



# RMG | ASSOCIATES

In association with



## RMG Associates Annual Report 2025 to 2026 in association with the Tasso Foundation

### Welcome to RMG Associates

RMG Associates specialises in delivering community investment strategy. We enabling our clients to directly engage with the education sector, thus working to approve the lives of students, teachers, and parents, who confront challenging circumstances

This report focuses on the impact of our consultancy model and our volunteer efforts to assist schools Our efforts are channelled towards schools in areas of deprivation. with high Pupil Premium

We work closely with the Tasso Foundation **for whom I act as volunteer CEO**



Our Founder and  
The Gulls and Buoys Performance Programme created by Jack Pepper

### The Tasso Foundation

The Foundation changes outcomes and futures for the better.

The Tasso Foundation was launched by Phoebe Arnold in memory of her son Tasso, who passed away in 2021 in the most tragic of circumstances.

Watching Tasso's eyes sparkle with wonder and joy as he encountered things for the first time was one of the greatest joys of motherhood.

In the wake of this tragedy, Phoebe was driven by a desire to improve lives for others and instil that same sense of awe and possibility she saw in her son.

## #BTG Beyond the Gates

*"Our Education Sector is too internally focused and denies its school communities the wealth of opportunities "Beyond the Gates". The Gates symbolise not only how safe our schools are but also how inaccessible they are to external positive influences."*

**Richard Garrett Principal Consultant for RMG Associates and CEO of the Tasso Foundation**

This initiative represents a core element of RMG Associates' Consultancy work.

- #BTG Conference and Workshops focus on sharing knowledge and best practice with a strong emphasis on being different and getting outside the comfort zone of the internal school bubble. For instance, embedding the culture of fundraising into state schools. All funding is not government dependent and as a group #BTG are working on a model state school first fundraising campaign
- #BTG recognises how difficult external partnerships and revenue raising is to achieve particularly if the workload in building reputation, recruitment, resource and revenue is not properly resourced and researched.

#BTG workshops have brought together:

- Representatives of over 120 primary and secondary schools
- Commercial, charitable, cultural and sporting organisations and their leaders

All the participating organisations seek to add value to our embattled education sector.



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**RMG Associates include**  
Global Bay Design  
Gadget Line Videos  
Enthuse

**ALL PROGRAMMES SUPPORTED BY  
THE TASSO FOUNDATION 2025 To 2026 RESULTED IN  
17,819 INTERACTIONS  
WITH STUDENTS, PARENTS, AND TEACHERS**



| SCHOOLS               | AVERAGE PUPIL PREMIUM   |
|-----------------------|-------------------------|
| 66                    | 51%                     |
| STUDENTS              | INDIVIDUAL INTERACTIONS |
| 7198                  | 17,819                  |
| TEACHERS INTERACTIONS | PARENTS INTERACTIONS    |
| 886                   | 625                     |

**EAST KENT CoMMUNITY PROGRAMMES SUPPORTED BY  
THE TASSO FOUNDATION 2025 TO 2026 RESULTED IN 4875 INTERACTIONS  
WITH STUDENTS, PARENTS, AND TEACHERS**



| SCHOOLS               | AVERAGE PUPIL PREMIUM   |
|-----------------------|-------------------------|
| 28                    | 53%                     |
| STUDENTS              | INDIVIDUAL INTERACTIONS |
| 1757                  | 6712                    |
| TEACHERS INTERACTIONS | PARENTS INTERACTIONS    |
| 386                   | 288                     |

**EAST KENT COMMUNITY TENNIS PROGRAMMES  
ACHIEVEMENTS 2024 TO 2026**



| TOTAL NO OF SCHOOLS           | AVERAGE PUPIL PREMIUM<br>ACROSS PARTICIPATING SCHOOLS |
|-------------------------------|-------------------------------------------------------|
| 10 + 16 = 26                  | 47% + 53% = 50%                                       |
| TOTAL NO OF STUDENTS          | TOTAL INDIVIDUAL STUDENT<br>INTERACTIONS              |
| 1100 (ESTIMATE) + 1355 = 2455 | 4188 + 4875 = 9063                                    |
| TOTAL NO OF TEACHERS          | TOTAL NO OF PARNETS                                   |
| 90 + 386 = 476                | 40 + 100 = 140                                        |

