

Independent/State School
Partnerships
University Projects
Future
Early Years Developments
Open Access
Schools Projects
Specialist Schools
Research

Annual Report

2003





■ In June 2003 our Chairman, Peter Lampl, received a knighthood in the Queen's Birthday Honours list, in recognition of the work of the Sutton Trust.

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Areas of Focus

The Sutton Trust was established in 1997 with the aim of providing educational opportunities for children and young people from non-privileged backgrounds.

The Sutton Trust focuses on the following areas:

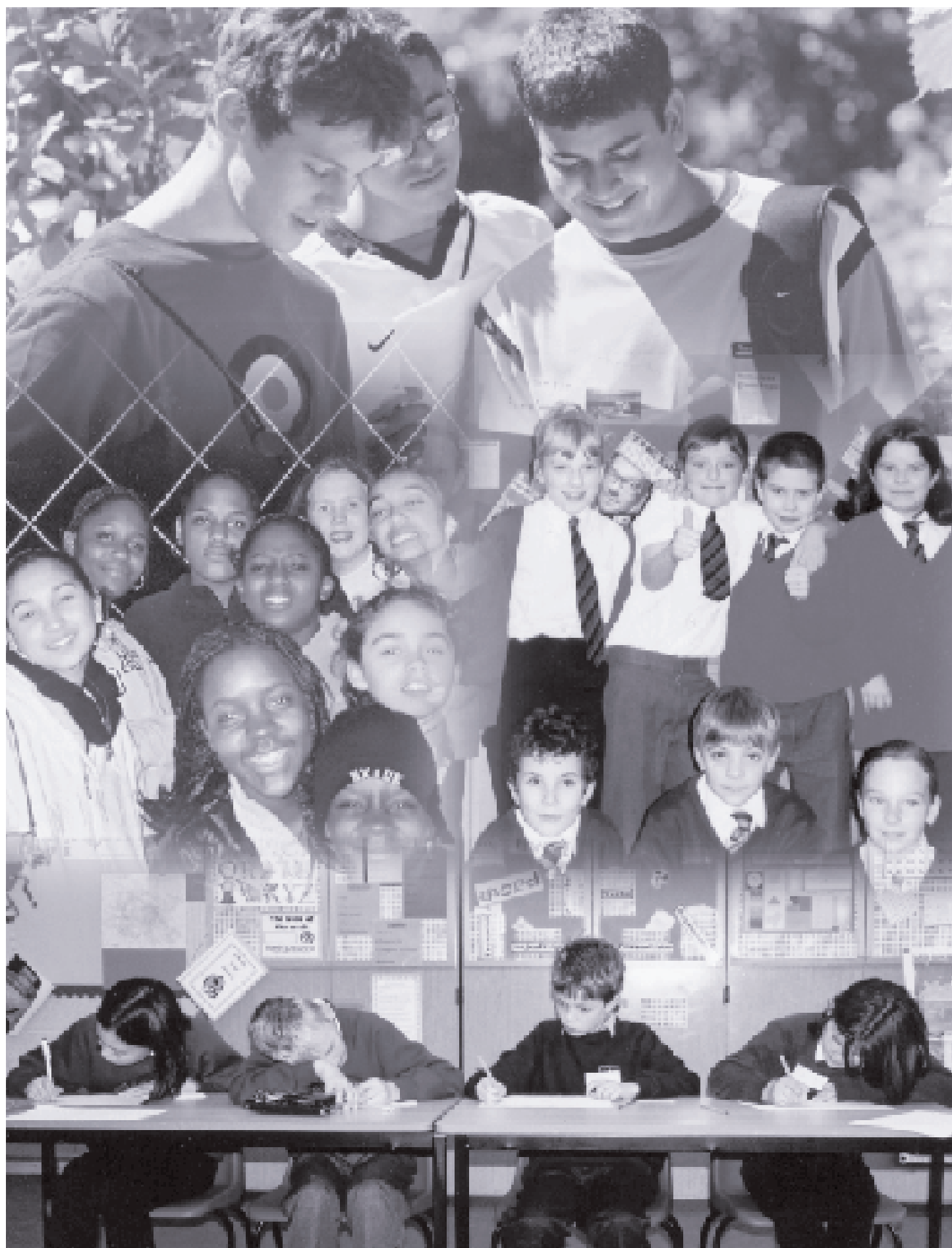
- ▶ access to university, including summer schools, teacher weeks, and outreach
- ▶ access to the professions
- ▶ the Open Access scheme at The Belvedere School in Liverpool
- ▶ school projects, including specialist schools and independent/state school partnerships
- ▶ early years and parenting
- ▶ research

This year the Sutton Trust will spend and commit £2.9 million, which will bring the total since 1998 to £14.4 million.

Top: Into University

Middle: Generation Science

Bottom: Into University Science Focus Week 2003 at Imperial College London



Top: Oxford University Summer School Middle left: Into University Middle right and Bottom: Pate's Curriculum Enrichment

Chairman's Report

It should be to our collective shame that social mobility has declined in this country over the last 40 years, and – crucially for the Sutton Trust – that the key driver of this change has been that the benefits of increasing educational opportunities have gone disproportionately to the ‘haves’ rather than the ‘have nots’. Our focus, and the focus of this year in particular, has been to address this issue both practically and theoretically. Through our sponsorship of the Institute for Public Policy Research’s forum on Social Mobility, hosted by the Chancellor of the Exchequer and attended by politicians and academics, we have raised the profile of this issue in the public and the political eye, and we shall be sponsoring a second forum in early 2005, which we hope will be the source of a number of policy recommendations aimed at reversing this decline. In the meantime we have sought further to enhance our understanding of Britain’s situation in this regard, and have commissioned the authors of the British study – Jo Blanden, Paul Gregg and Stephen Machin of the University of Bristol and the London School of Economics – to compare social mobility in Britain with selected countries in Europe and North America.

On the practical side we have continued in our efforts to

counter educational inequality before it begins, and counteract it before it is ingrained. The pages that follow outline our expanding projects across the spectrum, from parenting and early years provision through to the workplace. Educational disadvantage can be well-established by the age of 2, and this year we have funded research into the pedagogic importance of physical movement in the under-3s, and continued to work with projects which encourage parents in difficult circumstances to help their children learn through play.

Once children reach school age the iniquities do not, of course, diminish, and as ever our approach has been to improve opportunities across the spectrum of our schools. We believe that it is vital to engage with the Independent Sector as a key player in our national educational provision. The Open Access Scheme at the Belvedere School in Liverpool, which we co-fund with the Girls’ Day School Trust, continues to go from strength to strength. Indeed I no longer have to talk about open access as an ‘experiment’ because, with this being the fourth year of entry, we know it works. The evaluation of the scheme by Professor Alan Smithers of Liverpool University shows that over 70% of the girls receive funding, 92% of the girls accepted for a place now come

from state primaries, and that over 30% of those where the father’s occupational status was available came from manual backgrounds or were unemployed.

A system of opening up all the places at a number of independent day schools on a voluntary basis which results both in a more democratic enrolment and an improved academic record would, you might have thought, be an answer to many people’s dreams, and to a key question at the heart of the education debate: how to combine social justice with high performance. Yet in seeking to draw attention to the Belvedere’s success we have continued to encounter not so much scepticism as a kind of mute resistance to even thinking about the subject. This despite the fact that, on a cost-per-pupil basis, our proposals to expand the scheme with Government money would actually be cheaper for the Treasury than the average cost of a state school place.

