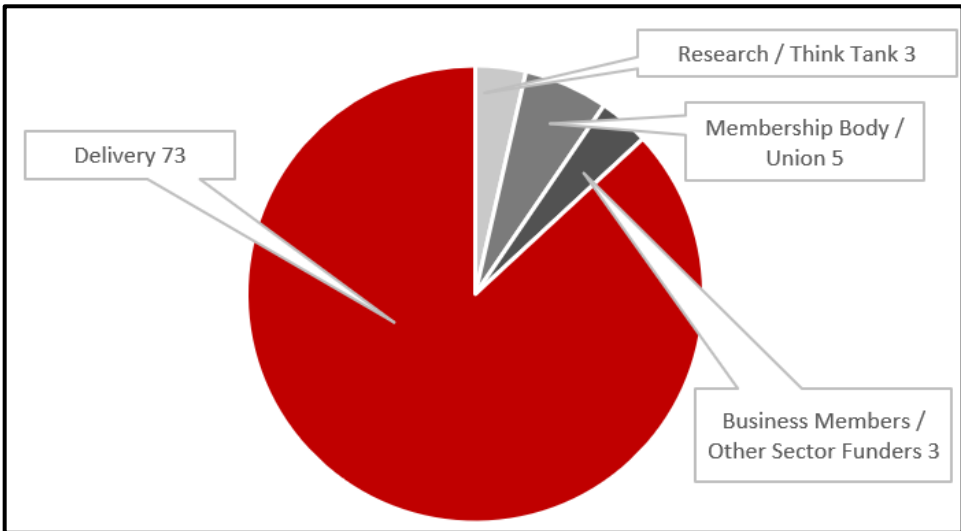
Membership Audit

The audit was designed to enable the Secretariat to better understand our members, and in turn deliver more impactful work through use of thorough and accurate information about FEA members. From January to June, we identified the member information we needed, as well as what we already had and where the gaps were. We used this to decide what to collect from members, which was done in two ways.

1. We built a questionnaire to collect data from members. Out of our 170 members at the time, 147 (86%) were sent the questionnaire. We did not send it to 23 members, mainly schools and universities, due to their limited capacity owing to Covid. **84 members (56%) completed the questionnaire.**
2. We mined certain types of publicly available data on all 170 members. This included information on their legal incorporation, headquarter addresses and social media.

We segmented our 170 members by organisation type. Members were sent tailored questionnaires depending on their organisation type, meaning we could capture specific data to develop a more nuanced picture of what they do and who they work with.

Breakdown of 84 members who filled in the questionnaire:



Snapshot of data on the 84 members who filled in the questionnaire:



Building foundations for the audit

In order to carry out the audit, we realised that we first needed to lay down two key foundations to ensure the audit was done as efficiently and effectively as possible.

A) CRM upgrade

To collect, store, update and process data from the audit, we upgraded our CRM from Hubspot to Salesforce. By building a connector between Form Assembly (the questionnaire host) and Salesforce, questionnaire answers were pre-populated with existing data, helping to cut down completion time. Data submitted in the questionnaires automatically updated member data in Salesforce.

B) Membership strategy development

The audit highlighted wider membership strategy questions that we began to address in Spring 2020. These include the diversity of our membership and our strategy for engaging individuals and organisations outside of our membership network.

Purposes for the audit data

The data collected through the audit adds value across our work, including helping us to:

- Include members in the most relevant thematic discussions
- Broker the right support and connections
- Understand member impact and reach
- Maintain an up-to-date CRM
- Update our marketing collateral

An unintended positive outcome from the audit was developing closer relationships with members through their involvement in creating, testing and completing the questionnaire.

Next steps

With a 61% questionnaire completion, we will gather data from the rest of the network in Autumn 2020. We have also started scoping for the digital tools project, to explore the development of an ecosystem map that will be available for all FEA members to use as a tool for enabling effective collaboration.

