SUPPLEMENTARY PROGRAMME FOR SCHOOLS: GRANT FUNDING

Request for Proposals
May 2012

MAYOR OF LONDON

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SECTION 1: INTRODUCTION & APPLICATION PROCESS

1.   **Introduction**
      The GLA is seeking to provide grant funding for up to three organisations to improve pupil's behaviour and academic attainment at key transition stages in their education. This document outlines:
      - The invitation to submit grant funding applications and the application process **(Section 1)**
      - Project description **(Section 2)**
      - Evaluation and criteria for decision making for this funding **(Section 3)**

2.   **General**
      The GLA reserves the right to award the funding for which applications are being invited in whole, in part, or not at all.

      Applications must be kept open for our acceptance for a period of 3 calendar months from the date fixed for return.

      No payment shall be made by the GLA in respect to the provision of this application. All information supplied by the GLA in connection to the Request for Proposals for Grant Funding must be maintained by you in strictest confidence and not disclosed to any third party without receiving prior written consent.

      All questions on this grant funding programme and the application process should be forwarded by email to: **YouthTeam@london.gov.uk**

3.   **Application Process**
      The application process is in three stages:
      - Stage 1 – Pre-Selection Questionnaire (PSQ)
      - Stage 2 – Full Application
      - Stage 3 - Interviews

      Stage 1 of the application is a Pre-Selection Questionnaire (PSQ) which consists of initial questions that will be used to shortlist organisations that are invited to submit a full application.

      The PSQ will require applicants to confirm they have:
      - Processes and procedures in place to deliver the programme;
      - Financial robustness;
      - Prior experience in delivering similar projects to similar client groups;
      - The documentation that the GLA will require to carry out due diligence checks (see Appendix 2 for a full list of GLA due diligence requirements).

      Questions in the PSQ require either yes/no answers and responses to qualitative questions. Each close ended question has been allocated a pre-determined range of scores dependant on the answer given. The PSQ also consists of two qualitative questions regarding the activity / delivery model of the proposed project and stakeholder engagement – these questions will also be scored on a pre-determined range of scores, and will be given a higher weighting than the close ended questions. Applicants must ensure that they answer the PSQ stage accurately, as an inability to verify PSQ answers in Stage 2 may result in applications receiving low scores, or being rejected at Stage 2.

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The GLA will invite the top scoring applicants for each grant area to submit a full application as part of Stage 2.

If applicants have any questions in relation to the Stage 1 PSQ, they must be submitted to the GLA between 17th May 2012 and 5pm on 31st May 2012 by email to YouthTeam@London.gov.uk Applicants should note that all questions and their answers will be posted on the GLA website (within 3 working days) in order to inform all applicants.

Stage 1 applications should be completed electronically and submitted via email to YouthTeam@london.gov.uk by 5pm on Friday 8th June 2012.

Stage 2 - Further details of the stage 2 application process and evaluation criteria will be provided to shortlisted applicants but an outline of the evaluation criteria can be found in **Section 3** of this document. Applications will be scored against set criteria by a minimum of two scorers. The top scoring applicants will then be invited to a panel interview as Stage 3 of the application process.

If applicants have any questions in relation to the Stage 2, they must be submitted to the GLA between 18th June 2012 and 5pm on 6th July 2012 by email to YouthTeam@London.gov.uk Applicants should note that all questions and their answers will be posted on the GLA website (within 3 working days) in order to inform all applicants.

Stage 2 application packs will be sent out to the shortlisted organisations via email by Midday on Monday 18th June 2012 (provisional) and the deadline for full applications to be submitted with all accompanying documents will be 5pm on Friday 13th July 2012.

Stage 3 – The top scoring applicants from Stage 2 (maximum of 3 per grant area) will be invited to a panel interview. Applicants will be asked to present their project and delivery models and answer a number of questions from the panel.

INTERVIEW DATES
Stage 3 interviews will be held between 13th August 2012 and 16th August 2012 (provisional). Those organisations shortlisted for interview will be contacted on Monday 6th August 2012 however all organisations submitting Stage 2 bids should ensure they keep these dates available.

Table 1

Application Process	Deadlines
Launch of Request for Proposals & PSQ STAGE 1	Wednesday 16th May 2012
Deadline for return of PSQ	Friday 8th June 2012
Long-listed organisations invited to submit full application - STAGE 2	Monday 18th June 2012 (provisional)
Deadline for full applications	Friday 13th July 2012 (provisional)
Interviews	Monday 13th August – Thursday 16th August 2012 (provisional)

4. **Partnership / consortium bids**
Applications will be accepted from consortiums, lead partners (working with a variety of third party organisations) and single organisations. All organisations should specify which statutory and non-statutory organisations they intend to work with in order to deliver the projects.