Alongside Open Access we have been particularly pleased by developments in independent/state school partnerships, not just through the expansion of the DfES scheme which we established in 1997, and which now has a budget of just under £3 million for the next two years, but also through the long-term relationships that result from

“...to counter educational inequality before it begins, and counteract it before it is ingrained...”

independent schools joining us as co-sponsors of their local specialist school. For these to work properly it is essential that the advantages work both ways, and one excellent example of this mutual benefit is the partnership between King's College Wimbledon and Coombe Girls' School, whose students and teachers share ever closer links.

The issue of social mobility has played an enormous part in higher education this year, and the Trust has taken a key and active part in all the areas of debate: university tuition fees, admissions, university funding and endowments, and the comparative global position of our higher education sector. The debate on tuition fees has rarely been out of the media, and we have contributed by seeking to highlight the importance of securing the right level of funding assistance for the poorest students, for whom the burden of debt must not be allowed to act as a disincentive to pursue higher education. Of course it is not only fee levels which are responsible for the current inequitable access to our universities, and I was pleased to have been asked to join the Schwartz Committee on university admissions. Two of the things I hope will come out of this investigation are a recommendation to move to a system of post qualification admissions, and to establish an

operational trial of the US-style SAT as a universal test for university entry.

Our study showing the decline in the number of Nobel Prizes won by Britain since the Second World War gives a snapshot impression of the declining global competitiveness of our universities, and it is clearly imperative that whatever the eventual funding settlement, they will need to secure additional, alternative sources of income if we are to reverse this decline. Our report comparing fundraising and endowments in British and American universities sparked a national debate about this vital issue, and I am delighted that the government has established an endowments task force, of which I am a member, to draw up a fundraising strategy for UK higher education.

Our concern with social justice has also taken us into a new area – that of school transport. This year we commissioned the Boston Consulting Group to conduct a cost benefit analysis of the introduction of American-style Yellow School Buses in the UK. With 20% of the morning rush hour now taken up by school run traffic the benefits of school bussing in terms of safety, the environment, and time saved by parents and other road users are substantial. Even more

importantly, this would help make school choice a reality for those whose choice is currently constrained by lack of transport. This constraint is a very real one; while primary school children from the top 20% of family income – who average 2 cars per family – travel on average 2.4 miles to school, those from the bottom 20% – who average 0.6 cars per family – travel just 1.1 miles to school. School choice has had some pernicious effects on the state sector as a whole, seeing house prices soar around good schools while the weakest schools admit only those who can't afford to go elsewhere. Even if it were desirable, turning back the tide of choice is politically unfeasible, and the introduction of universal school bussing should facilitate genuine choice for all.

This year, as last year, our public profile has remained high, with a positive level of publicity for the Trust's activities, studies and ideas which I hope has raised the level of debate around some of these key issues. This is of course the result of many people's efforts, and I would like to record my gratitude to all my staff, to those in pre-schools, schools, universities and other organisations who run the many projects with which we are involved, and for the generosity of those with whom we have worked in partnership, notably the Girls' Day School Trust, the Ogden Trust, the Esmée Fairbairn Foundation, Glenn Earle, and the friends of Nancy and Henry Drucker.

Sir Peter Lamp
Chairman

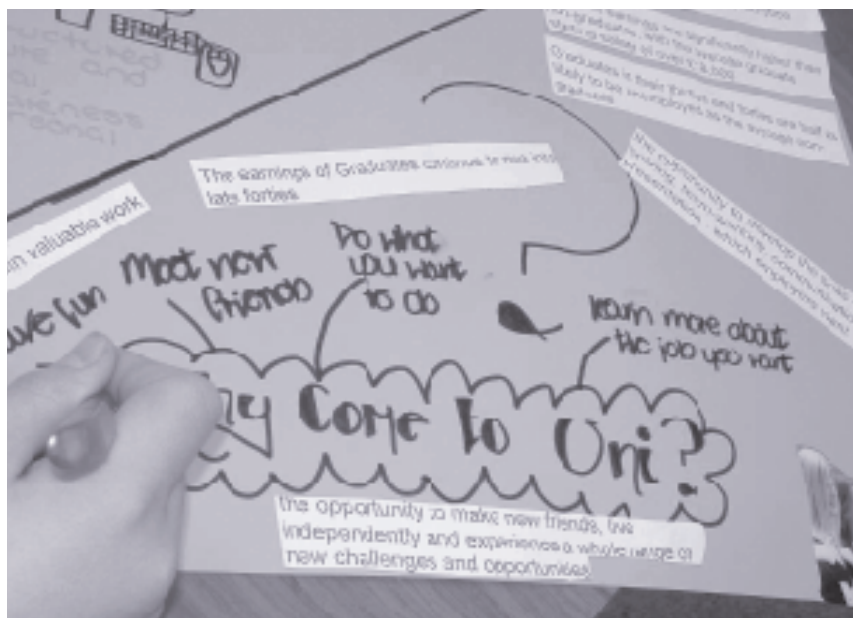
Raising aspirations

University Projects

Sutton Trust Summer Schools

Almost 1000 Year 12 students took part in the Sutton Trust Summer Schools in 2003, gaining the opportunity to sample university life, university style and level teaching, to meet undergraduates and to gain a better understanding of the application process. The Sutton Trust Summer School at Oxford University was the first project initiated and funded by the Trust in 1997. Since then, the project has expanded to Bristol, Cambridge and Nottingham Universities in 1998, and to the University of St Andrews in 2002. The summer schools will run for the eighth year in 2004.

We were pleased to name the second Oxford University Summer School this year in memory of Henry Drucker, who has been instrumental in professionalizing the University's fundraising. His widow, Nancy, generously donated money from the Henry Drucker Memorial Fund to buy every student a substantial book token, and we were particularly pleased that so many of Henry and Nancy's friends who had given so generously to the Fund were able to attend the celebration dinner and reception at the end of the summer school.



Viewforth visit, University of Dundee

In 2002/2003 the Sutton Trust and the Ogden Trust co-funded the expansion of the University of Durham's pilot A level study programme, to create the A level Masterclass Programme. This programme is different from the other summer schools because it specifically focuses on the A level curriculum, developing academic ability as well as raising aspirations to go on to higher education. The programme consists of a 4-day residential stay, followed up with one day Masterclass sessions and mentoring, thus giving the students continued access to the University's resources. The programme is promoted through the LEAs in 11 educational

boroughs within the North-East (Stockton on Tees, Redcar & Cleveland, Darlington, Middlesbrough, Hartlepool, County Durham, South Tyneside, Sunderland, Gateshead, Newcastle and Northumberland). In addition, Bradford and Cumbria were also targeted.

North East Wales Institute (NEWI)

In 2003, the Sutton Trust co-funded a project with NEWI to provide the opportunity for students and teachers to share skills and experience with Harris Manchester College, Oxford. Two of NEWI's specialists in teaching and learning techniques



Into University

appropriate for students from non-traditional backgrounds developed a link with Oxford University's Unit for Teaching and Learning, while another two members of NEWI staff became Visiting Fellows at Oxford for one semester each. Ten first year NEWI students undertook a study skills course at Oxford giving them the chance to experience the University and its facilities. One Oxford lecturer visited NEWI to teach an intensive course in Business to NEWI students. In the feedback, the students were very positive about the course and stressed that more students from similar backgrounds should be given this kind of opportunity. A number were intending to apply to Harris Manchester to undertake postgraduate study once they had received their University of Wales degree.