Supporting our members to collaborate

Bulletins

At the start of the year, we continued to send monthly bulletins to members to keep them connected, to share asks for help and offers of support, and to create connections and opportunities to collaborate.

In response to many members' efforts to navigate the Covid crisis and its impact on their work and the young people they serve, we increased the frequency of our monthly bulletin to daily (in Mar-Apr) then weekly (from Apr-Aug). These bulletins gathered and synthesised information to support members with navigating the effects of Covid (for example, available funding and pro bono support) and were used as a vital collective campaigning tool to get member buy-in e.g. on technology provision and accessibility to free school meals.

"I get too many round up emails into my inbox but I've come to see the FEA one as my one stop shop for all the information I need to be aware of to stay connected to the wider sector." – FEA Member

Connection Calls



To support members through the difficulties of navigating Covid, we set up weekly connection calls for members to share their most pressing concerns with each other.

From when we hosted our first connection call at the start of April through to the end of August, we hosted 19 calls. A total of 28 member organisations joined, with 63% of these organisations joining for one call. The Tutor Trust was the most frequent attendee, joining 14 out of 19 calls, almost all of which were attended by a different colleague.

"The calls were an important part of the 'connective tissue' of the education system, as well as being good fun to be part of." – FEA Member

Members have fed back that the calls were useful for the period of time we ran them for i.e. at the peak of the Covid crisis and lockdown. Recent feedback has been that they now feel they have support and connectivity through other means (e.g. through our Awards, digital delivery group, tutoring policy and advocacy groups, etc.), so we decided not to continue running the calls in 2020/21.



Selecting new members

Over the past year, 47 organisations applied to become FEA members, of which 38 became members.

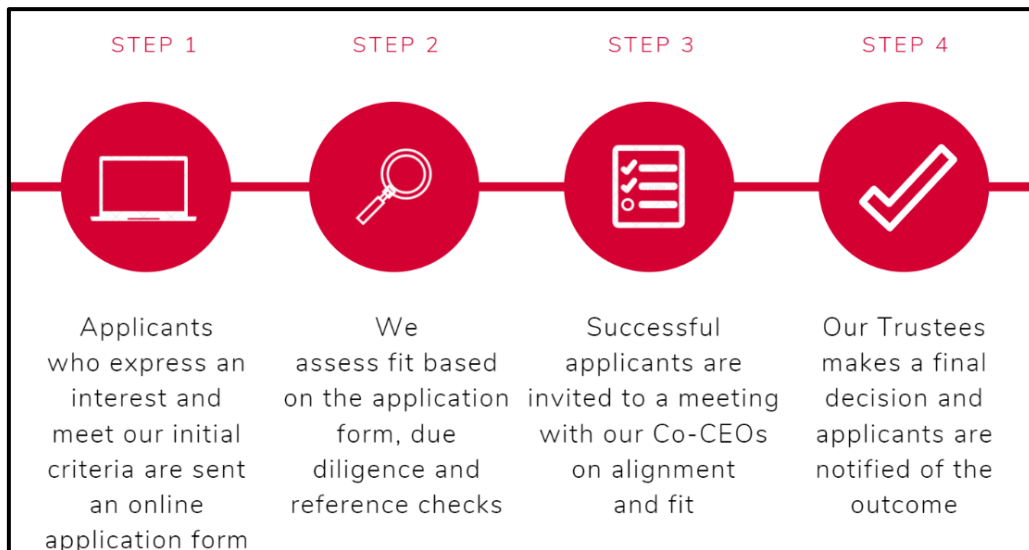
In Spring 2020, we updated our membership application process in order to embed and formalise the way we select new members who are aligned with our vision and committed to tackling educational inequality. This has led to increased clarity and transparency on who we accept as FEA members and what it means to be part of the network.

This new process ties into our membership audit, as we now use the audit questionnaire as

our new member application form, and the data collected feeds directly into our wider membership strategy.

