

SSCE Cymru funding advice

Created: April 2023

Authors: SSCE Cymru team

Introduction

This document provides advice from the SSCE Cymru team for schools and local authorities, to assist them when applying for funding to support Service children / local Armed Forces community.

The advice provided is general and not specific to any particular funding stream.

The document also includes a checklist of suggested actions to help when preparing and completing a funding application and a list of funding ideas/suggestions.

Information about current funding programmes available to support Service children is available on the [SSCE Cymru website](#).

Advice

BEFORE – preparation and planning (understanding your Service children’s needs and investigating support / funding options)

Engage with your SSCE Cymru [Regional School Liaison Officer \(RSLO\)](#) – to learn about the resources, [tools](#) and support available from SSCE Cymru.

Listen to your Service children to identify their needs – consider working with the SSCE Cymru [Participation Lead Officer](#) to do this.

Consult your school community (parents/carers of Service children, staff) in order to identify the needs of the Service children in your school – this could be through formal (e.g.. survey) and informal (e.g.. discussions) methods.

Engage with your local Armed Forces (AF) contact/s and/or Armed Forces Covenant Liaison Officer (AFLO) – to understand the local AF context.

Explore the SSCE Cymru website [good practice examples](#) to see how other schools in Wales have supported their Service children.

Read the [SSCE Cymru evidence reports](#) (consultation activities with schools, Service children, parents/carers) and Service Children’s Progression ([SCiP Alliance – The Voice of Service Children report](#)) to establish how the needs of your school and Service children, link to the evidence of Service children needs across Wales.

Discuss the challenges/barriers of the Service children in your setting with your RSLO and identify ways to overcome them.

Check what funding streams are available and relevant to your setting (check eligibility, objectives/aims) – read the full guidance document/s and see case studies and examples of previous funding success, provided by the funder ([ESF](#), [AFET](#), [AFCFT-FCF](#)).

Explore different project ideas to establish and confirm the most appropriate avenue of support. Remember:

- Each Service child experiences are unique and a blanket approach to support their needs may not always be appropriate.
- Service children may have some positive/unique experiences that can enhance your school community.
- The experiences of different types of Service families may vary (eg. veterans, Reservists, Navy, RAF, Army). Funding applications should focus on project activities, rather than employing members of staff. Projects may include elements of staff time to deliver the project activities, along with all other project costs (e.g. training, resources/materials).

See examples and ideas of funded project below in [Annex 1](#).

Work with your RSLO to explore options for accessing appropriate local authority support – if required support/funding isn't available from the local authority, then continue with investigating alternative routes.

Investigate various funding options to identify the most relevant for the proposed project – see the SSCE Cymru website for available [funding streams](#).

Explore options for involving other schools in your cluster or local authority in the project and funding application – cluster bids demonstrate and support good practice, shared knowledge and value for money.

Share your funding proposal with relevant local/regional organisations through, Armed Forces forums, to avoid duplication of similar projects and/or identify collaboration opportunities and supporting comments.

DURING – preparing and writing your funding application

General advice

Engage with SSCE Cymru throughout your planning and funding application process. Send your RSLO a draft of your application in plenty of time (at least 3 weeks before) for them to review and provide feedback.

Read ALL funding guidance and supporting document/s **BEFORE** and **AFTER** writing your application – to be sure that your project has focused on relevant content that links to the funding aims and priorities.

Be clear in the content and use language that is easy to understand – avoid abbreviations and acronyms.

Preparing your application

Check the funding stream information (deadlines etc) – re-read the full guidance document/s.

Identify the most appropriate person/s to complete the bid – this could be a collective approach, including the school business manager, senior leadership, and all relevant teaching/support staff.

Make a detailed plan and timeline for preparing and submitting your funding application – to be clear on timeline and responsibilities of all those involved.

Consider how your project links to the aims and priorities of the funding you are applying for – be specific and clear about your objectives.

When writing your application

Be mindful of the word counts for each section of the application.

Start with a summary of the project – to be clear on your plans, who the project is aimed at supporting (Service children) and the key outcomes.