The Sutton Trust are pleased to continue co-funding this project, and this year NEWI are sending 20 students on the study skills course, intensifying the staff interchanges for the benefit of students, and developing the work between the two institutions.

Into University

Into University is an innovative learning and welfare scheme within a community centre in west London, which aims to help young people from Year 6 upwards who are most at risk of failing to meet their potential due to economic, social or cultural disadvantage. Into University

“...helping with decisions about courses, with applying to university, taking young people to look round universities, and providing on-site access to resources ...”



Into University

includes after-school homework and curriculum development sessions, while in the school holidays themed Focus weeks involve students aged 11–17 in subject based activities on and off site, with the last day spent at a university. The Schools Liaison Officer works closely with Aim Higher Co-ordinators in secondary schools, and develops existing links with primary schools. The scheme also provides mentors for pupils in Years 6 and upwards, and for older students provides help with decisions about courses and with applying to university, taking young people to look round universities, and providing on-site access to resources such as prospectuses and education websites. The charity was short-listed for the Guardian Charity of the Year Award, 2003.

Access to the Professions

Pathways to the Professions – University of Edinburgh

Pathways to the Professions aims to broaden the range of applicants to degrees in law and medicine, and to target students from state schools with low participation rates in higher education. It is a groundbreaking project, involving the professional bodies for medicine and law, on which 350 students from all 46 local authority schools in Edinburgh and the Lothians are registered. Now in its third year the scheme is already showing tangible results, with a marked increase in successful applications from the target schools, including those with the lowest higher education participation rates.

“...the objective is to raise individual achievement and increase the number of students taking up science based university courses...”



Oxford University Summer School

The project offers a range of activities to eligible students from age 15 upwards which provide information about their chosen careers, enhance their learning in school, and support them in their university applications. The project has recently been expanded to include mentoring schemes. Undergraduate students in law and medicine act as mentors for eligible senior school students who are applying for entry. Students who go on to study at Edinburgh are then provided with a support network during their first year of study. Undergraduate mentors in their third year are paired with first year undergraduate mentees for a semi-structured programme of study skill development, workshops and social activities, meeting 15 times a year. Pathways students entering law and medicine have ring-fenced places on this scheme and this year 20 Pathways students were given such an opportunity. The success of the scheme is evident from its imminent expansion to include veterinary medicine.

Pathways to Medicine – Science Clubs

The Sutton Trust is pleased to be working with the Brightside Trust on their Pathways to Medicine initiative. The aim of this project is to help widen participation in medicine and related healthcare disciplines by non-privileged school students. The Sutton Trust is funding two curriculum-enriching science clubs for non-privileged students linked to different medical school outreach programmes, with the aim of increasing students' aspirations and improving their academic attainment. In this two year project, the two schools will run clubs once a week for the 38 weeks of the school year, with a mix of teacher and post-graduate input, and the support of undergraduate mentors and senior school pupils.

The first club, for 20–25 Year 10 pupils with science aptitude, is being run by Thomas Tallis School with input from King's College to improve GCSE attainment and encourage progression to A level. The second club, for 30 Year 12 students at Whalley Range School, Manchester, is linked to

Manchester University. Here, the objective is to raise individual achievement and increase the number of students taking up science based university courses. The school has appointed a visiting lecturer from the university to give after-school sessions.

Wednesday Clubs at the Royal Veterinary College

Having supported a pilot Saturday School scheme in 2002, we were very pleased to be able to continue our relationship with the Royal Veterinary College by supporting a four week course for up to 30 gifted and talented Year 5 children (aged 9–10) in Camden. The course was run on Wednesday afternoons after school by staff and students from the schools involved and the Royal Veterinary College. Recognising the importance of intervention at a young age the course, which was for children who had already shown an interest in science, provided the opportunity to improve knowledge, gain experience of working in a Higher Education Institution, and to raise confidence and aspirations.

Reaching out

Open Access

Although only 7% of the population attend independent schools, 85 of the top 100 schools are independent. The Open Access scheme is designed to allow able children to attend independent day schools, regardless of their family's financial background. All places are awarded purely on merit, and there is no limit to the number of funded places under the scheme (this is not an 'assisted places' scheme but a truly open independent school).

The Belvedere School is an independent girls' day school, owned by the Girls' Day School Trust, who fund the Open Access scheme in partnership with the Sutton Trust. There are pockets of deprivation in Liverpool, and the Belvedere's central location means it is accessible to many from non-privileged backgrounds, making it an ideal pilot school.

The first 'open access' cohort joined the school in September 2000. Pupils are chosen entirely according to their academic merit, and funding is offered on a means-tested basis with the test being reviewed annually.

The fourth cohort of 'open access' girls entered the school in September 2003. The scheme continues successfully to meet its



Open Access scheme at the Belvedere School

main objective of identifying very able children from low income homes. On average, over two thirds of the entrants are having all or part of their fees paid, with one third having their fees fully paid. Applications continue to come from a wide range of local primary schools, including a number with well above average free school meals entitlement. Three quarters of the primary schools in Liverpool and nearly a third of those in Knowsley had at least one applicant.

The Sutton Trust continues to fund a Recruitment Officer, Julie Marshall, at the school. Her role includes not only visiting local primary schools to inform them of the opportunities available at the Belvedere and helping families with the application process, but also running a series of

enrichment masterclasses for girls and boys from local primary schools. These masterclasses, on subjects such as ancient Egypt, labyrinths, and the art of camouflage, are extremely popular and are always heavily over-subscribed.

Open Access is continuing to work well and is benefiting from the fact that it is better understood by the local primary schools. The social mix of the school reflects the meritocratic method of intake, and the scheme is successfully reaching out to bright girls from poorer backgrounds.

As a successful pilot has been established, the Sutton Trust hopes that the opportunity will arise to enable the scheme to roll out to other appropriate schools.



Open Access scheme at the Belvedere School

Achieving full potential

Schools Projects



Pate's Curriculum Enrichment

A Beacon school model to help gifted and talented children

This Curriculum Enrichment Project helps gifted and talented primary school children to achieve their educational potential. The project is based at Pate's Grammar School in Cheltenham, one of the highest achieving state schools in the country, and involves 130 children.

The Cheltenham of most people's perceptions is a spa town of elegant facades, yet there are pockets of deprivation. The work of the Curriculum Enrichment Project is directed towards children from families who live in the less advantaged area of the town, where Pate's is situated, and its aims are twofold. Firstly,

the primary schools in this area do a superb job, but their focus must be mainly on raising standards of basic literacy and numeracy. The project therefore seeks to provide something more for the gifted and talented children in those schools; a programme to enrich their experience and help them achieve their full potential. Secondly, gaining a place at Pate's is very competitive, and one concern has been that over the years fewer and fewer children from less advantaged homes have been applying to Pate's and when they have their success rates have been low. The project therefore aims to encourage more local children from less advantaged homes to apply for Pate's and to gain places entirely on their own merit. In the

two years that the programme has been operating, this ambition has been realized with the numbers of successful applicants from the participating schools showing a significant increase – and every place has been gained entirely on merit.