**RED TOTAL FOR 2025 AND 2026**

**BLUE 2026**

**BLACK 2025**

**EAST KENT COMMUNITY ARTS PROGRAMMES  
ACHIEVEMENTS 2024 TO 2026**



| TOTAL NO OF SCHOOLS  | DISCOUNTED OR FREE TICKETS               |
|----------------------|------------------------------------------|
| 8 + 12 = 20          | 264 + 233 = 497                          |
| TOTAL NO OF STUDENTS | TOTAL INDIVIDUAL STUDENT<br>INTERACTIONS |
| 264 + 402 = 636      | 255 + 1837 = 2092                        |
| TOTAL NO OF PARENTS  |                                          |
| 219 + 188 = 407      |                                          |

**RED TOTAL FOR 2025 AND 2026**

**BLUE 2026**

**BLACK 2025**

## What our clients say

### A Comment from GLF Schools Foundation

RMG Associates has played a significant role in the development and growth of GLF Schools Foundation since its inception. As one of the Foundation's earliest strategic supporters, they provided invaluable guidance in shaping the Foundation's fundraising approach, helping to establish strong foundations for long-term sustainability and growth.

Through their expertise and networks, RMG Associates facilitated introductions to a range of charitable trusts, foundations and philanthropic contacts, significantly expanding the Foundation's reach and fundraising opportunities. Their support helped the Foundation navigate the complex charitable funding landscape, providing strategic advice on positioning, relationship building and grant-making opportunities.

A particularly valuable contribution was enabling access to the Tasso Foundation, creating opportunities for partnership and investment that have supported programmes benefiting GLF students. Beyond individual introductions, Richard Garrett has acted as a trusted advisor, offering ongoing counsel on fundraising strategy, donor engagement and the development of a compelling case for support.

TRMG Associates commitment during the Foundation's formative years helped accelerate progress, strengthen credibility with funders and lay the groundwork for the diverse portfolio of trust, foundation and philanthropic partnerships that the Foundation enjoys today. The impact of their support extends well beyond individual funding opportunities, helping to establish the infrastructure, networks and strategic direction that continue to underpin the Foundation's success.

Jak Martin – Foundation Director

### A Comment from University Schools Trust

"For several years RMG Associates has been a valued partner of University Schools Trust (UST).

Through the guidance and support of Richard Garrett the Trust has enriched opportunities for students, parents and staff.

RMG Associates in association with The Tasso Foundation has strengthened UST's network of external partnerships, opening up opportunities for collaboration, professional development and knowledge sharing. Initiatives such as Beyond the Gates #BTG have helped staff expand their networks and engage with organisations outside the education sector. This partnership continues to raise aspirations, broaden horizons and create lasting benefits for the UST community.

For example, most recently, The Tasso Foundation's funding of UST's schools has allowed us to continue the annual Science Summer School at St Paul's Way School. This has enabled more than 700 students from across London each year to participate in inspiring STEAM experiences and explore future education and career pathways."

**Gill Kemp CEO of UST**  
**Chris Bloor**

**GLF Schools Foundation**  
**42 primary and secondary schools across the Home Counties**



Click [here](#) for the full report

### **Feedback from the participating schools**

The greatest impact was on attendance given the damage that Covid resulted in causing by affecting attitudes

#### **Chestnut Park – Delight in Art: Rainforest Retreat & Out of This World Child**

"I never thought I was good at art, but now I feel proud of what I've made. My family came to see the exhibition and I showed them all my work."

Child

"Making the rainforest in our classroom felt like going on an adventure. It helped me use my imagination and work with people I don't usually sit with."

**Staff**

"The programme revealed talents and confidence in children who rarely put themselves forward. Watching them explain their artwork to parents was incredibly powerful."

#### **Salfords Primary – Delight in Shakespeare**

Child

"Before this project I was nervous about speaking in front of people. Now I can stand on stage and perform without feeling scared."