We have completed one full application cycle using the updated process to select a new cohort of members. Initial reflections on how this new process has been is that we have gotten to know organisations better, at an earlier stage, meaning we've been able to more quickly engage and collaborate with them.

Application cycles are based around our quarterly Board of Trustee meetings. A typical application cycle follows the steps below:



Our Commitment to Equality

This year, the FEA Secretariat has continued to ensure there is equality, inclusion and diversity across all our work, and supporting members to do the same. We recognise that our membership is not representative of the communities we aim to serve, and this year's [#charitysnowwhite](#) campaign sparked important discussions of race in our sector.

As a Secretariat, we take this commitment seriously:

- We are proud that nearly half of the FEA Secretariat is from a minority ethnic background, and that **two out of our seven board of trustee members are BAME**.
- Embedding inclusion practices in our work meant that across this year's three Awards, **26% (12/46) of judges and three out of our 17 Award Winners are from BAME backgrounds**.
- In November, **Gina co-led a 'Racial Diversity in the Charity Sector' workshop** with Frontline for over 60 charity leaders, focusing on attraction, progression and retention of diverse talent.
- In July, **we facilitated a workshop for 37 attendees on 'Racial Diversity, Inclusion and Equity'** as a 'train the trainer' model, so that attendees could facilitate the workshop with their own organisations. The workshop was co-created with member

organisations, and over 90% of attendees fed back that they would like future workshops on this topic, which we will plan accordingly.

We have been impressed by the work our members have done to fight the multiple layers of inequality in society and education, which were further exposed by Covid and global movements such as Black Lives Matter. To this end, we published two special bulletins to recognise work being done in the network and more widely.

These bulletins were co-created with leaders with lived experience and spotlighted initiatives for members to get involved with ([solidarity against systemic structures of racism](#) bulletin and [LGBTQ+ education and pride](#) bulletin). In both of these bulletins, we explored how our efforts to tackle inequalities in the education system cannot be achieved if we do not champion diversity.

In the next year, we will strive to increase opportunities to showcase marginalised voices and we will work on diversifying our membership. We are also part of the Education Diversity Roundtable, which had its first meeting in the Summer, and we will incorporate findings into our membership strategy.



Looking Ahead to 2020-2021

We are at a strategic juncture at the end of the year, and we are at a huge moment of opportunity.

There is appetite for change. The crisis has worsened inequalities but has also made it more visible, and there is more public and governmental attention on this than ever before.

We have the foundations and mechanisms in place to enable the collective action to make it happen. We as an organisation and an Alliance have never been better positioned to organise collectively.

In Spring 2020, because of our agreed collective aims for the system and mechanisms, structures and processes for collective action, member organisations were quickly able to mobilise and work collectively to effect immediate responses to the impact of Covid on the most disadvantaged (e.g. work on catch up and the National Tutoring programme amongst others).

We believe now is the time to apply that same collective action to more fundamental, longer term changes in the system which will enable us to reach the Fair Education Impact Goals and a fairer system for all children.

As next steps, we will be reflecting and deciding whether our priorities and strategy are still fit for purpose in the new landscape. We will look at how we can use our learnings from responding to Covid to develop a long-term strategy to make the fundamental and likely radical change needed in the education sector. We want to make the most of the on-going opportunities we have to build back better:

- Continuation of our collective action working groups

- Comms messaging / influencing that rebuilding must focus on disadvantage
- Opportunities to influence policy for the long-term e.g. via the Spending Review
- Supporting our Award Winners to develop and deliver impactful solutions, and scale to areas of greatest need
- Facilitating the Alliance to drive tangible change at this important moment through a Virtual Annual Summit in November to collectively decide how we can do this.

We will also be embarking on new projects to help the sector build back better, such as scoping the development of digital tools that will help to increase our members' and systemic impact.