Any questions on the application process should be emailed to
YouthTeam@London.gov.uk

SECTION 2: PROJECT DESCRIPTION

1. **Project Aim**
    The aim of the Supplementary Programme for Schools (SPS) is to improve the academic attainment, behaviour and other measurable indicators of a young person's performance at the key stages in their education to maximise their potential to succeed and thus avoid being placed at risk of exclusion from school or not achieving to their full academic ability.

    The GLA is seeking to fund 3 providers to deliver projects across schools, targeted in a number of priority London Borough's over three years to support pupils at key transition stages in their education, a time when they may experience a fall in achievement levels and start to display signs of disruptive behaviour:

    - Key Stage 2: Transition from primary school to secondary school
    - Key Stage 3: Key to raising children's aspirations & support them to make positive choices

    Projects should have a specific focus on improving behaviour and aspirations of these pupils which will support them to reach their academic potential and raise attainment. The GLA is seeking to fund projects which use evidenced-informed approaches to engaging young people and working with schools and to scale up these projects and interventions.

2. **Context**
    The focus of the Supplementary Programme for Schools will directly contribute to the delivery of the:

    - Mayor's Economic Development Strategy objective (4): *to give all Londoners the opportunity to take part in London's economic success, access sustainable employment and progress in their careers.*
    - Mayor of London's youth priorities, as set out in Young Londoners: Successful Futures
        - reducing child poverty, tackling disadvantage and improving children's life chances
        - reducing the number of young people who are NEET; and
        - increasing youth crime prevention.

3. **Rationale**
    There is a range of targeted group-based and universal schools-based programmes in the market delivering to pupils in schools. This includes programmes focused on dealing with challenging behaviour, preventative intervention, raising academic achievement and social-emotional skills.

    The specific rationale for this programme is that a number of young people begin to disengage from education from Year 6 onwards. At this age, they may begin to display behavioural problems and also struggle in their basic literacy and numeracy. Whilst the circumstances for each individual child will vary, it is clear that both behaviour and attainment are interrelated and there is evidence that targeted teaching and pastoral support for children with these characteristics can help to re-engage them in learning. Without such support, it is possible that these children will go on to display entrenched behavioural problems and fail to achieve the minimum qualifications they require for good life chances. They are also more likely to be excluded and become NEET (Not in Employment, Education or Training) at a later age.

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- **Behaviour:** Children and young people can display a wide range of behavioural and emotional issues which have a direct impact on their learning and experience of school. These can range from minor behavioural issues to complex disorders. In 2011, the main need of 18.6% of primary aged pupils and 30% of secondary aged pupils with School Action Plus or a statement of Special Educational Need (SEN) was Behavioural, Emotional and Social Development (BESD)[1].

- **Academic Achievement:** Many London schools have experienced an increase in academic outcomes of pupils in the past few years. For example there has been a significant increase in the percentage of pupils that achieve 5+ GCSE's grades A*-C including English and Maths. On average, London pupils meet or exceed the national England average at all key stages. There are still however big differences in the academic achievement of disadvantaged young people (those eligible for free school meals) both at a national level (the % of pupils eligible for free school meals achieving 5+ GCSE's grades A-C including English & Maths is 34.7% compared to 58.4% of all pupils) and at a local level (in London those eligible for FSM = 47.3% compared to 61.9% of all pupils).[2]

  Pupil's achievement at Key Stage 2 has remained fairly static over recent years. The London average is in line with the national average. It is recognised that there needs to be an increased focus on early intervention to tackle underachievement at pupil's transition from primary to secondary schools and at Key Stage 3. The aims of the Supplementary Programme for Schools will be targeted at providing additional support and interventions at Key Stage 2 & 3 aimed at narrowing the gap of those disadvantaged and underachieving pupils.

- **Exclusions & Attendance:** Inner & Outer London has a significantly higher percentage of state funded secondary permanent exclusions compared to the England average (0.26% and 0.20% compared to 0.15%). Inner London also has a slightly higher percentage mainstream primary fixed term exclusions than the England average (1.05% compared to 0.91%) and more state funded secondary fixed term exclusions than the England average (9.79% compared to 8.59%). In London, young people who are eligible for free school meals are around four times more likely to receive a permanent exclusion, and three times more likely to receive a fixed period exclusion than children who are not eligible for free school meals.

  The overall rate for school absence is continuing to decrease at both primary and secondary age. However the overall absence rate for those pupils that are known to be eligible for and claiming free school meals remains higher than for other pupils (approximately 1.6 times higher)[3]

- **Young people at risk of becoming NEET:** This project aims to intervene early to support young people who are showing signs of being at risk of not being in education, employment or training (NEET) post leaving the education system. But also to support those young people who would benefit from receiving additional 'challenge' and support to enable them to reach their potential. Evidence shows that early intervention, is not only cost effective, but will also have a greater impact on improving life chances of individuals.