Child

"I thought Shakespeare would be boring, but acting it out made it fun. I learnt loads of new words and made new friends while rehearsing."

#### **Cordwalles Junior – High Ashurst Residential**

Child

"Climbing the high ropes was something I never thought I could do. When I reached the top, I felt proud of myself for not giving up."

Child

"It was my first time staying away from home and I learnt I can be much more independent than I thought."

#### **Lightwater Village School – Dance and Performing Arts Unit**

Child

"I loved performing for my parents. I was nervous at the start but everyone cheered and it made me feel confident."

### **Cherry Fields – Theatre Visit**

Child

"I'd never been to a theatre before. Seeing a real show made me want to join drama club and perform myself one day."

### **Cordwalles Junior – Young Voices O2**

**Staff**

"For some of our pupils, this was the first time they were recognised for the positive difference they could make to someone else's life. Their empathy and confidence grew with every visit."

Child

"Standing with thousands of children singing together was amazing. It made me feel like I was part of something really special."

### **Greenway Junior – Community Swan Programme**

Child

"I liked talking to the people at the care home. They told me stories and it felt good knowing we made them smile."

### **Rosebery School – Student Leadership Training**

**Student Leader**

"The training helped me speak up and share my ideas. I now feel much more confident leading meetings and representing other students."

### **Merstham Primary – Friday Night Project**

Child

"Drama club is the highlight of my week. Performing on stage has helped me believe in myself and make friends from different year groups."

### **de Stafford School – Who Am I?**

Student

"The workshop made me think differently about the choices I make and what I want my future to look like. It made me realise I can achieve more than I thought."

### **Wheatfield Primary – Writing for Pleasure**

Child

"Writing used to feel like work, but after the Wonderdome visit I couldn't wait to write about what I'd seen."

### **Cuddington Croft – Ukulele Lessons**

Child

"I had never played an instrument before. After a few lessons I could play songs with my friends and perform in front of my class."

### **Pine Ridge & Lorraine – Little City Experience**

Child (Reception)

"My favourite part was being a firefighter. I helped put out pretend fires and learned how people help us every day."

### **The Beacon School – Extra-Curricular Clubs**

Student

"Basketball gave me a reason to stay after school and be active. I've learnt teamwork, made new friends and feel more connected to school."

## **Raynes Park High School Programmes for associated primary schools who visited RPHS for an activity**



Click [here](#) for the full report

## Feedback from the participating schools

### Wonderdome

Hatfield School

Staff

"The WonderDome was very informative and the children loved the experience of feeling like they were in space."

Child

"That was the best day! Can I come back again? (

Hollymount School

Staff

"brilliant and so engaging".

Parent

"what a calm atmosphere there is around school, I am very impressed with the grounds"

### Sublime Science

Aragon School

Teacher

"The children were very engaged with the lesson and found it really fun. They were able to consolidate their learning and also learn some new language

Child

"The Science was so fun, I loved making slime!"

### Basketball

RPHS Student

"Coach Gus has really helped me to improve"

RPHS Teacher

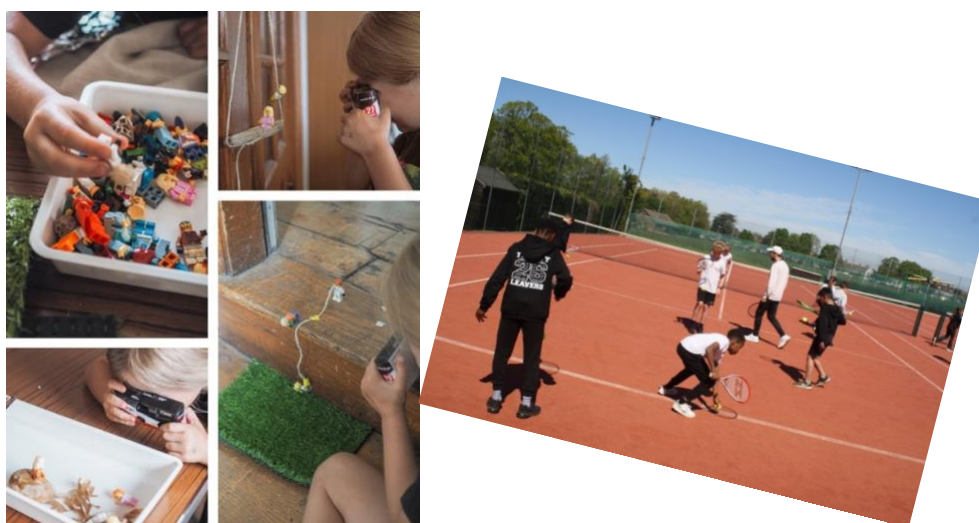
"The girls have really grown in confidence since joining the team. They won the Borough Champs which is a great achievement and we are very thankful for having the Kingston Lions support the team."

