

Service children – funding guidance for schools in Wales

Updated: May 2021

Contributors: MOD – Armed Forces Families & Safeguarding, HQ 160th (Welsh) Brigade, Armed Forces Education Trust, Welsh Government Education Team, Army Families Federation (AFF), Regional Armed Forces Covenant Liaison Officers, Newport City Council, Brecon High School, Llantwit Major High School, Prendergast Community Primary School, Mount Street Infant School.

Introduction

Schools across Wales are being very proactive and doing some great work to support their Service children, optimise children's experiences of being part of an Armed Forces family and ensure that Service children are not disadvantaged in education. See the SSCE Cymru website for [case studies and examples of good practice](#) in schools and local authorities.

Sometimes, schools and local authorities need to access additional funds in order to support Service children in the most effective way. SSCE Cymru recognises that it is not always easy to identify which funds are available, which grants are the most relevant to a project and what is the best way to approach completing the application forms.

For these reasons, a group of SSCE Cymru stakeholders worked collaboratively to produce this document, which provides schools and local authorities in Wales with a guide on the funding streams that are available in 2020/21, along with advice on completing the application forms. This advice comes from members of the funding panels, as well as schools and local authorities that have been successful in applying for the grants.

Before applying for grant funding, schools and local authorities in Wales are advised to spend some time engaging with the SSCE Cymru resources, available at www.SSCECymru.co.uk, and/or contact SSCECymru@wlga.gov.uk to discuss their project/proposal.

It is also important to check eligibility by reading the full guidance documents for a grant, to ensure that time is not wasted by submitting an application that is not appropriate for a particular funding stream.

Contents

Ministry of Defence – Education Support Fund

Purpose	3
Eligibility	3
Link	4
Advice (by section).....	4
Examples of previous success in Wales.....	8
Timeline	9
Contact details	9

Armed Forces Covenant Fund: Force for Change programme

Purpose	10
Eligibility	10
Links	11
Advice (by section).....	11
Examples of previous success in Wales.....	14
Timeline	14
Contact details	14

Armed Forces Education Trust: Collective and Individual grants

Purpose	15
Eligibility	15
Links	16
Advice for Collective grants (by section).....	16
Examples of previous success	19
Timeline	20
Contact details	20

Other funding

Grants4Schools	21
ABF The Soldiers' Charity	21
Royal Air Force Benevolent Fund.....	21
Royal Naval Benevolent Trust.....	22
The Royal British Legion – Children's Welfare Scheme	22
Welsh Government – Pupil Development Grant access	22

Ministry of Defence – Education Support Fund

Purpose

The Education Support Fund (ESF) from the Ministry of Defence (MOD) is available to schools and local authorities that can show clear evidence of how **exceptional mobility and/or separation** is affecting schools and/or its pupils.

Aims of ESF

The fund aims to:

- Provide support for schools directly affected by exceptional **mobility** (including basing/rebasing activity) and/or **separation** (parent(s) away from the family for a continuous period of one month or more on operational tours, long exercises, training courses, weekending etc.)
- Meet staffing and training needs due to unforeseen increases in Service children numbers.
- Provide community support to help build relationships between schools, local authorities and Service families.
- Provide educational resources linked to the Service children intake.
- Provide funding for refurbishment of existing areas within the school (no capital works).

Bids from groups of schools, referred to as cluster bids, are strongly encouraged.

A total of £3m is available for schools and local authorities across the UK to apply for funding from the 2022 ESF. Successful applications will show clear evidence of significant **mobility and/or separation**. This means that schools need to show how, for example, a sudden increase in Service children numbers has created a significant resource burden – lack of funding, staff shortages etc., and has now placed pressure on the school and all pupils, including those from Service families.

Primarily, applicants for ESF are accepted between May and September, with funding allocated ready for the following April. In some circumstances, the MOD will accept in-year ESF applications when a school/local authority identifies an immediate need. In-year bids follow a different application process to the main ESF round, with further information available [here](#).

The below guidance is structured towards the main ESF application process, however, much of the advice also relates to applications for in-year funding.

Eligibility

All maintained schools, sixth form colleges and local authorities (in support of these schools) based in the **UK** with Service children on roll are eligible.

Schools *must* be subject to exceptional **mobility** of Service children and/or have Service children whose parents are subject to **separation**, and the application must contain clear evidence of the impact of this mobility and/or separation.