“... The Curriculum Enrichment Project seeks to provide something more for the gifted and talented children ...”



Pate's Curriculum Enrichment

As well as taking their children for their weekly lessons in the specially designed, dedicated classroom in Pate's, Sharon Johnson, the experienced primary school teacher who runs the project, provides assistance in the participating schools. At the end of each term, the children take over Pate's' school hall to put on a themed show for an extremely appreciative audience of families, friends and teachers.

This scheme provides a model which could easily be transferred, in whole or in part, to other leading state schools and we would very much like to see similar projects established elsewhere to provide gifted and talented children with the opportunity to fulfil their full potential.

Generation Science, London

The Sutton Trust has recently become a founder member of Generation Science, London. In

2002, the Sutton Trust joined Generation Science's 'Power of 10' Club, contributing towards the Disadvantaged Schools Initiative element of Generation Science's Scottish Schools Touring Programme. We are pleased to support the expansion of the programme to enable touring in London and the South East. Generation Science Club aims to inspire children aged 7 and upwards with a passion for science. It seeks to demonstrate how science reaches out beyond

the laboratory, using live shows that bring science to life.

Generation Science is extremely successful, reaching over 50,000 children in 2002 and over 60,000 children in 2003 at schools in 30 of the 32 education regions in Scotland. They plan to tour to between 60,000 and 80,000 children in 2004, rising to 120,000 in 2005/2006. They are also touring their 'Bio-Bubble' – a giant inflatable cell – to schools across the UK.

Teach First

The Sutton Trust is a founding sponsor of this innovative project. Teach First recruits graduates from Britain's leading universities who would not normally become teachers to teach in challenging schools. Successful applicants receive intensive teacher training during the summer and start in the classroom in September, with a commitment to spend two years teaching. They receive the same pay as other trainee teachers. The



Generation Science

“... working together to develop innovative teaching practice, and to share and broaden their experience in order to improve teaching and learning. ”

scheme is backed by leading companies, which have provided funding as well as career support and job opportunities.

On 19th December 2003 the first cohort of Teach First teachers completed their first term, and with a drop-out rate of just 5%, 25% lower than for the traditional PGCE qualification, the success of the scheme is already evident. Recruitment for the 2004 scheme is already extremely promising with 1300 applications for 200 places.

Independent State School Partnerships (ISSPs)

As founders of ISSPs with the Government in 1997, we retain a keen interest in the success of this now national scheme and each year fund a small number of partnerships as part of the DfES scheme. This year, in collaboration with the Ogden Trust and the University of Durham, we are funding an ISSP in Durham, targeting gifted and talented Year 6 pupils. The project's main aim is to provide challenge and curricular extension in science in primary schools in Durham and the Education Action Zone of Easington & Peterlee. The project



Into University

also aims to give Year 9 and Year 10 students from Durham High School the opportunity to gain valuable experience working with adults in organising the activities and mentoring the younger pupils. All the teachers involved will gain a greater knowledge of key stages outside those in which they normally work.

We are also currently funding a partnership in Southwark, which involves six state maintained secondary schools, and three

independent schools, working together to develop innovative teaching practice, and to share and broaden their experience in order to improve teaching and learning. As well as teacher shadowing, informal mentoring via email and subject specialist seminars for sixth formers, the project includes a research focus, which will identify factors that improve levels of achievement for pupils from different backgrounds in inner-city schools.



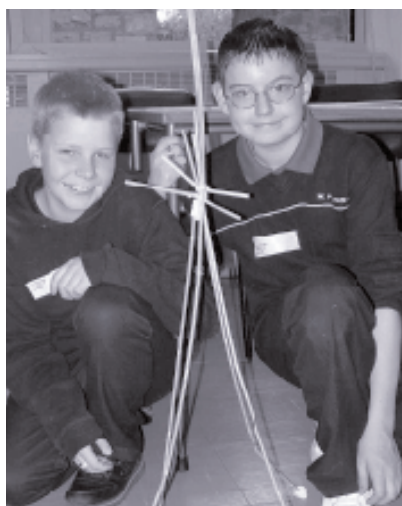
Into University

Working in partnership

Specialist Schools

There are currently 1,686 specialist schools which, in partnership with private sector sponsors and supported by additional Government funding, have devised a long-term development plan demonstrating their commitment to their specialist subject and to improving teaching and learning. The Sutton Trust continues to support schools applying to the Specialist Schools Trust to achieve language, technology, business and enterprise, science, engineering, humanities and maths & ICT specialist school status. Successful schools will go on to become schools of distinction, sharing their resources with their local communities.

It is clear that the focus of specialist status can provide a considerable boost to staff and students alike. Last year we trumpeted the success of the Sir John Cass Foundation and



University of Dundee

Redcoat School in Tower Hamlets, whose specialist school bid we supported in 2000, in being the most improved state school in England in 2002, having increased its top GCSE/GNVQ pass rate by 47% to 69% since becoming a specialist school. This year we are delighted that the school has once again excelled, coming top in the value-added performance tables.

Another school in receipt of Sutton Trust support, Burntwood

School in Wandsworth, received national recognition, having been identified as particularly successful by the Chief Inspector of Schools in the Annual Report for the academic year 2002/03. It has received an outstanding inspection report and has performed well in national tests and examinations.

The Sutton Trust provides part-sponsorship for a number of specialist schools every year. We are keen to encourage independent schools to join us as co-sponsors of specialist schools, and were delighted to have King's College, Wimbledon's support for Coombe Girls' School's successful bid for Language College status, and more recently co-sponsorship from Brighton College for Longhill High School.

We welcome approaches from independent schools that are interested in joining the Sutton Trust in a funding partnership.

"...It is clear that the focus of specialist status can provide a considerable boost to staff and students alike ..."

Appropriate intervention

Early Years



Youth Sport Trust

The Sutton Trust's aim is to combat the wide and growing difference in educational attainment between advantaged and disadvantaged children which can be evident as early as 22 months, is clearly apparent when children reach school age, and has a long-term impact on their educational success.

Support from Birth

The Sutton Trust supports appropriate intervention from the beginning of a child's life. Funding

continued in 2003 for PIPPIN, "Preparation for birth and parenting" courses, while new initiatives in this sphere included:

- **Thurrock Community Mothers** which provides proactive outreach to vulnerable and isolated families accessed via the health authority new birth list, and encourages them to support the development of their children;

- **Baby Express**, an age paced parenting newsletter starting from birth. The Trust is contributing to the study assessing the impact of

“...If children don’t all start at broadly the same point, we should not be surprised if the gap widens as they go through the education system...”

David Bell, Chief Inspector of Schools
(*Sunday Telegraph* Interview, September 2003)

this approach in educating parents;

■ **The introduction of PEEP to Sure Start Battersea.** PEEP is a pre-school intervention programme aiming to bring about significant improvement in educational achievement of children, from birth to 5.

Preparing for School

■ **Haslemere School in Merton, London** has established an innovative link between the primary school and pre-school children and their parents, encouraging parents to support their child’s educational development using learning through play before the child reaches school age.

■ **Westminster Children’s Society** are developing a nursery/home link in order to support parents in assisting their children’s learning and exploring their children’s potential for development.