### Tennis

Aragon Teacher

"The coaches are great with the pupils and they have really enjoyed having them for Tennis. We have used it as part of our CPD for teachers also so that they can develop their knowledge for teaching it again in the Summer Term."

## East Kent Community Programmes in Sport and the Arts Image



### Why EKCP?

- To increase opportunities for deserving young people by giving them the chance to learn and develop
- To improve participation in the Arts, Science and Sport
- To build a performance pathway

### Key Parameters

- The majority of Schools involved should have higher than the national average for Pupil Premium and Free School Meals
- East Kent Community Programmes (EKCP) are volunteer led EKCP exists in name only and thus accepts no legal liability for the resulting activities. The liability lies with the organisations that benefit from the external funding that results from the voluntary collaborative

### Our Achievements in East Kent

#### EAST KENT COMMUNITY TENNIS PROGRAMMES ACHIEVEMENTS 2024 TO 2026



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**BLUE 2026**

**BLACK 2025**

### Understanding Disability at the recent festival

at Everyone Active Indoor Courts in Deal



**Mike Tapp Labour MP for Dover and Deal  
enjoys proceedings**

## **EKC Tennis Programme in Deal and Dover**

Click [here](#) to download the full report



**Feedback from participating schools**

**From Aspen 2 Special Resource Unit for SEND Provision**

**KS3 Students:**

"I thought the tennis sessions were great and exciting. I think I improved in PE, especially my throwing and hitting skills. Karen was nice and was so helpful."

KS3 Student: "The sessions were good. I enjoyed the energy of the sessions and I liked how I got to move about. It improved my serving skills"

KS3 Student: "The swinging action I improved over the sessions and I had more control. Karen was sweet and a bit loud. She always considered my barriers."

KS3 Student: "I found them quite fun and I liked some of the games she set up, especially the balloon one. The sessions got me a little back into PE and using different body parts. Karen was very nice and she let me demonstrate activities which was nice."

KS3 Student: "I found them really interesting and I enjoyed learning the different skills. My hitting skills definitely improved over the sessions. Karen is kind and nice. She explained everything very well for me."

**Teachers:**

"The students have engaged very well with the sessions, both sensory tennis and the skill based tennis sessions. I have seen some clear improvements in students' hand-eye coordination as some students who struggled to even hit the ball in the first week can now consistently hit a slow ball. Some students at the start couldn't control the ball when they hit it, now they are showing more fluency and consistency with their hitting."

**"From Goodwin Academy (Senior School):**

**Staff:** "All the lessons were engaging and fun to encourage pupils to take up lessons i.e. a great introduction to tennis"

**Staff:** "Some pupils had already been previously taught by Karen and loved that she had come into Goodwin to teach them. Some were very new to Tennis and therefore the lessons were an introduction to a new sport. Karen has a lovely way with the pupils as she is very calm and approachable to all if they need any additional support. All pupils engaged in the lessons as Karen adapted the lessons to suit the needs of the pupils in front of her."

**From Green Park Community Primary School**

Yr 4 pupils

"I liked Karen because she explains what to do well"

"Liked doing all the different warm ups because it tested our reaction in a fun way and every week was different"

"I think that Karen explained tennis really well and I liked it!"

: "I liked playing the game where we had to catch the balls in the cones, Karen made tennis fun!"