Definitions

- **Mobility** – the whole family moving from one location to another, resulting in a change of school for the child.
- **Separation** – continuous absence of one month or more where Service personnel are away from the family due to Service life (including operational tours, exercises, residential courses and/or weekending).

Link

www.gov.uk/government/publications/mod-support-fund-for-schools-with-service-children-grant-application-pack

Advice (by section)

GENERAL

- Read the [MOD ESF: instructions and guidance](#) document, including Annex A, B & C, fully **before** and **after** writing your application to ensure you are focusing on relevant content.
- See the [successful application samples](#) provided by the MOD's Armed Forces Families & Safeguarding (AFFS) team, for guidance on the type and level of detail that they expect to see in an application.
- **Use the [scoring criteria sheet](#)** as a guide to what content to include in your application.
- **Sustainability/creating a legacy and achieving value for money** will be key focuses for the funding panels when scoring the applications.
- Bids for the ESF can be for a range of projects, schemes and initiatives, and must articulate:
 - How the effects of **mobility** and/or **separation** will be addressed
 - Engagement with Service and civilian communities
 - Planned outcomes
 - Value for money
 - Sustainability.
- **Consider the impact of Covid-19 and school closures** on the school and Armed Forces community. See the SSCE Cymru [Covid-19 support](#) information page for details on how Service children may have been affected, to support your own observations, and to see ideas of which resources can be accessed to support Service children.
- **Consider ways of utilising evidence** to shape the project, including:
 - [SSCE Cymru – School survey findings](#)
 - [SSCE Cymru – Listening to our Service children findings](#)
 - The Service Children's Progression ([SCiP Alliance – The Voice of Service Children report](#))
- **Approach other schools** to discuss plans for your application – to seek advice and explore opportunities for cluster bids and examples of good practice.
- Remember that funding for Service children should be **in addition to what their civilian peers benefit from** and not in lieu of it. Avoid applying to fund work that the local authority should be supporting.

SECTION 1 – APPLICANT DETAILS

School/local authority details and contact information

- Applicants are entitled to make **one individual bid each** and can also be included in a **joint cluster bid** with other schools, providing it is for a different initiative. If submitting a cluster bid, **all** schools involved should be included here.

School and Service children data

- This is an important opportunity to demonstrate how the **number of Service children fluctuates** in your school/local authority, thereby demonstrating mobility.
- This is also an opportunity to show the **percentage of Service children** in your school/local authority.

SECTION 2 – EXISTING/HISTORICAL FUNDING

- It is important that this information is **transparent and accurate** – it provides the funding panels with detail, helping them to make a well-informed judgement on the needs and experiences of your school/local authority.

SECTION 3 – BID DETAILS

Bid summary

- This is the **most important part** of the bid – with only approximately 100 words available, you must succinctly provide the most important details.
- Remember, it is an **executive summary** – focus on key outcomes.

Financial information

- This is a good opportunity to provide a clear **breakdown of the costs**, which will help the panels to clearly understand what is included in the proposal.
- Make sure to separate elements of the bid and cost them individually, to enable the panels to be able to consider and easily identify **partial payments**.

SECTION 4 – MOBILITY AND/OR SEPARATION

Effects of mobility and separation and evidence of need for this funding

Approximately 200 words

Your bid will be stronger if it includes **evidence** that you do some or all of the following:

- Show that you are aware of the potential **challenges that Service children face** in your school/local authority, along with how to support them. Remember, each Service child is unique and their experiences are different. See www.SSCECymru.co.uk for information and resources to help your school understand the experiences of Service children.
- Demonstrate a **strong understanding** of the challenges that Service children may face in education, including, but not limited to, the impact of **mobility** and **separation** – provide specific **examples** where appropriate.
- **Avoid assumptions** about the needs of Service children – focus on your experience of the children and families that you support. Use [SSCE Cymru evidence](#) to support your own observations.
- Include clear **evidence** of the impact of mobility in the school/local authority – such as the number of Service children joining or leaving mid-year – and provide examples of when/how this has had a negative impact on a Service child.
- Include **examples** of when Service children have experienced difficulties due to their parents' deployment.
- Draw on **experience/examples of successful practice** in your school(s) and schools in other areas.
- Explain how you have **gained the views** of your Service children and families.
- Demonstrate that your school is **proactive** in understanding the best ways to support Service children and give examples of how this is achieved. This could include details of how you have utilised the

resources available from [SSCE Cymru](#), such as the [School Toolkit](#), [Tools](#) and [Directory of support](#), or have participated in events.