■ **Life Works Plus** provides disadvantaged families with a targeted educational opportunity for their children prior to entering the reception class at school.

The importance of physical activity in the early years

The Trust is particularly interested in the impact a child’s early physical activity has on their overall development.



Anna Windmill

The Youth Sport Trust’s Top Tots programme provides children with a fun introduction to physical activity in the home. The Sutton Trust funded an evaluation to assess the real impact of this focused support, to measure the benefits to the development of the whole child and to see the effect on the parenting skills of those involved. The research found that Top Tots training and equipment gave parents and carers increased knowledge and confidence to carry out physical play sessions with their children. Parents and carers found the range of equipment and the variety of colours, textures and shapes particularly attractive and noticed how much their children gained from the time they spent in interactive play with them in terms of physical and personal development. They also noticed improvements in their children’s fundamental motor skills, colour identification, counting and shapes.

Research was carried out on three intervention groups and one control group recruited from Sure Start areas across the country.

Looking at the future of education

Research

The education year was dominated by the Government's publication of its White Paper, *The Future of Education*, and the subsequent debate it provoked. The Sutton Trust was involved in a number of aspects of this debate:

University Funding

The White Paper stressed the need for universities to be more innovative and proactive in securing funding sources which are sustainable and independent of government: "the way forward is through endowment. This will make the sector less dependent on any single source of funding".

Building on our knowledge of funding for US universities, we compared UK and US universities. The results were alarming. Only Oxford and Cambridge can be compared with the best endowed US universities: either would come 15th in the US list, while no other UK university would come in the top 150. Only 5 UK universities have endowments worth at least £100 million, compared with 207 US universities. The average top 500 US university has about fifteen times the endowment of the average top 100 UK university.

But there is hope for UK universities. US universities have only created these enormous

endowments over the last 20 years, with substantial growth occurring in the last eight years. Twenty years ago, Harvard was the only university with an endowment worth over \$1 billion, whereas now there are thirty-nine.

The report received wide publicity, with the Prime Minister referring to its findings in a keynote speech just before the crucial second reading vote in the Commons. As a result of the report, the Government established an endowments taskforce to investigate how best UK universities could learn from the US example. Sir Peter Lampl is a member of the committee, which will report in mid 2004.

Admissions

The row about university admissions continued, with Bristol University being accused of bias against independent school students, and such students being advised by their schools to boycott the university. The boycott was later lifted, but the incident again emphasised the public interest in the topic, and the importance of establishing clearer criteria for admissions decisions. Charles Clarke asked Steven Schwartz, Vice-Chancellor of Brunel University, to conduct

an investigation into the options available to universities when recruiting and selecting students. Sir Peter Lampl is a member of the committee, which includes representatives from universities, schools and employers. The Sutton Trust has long been a proponent of the introduction of a test such as US-style SATs to help universities identify students with the potential to succeed on their courses, and public consultations have shown strong support for additional testing.

MORI Poll

We commissioned a MORI survey of teachers at secondary schools in England and Wales further to address some of the key issues raised by *The Future of Education*. This found that a majority of teachers would support an American style SAT test for students aged 18 (in Year 13) who wish to apply for admission to university.

Teachers also support the proposal that university places should only be awarded to students after their A Level results become known. But they are split over whether or not an English Baccalaureate should be introduced.

“...recent research shows that relative social mobility in the UK has declined since the 1960s...”



Oxford University Summer School

Sir Peter Lampl said: “The Trust believes that non-privileged students from schools with low examination performance are penalised by the fact that university places are largely determined before A level results are known. It is good to see that the majority of teachers support moves to change this.”

The results, published in November 2003, showed that nearly two-thirds of teachers (65%)

agreed that the award of university places should be made after young people receive their results. A third of teachers strongly agreed. UK universities and the Government have both expressed support for the principle of post-qualification applications for university places.

Earlier last year we asked MORI to investigate children’s academic aspirations and their attitudes to school. An astonishing 71% of the

respondents aged 11–16 said they were likely to go to higher education. Amongst the 13% who said they were unlikely to go, most wanted to earn money as soon as possible or wanted to do something more practical. Only 14% were worried about getting into debt as a student.

Young people were also very positive about the experience of school, with 85% describing their school as excellent, very good or

“...Part of the reason for Britain’s decline and America’s dominance are the differences in their university funding...”

fairly good. 71% enjoy school most or all of the time. Just 7% would definitely prefer to go to a private school if they had the chance.

Opportunity and Inclusion

We worked with the Institute of Public Policy Research (IPPR) to organise an Opportunity and Inclusion forum in September 2003, which was hosted by Gordon Brown and attended by sixty people from across academia, business, politics and the voluntary sector. The Forum looked at the role of education and economics in social mobility. Recent research shows that relative social mobility in the UK has actually declined since the 1960s. The issues of social mobility allowed participants to focus on the kind of society we aspire to, and exposed the tensions between competing demands of social justice, individual liberty and economic prosperity.

The Chancellor delivered the keynote speech on routes to greater equality of opportunity and fairness of outcome, and David Miliband, the Minister for School Standards, led the session on the role of education in promoting social mobility.

Leading academics from the US and the UK provided expert analysis of this challenging and controversial policy issue.

Nobel Prizes

As a contribution to the debate about the international status of the UK’s universities, we published an analysis of Nobel prize winners over the past 100 years. It showed a reversal of fortunes in Britain, Germany and the rest of Europe compared with the US. Before the Second World War, Germany had the most Nobel prizes at 30%, with Britain second at 20%. Since then the US had won more than 50% of prizes, rising to almost 75% since 1990. Britain’s share held at about 20% until 1980 before falling to well below 10%. Germany and other European countries have seen a similar decline.

Part of the reason for Britain’s decline and America’s dominance are the differences in their university funding. Britain spends 1% of GDP on higher education, which is below the OECD average of 1.3% and well below the US spend of 2.7%. Twenty years ago the UK spent the equivalent of £10,000 per student on university tuition. It now spends only £5,100. By contrast, in America

the average funding for private university students had grown from £6,000 to £11,000 and at state universities was more than £7,000 per student.

However, Nobel prizes give a time-delayed measure of performance and given the rapid deterioration of funding at British universities over the last 20 years it is likely that the current situation in the UK is worse than that suggested by this analysis.

Highlighting the Trust's purpose

Public Profile

The Sutton Trust continues to receive much favourable coverage in national and local media.

Many of the Trust's key concerns were reflected in the White Paper and the subsequent Higher Education Bill. The *Times Higher Education Supplement* acknowledged, "[Gordon] Brown was influenced by people such as the millionaire philanthropist Peter Lampl. Policies such as university outreach schemes with local schools figure strongly in Lampl's agenda and now in the white paper."

Sir Peter contributed pieces to the *Financial Times* and the *Times Higher Education Supplement* about the funding of universities, *The Daily Telegraph* on university admissions, and *The Guardian* on Open Access. We also continue to work with local newspapers around the country in order to encourage applications to our summer schools.

Tessa Stone was interviewed on BBC Radio Four's *Today* programme, and *Channel Four News* as well as numerous local radio programmes.

Additionally, Sir Peter and the Trust staff continue to engage with politicians, other education policy makers and practitioners.