Provide specific examples of the challenges Service children in your school / local authority face (consider the impact of deployment, mobility, and separation).

Provide evidence of how you identified the needs of your Service children. Include details of how you consulted with your school community (Service children, parents/carers, school staff) and what you identified.

NOTE: Avoid assumptions about the needs of Service children and focus on your experience of the children and families that you support – use [SSCE Cymru evidence](#) to support your own observations.

Use quantitative (e.g. School and Service children data/stats and how that fluctuates – including percentages) and qualitative (e.g. Quotes from discussions) examples throughout the application.

Explore costs of the project and include a full breakdown that is clearly and accurately calculated – which will help the funding panel to establish value for money and possibilities of partial funding when appropriate.

Consider timeline for the project delivery – be realistic and be specific with the details.

Include details of activities your school / LA is already doing to understand the needs of Service children and support them to demonstrate your good practice (e.g. Completed [SSCE Cymru CPD](#), achieved the SSCE Cymru [Armed Forces Friendly Schools Cymru](#) status, set up clubs for Service children / families, celebrated [Month of the Military Child](#)).

Include details of any previous funding secured to support Service children – share details of the positive outcome/s and be clear about how this project is different.

Include how you have explored options for funding this project (e.g. local authority) and why alternative funding support is **not** available.

Include ways that the project will benefit the wider school community, as well as the Service children.

Include details of partnership working and collaboration:

- Remember that a school environment which has a positive relationship with the Armed Forces community will be beneficial to Service children and their peers.
- Detail how you will include other schools, partner organisations (e.g. Armed Forces charities), Armed Forces contacts, the local authority and SSCE Cymru in your project.

Include details of how you plan to measure the outcomes of this project:

- In the short-term
- In the long-term
- Using quantitative (e.g. comparative attainment scores) methods
- Using qualitative (e.g. quotes from formal/informal feedback) methods.
- Using Specific, Measurable, Attainable, Relevant and Timely (SMART) targets.

Examples of success could include:

- Improved academic results
- Pupil engagement
- Uptake of tutoring

- Wellbeing results
- Positive feedback from pupil ambassadors and the Armed Forces community.

Examples of how to measure the impact of the project could include:

- Monitoring of key academic performance indicators against local authority and Welsh education expectations (e.g. literacy, numeracy, attendance)
- Monitoring records of behaviour
- Comparing target grades/level results
- Implementing Service children surveys at the start and end of the project.

REMEMBER: You are part of a larger project that seeks to better understand the needs of Service children and what works to support them – monitoring is therefore essential.

Include details of how you are planning to ensure sustainability with this project:

NOTE: this is very important for the funding panels to understand.

- Focus on identifying ways of embedding good practice in the school / local authority, which will also help to demonstrate value for money.
- Consider the short- and long-term impacts.
- Explain what legacy the project will leave behind.
- Ensure a realistic sustainability plan is considered, including sources of ongoing funding (where necessary), resources and succession planning.
- Include an explanation of how upskilling staff could have a long-term benefit.
- Include details of how there will be a lasting impact to the Service children involved in the project.
- Detail any other funding streams that the school/local authority has applied for to continue the work.

AFTER – monitoring the impact of your funded project

Continue to work with SSCE Cymru to deliver the project successfully – access advice/support as necessary.

Regularly review the progress of the implementation of your project – to ensure progress is being made and aligned to original project aims and priorities.

Keep project partners informed of progress – to seek advice and identify further collaboration opportunities.

Share good practice with other schools / local authorities – support them with developing ideas for future funding projects.

Measure the impact of the project outcomes at regular intervals – to report back to the funders as required.

Implement sustainability plans – to continue activities at the end of the funding period.

Consider ways to develop the project further, after the current project timeline, with different/adjusted/enhanced activities and outcomes – and explore options for funding the next phase.

Checklist

NOTE: See the above advice section for further information on all recommended checklist items.