Positive impact on Service children

Approximately 200 words

- Talk about positive **direct** and **indirect** impacts for Service children.
- Consider **immediate** and **long-term** impacts and benefits.
- Identify ways that the project will benefit the wider school community, as well as the Service children.
- Remember that a school environment which has a positive relationship with the Armed Forces community will be beneficial to Service children and their peers.

SECTION 5 – COMMUNITY ENGAGEMENT

In this section, consider who you will be working with and how that partnership will support the school and Service children.

Partnership working

Approximately 100 words

- **Cluster bids** are strongly encouraged as a joint application.
- Cluster bids demonstrate and support **good practice**, **shared knowledge** and **value for money**.
- **Detail any collaboration** with other schools in your area aimed at supporting your school's Service children.
- List any **organisations** that the school/local authority is already working with, or plans to work with, in order to understand the needs of Service children and identify the best way to support them. Organisations could include:
 - Local Armed Forces welfare service
 - Armed Forces charities (Naval Families Federation, Army Families Federation, RAF Families Federation, SSAFA, Royal British Legion)
 - Local authority Armed Forces Forum
 - MOD parents' associations
 - Education providers
 - SSCE Cymru.

Armed Forces sponsor

Approximately 200 words

- This should be an individual member of the **Armed Forces community** that your school/local authority has regular contact with. See [Annex C](#) of the ESF instructions and guidance for further information.
- They can provide **context on the Service community** in your location, including type of units, expected training and deployment dates, rebasing effects and an understanding of the challenges faced by Service families.
- If you currently don't have any contact with your Armed Forces community, it is recommended that you contact your Armed Forces Community Engagement Lead for your local authority area (see [Annex 1](#)) or your [Armed Forces Covenant Liaison Officer](#) to discuss the bid.
- Build a **close working relationship** with your Armed Forces sponsor so they are fully engaged with what you are doing and trying to achieve. Their support throughout your work with Service children is invaluable.

SECTION 6 – OUTCOMES

Approximately 500 words across four questions

- **Design your monitoring** first, then build your activity from this.
- Focus on a specific, **evidenced need** that you can measure.
- Use a mix of measures, but ensure that **quantitative** measures are included.
- Include Specific, Measurable, Attainable, Relevant and Timely (**SMART**) **targets**, related to either sustaining or mainstreaming the activity.
- 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 for those who follow you.
- **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.

SECTION 7 – SUSTAINABILITY

Approximately 500 words across three questions

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

Examples of previous success in Wales

Primary school in Rhondda Cynon Taf with one Service child

- Learning Support Assistant (LSA)

Impact: *“Our pupil benefits from additional support with reading and literacy and is now able to build an increasing number of words and can read simple texts.”*

Primary school in the Isle of Anglesey with 38 Service children

- ELSA Training Course and starter pack
- Talk About Training/Training Materials for all staff
- Talk About Materials
- Boxall Profile online tool (new.boxallprofile.org) Test behaviour trends.

Impact: *“We have a member of [staff] who has now completed the ELSA Training Course and is trained to help support our [pupils’] varying needs effectively under the direct supervision of our Educational Psychologist. This member of staff has started working with individuals, which has benefited the Service children to ensure a smooth transition at the start of a new academic year. Talk About groups have been developed within the school and help support pupils with similar needs within a small group setting. Service children have been able to grow in confidence, make new friends and learn a range of social skills throughout engaging activities. The Boxall Profile online tool has helped enable staff to identify pupils’ individual needs, highlight areas that require attention and set targets for the future. All of the above has helped our school to develop and promote Service [children’s] needs and ensure wellbeing is paramount.”*

High school in Powys with 36 Service children

- Employ Forces Families Support Officer
- Training courses – mental health and wellbeing
- Lunch club and cooking with Army Welfare Service
- Resources – study books
- Motivational Preparation College for Training (MPCT).

Impact: *“The MOD grant funding has enabled this school to employ a Forces Family Support Officer since 2013, whose focus is to support Service children and their transition between schools, looking after their emotional wellbeing and helping to support them [in] reaching their full academic potential. It has also improved links with schools in the community [that] also have Service children.”*

Timeline

The main ESF 2021/22 funding round:

- April 2021 – bidding opens.
- **30th September 2021** – application deadline.
- October 2020 – regional panel convenes.
- November 2020 – UK panel convenes.
- January 2022 – applicants will be informed of the outcome of their application.
- By 5th April 2022 – payments will be made to successful applicants.
- April 2023 – funding should be spent.
- April 2023 – successful applicants will be asked to complete an audit.