We gave evidence to the House of Commons' Select Committee's enquiry into school admissions. Sir Peter addressed Smith Institute seminars at 11 Downing Street on university funding, and yellow buses. He also made keynote addresses at the Specialist Schools Trust Annual Lecture and the Headmasters' and Headmistresses' Conference. Trust staff ran seminars at the National

Academy for Gifted and Talented Youth and the Law Society, amongst others.

Our updated and redesigned website (www.suttontrust.com) contains comprehensive details of all our projects, as well as our research reports, funding guidelines and the latest news on the Trust's activities.

www.suttontrust.com

A to B of school transport

Yellow Buses

We commissioned the Boston Consulting Group to conduct research examining the issue of home to school transport. They found that more and more children are being driven to school. There are more than 1 billion such trips each year, with an additional 2 million cars being on the road at peak times. This causes increased pollution, congestion and accidents, as well as wasting the time of parents and other commuters.

But for the Sutton Trust, the problem is not confined to these issues. There is also a real social justice issue: children from less well-off families are much less likely to have access to a car. Over 50% of families in the lowest income quintile don't have a car, compared with 0% in the highest quintile. Unsurprisingly, this means they are much less likely to use a car to get to school, which results in their choice of school being severely restricted. Primary school children from families in the lowest income quintile travel an average of 1.1 miles to school, compared with 2.4 miles for children in the highest income quintile. School choice is theoretically available to all, but transport problems restrict less well-off families' ability to exercise this choice. If we are to



ensure that our best schools are open to all, we need to address school transport as part of the solution.

We believe that encouraging children to walk or cycle to school may make a useful contribution, but it can never wholly solve the problem of the school run. Firstly, often the distances involved make it impractical, and secondly, many parents are too concerned about their children's safety to allow them to walk or cycle. Parents will not stop driving their children to school until they are convinced that there is a solution which is cheap, convenient and safe. We believe that only American style

school buses can provide the system-wide solution.

Boston Consulting Group's research was presented at a seminar at 11 Downing Street, held jointly with the Smith Institute, which was attended by Charles Clarke, Secretary of State for Education and Skills, and Alistair Darling, Secretary of State for Transport, as well as representatives from local government, voluntary associations and the community. The Sutton Trust is supportive of trials of yellow buses which are happening around the country, and we hope to see these trials extended shortly.

Working together for success

Old and New Partnerships

We are pleased that our work this year has allowed us to build on existing partnerships as well as to develop new working relationships.

Many of our projects benefit from generous co-funding agreements with other trusts. The Girls' Day School Trust continues to co-fund Open Access at the Belvedere School in Liverpool with the Sutton Trust. This was the first year for the Masterclass Programme at the University of Durham, developed with and co-funded by the Ogden Trust. The Esmée Fairbairn Foundation also co-funded two projects with us in 2003.

The excellent pro-bono research undertaken for us by the Boston Consulting Group has formed the basis of our work on school transport this year, and we've

again benefitted from the fruitful collaboration of a number of leading think-tanks – IPPR, Social Market Foundation, The Fabian Society and the Smith Institute – in promoting this and a number of our other focal concerns.

We are very grateful to many individuals for their generous support. Glenn Earle (a managing director at Goldman Sachs) once again co-funded our Cambridge Summer School. David Hall, Mark Pilkington (Chief Executive of Splendour) and Kasia Robinski (of Robinski and Associates) continue to give their time and expertise as governors of three of our specialist schools, and we are extremely grateful to friends of the late Henry Drucker, and especially to his wife Nancy, for their continued commitment to projects in Oxford and Edinburgh.

We are delighted to be working with the Brightside Trust for the first time on the Pathways to Medicine project at Thomas Tallis and Whalley Range Schools, and hope to work with them on other innovative projects.

We encourage the involvement of professional bodies in our projects, providing invaluable experience for those who take part. The College of Law continues to contribute to the LSE Law and Society Winter School. The Pathways to the Professions project run by Edinburgh University benefits from the involvement of the Law Society of Scotland, the Faculty of Advocates, the British Medical Association of Scotland, the Royal College of Physicians of Edinburgh and the Royal College of Surgeons of Edinburgh.

“... Many of our projects benefit from generous co-funding agreements with other trusts ...”

Looking to the future

Future Developments

Teachers on Track

A new conference, sponsored by the Sutton Trust, will be held at Easter 2004 at Durham University. Science teachers in the state sector will attend 'Teachers on Track', a free five day conference, and will gain benefits such as subject specific refresher training, higher education guidance and curriculum enhancement.

UCL and the British Museum

In 2004 we will fund a new summer school, run by University College London and the British Museum, for 30 Year 12 students drawn from Excellence in Cities areas and other areas of need throughout England. The objectives are to raise aspirations to higher education, and to raise awareness of the academic, cultural and social opportunities offered by higher education institutions and museums. While focusing on ancient Egypt, a subject which is part of the national curriculum, the students will develop the ability to analyse critically, to work independently and as part of a team, and to present and speak in public. The course will also encourage students to look at the issues concerning the place of museums in modern society, and the ethics of collecting.

Mathematics and Its Applications at the London School of Economics (LSE)

The Sutton Trust is funding three schemes at the LSE, which focus on access to the professions: Law and Society, Finance and Our Future and a new course for 2004, Mathematics and Its Applications. All three seek to provide information about and experience of careers in these fields, and demonstrate to students some of the vocational applications of their A level subjects, such as mathematics, economics, sociology and philosophy. Mathematics and Its Applications was developed to meet the demand from schools for support in encouraging students to pursue mathematics in higher education. Twenty students from schools and colleges in the London boroughs of Lewisham, Tower Hamlets and Newham will attend a week long course, run simultaneously with the Finance and Our Future course.

Global Graduates

The Sutton Trust will be working with Global Graduates for the first time on the Young Graduates for Law Programme in 2004, a mentoring and professional development programme to

encourage students to think about a career in law. This programme is designed for A level students who have identified that they wish to pursue a career in law. It is a two-year programme for 30 students, to assist them in preparing for applications to study law at university, to establish contacts and to be better informed about the legal sector. This course will be run and delivered by Global Graduates at the College of Law.

Southampton FE2HE Summer School

We are pleased to be part-funding a continuation of the FE2HE summer schools programme at Southampton University. The FE2HE Health Care Summer School 2004 will give 50 Year 12 students the chance to take part in a variety of health care taster events. The summer school also involves collaboration with the University of Portsmouth. This year student mentors include former FE2HE students, as 13 participants in the 2002 event are now studying at the Universities of Southampton and Portsmouth.

Fabian Society Commission

We are part-funding a Fabian Society Commission on child poverty and life chances in 21st

“...seek to provide information about careers, and demonstrate to students some of the vocational applications of their A Level subjects...”

century Britain. Previous research has shown that social mobility has fallen in the UK, with much of the expansion in higher education favouring those who were already relatively well-off. The Commission will examine ways to counter this, in order to fulfil the Prime Minister's pledge to end child poverty within a generation. The Commission will report around the time of the next General Election, allowing its results to influence the third term programme of a Labour government, or the agenda of an incoming Conservative administration.

Development

While it has always enjoyed the generous support of a number of Trusts and individuals, the Trust's primary funder is its chairman and founder, Sir Peter Lampl. We are encouraged by the impact some of our initiatives have made, both on the participants and more widely on the policy agenda, but feel there is so much more we would be able to do with additional funding. That is why we are beginning to seek further outside support for our work. All

our administration costs and overheads will continue to be covered by Sir Peter, so donors will know that all of their donation will be spent on educational projects.