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[1] Children with Special Educational Needs 2011: an analysis - Chapter 1 tables, School Census
[2] Source: National Pupil Database 2010 – 2011
[3] Pupil Absence in schools in England, Including Pupil Characteristics: 2010-11, Department for Education, March 2012

- **August 2011 riots / disturbances –** The Institute of Public Policy Research (2011) found that in an overwhelming majority of the worst-affected areas, youth unemployment and child poverty were significantly higher than the national average while education attainment was significantly lower.

  Of those found guilty of an offence related to the August 2011 riots over 26% were aged 10-17 years old. More than a third of young people aged 10 to 17 who were involved in the riots had been excluded from school during 2009/10 (Ministry of Justice). Two thirds of young people had special educational needs and missed on average almost one day of a school week. They were also more likely to live in the 10 per cent lowest income areas and be receiving free school meals. Only 11 per cent had achieved five or more GCSE grades A*–C including English and Maths[4].

  The Riots Communities and Victims Panel highlighted the importance and the central role of schools to work with community and voluntary organisations to:
  - Build the character and resilience of children and young people
  - Raise attainment of those pupils underachieving (focusing on literacy levels)
  - Increase attendance and reduce exclusions.

4. **Types of interventions:**
   There are currently a wide range of supplementary programmes in the market delivering to pupils in and alongside schools aimed at raising attainment and improving behaviour. These programmes can be group based or one to one, targeted or universal interventions that can be delivered in schools and within the community.

   The purpose of this project is to enhance provision within London and to support work in / with schools, not to replace it or duplicate it. This needs to be at the heart any proposed intervention / project. Examples of the types of interventions that could be offered include:

   - *Challenge and Aspiration raising:* provide on-going challenge to the young person to help them stretch to their full potential; and support and motivate the young person to think about their future career and help them plan it

   - *Behavioural:* aimed at addressing underlying behavioural issues of young people, however complex.

   - *Educational attainment:* aimed at improving functional skills (depending on need) – most likely to be specifically targeted at literacy and numeracy.

   - *Skills development*: depending on a young person's needs, help them overcome their individual barriers that they face in engaging in education.

   - *Parental Engagement:* working with parents to support them to set clear boundaries, rewards and sanctions for their child's behaviour

   - *Community Involvement:* involving the local community in supporting young people in education and to give back to their community, for example through mentoring, peer to peer support, reading buddies.

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[4] After The Riots: The Final Report of the Riots Communities and Victims Panel, March 2012

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The GLA are not specifying the method and model of delivery and do not expect organisations to deliver all of the above interventions. The supplementary programme for schools will scale up a number of different approaches that organisations are currently using and can provide evidence of the impact for the target group of children and young people.

5.   **Objectives**
The objectives of the programme are to:

- Improve the behaviour and academic attainment (with a particular focus on literacy and numeracy) of a child / young person's performance at the key stages in their education to maximise their potential to succeed and thus avoid being placed in the at risk category, disengaging from education and not achieving to their full academic ability.

- To establish a greater evidence base for supplementary programmes for schools using a variety of existing models of intervention and testing their scalability.

6.   **Delivery model**
The GLA will fund up to 3 organisations to deliver projects in or alongside schools within targeted boroughs across geographical clusters over 3 years. The GLA is not prescribing the models of interventions and organisations will be expected to identify and evidence the most effective models of delivery for the identified target group. It is however expected that:
- Projects will be delivered on a group basis
- Projects will be delivered to a mix of primary and secondary school aged pupils (within the target age-group)
- There will be a mixture of term time and holiday projects
- Projects will be delivered across a range of sites
- The duration of interventions for pupils will be a minimum of 2 school terms and a maximum of 1 academic year
- Organisations will report pupil progress at agreed milestones throughout the intervention, at the end of the intervention and 6 months after the intervention has ended.

Working with Schools
All organisations will be required to work with schools. Organisations must be able to provide evidence of how they have worked with schools in the past and a clear plan of how they will secure buy in and engagement from schools and work with them to identify and refer pupils (including gaining parent's permission where appropriate) and share pupil data in order to track progress and outcomes.

Co-design with young people
Organisations should outline what evidence base and/or what direct involvement young people from the client group have had in informing the design of the project.

7.   **Scope**
Over three years, this programme aims to support:

- Children & Young People between 10 years old (Year 6) – 14 years old (Year 9)

- Children and young people who are identified as underachieving academically and / or are disengaged, displaying behavioural, emotional or social difficulties.

