Portal Trust

Step into tomorrow

portaltrust.org

The Portal Trust Grants Strategy 2018-2023

Who We Are

The Portal Trust is one of London's oldest and largest education charities. Founded in 1748, we support education for young people in London through our grant programmes for individuals, schools and organisations, and partnerships with a number of educational institutions.

Mission

We fund, support and contribute to organisations, groups and individuals that deliver impactful educational opportunities for young people in London.

Vision

We support great ideas that empower young people in London to discover their full potential.

Governance & Constitution

The Portal Trust was originally founded as Sir John Cass's Foundation all the way back in 1748 by an Order of the Court of Chancery. The Scheme that governs us, our constitution, was first registered with the Charity Commission in 1895, amended by the Secretary of State for Education and Science in 1970, and was last updated in 2021 as we changed our name. We have twelve Board members, two of whom hold their positions ex-officio alongside ten co-opted. The co-opted Board members are eligible for re-appointment when their term expires.
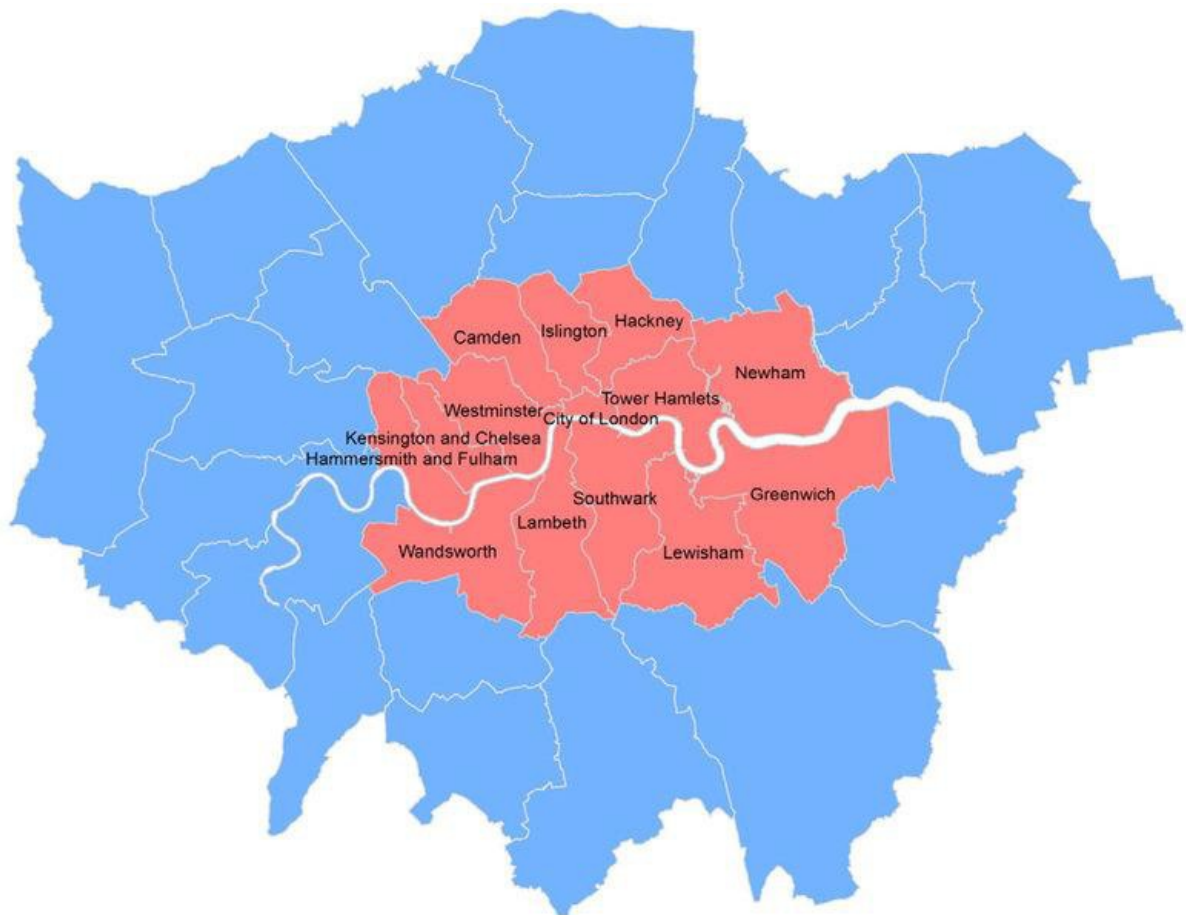
Our Grant Making Remit