"Like learning how to serve the ball using two racquets as it helped me a lot."

**Staff**

"Karen was excellent at managing a whole class while making a sport fun. She engaged all learners no matter of their abilities and adapted activities accordingly. The children still talk about her"

**EKC Tennis Programme**

## Net Gain Community CIC Thanet Region



Click [here](#) to download the full report

### Participating schools

Byesing Wood Primary School  
Chilton Primary School,  
Newlands Primary School,  
Thornden Wood Primary School,  
Christchurch Primary School,  
St Crispins Infant School,  
Dame Janet Jnuior School,  
St Laurence Academy,  
Priory Infant School, Hartsdown Academy

### Feedback form participating schools

"The support from the East Kent Community Programme has been transformational for our pupils. The additional coaching provided to our Pupil Premium children gave them the confidence, skills and belief to represent the school in competition. The team went on to win the local School Games event and only narrowly missed out in the regional final in Bromley. For many of these children, this was their first experience of tennis, and they have achieved something they will remember for the rest of their lives. The coaching team inspired our pupils and created opportunities that simply would not have existed without this partnership." - Jon Rees - PE Lead Byseing Wood

"The East Kent Community Programme has provided our children with access to a sport that many would never have experienced otherwise. The coaching has been engaging, inclusive and professionally delivered throughout. The enthusiasm generated across the school has been

remarkable, and the equipment provided ensures that tennis will remain part of our sporting offer long after the project has finished." Tom Platten Headteacher

"What impressed us most was the ability of the coaching team to engage every child, regardless of ability or confidence level. We saw pupils who would normally shy away from physical activity actively participating, encouraging their peers and developing resilience. The programme has delivered far more than tennis skills; it has supported personal development and self-belief." Robin Jones PE Lead

"The quality of coaching delivered through the programme has been exceptional. Sessions were carefully structured, inclusive and accessible for all pupils. The coaches built fantastic relationships with the children and staff alike, making tennis one of the highlights of the school week. The project has significantly enhanced our PE provision." Russell Walker - PE Lead

"In a time when schools face increasing pressure on budgets, programmes like this are invaluable. The combination of expert coaching and the provision of equipment has left a genuine legacy within our school. We now have the confidence and resources to continue delivering tennis opportunities for our pupils independently." Sarah Wilson Deputy Head

"The impact on confidence and wellbeing has been incredible. We saw children who often struggle to participate in team activities flourish on the tennis court. The coaches created a positive and supportive environment where every child felt valued and capable of success. It has been wonderful to witness." Thomas Musgrove - Director of Sport

"The East Kent Community Programme has helped us broaden the range of sporting opportunities available to our pupils. Tennis is now firmly embedded within our curriculum and extracurricular offer. The coaches brought tremendous energy and expertise to every session, and the children were always excited when tennis day arrived." Jack Hearn PE

## East Kent Community Arts Programmes coordinated through The Astor Theatre and Charitable Trust

### EAST KENT COMMUNITY ARTS PROGRAMMES ACHIEVEMENTS 2024 TO 2026



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|----------------------|---------------------------------------|
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**BLUE 2026**  
**BLACK 2025**

Click [here](#) to download the full report form the Chairman  
Click [here](#) for a Case Study on the Creative Workshops

At the Astor, we believe access to culture and the arts, provides life-affirming shared experiences, encourages the expression of creativity, and can improve life chances for children.

### Impact

In total with Tasso Foundation support we have delivered:

- 2 Schools Pantomime Performances
- 1 Relaxed Performance for Neuro-diverse and Special Needs children
- Free Pantomime for low-income families via the Foodbank & Family Hub
- 2 Family Shows
- 6 Creative Workshops
- 1 Week-Long Drama Summer School

Total fully funded places/tickets = 560. We have estimated the total impact hours at 1671

Given some of these events were directly with the public and not all via schools we have estimated that c.70% of the recipients would qualify for pupil premium and the remainder are low-income families.