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Target Group
The GLA would like children and young people who are most in need of extra support to benefit from the funded projects particularly children and young people that are disengaging or at risk of disengagement from school due to behaviour and emotional issues and are underachieving academically:

The target group must be:
- Aged 10 – 14 years old (school Years 6-9)

- Live or go to school in / centred around one of the identified priority Boroughs (see page 10)

- Identified as having behavioural, emotional or social needs (by schools e.g. been through internal school behaviour processes, School Action, School Action Plus or a statement of SEN)

- Identified by the school as underachieving (not reaching key target / sub target levels in English, Maths and/or Science, with a particular focus on literacy and numeracy).

Organisations may wish to identify specific groups of pupils within the above and particularly those relevant groups citied in the Equality Act 2010. In these cases organisations will need to evidence the need of these target groups and successful organisations will need to establish clear referral criteria.

The GLA wishes to document and evidence any disproportionate levels of disadvantage these communities experience in terms of achievement. It is intended that seeking to raise their attainment levels should lead to better outcomes for these young people and 'advance equality of opportunity' as cited in the Equality Act. For monitoring purposes, the GLA will require organisations to, where possible, monitor the uptake of the interventions by those relevant groups cited in the Equality Act 2010 and pupils eligible for free school meals, pupils with a Special Educational Need, School Action Plus or School Action and those pupils for which English is an additional language.

There will be a focus on projects that include:
- securing successful transitions from primary to secondary school for those children which the evidence suggests are likely to become disengaged with an associated drop in attainment and increased disruptive behaviour;

- focused at Key Stage 3 pupils (to the end of yr 9) to raise children's aspirations, retain their engagement and influence their future choices;

- scaling up existing evidenced based interventions to improve pupil's behaviour and increase their academic attainment.
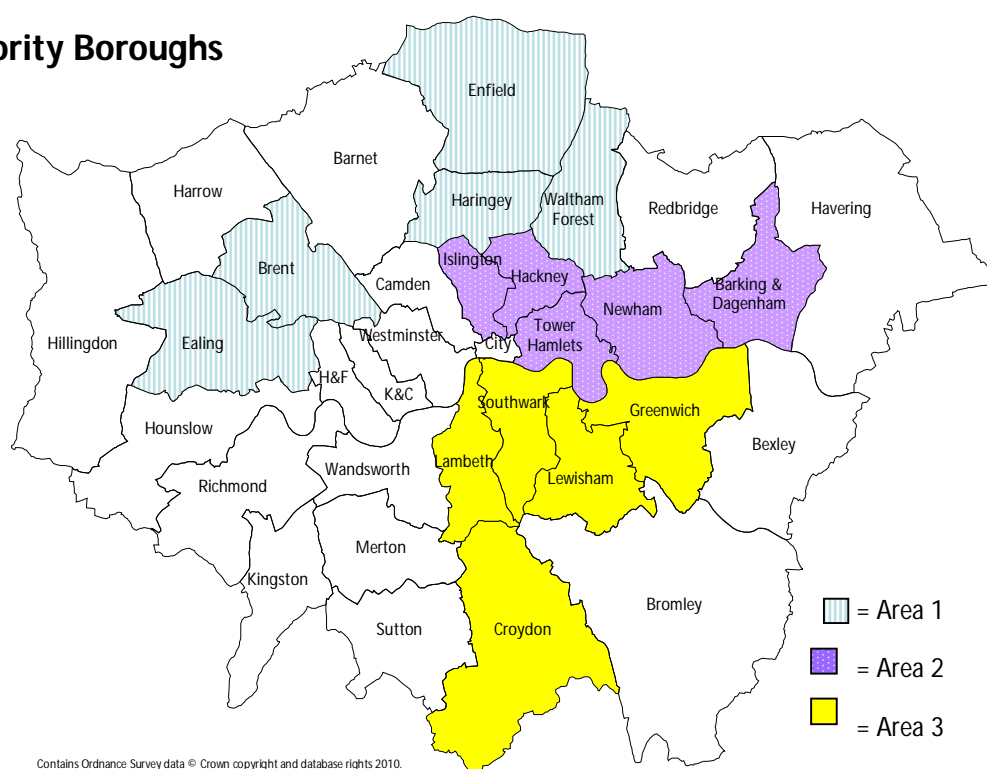
Geography:
Successful organisations will be asked to deliver to a number of London boroughs within or centred around a geographical cluster. The boroughs have been selected based on a range of data below and clustered together geographically:
- Educational Attainment (Key Stages 2 & 3)
- Attendance and fixed term & permanent exclusions (school data)
- High Deprivation & child poverty
- Boroughs worst affected by the 2011 riots

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Attached as Appendix 1 is the above data by priority Borough. Successful organisations will be expected to deliver projects across or centred around at least 2 of the priority Borough's within the relevant cluster area:

SPS Priority Boroughs

Contains Ordnance Survey data © Crown copyright and database rights 2010.