Synopsis

Trustees	Sir Peter Lampl Lady Karen Lampl Glyn Morris
Chairman	Sir Peter Lampl
Director	Dr Tessa Stone
Trust Administrator	Emma Claridge
Research Officer	Peter Walsh
Projects Consultant	Laura Barbour
Office Manager	Anna Fellows
Advisory Board	Sir Eric Anderson Michael Oakley George Walden CMG Sir David Winkley
Objects of Charity	The Trustees shall apply the income of the Trust to charitable purposes in whatever manner the Trustees, in their absolute discretion, think fit.
Solicitors	Taylor Wessing Carmelite, Victoria Embankment, Blackfriars, London EC4Y 0DX
Bankers	Citibank N.A. 41 Berkeley Square, London W1X 6NA Royal Bank of Scotland 71 Bath Street, St Helier, Jersey JE4 8PJ
Auditors	Messrs. Rawlinson & Hunter Eagle House, 110 Jermyn Street, London SW1Y 6RH
Charity Address	Heritage House 21 Inner Park Road, Wimbledon, London SW19 6ED

Charity Registration Number 1067197

Application Guidelines

The Sutton Trust funds projects that provide educational opportunities for young people from non-privileged backgrounds. We will consider every project on an individual basis, but we are particularly interested in innovative projects and pilot schemes that have the potential to benefit large numbers, and in new research.

The Sutton Trust focuses on the following areas:

- access to university for under-represented groups, including summer schools, teacher weeks, and outreach
- the Open Access scheme at the Belvedere School, Liverpool
- specialist schools
- Independent State School Partnerships
- enriching early learning for the under-three age group, including the involvement of parents in stimulating their children's early development
- primary and secondary school enrichment projects
- education research and analysis

We will **NOT** provide funds for

- the benefit of one individual (including school bursaries, gap year activities, training courses and university courses)
- projects outside the UK
- outward bound courses, Duke of Edinburgh awards, expeditions and overseas travel (including school travel)
- capital projects (including building work, equipment costs e.g. IT equipment, minibuses, books or other materials)
- sport projects
- arts projects (including bands and orchestras, art and theatre productions)

- community outreach work (including day trips, youth centres, health advice)
- general appeals

We are unlikely to provide funds for

- continuation funding for an existing project – our emphasis is on start up projects
- core costs – we tend to fund projects which are carried out in addition to core costs

We recommend that you contact us if you would like to discuss your project further, or have any questions before sending in your application.

We are keen to have as detailed a budget as possible, and will expect each item to be broken down as far as possible so that we can ensure that the project will be run economically. Grants are usually provided for one to two years only, but can be extended up to three years, and further in exceptional circumstances.

We do not have a deadline for applications. The Trustees meet frequently throughout the year. The Sutton Trust does not have an application form. Instead we ask applicants to provide a two page description of the project, including the following information, where relevant:

Background

- What sort of organisation you are (legal status, date established, size and structure)
- Your organisation's general aims and objectives
- Details of any affiliations to other organisations

Project

- An outline of the proposed project

- Its specific aims and objectives
- How the project is to be organised and by whom
- Where the project is to take place
- What problems you anticipate in setting up and operating the project
- When it will start and how long it will take

Benefits

- What the anticipated results of the work will be
- Number and age group of beneficiaries
- How you will attract and involve the young people you aim to benefit

Evaluation

- How you will know whether the project has succeeded
- The measurable specific objectives
- How you will publicise the outcome of the project to other interested parties

Finance

In addition to the project description, please provide a detailed budget, including the following information:

- Detailed itemised costs of the project, indicating the funding you are requesting from us
- When the funds are required
- Which other funders you have approached and with what success
- If you will need funding beyond the period of the grant, where it is to come from

Attachments

Please also include, where relevant:

- the most recent set of annual accounts
- your annual report

Statement of Financial Activities

for the Year Ended 31st December 2003

	Unrestricted Funds 2003 £	Restricted Funds 2003 £	Total Funds 2003 £	Total Funds 2002 £
INCOME AND EXPENDITURE				
Incoming resources				
Donations, legacies and similar incoming resources	482,919	1,603,316	2,086,235	1,341,625
Incoming resources from:				
Operating activities				
– activities in the furtherance of the charity's objects	1,683	–	1,683	1,400
– activities for generating funds	–	–	–	–
Investment income	31,712	31,784	63,496	49,591
Other income resources	–	–	–	19,000
Total incoming resources	<u>516,314</u>	<u>1,635,100</u>	<u>2,151,414</u>	<u>1,411,616</u>
Resources expended				
Charitable expenditure:				
Grants	–	1,385,196	1,385,196	1,355,071
Activities				
– research	56,380	249,904	306,284	121,547
– public relations and publicity	65,055	–	65,055	102,664
– other costs	108,482	–	108,482	116,449
	<u>229,917</u>	<u>249,904</u>	<u>479,821</u>	<u>340,660</u>
Support costs	107,585	–	107,585	152,381
Management and administration	68,507	–	68,507	61,867
Total resources expended	<u>406,009</u>	<u>1,635,100</u>	<u>2,041,109</u>	<u>1,909,979</u>
Net incoming/(outgoing) resources in the year	110,305	–	110,305	(498,363)
Brought forward at 1st January 2003	<u>113,099</u>	<u>–</u>	<u>113,099</u>	<u>611,462</u>
Carried forward at 31st December 2003	<u>223,404</u>	<u>–</u>	<u>223,404</u>	<u>113,099</u>

Balance Sheet

as at 31st December 2003

	2003		2002	
	£	£	£	£
FIXED ASSETS		44,980		51,533
CURRENT ASSETS				
Debtors	6,264		8,343	
Bank and cash balances	<u>1,946,114</u>		<u>1,429,505</u>	
	1,952,378		1,437,848	
CREDITORS – amounts falling due within one year	<u>1,773,954</u>		<u>1,376,282</u>	
NET CURRENT ASSETS		<u>178,424</u>		<u>61,566</u>
TOTAL ASSETS LESS CURRENT LIABILITIES		<u>223,404</u>		<u>113,099</u>
FUNDS				
Unrestricted Income Fund		223,404		113,099
Restricted Income Fund		<u>–</u>		<u>–</u>
RESOURCES AT 31st DECEMBER 2003		<u>223,404</u>		<u>113,099</u>

Notes to the Accounts – Commitments

There is a contractual commitment relating to the cohorts of girls who entered the Belvedere School in 2000, 2001, 2002, 2003 and also 2004 under the Open Access Scheme. These girls can be expected to remain at the school for up to seven years, giving rise to a total outstanding commitment over that period of approximately £4.3 million (2002 – £2.7 million). Financial Reporting Standard No. 12, Provisions, contingent liabilities and contingent assets, requires that provisions be made for contingent liabilities in the financial statements. However, the future financing of this commitment has been secured by the Trustees who consider it necessary therefore not to provide for this contingent liability, but to disclose it as a note, to ensure the truth and fairness of the financial statements. This is in accordance with the accounting policy set out in note 1 to the full accounts.