Duncan Campbell

Chair Astor Community Arts Trust & Volunteer Theatre Manager

## Oasis Charitable Trust



OASIS NURTURE  
IMPACT SUMMARY for  
Pilot 2022-2024 and Academic Year 2024-25

Oasis Nurture is a creative, relational intervention with a therapeutic ethos designed to support children experiencing psychosocial difficulties.

*"The truth is that before an educational outcome, there needs to be an emotional one." (Batmanghelidjh, 2006)*

Recognising that academic attainment is fundamentally linked to emotional well-being, Oasis launched in 2021 a pilot Nurture programme at Southbank Primary School. Grounded in developmental neuroscience and an attachment-based framework (See addendum: Nurture Framework), our practice uses a curious, playful, and non-judgmental approach to child behaviour. Practitioners act as steady emotional anchors, creating safe spaces for social and emotional learning.

### How the Programme Works:

Shared Experiences and Creative Support delivered by trained therapists who manage a multidisciplinary university placement team (spanning psychology, psychotherapy, social work, drama, and the arts), the programme wraps support around children via three pathways:

- Targeted Sessional Work: Intensive one-to-one and small-group sessions focused on individual needs like self-esteem, sensory regulation, young carers support, and playground friendship skills.
- Embedded Classroom and Playground Support: Practitioners act as co-regulators in classrooms and playgrounds, offering safe, attuned support for children navigating social and emotional dynamics.
- School-wide & Family Support: A daily timetable of Lunch Clubs (including model making, arts, history, drama, puppetry, and sports) provides a fun and safe space to play and explore. Practitioners also enrich school life by accompanying trips, supporting school events, managing exclusion-risk crises, and extending into family work (offering school drop-offs, agency meeting support, family advocacy, food, and clothes).

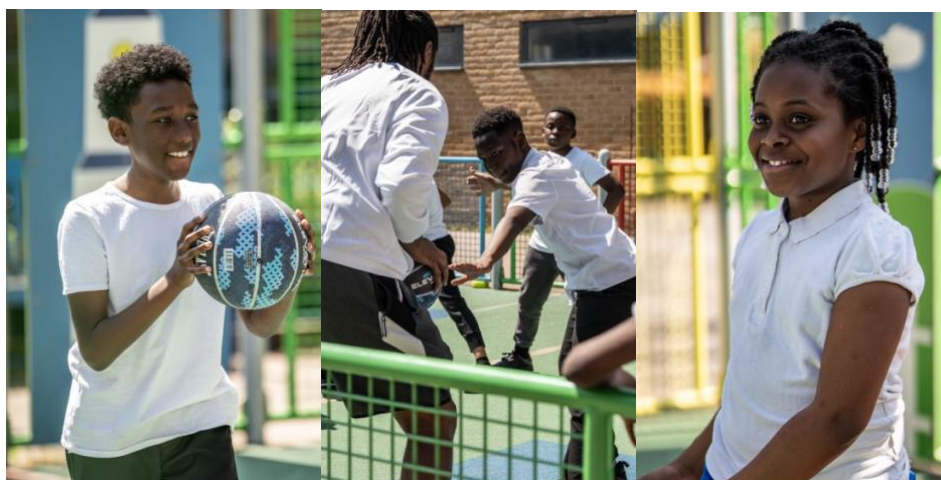
## Phoenix Federation

Click [here](#) to download the full report

### The Schools in the Federation are

Grinling Gibbons Primary School

Oak Gardens Primary School



Thanks to our grant from The Tasso Foundation, children are now showing greater responsiveness to feedback and have developed a clearer understanding of the importance of humility and managing their emotions. The coach is equipping them with valuable life lessons that extend beyond the classroom, supporting their development as well-rounded individuals in preparation for their transition to secondary school.

Since the coach began working with the class, there have been noticeable improvements in teamwork, communication, and discipline. Pupils have also demonstrated increased confidence, enhanced shooting accuracy, improved stamina, stronger teamwork, better court awareness, and a deeper understanding of the rules of the game.

# University Schools Trust

## Science Summer School

Click [here](#) for the full impact report



### Social Media Posts

Coverage of the Science Summer School is heavily built into the programme to ensure that people are aware of this incredible event. This is an all year round programme that focus on raising awareness and increasing participation.