8.   **Funding & Payment**
     The GLA has £1,600,000 to invest over 3 years, this funding will be broken down into three grant offers based on the geographical clusters set out above. There will be a maximum of £516,000 grant funding available over 3 years for each successful organisation to deliver their projects within the relevant cluster area.

Table 2 – Breakdown of Grant Funding

	Code	Maximum Grant Available	Cluster Area	Borough's
Supplementary Programme for Schools 1	GLA/SPS 01	£516,000	Cluster Area 1	Ealing Brent Haringey Enfield Waltham Forest
Supplementary Programme for Schools 2	GLA/SPS 02	£516,000	Cluster Area 2	Islington Hackney Tower Hamlets, Newham Barking & Dagenham
Supplementary Programme for Schools 3	GLA/SPS 03	£516,000	Cluster Area 3	Lambeth Southwark Lewisham Greenwich Croydon

Funding will be broken down over 3 academic years and be phased to enable organisations to build up projects and establish partnerships with schools over time. The GLA anticipates that the minimum number of schools that successful organisations will work with over the 3 years of this programme is likely to be as follows:

Year 1 (September 2012 – August 2013) = Working with a minimum of 2 schools per organisation

Year 2 (September 2013 – August 2014) = Working with an additional 3 - 4 schools per organisation

Year 3 (September 2014 – August 2015) = Working with an additional 2- 3 schools per organisation

The GLA is not stipulating the exact number of pupils to participate in projects as this will depend on the intervention model, however the GLA anticipates that the overall programme will support approximately 1500 pupils over 3 years. The GLA will be assessing each project's value for money and expect organisations to work with the most achievable number of pupils and schools (using the above as a guide).

Match Funding
The GLA is seeking to secure match funding to increase the grant value and reach of the programme. Organisations that can bring match funding to the programme will be favoured. This match funding can be secured from existing funding, other new funding or contributions from schools. Organisations would be required within their applications to set out how they will identify and evidence this match funding.

Payment Model
Payments will be staged based on a phased funding model (over 3 years) and will be made on achievement of agreed key milestones and outputs.

9. **Anticipated Outcomes & Impact**
It is anticipated that the focussed outcomes on this project will be:
- a marked increase in academic achievement (measured through literacy and numeracy levels and levels / sub levels at Key Stages 2 & 3 – including predicted and actual results)

- a marked improvement in behaviour (measured through teacher / professional assessments or recognised behaviour assessments)[5]

Organisations will need to identify in their applications the volumes of outcomes their proposed interventions will have and detail how they will measure outcomes, including a baseline methodology for measuring impact. Baseline performance of academic achievement and or behaviour will need to be provided prior to the intervention and then pupil progress, at 6 and 12 months or at the end of the intervention and six months after the intervention is complete. Where this data is recorded and held by schools, successful organisations should ensure that they can evidence agreements will be put in place with schools to share pupil data.

Additional measures that will also be required to be tracked and reported as part of the project evaluation are:
- Pupil attendance / absence (data from schools)

- Fixed term and permanent exclusions (data from schools).

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[5] E.g. The Goodman Strengths and Difficulties Questionnaire

10. **Table 3 - Timetable**

Milestone	Deadline
Launch of Request for Proposals & PSQ STAGE 1	Wednesday 16th May 2012
Deadline for return of PSQ	Friday 8th June 2012
Assess PSQ	Thursday 14th June 2012
Long-listed organisations invited to submit full bid - STAGE 2	Monday 18th June 2012 (Provisional)
Deadline for full applications	Friday 13th July 2012
Interviews	Monday 13th– Thursday 16th August 2012 (Provisional)
Grant agreements issued	Monday 3rd September 2012 (Provisional)
Grant agreements signed	Friday 14th September 2012 (Provisional)
Project Set up / Delivery to commence	No later than October 2012

11. **Evaluation**

The GLA is committed to promoting the highest standards of evidence and evaluation through Project Oracle (http://www.london.gov.uk/sites/default/files/standards_of_evidence.pdf). The GLA will procure an external evaluation to measure the impact of successful organisations interventions (with a minimum of £50,000 from the programme budget). This will provide the GLA and organisations with a good evidence base for their projects and interventions.

Successful organisations and schools they are working with will be required to work closely with the selected evaluator, share relevant information and data to enable completion of a successful evaluation. The GLA will draft an information sharing agreement which participating organisations, schools, the GLA and the selected evaluator will be required to sign – this will include which data needs to be shared, how this will be shared and what it will be used for. Successful organisations will also need to share with the evaluator their methodology for measuring impact and outcomes. The GLA may wish to use Randomised Control Trials as part of the evaluation, successful organisations and schools will be expected to work with the evaluator to enable this.

The GLA will own the evaluation report and will share it's finding with the successful organisations and may choose to publish it.