Report of the Auditors to the Trustees of the Sutton Trust

We have audited the summarised financial statements on pages 28 and 29 which, in our opinion, are consistent with the full accounts prepared for the year ended 31st December 2003. The full accounts set out the respective responsibilities of the Trustees and the auditors.

On 31 March 2004 we reported, as auditors of the Sutton Trust, to the Trustees on the full accounts and our report was unqualified.

Rawlinson and Hunter
Chartered Accountants and Registered Auditors
Eagle House, 110 Jermyn Street
LONDON SW1Y 6RH

22 April 2004

Trustees' Statement

The financial statements on pages 28 and 29 are extracted from the full accounts, which have been audited. The full accounts were approved by the Trustees on 26 March 2004 and a copy has been submitted to the Charity Commission.

Sir Peter Lampl, Chairman

Grants made during the year

2003

University Projects

	Total Grant £
Summer Schools	
University of St Andrews Summer School	30,000
University of Bristol Summer School	37,000
University of Cambridge Summer School	31,184
University of Cambridge FE Summer School	22,500
University of Nottingham Summer School	53,237
University of Oxford Summer School	118,000
University of Oxford Teacher INSET	50,000
University of Durham Summer School	52,467
Summer School NFER mailing, database, administration and evaluation	32,926
Summer School PR, planning and printing	8,566
FE2HE Summer Schools materials	
Production of publicity material for the summer schools	1,105
London School of Economics Saturday School	
A Saturday School for A-level students from Southwark and Lewisham, aimed at improving A-level performance	25,000
London School of Economics Winter Schools	
Winter schools encouraging students to consider careers in Law and Business	14,066
Mansfield College, Oxford	
An Outreach Officer to promote applications from students at FE colleges	10,000
Pathways to the Professions	
Access programme at the University of Edinburgh to encourage applications to Law & Medicine	17,500
Corpus Christi College, Oxford	
Access Officer	15,000
Corpus Christi College, Oxford	
Teacher fellowship	1,350
Foyer Federation	
Support for homeless students at university	6,000
North East Wales Institute	
Student and teacher exchange scheme with Harris Manchester College, University of Oxford	10,000
Nottingham Get On Magazine	
A magazine providing information and guidance about HE and the University of Nottingham for students from the local region	5,000
Levelling the Playing Field	
Improving student communication and presentation skills by applying training techniques from Business Schools	19,410
University of Southampton	
Widening access to the medical profession	5,000
Additional cost of projects in 2002	3,484
Unclaimed project grants, 2002	(23,825)
Total University Projects	544,970

Schools Projects	Total Grant £
Grammar Schools Conference Funding for a conference for grammar schools	10,000
Tower Hamlets Summer University Funding for a range of courses providing an introduction to specific industries in the East End and the City	9,856
Gordano School Funding curriculum extension for able students in Maths, Science and Technology, aimed at Years 8 & 9	2,000
Gordano School Visit to University of Cambridge	360
St Clements & St James Community Centre Community based support for HE applicants and students	4,000
Specialist Schools Trust Annual Lecture Sponsorship	6,051
Royal Veterinary College Wednesday Science Clubs Weekly science course for 30 gifted and talented children in Camden	1,980
Boston College An open day to raise primary children's awareness of further education	3,470
Brightside Pathways to Medicine Science clubs linked to medical schools to widen participation in medicine	5,225
Pate's Curriculum Advisor Outreach work to encourage and support grammar school applications	41,000
Teach First An initiative to recruit graduates for a 2-year programme of intensive training and teacher placements in London secondary schools	15,000
National Primary Trust Advanced Maths Centres offering extension classes to primary students	10,000
Clifton College and Bristol University Summer School Summer school for pupils of Clifton College	5,000
Independent/State School Partnerships	
Manchester Grammar School & Ducie	1,500
Durham High School	1,000
Thomas Telford School	5,000
St Paul's Hammersmith & Fulham	10,000
Specialist Schools	
Burntwood School	12,500
Greycourt School	12,500
Holy Cross School	12,500
Longhill School	12,500
Sacred Heart & Notre Dame	25,000
Sydenham School	25,000
Additional cost of projects in 2002	500
Total School Projects	231,942

Early Years	Total Grant £
Sure Start Battersea The introduction of PEEP – a pre-school intervention programme	5,000
Youth Sport Trust An evaluation of Top Tots which provides children with a fun introduction to physical activity in the home	10,585
Shepherd's Bush Families Project Parent workshops focusing on the importance of learning through play	900
Westminster Children's Society A specific action plan to support the link between home and nursery	4,225
Blackburn & Darwen Education Action Zone Development of parents' core skills so that they may aid their pre-school children's learning	10,000
Baby Express Evaluation of an age paced parenting newsletter	10,000
Family Nurturing Network Dissemination of a programme that offers education and support to parents and their children who have emotional and behavioural problems	7,350
Thurrock Community Mothers Community mother home visiting scheme	10,000
PIPPIN Preparation for birth and parenting courses	7,900
Total Early Years	65,960

Research

Research Advisors	13,878
SAT Longitudinal Research A study into the effectiveness of the SAT	50,000
Social Market Foundation Seminar One of a series of seminars on life chances	7,000
MORI Schools Survey	12,467
MORI Teachers Survey	5,310
University of Oxford Identifying reasons for under-achievement in school children aged 9–12	8,000
University of Dundee Study to look into the use of the SAT as a selection tool for Access students	10,000
Southwark Research Partnership with IoE Evaluation of supplementary education in Southwark	5,250
LSE Intergenerational Mobility Analysis of the relationship between lifetime earnings of an individual and the earnings of their parents	28,622
Staffordshire University An international comparison of higher education retention, progression and completion by students from under-represented groups	20,000
LSE & Cassen – UK Education – The Low End Research into the problem of low educational attainment	10,000

Research cont'd	Total Grant £
IPPR Opportunity and Inclusion Forum	52,233
HEPI Seminar	
11 Downing Street Seminar	6,000
IPPR Seminar on Social Mobility	5,875
Production of Endowments Report	2,126
Fabian Society Seminar	
A seminar on inequality and education	2,937
Smith Institute Seminar	
A seminar on transport to school	7,500
Jesus College, University of Oxford	
Research into trends in modern languages admission, access needs and effectiveness of current access initiatives	12,000
SAT follow up	
Follow up to research into the SAT exam	870
Unclaimed project grants, 2002	(10,164)
Total Research Grants	249,904
Open Access	
Belvedere	
Masterclasses	11,916
Belvedere – 3 cohorts	432,022
Outreach Officer	37,611
Administrator	7,505
Outreach Costs	1,745
Selection	10,025
Production of Education Apartheid Report	10,000
Total Open Access	510,824
Miscellaneous	
Romsey Mill	
A one-off donation to an educational project	500
Manchester Grammar School Bursary	
Donations to educational projects	6,000
SHINE	
Projects aimed at raising achievement levels among 7–18 year olds	10,000
Corpus Christi College, Oxford	
Development Campaign	10,000
Roy Jenkins Memorial Scholarship	
Donation to a fund creating scholarships for students from EU	5,000
Total Miscellaneous	31,500
Total Grants and Research Expenditure	1,635,100



Heritage House
21 Inner Park Road
Wimbledon
London SW19 6ED

Telephone 020 8788 3223

Facsimile 020 8788 3993

Email emma@suttontrust.com

<http://www.suttontrust.com>

Charity Registration No. 1067197