BEFORE – preparation and planning (understanding your Service children’s needs and investigating support / funding options)

Ref.	Actions/activities	✓
1.1	Engage with your SSCE Cymru Regional School Liaison Officer (RSLO) – discuss challenges/barriers of your Service children.	<input type="checkbox"/>
1.2	Listen to your Service children to identify their needs.	<input type="checkbox"/>
1.3	Consult with your school community to gain their perspective on the needs of the Service children in your setting.	<input type="checkbox"/>
1.4	Engage with your local Armed Forces Covenant Liaison Officer (AFLO) .	<input type="checkbox"/>
1.5	Explore the SSCE Cymru website and look at the tools , resources, and good practice examples it offers.	<input type="checkbox"/>
1.6	Explore the SSCE Cymru evidence reports to make links between the needs of Service children in your setting, and the needs of Service children across Wales.	<input type="checkbox"/>
1.7	Investigate funding options on the SSCE Cymru website .	<input type="checkbox"/>
1.8	Decide on your project idea (what you want to be funded).	<input type="checkbox"/>
1.9	Work with your RSLO to explore options for accessing appropriate local authority support.	<input type="checkbox"/>
1.10	Look at case studies and examples of previous successful projects (ESF , AFET , AFCFT-FCF).	<input type="checkbox"/>
1.11	Ask RSLO to show you examples of previous successful funding applications.	<input type="checkbox"/>
1.12	Explore options for involving other schools in your cluster/local authority in the project and funding application.	<input type="checkbox"/>
1.13	Ensure no duplication of similar projects by sharing proposal with relevant local/regional organisations .	<input type="checkbox"/>

DURING – preparing and writing your funding application

Ref.	Actions/activities	✓
2.1	Thoroughly read ALL the funding guidance and supporting document/s – to be sure your project objectives link to the funding aims	<input type="checkbox"/>
2.2	Identify the most appropriate person to complete the bid	<input type="checkbox"/>
2.3	Make a detailed timeline for preparing and submitting funding application	<input type="checkbox"/>
2.4	Consider how your project links to the aims and priorities of the funding you are applying for	<input type="checkbox"/>

2.5	Start with a summary of the project – be clear on plans, who the project is aimed at and the key outcomes.	<input type="checkbox"/>
2.6	Provide specific examples of the challenges Service children in your setting face.	<input type="checkbox"/>
2.7	Provide evidence of how you identified the needs of the Service children in your setting – who you spoke with and what you recognised.	<input type="checkbox"/>
2.8	Use quantitative and qualitative data examples throughout application.	<input type="checkbox"/>
2.9	Explore costs of the project – include a full breakdown that is clearly and accurately calculated.	<input type="checkbox"/>
2.10	Consider timeline for project delivery – be realistic and specific with details.	<input type="checkbox"/>
2.11	Include details of activities that your setting/LA is already doing to understand the needs of your Service children.	<input type="checkbox"/>
2.12	Include details of any previous funding secured to support your Service children and how this was successful.	<input type="checkbox"/>
2.13	Include how you have explored options for funding this project and how/why this alternative funding support is not available.	<input type="checkbox"/>
2.14	Include ways that the project will benefit the wider school community, as well as your Service children.	<input type="checkbox"/>
2.15	Include details of partnership working and collaboration (other schools, partner organisations, Armed Forces contacts, LA, SSCE Cymru).	<input type="checkbox"/>
2.16	Include details of how you plan to measure the outcomes of your project – in the short and long term.	<input type="checkbox"/>
2.17	Include details of how you are planning to ensure sustainability with your project – the longevity and legacy.	<input type="checkbox"/>
2.18	Finalise draft 1 of application.	<input type="checkbox"/>
2.19	Review draft application – check language is clear and consistent.	<input type="checkbox"/>
2.20	Send draft application to RSLO, and other relevant project partners, for feedback (at least 3 weeks before the deadline).	<input type="checkbox"/>
2.21	Read ALL funding guidance and supporting document/s – to be sure that your project has focused on relevant content that links to the funding aims and priorities.	<input type="checkbox"/>
2.22	Make amends to application based on feedback from RSLO and project partners.	<input type="checkbox"/>
2.23	Submit application – ensure you receive a confirmation of receipt.	<input type="checkbox"/>