12. **Sustainability**

The GLA wants to fund projects that will have a lasting and sustainable impact on young people's lives. Organisations should develop / have a sustainability plan in place for their project following the end of the GLA funding.

SECTION 3: EVALUATION CRITERIA AND DECISION MAKING

Mandatory Criteria
Organisations must meet the following criteria that will be assessed throughout the process:

- Be a not for profit organisation, which includes voluntary and community organisations, local authorities and schools (Stage 1)
- Have experience of working with the target group of young people (Stage 1 & 2)
- Have experience of running projects / programmes to improve behaviour and or increase academic attainment (particularly numeracy and literacy) of the target group and demonstrate what the outcomes and impact will be (Stage 1 & 2)
- Be able to demonstrate how they have established successful partnership working with schools (Stage 1 & 2).

Stage 1 Criteria
The PSQ will require applicants to confirm they have;
- Processes and procedures in place to deliver the programme;
- Financial robustness;
- Prior experience in delivering similar projects to similar client groups;
- The documentation that the GLA will require to carry out due diligence checks (see Appendix 2 for a full list of GLA due diligence requirements).

Questions in the PSQ require either yes/no answers and responses to qualitative questions. Each close ended question has been allocated a pre-determined range of scores dependant on the answer given. The PSQ also consists of two qualitative questions regarding the activity / delivery model of the proposed project and stakeholder engagement – these questions will also be scored on a pre-determined range of scores, and will be given a higher weighting than the close ended questions.

Stage 2 Criteria
The top scoring organisations at Stage 1 will be invited to submit a full application (at Stage 2) and will be assessed according to the outlined criteria in Table 4 (a more detailed breakdown will be provided to those organisations that are invited to submit Stage 2 full applications).

Stage 3 Criteria
The GLA intends to invite the top scoring applicants at Stage 2 to interview. Applicants will be informed of the methodology and evaluation criteria that the GLA will apply when Stage 2 documentation is release. Applicants will be required to present the project delivery, confirm the proposal methodology, verify or clarify understanding of the proposed project, and to confirm the partners' capability to deliver the proposed outcomes. Interviews are provisionally planned to take place between the 13th – 16th August 2012, applicants are advised to be available on these dates in case they are invited to interview.

Table 4 – Stage 2 Outline Scoring Criteria

Criteria	Examples of Evidence Sought
Methodology & Outcomes	• The project will have a measurable impact on pupils behaviour and / or academic achievement
	• An effective strategy for identifying pupils with the highest levels of need and barriers to overcome
	• Examples and evidence of delivering proven models / interventions that have the capacity to scale up
	• An outline of how the project will be managed governed and delivered
	• The project should have the capacity to rapidly start up to deliver from September – October 2012
Partnership Working/ Stakeholder Engagement	• A clear plan to secure engagement with schools to identify / refer pupils and to track and monitor progress
	• Evidence of existing partnerships with schools
	• The project is clear about what other partnerships are required with other statutory and non-statutory organisations
Value for Money	• The project benefits a large number of pupils relative to the costs (i.e. unit costs are realistic and minimised without sacrificing quality and impact of the intervention)
	• The project has sufficient reach and scale to deliver the scope of the project
	• Projects can provide a level of match funding to support the delivery of the project
Measurement and Evaluation	• The project has clear procedures and systems in place for measuring and evaluating its impact
	• A commitment to develop evidenced based practice (for example; using the GLA's Project Oracle framework[6])
	• A commitment to sharing information and data with the GLA, schools and the chosen evaluator.
Sustainability	• The project should include a clear plan to demonstrate the ability to sustain the project in a meaningful form after the GLA funding runs out
	• All necessary partnerships will be put in place to ensure the projects sustainability

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[6] http://www.london.gov.uk/sites/default/files/standards_of_evidence.pdf