We offer funding to benefit

- children and young people under the age of 25 who are

- permanent residents of named inner London boroughs, and

- from a low income background, from disadvantaged backgrounds or areas of high deprivation

Area of benefit

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.

Organisation Grants - Priorities for Grant Making

1. Our Partner Schools

Aim

To enhance the learning experience for every child at The Aldgate School, and Stepney All Saints Church of England Secondary School, for which The Portal Trust is Sole Trustee for both schools.

Objectives

i. to improve student's academic achievement, emotional well-being, social development, motivation and behaviour.

ii. to facilitate partnership working with key partner Institutions for the benefit of student's academic achievements and pastoral care (e.g. the Argoed Lwyd Outdoor Education Centre and Bayes Business School)

iii. to support capital, governance, insurance and maintenance costs associated with the effective running of both Schools, beyond that which is considered the statutory responsibility of the State.

Priorities

a. projects that align with the Schools' strategic improvement plans

b. projects that support innovative curricular and non-curricular delivery, above and beyond what statutory provisions are obligated to cover, to improve the holistic offer to all students

c. projects that alleviate financial hardship for students from disadvantaged backgrounds

d. projects that celebrate and provide recognition for academic attainment.

2. Widening Access and Participation in Further and Higher Education

Aim

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

Objectives

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

ii. To support work readiness, career planning and access to opportunity as part of the transition from further and higher education to the workplace.

Priorities

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, universities or employer engagement programmes.

3. 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.

Priorities

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.

4. Prisoner Education

Aim

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

Objectives

1. to improve the literacy and numeracy skills of prisoners and ex-offenders

2. to help prisoners and ex-offenders gain skills and education qualifications that will help them into employment.

3. to support young people at risk of entering the criminal justice system through early intervention initiatives.

Priorities

Work with prisoners and ex-offenders that helps secure employment and prevent re-offending. Work with Pupil Referral Units and schools that prevent young people identified at risk entering the criminal justice system.

5. New Initiatives

Aim

To influence and improve education policy and practice with direct impact on inner London students from disadvantaged backgrounds and with potential for influence at scale.

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.

iii. to support developments in best practice and/or policy with accelerated and direct impact from theory to improvement for the benefit of our core beneficiary group.

Priorities

a. projects that are pioneering and original in their approach

to teaching or learning, are strategic and have direct impact on our beneficiary group (relates to objective one)

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 two.)

c. projects that focus on addressing under-achievement in literacy and numeracy in primary and secondary schools (relates to objectives one and two)

d. projects seeking to attract greater numbers of young people from under-represented communities into the teaching profession (relates to objectives one and two).

e. projects that demonstrate collaboration with our primary or secondary school or the School of Education and Communities at the University of East London.

Organisations - what we will not normally fund

Projects that do not meet a priority

Supplementary schools or mother tongue teaching

Youth and community groups, or projects taking place in these settings

General fundraising 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.

Individual Grants - Priorities for Grant Making

6. Student Bursaries & Maintenance Support

In order to apply for a grant from The Portal Trust, students must:

- Permanently reside in inner London and have lived there for at least one year* and

- 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.

Limited support can be granted to young people residing in outer London – please refer to the consolidated scheme.

Individuals - what we can fund

- Education costs (books, equipment, travelling costs)

- Maintenance (living costs)

- Payment of tuition fees

Grants are not normally 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. We would not, for example, give a grant to a student studying medicine as a second degree.

Individuals - what we will not normally fund

- projects that do not meet a priority

- supplementary schools or mother tongue teaching

- costs to substitute for the withdrawal or reduction of statutory funding

- costs for activities that have already taken place prior to the grant application

- costs already covered by other grants.

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