Another exciting area of development is our youth strategy. For six weeks, Adam Ramgoolie, an #iwill ambassador, led the development of the FEA's youth engagement strategy. We will now be moving into the implementation stage ahead of the strategy launch January 2021. We will be implementing this strategy by:

- **Continuing the Education Youth Advisory Council which has been led by #iwill** – giving young people the platform to feed into efforts to tackle educational inequality, take action and have their voices heard
- **Creating a collective action group on Youth Social Action** – bringing FEA members together to discuss how they can promote and embed greater youth social action in society
- **Embedding youth engagement across all our strands of work** – we aim to pilot this starting at November's Summit and want to embed this into our work going forward

Thank You to Our Funders

All the work of the Alliance is made possible thanks for the generous support of our funders

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 FEA 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



“We remain a proud supporter of the Fair Education Alliance at this most challenging time for young people. It is critical that the education community collaborates and shares best practice to provide support where it is most needed – the FEA is playing an important role in connecting and aggregating these efforts to tackle educational inequality exacerbated by the Covid-19 crisis.”
Roisin Sharkey and Roisin Murphy, Co-Heads of Corporate Responsibility



“The Covid pandemic brought severe challenges to the education sector – the FEA has responded with a combined sense of urgency and possibility, and as a newly independent organisation, in an agile and collaborative way. The FEA does not simply convene – it listens, reflects and seeks to join the dots; vital in a sector where it is all too easy to act hastily and in silos.”
Jessamy Gould, Director

Bloomberg

“As the pandemic threatens to entrench existing inequalities within our educational sector, we’re proud to support the FEA in its efforts to promote innovation and collaboration in the education sector, ensuring that greater numbers of diverse students can access higher education, irrespective of family income or circumstance.”
Jemma Read, Global Head of Corporate Philanthropy



“We are delighted to be members of the FEA and part of the important work that they do, especially during these unprecedented times, when all the signs show that the gap between disadvantaged young people and the more privileged will only widen, without timely and decisive action.”
Kate McGoey, LifeSkills Senior Programme Manager



“Having been involved with the FEA from the very start, we at UBS have been impressed by the work we have been able to achieve together. We are optimistic that the weight of evidence deployed by the FEA will make it the go-to place for cross-sector calls for education reform.”
David Soanes, Global Head of Financial Institutions



“The Credit Suisse Foundation invests in solutions that strengthen the structure of education systems and help professionals within this system to be more effective and impactful. To that end, the Fair Education Alliance has become a strategic partner that can leverage collective action to make a real impact on education systems.”
Colin Hely-Hutchinson, Chair of the Credit Suisse EMEA Foundation

Porticus

“The Fair Education Alliance are, like Porticus, interested in bringing about systemic change to benefit the most disadvantaged children and young people. They believe, as we do, that leveraging the collective impact of networks of aligned partners is an effective way to deliver change.”
Jax Devonshire, UK Education Lead



“We have really valued our first year of partnership with FEA in this most challenging of times. The FEA has adapted swiftly to the growing educational inequalities and crises resulting from Covid-19. The strong collaborative nature of the collective action from its broad cross-sector membership to influence on government policy has been inspiring to be a part of.”
Chris White, Founder

Appendix 1: FEA Involvement in External Events (Sept 19 to Mar 20)

- **Children’s University Conference 2019:** Sam spoke at this conference to share updates on the FEA’s work. [Click here to listen to the podcast.](#)
- Sam took part in an **EPI panel on child poverty and disadvantage.**
- **National Pupil Premium - Ensuring High Quality Education Provision and Access:** Sam spoke to over 100 teachers about the FEA’s approach and proposals for tackling the disadvantage gap, including using cross-sector partnerships as a tool. Insights were shared into how schools can improve their support of the pupil premium, including working in partnership with other schools and organisations.
- **Future Perfect Education Commission:** Sam took part in this commission established as a cross party working group to establish a vision for education.
- **Sam and Gina met with Samuel Kasumu from No.10 Downing Street** to discuss the Government’s strategy to level up education standards across the country, and how the Alliance’s strategy and vision for creating a fairer education for all fits into this.
- Gina led a session with the Social Mobility Commission on **explore innovative ways to improve social mobility in order to tackle disadvantage and inequality.**
- Sam presented updates on our work to the **Teach First National Schools Forum**, made up of a group of 12 headteachers representing geographies across England serving disadvantaged communities. After this event, it was decided that one NSF meeting per year would focus on the FEA.

