



SIR JOHN CASS'S FOUNDATION

The Education Charity for London

Organisation 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.

The Foundation's criteria are that applications for funding must benefit:

- children or young people under the age of 25 who are
- permanent residents of named inner London boroughs (see below), and
- from disadvantaged backgrounds or areas of high deprivation.

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.

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](#)

Applicants should tell us which priority their project addresses as well as describing how their project meets that priority.



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Applications need not meet more than one priority but, for those that do, applicants are welcome to describe how their application meets each of the priorities.

Applying for funding is a competitive process and the Foundation's grant budget is limited. Because of the high volume of applications received, good projects 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 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, sports equipment or improvements to school grounds

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

Good luck with your application!

1 Widening Participation in Further and Higher Education

Aim

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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

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
- 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

Aim

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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

Aim

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

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.).