APPENDIX 1: PRIORITY BOROUGH CLUSTER AREA DATA

Cluster Area	London Boroughs	Population (10 – 14 year olds)	KS2 (% level 4 Eng & Maths – DoE 2011)	KS3 (% level 5 Eng - DoE 2011)	KS3 (% level 5 Maths - DoE 2011)	Attendance (% of persistent absentees state funded primary and secondary schools - DoE 2011)	Exclusions (% fixed term exclusions maintained primary, state funded secondary & special schools - DoE 2011)	Deprivation (Rank of Average Score – Department for Communities and Local Government, Indices of Deprivation 2010)	Child Poverty (% of children living in poverty – HMRC child poverty statistics 2009)	Riot affected Borough (Defendants bought before courts by local area - Ministry of Justice Feb 2012)
Area 1	Hackney	11,740	76%	81%	79%	6.8%	6.73%	2	40 – 50%	✓
	Tower Hamlets	11,466	76%	76%	77%	6.2%	2.76%	7	50 – 60%	
	Newham	14,042	76%	73%	69%	6.9%	4.77%	3	30 – 40%	✓
	Islington	7,968	74%	74%	75%	8.2%	5.4%	14	40 – 50%	
	Barking & Dagenham	11,862	71%	73%	73%	7.6%	2.68%	22	30 – 40%	
		57,078								
Area 2	Waltham Forest	12,495	73%	77%	75%	7.1%	4.99%	15	30 – 40%	✓
	Enfield	17,569	74%	79%	80%	7.2%	3.39%	64	30 – 40%	✓
	Haringey	10,557	71%	75%	73%	7.3%	4.15&	13	30 – 40%	✓
	Brent	12,493	74%	78%	80%	6.3%	4.11%	35	30 – 40%	
	Ealing	15,471	75%	77%	76%	5.7%	3.02%	80	20 - 30%	✓
		68,585								
Area 3	Lambeth	11,889	78%	83%	80%	6.7%	6.07%	29	30 – 40%	✓
	Southwark	12,199	77%	81%	77%	7.7%	5.58%	41	30 – 40%	✓
	Lewisham	13,612	75%	75%	71%	7.2%	3.51%	31	30 – 40%	
	Greenwich	12,426	78%	80%	77%	6.8%	7.62%	28	30 – 40%	✓
	Croydon	21,542	74%	82%	80%	6.6%	3.65%	107	20 - 30%	✓
		74,668								
London			**76%**	**78.2%**	**80%**	**6.6%**	**4.05%**			
England			**74%**	**83%**	**81%**	**7.2%**	**4.46%**			

APPENDIX 2: GLA DUE DILIGENCE REQUIREMENTS

Due Diligence of Applicant Organisations

Process

Prior to any offer of funding being made by the GLA to an applicant, the GLA, will carry out a number of due diligence checks in order to assure itself that any risk to either the success of the programme and project objectives, or to the funding itself, has been considered and any risk is deemed acceptable. A comparison of the results on a number of tests weighed against the value of the GLAs financial investment and the volume of outputs and outcomes as a proportion of the overall programme targets is taken into consideration in the assessment. If following the due diligence checks the GLA considers that the risk is not acceptable, the application will be rejected.

Due diligence checks will only be carried out on those organisations who progress to the Stage 2 Full Application stage but, at the Stage 1 Pre-Selection Questionnaire stage, organisations will be requested to confirm that they can provide the mandatory items that they must include with their full application if selected. Organisations who cannot confirm that they will be able to provide the mandatory documentation at Stage 2 will not progress beyond Stage 1.

Analysis Undertaken & Documentation Required

Due diligence checks will comprise of tests against the following areas; the value of funding requested as a percentage of turnover, liquidity, profitability, the return on capital employed, gearing, the debtors and creditors cycle, D&B reports check, Charity Commission check, insurance level (including parent guarantee/performance bond checks where appropriate).

To minimise the risk to both the GLA and applicants, the GLA will not provide funding to any one single organisation in any one financial year of more than 30% of the turnover stated in the applicants latest finalised and signed off set of financial statements. If the funding is being sought over several years then the turnover figure in the latest finalised and signed off set of financial statements will be used as the base figure.

Applicants must provide the following mandatory documentation with their Stage 2 Full Application;

- a copy of the most recent audited accounts or copy of the most recent accounts signed by an independent and qualified accountant. The accounts must include a full set of notes to the accounts, Directors report, balance sheet, statement of the organisation's turnover, profit & loss/income & expenditure (not abbreviated) and cash flow position for the most recent full year of trading/operations, where this information is not available in audited form (this is also a mandatory item for Parent Companies of applicants and for all partners applying as a Consortium);
- a statement of the organisation's cash flow forecast for the current year (this is also a mandatory tem for Parent Companies of applicants);
- the organisation's budget for the current year (this is also a mandatory item for Parent Companies of applicants);
- Financial Regulations (to include procurement rules) (this is also a mandatory item for Parent Companies of applicants);

- budgeted allocation of funding within the project or a budget detailing which activities within the recipient's organisation will be funded. The budget must contain line details of proposed expenditure e.g. staffing costs, stationery and publicity;
- evidence of Public and Employer's Liability Insurance (this is also a mandatory item for Parent Companies of applicants); where appropriate, a written Parent Company Guarantee (to be submitted by Parent Companies of applicants only);
- Consolidated Financial Accounts for the consortium (to be submitted by the Lead Partner from Consortiums only).

Multiple Applications
Applicants may apply to deliver more than one grant / cluster area, however the GLA reserves the right to limit the number of grant offers it makes to one organisation.

Parent Companies
Parent Companies who support applicants must provide written confirmation of a parent guarantee (in a form substantially similar to the form of guarantee which will be provided with the stage 2 application documentation) and the same financial information as the applicant with the applicant's submission. The information will be assessed in the same manner as that of the applicant to ensure the strength of the parent company and the guarantee it is binding itself to.