Appendix 2: Booster Experts

Amanda Jones , The Gate London	Jenny Griffiths , Teach First
Bonnie Chiu , TSI Consultancy	Natalie Perera , EPI
Caitlin Ross , Big Change	Pedram Parasmand , The Skills Lab
Charlie Curtis , Said Business School	Rachael Southern , Bates Wells Braithwaite
Hannah Jackson , Innovation Unit	Raza Ali , St Paul’s Way Trust School
Heather Burgess , Teach First	Robert Craig , Skills Builder
Hugo Disant , Bloomberg	Shayan Chowdhury , FEA
Jack Reynolds , Footballs Beyond Borders	Tisha Verma , FEA
Jake Curtis , Jamie’s Farm	Tom Ravenscroft , Skills Builder
James Teasdale , Year Here	Will Millard , CFEY
Jennifer Chong , Bates Wells Braithwaite	Will Staynes , Very Telling

Appendix 3: Scaling Impact Award Judges

Scaling Award

<u>Final Panel</u>	<u>Shortlisting Panel</u>
Professor Becky Francis , Education Endowment Foundation	Annabel Bates , Polaris Education
Dr Chris Wilson , Consultant	Christine Kelly , Education Endowment Foundation
Colin Hely-Hutchinson , Credit Suisse Foundation	Emma Sutherland , Nesta
Sir David Carter , Ambition Institute	Nisha Smales , Ambition Institute
Evelyn Forde , Copthall School	James Zuccollo , Education Policy Institute
Gina Cicerone , FEA	Jason Matthews , Experienced Headteacher
Dr Rania Marandos , Step Up To Serve	Joanne Hay , Social Business Trust
Russell Hobby , Teach First	Rachel Parkin , Save the Children UK
Sam Butters , Fair Education Alliance	Tessa Thomas , Experienced Headteacher
Sam Freedman , Education Partnerships Group	
With a special thank you to our two volunteers from Credit Suisse who led our due diligence process, Marc Berryman and Sue Pickford	

Intrapreneurship Award

<u>Final Panel</u>	<u>Shortlisting Panel</u>
Dame Rachel de Souza , Inspiration Trust	Dr. Katharine Vincent , Mulberry UTC
Gina Cicerone , Fair Education Alliance	Anton Innocent , Big Education Trust
Usman Ahmed , iWill Ambassador	Owen Carter , ImpactEd
Jonny Boddington , BCS Consulting	Marie Hamer , Ambition Institute
Jemma Read , Bloomberg	
Shane Mann , Lsect Ltd	
Zulum Elmongo , FEA Board	

Innovation Award

<u>Final Panel</u>	<u>Shortlisting Panel</u>
Ashleigh Ainsley , Colourintech	Caitlin Ross , Big Change
Connor Burleigh , iWill Ambassador	Charlotte Hatfield , Shackleton Foundation
Gina Cicerone , Fair Education Alliance	Dennis Simms , Heads Forward
Kate Kilmurray , Bloomberg	Heather Salmon , Esmee Fairbairn Foundation
Kirsty Grundy , Shireland Technology Primary School	Helen Rafferty , SHINE
Mayur Gupta , Career Accelerator	Iesha Small , YHA
Nadine Bernard , Van Gough Primary School	Jason Ashley , Redbridge Community School
Wayne Holmes , Nesta	Laura Partridge , RSA
	Mark Goodchild , Social Minds
	Natasha Armstrong , NFER
	Nav Sanghara , Inspire Partnership
	Olamide Iyiola , PA Consulting