



SIR JOHN CASS'S FOUNDATION

The Education Charity for London

Individual Grants: Priorities for Grant Making

Sir John Cass's Foundation is one of London's largest educational charities benefiting young residents of inner London.

The Foundation operates a two stage application process – an initial enquiry and a full application stage. We encourage all applicants to read all documents that are linked to this page before making an initial enquiry.

In order to apply for a grant from Sir John Cass's Foundation, students must:

- permanently reside in London and have lived there for at least one year*
- be under twenty-five years of age
- from a low income background
- studying part-time or full-time on a course that is at least one year in length

The named inner London boroughs are: Camden, Greenwich, Hackney, Hammersmith and Fulham, Islington, Kensington & Chelsea, Lambeth, Lewisham, Newham, Southwark, Tower Hamlets, Wandsworth, Westminster and the City of London.

*Students who are living in London for the purposes of study (e.g. if they moved to London from outside London, say Birmingham or Liverpool when their course began) are not considered permanent residents

Within the criteria described above, the Foundation has four areas of focus for grant giving. Each area of focus has one or more priorities. The documents linked to this page set out our priorities, aims and objectives.

Our four areas of focus for grant giving are as follows:

- [Widening Participation in Further and Higher Education](#)
- [Truancy, Exclusion and Behaviour Management](#)
- [Prisoner Education](#)
- [New Initiatives](#)



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Individual applicants are most likely to come into the category of Widening Participation in Further and Higher Education, and other areas of focus may not apply.

Applying for funding is a competitive process and the Foundation's grant budget is limited. Because of the high volume of applications received, good applications sometimes have to be refused, even if they meet a priority. All applications are assessed on merit. If your application is refused you can apply again in twelve months after the date you submitted your last application.

What we can fund:

- Education costs (books, equipment, travelling costs)
- Maintenance (living costs)
- Payment of tuition fees
- Second qualifications at the same level and repeat studies

Grants are not made to students who are repeating a year of study or studying for qualifications at the same or a lower level than those they already possess, even if the subject/s or module/s being studied are different. The Foundation would not, for example, give a grant to a student studying medicine as a second degree.

What we will not fund:

- projects that do not meet a Foundation priority
- holiday projects, school journeys, trips abroad or exchange visits
- supplementary schools or mother tongue teaching
- independent schools
- youth and community groups, or projects taking place in these settings
- pre-school and nursery education
- general fund-raising campaigns or appeals
- costs for equipment or salaries that are the statutory responsibility of education authorities
- costs to substitute for the withdrawal or reduction of statutory funding
- costs for work or activities that have already taken place prior to the grant application
- costs already covered by core funding or other grants
- capital costs, that are exclusively for the purchase, repair or furnishing of buildings, purchase of vehicles, computers, or sports equipment

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Applicants should also read [Guidelines for Individuals](#) and [Initial Enquiry Form for Individuals](#).

Good luck with your application!

1 Widening Participation in Further and Higher Education

Aim

To promote access to further and higher education for disadvantaged young people in inner London.

Objective

- i. to increase the number of inner London students from disadvantaged backgrounds successfully participating in further and higher education.

Priorities

- a. work with communities currently under-represented in further and higher education and/or hard to reach learners (e.g. care leavers, young people with learning difficulties).

Applications could involve work with secondary school pupils as well as those in further education and universities.

2 Truancy, Exclusion and Behaviour Management – applicable to schools and organisations

Aim

To encourage and support children and young people's attainment through initiatives that help them engage with, and stay in, education.

Objectives

- i. to reduce truancy levels amongst pupils attending primary and secondary schools
- ii. to reduce levels of exclusions and expulsions



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- iii. to improve pupil motivation, behaviour and achievement through initiatives that promote children and young people's emotional well-being and social development.

Priority

- a. work with primary and secondary schools in challenging circumstances and/or those with higher than average truancy, exclusion or expulsion rates.

Challenging circumstances could include, for example, schools in areas of high social deprivation or in special measures, as well as schools that have higher than average rates of truancy, exclusion or expulsion.

3 Prisoner Education – applicable to organisations

Aim

To reduce re-offending through education and initiatives that promote employability.

Objectives

- i. to improve the literacy and numeracy skills of prisoners and ex-offenders
- ii. to help prisoners and ex-offenders gain skills and education qualifications that will help them into employment.

Priority

- a. work with prisoners and ex-offenders that helps secure employment and prevent re-offending.

4 New Initiatives –may apply to individuals.

Aim

To influence and improve education policy and practice, both within the Foundation's area of benefit and more widely.



SIR JOHN CASS'S FOUNDATION

The Education Charity for London

Objectives

- i. to test new and ground breaking approaches to learning that have the potential to enhance and influence education policy and practice
- ii. to support work that focuses on identified needs and gaps in statutory provision.

Priorities

- a. projects that are pioneering and original in their approach to teaching or learning and are strategic (relates to objective i.)
- b. projects addressing an identified need within a geographical area or learning establishment that are new and innovative in context i.e. must be a new initiative for the school or borough, but need not be a completely new approach to education (relates to objective ii.)
- c. projects that focus on addressing under-achievement in literacy and numeracy in primary and secondary schools (relates to objectives i. and ii.)
- d. projects seeking to attract greater numbers of young people into the teaching profession (relates to objectives i. and ii.).