AFTER – monitoring the impact of your funded project

Ref.	Actions/activities	<input checked="" type="checkbox"/>
3.1	If unsuccessful – ask the funder for feedback on your application and consider amending your application and re-apply at the next funding round.	<input type="checkbox"/>
3.2	Continue to work with SSCE Cymru for advice and support.	<input type="checkbox"/>
3.3	Regularly review the progress of the implementation of your project – ensuring progress is being made.	<input type="checkbox"/>
3.4	Keep any project partners informed of progress.	<input type="checkbox"/>

3.5	Engage with your local Armed Forces Covenant Liaison Officer (AFLO).	<input type="checkbox"/>
3.6	Share good practice with other settings/local authorities.	<input type="checkbox"/>
3.7	Measure the impact of the project outcomes regularly – report back to the funders as required.	<input type="checkbox"/>
3.8	Implement sustainability plans – in order to continue activities at the end of the funding period.	<input type="checkbox"/>
3.9	Consider ways to develop the project further – explore options for funding the next phase.	<input type="checkbox"/>

Annex 1

Funding ideas and suggestions

The following are ideas/examples of activities school and LAs could incorporate in funded projects to support Service children. The suggestions are based on the knowledge of the SSCE Cymru team and examples of previously successful school/LA projects.

Coordinated projects

Local authorities and or schools could consider coordinating a project which would benefit a number of schools and Service children. Projects could include:

- Coordinating a timetable of engagement activities with the Armed Forces
- Creating opportunities for schools to collaborate and share good practice
- Producing resources for schools and/or Service families
- Running events for schools and/or Service families
- Organising a theatre/art project for Service children in collaboration with a local organisation.

School staffing time

Funding applications should focus on project activities, rather than employing members of staff. Projects may include elements of staff time to deliver the project activities. This could include dedicated staff hours to:

- Provide 1:1 tuition, catch up sessions, language support and/or subject interventions
- Run a nurture group for Service children
- Deliver the [Little Troopers Wellbeing course](#)
- Run an after-school/lunchtime club for Service children (eg. [Forces Life Club](#))
- Organise and run Armed Forces family events
- Attend conferences/events/training relevant to supporting Service children in education
- Engage with SSCE Cymru materials ([School Toolkit](#) and [Tools](#))

- Engage with the [Regional School Liaison Officers for Service children](#) and take appropriate actions based on conversations
- Achieve their [Armed Forces Friendly Schools Cymru](#) status
- Coordinate school cluster meetings to share good practice and ideas about supporting Service children.

Courses/training for school staff

Where needs are identified, staff members may benefit from participating in training relevant to supporting Service children with their needs. This could include:

- Emotional support (e.g. [ELSA](#))
- Wellbeing support (e.g. [Thrive](#))
- Mental health support
- Counselling
- Mindfulness
- Trauma recovery
- Attachment
- Therapy (e.g. [Lego therapy](#)).

Resources

Consider purchasing resources that are relevant to supporting Service children with their academic and pastoral needs.

- See [SSCE Cymru Tool 13: Recommended resources](#) for suggestions of appropriate books, wellbeing materials, learning Welsh materials and items to support conversations around the Armed Forces.
- Other resources a school may wish to consider purchasing include:
 - Literacy and numeracy resources
 - Welsh language support resources
 - Materials required to run an after-school/lunchtime club
 - Resources for running Service family events
 - Digital equipment
 - Assessment tools for monitoring behaviour, wellbeing and/or attainment.
- Funding could support the introduction of:
 - An outdoor learning space
 - A wellbeing area.

Outsourced projects/packages

Members of the SSCE Cymru Network (including Forces Fitness, Little Troopers, Never Such Innocence, Your North) can also offer packages of support to individual or groups of schools to work with their Service children. Please liaise with your RSLO for further information.