Consortium Bids
For applicants applying for funding under this option, the applicant must make it clear if they are applying as a Consortium with a Sole Lead applicant (for which the Sole Lead Applicant signs the contract and the financial and legal liability rests with them) or as a Consortium where all members will be jointly and severally liable and will sign the grant agreement.

For Consortium applications where all members will be jointly and severally liable and will sign the grant agreement, one member must be appointed as Lead Partner for management and correspondence purposes. The consolidated financial summary submitted by the Consortium's Lead Partner will be required to reconcile to the individual members' financial accounts and the GLA will perform an evaluation on each of the organisations financial capacity within the Consortium.

For Consortium applications where all members will be jointly and severally liable and will sign the grant, the results of all financial assessments will be available to all organisations within the Consortium. The GLA will make a decision on the overall financial risk posed by the Consortium and whether to award funding to the Consortium.

If one or more Consortium members do not pass the GLA financial due diligence assessment resulting in a Consortium bid being deemed unsuccessful, there will be no opportunity for the Consortium to change partners as this would pose a significant change to the application and require the application to be re-assessed which would delay the delivery of the programme.

Checks on Charities
For applicants with a charitable status, the applicant's details will be checked against those held on the Charity Commission's website. Checks are undertaken to ensure that the applicant does hold charity status, that all documents requested by the Charity Commission have been submitted on time and that the Charity Commission has not raised any concerns about their status.

Government Support
If an applicant is being subsidised or funded by central government then all details of this must also be submitted with the application.

Local Authorities, Government funded Higher Education Institutes and Further Education Institutes Local Authorities and Government funded Higher Education Institutes and Further Education Institutes are exempt from Financial Risk Assessments and therefore their status must be clearly highlighted in the application.

Maximum threshold
The maximum amount that the GLA can award to any one applicant is noted and cross referenced to any existing funding that may be in place. This allows the GLA to gauge its level of exposure in relation to any one applicant. If an applicant has an existing funding agreement with the GLA and the value applied for takes them over the 30% threshold then the application for funding will not be approved.

Other formats and languages

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Chinese
如果需要您母語版本的此文件，
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Vietnamese
Nếu bạn muốn có văn bản tài liệu này bằng ngôn ngữ của mình, hãy liên hệ theo số điện thoại hoặc địa chỉ dưới đây.

Greek
Αν θέλετε να αποκτήσετε αντίγραφο του παρόντος εγγράφου στη δική σας γλώσσα, παρακαλείστε να επικοινωνήσετε τηλεφωνικά στον αριθμό αυτό ή ταχυ-δρομικά στην παρακάτω διεύθυνση.

Turkish
Bu belgenin kendi dilinizde hazırlanmış bir nüshasını edinmek için, lütfen aşağıdaki telefon numarasını arayınız veya adrese başvurunuz.

Punjabi
ਜੇ ਤੁਹਾਨੂੰ ਇਸ ਦਸਤਾਵੇਜ਼ ਦੀ ਕਾਪੀ ਤੁਹਾਡੀ ਆਪਣੀ ਭਾਸ਼ਾ ਵਿਚ ਚਾਹੀਦੀ ਹੈ, ਤਾਂ ਹੇਠ ਲਿਖੇ ਨੰਬਰ 'ਤੇ ਫ਼ੋਨ ਕਰੋ ਜਾਂ ਹੇਠ ਲਿਖੇ ਪਤੇ 'ਤੇ ਰਾਬਤਾ ਕਰੋ:

Hindi
यदि आप इस दस्तावेज की प्रति अपनी भाषा में चाहते हैं, तो कृपया निम्नलिखित नंबर पर फोन करें अथवा नीचे दिये गये पते पर संपर्क करें

Bengali
আপনি যদি আপনার ভাষায় এই দলিলের প্রতিলিপি (কপি) চান, তা হলে নীচের ফোন নম্বরে বা ঠিকানায় অনুগ্রহ করে যোগাযোগ করুন।

Urdu
اگر آپ اِس دستاویز کی نقل اپنی زبان میں چاہتے ہیں، تو براہ کرم نیچے دئے گئے نمبر پر فون کریں یا دیئے گئے پتے پر رابطه کریں

Arabic
إذا أردت نسخة من هذه الوثيقة بلغتك، يرجى الاتصال برقم الهاتف أو مراسلة العنوان أدناه

Gujarati
જો તમને આ દસ્તાવેજની નકલ તમારી ભાષામાં જોઇતી હોય તો, કૃપા કરી આપેલ નંબર ઉપર ફોન કરો અથવા નીચેના સરનામે સંપર્ક સાધો.