In-year bids:

- All year – applications are accepted (where an immediate need is identified).
- Within two weeks – applicants are informed of the outcome of their bid.

Contact details

Queries and/or completed application forms should be sent to People-AFFS-ESF-Mailbox@mod.gov.uk.

Armed Forces Covenant Fund: Force for Change programme

Purpose

The Armed Forces Covenant (AFC) is a promise from the nation that those who serve or have served, and their families, are treated fairly.

The Armed Forces Covenant Fund Trust supports this promise by providing **local grants (up to £10,000)** to enable projects across the UK that fit under one of the two main themes:

- Empowering Armed Forces communities to become more engaged in their local area **and/or**
- Providing opportunities for isolated members of the Armed Forces community to take part in activities that improve general wellbeing.

The main criteria for assessing local grants are:

- The project will achieve one of the two main themes identified above.
- Details of what the project will do and how it will help.
- Evidence of the need for the project.
- Details of how many people will benefit – including support for volunteers.
- The organisation has the skills and experience (working with the Armed Forces Community) to deliver the project successfully – including working with partner organisations where appropriate.
- Covid-19 and current government guidelines have been considered when designing the project.
- The project is fully costed, realistic and represents value for money.
- The impact of the end of the project.

Eligibility

- An established, registered charity or Community Interest Company (CIC) with substantial recent experience of supporting Armed Forces communities.
- An Armed Forces unit or base.
- **A local authority.**
- **A school.**

This is not a general fund for organisations to support their core activities simply by adding members of the Armed Forces community to their beneficiary group in order to apply for funding. Applicants are expected to have experience and a track record of working with the Armed Forces, as well as a real understanding of the challenges facing their local community.

Project ideas do not have to be new. The programme will welcome continuation or extensions of existing work, where this provides a clear benefit.

Links

www.covenantfund.org.uk

www.covenantfund.org.uk/programme/armed-forces-covenant-fund-force-for-change-programme

Advice (by section)

GENERAL

- Read the guidance notes fully **before** and **after** writing your application to ensure that you are focusing on relevant content.
- Consider the **local need, suggest a solution, consult the local covenant partnership, plan the activity, submit the completed the application.**
- See the Armed Forces Covenant Fund Trust website for [case studies](#), and the Covenant Wales website for [local examples](#).
- Fill in the application form **off-line** and copy your answers into the on-line application when ready to submit.
- Be aware of the **word limit** for each section.
- **Avoid business as usual** and show innovation/ the unique selling point of the application.
- **Consider the impact of Covid-19 and school closures** on the school and Armed Forces community. See the SSCE Cymru [Covid-19 support](#) information page for details on how Service children may have been affected, to support your own observations, and to see ideas of which resources can be accessed to support Service children.
- **Consider ways of utilising evidence** to shape the project, including:
 - [SSCE Cymru – School survey findings](#)
 - [SSCE Cymru – Listening to our Service children findings](#)
 - [SCiP Alliance – The Voice of Service Children report](#)
- Focus on identifying ways of **embedding good practice** in the school/local authority, which will help to demonstrate good value for money.

PROJECT SUMMARY (question 5)

- Ensure that ideas match the **criteria** for the grant.
- Projects must help **to reduce isolation, and/or help people to be more active in their local community.**
- Be **creative/innovative** with project ideas.
- Be **clear** about what the project **plans to achieve.**
- Be certain that the project **promotes the positive aspects of the Armed Forces.**
- Work with your [Regional School Liaison Officer \(RSLO\) for Service Children](#) to **develop the initial project idea** with planning of delivery, resources and costs.

BENEFICIARIES (question 6)

- **Consider the wider beneficiaries**, outside of those that the project is primarily aimed at – such as how the parents of the children that will be part of the project may also benefit.

PROJECT DETAILS (question 7)

250 word limit

- Tell the Trust about how the project will contribute to the **commitment of the Armed Forces Covenant**.
- Detail the **intended outcome(s)** of the project and how you might use qualitative and quantitative methods to measure the impact.
- Consider ways of **ensuring sustainability**, which could include a legacy of support resources, a framework and/or good practice examples.
- Provide details of what the grant will cover, which may include:
 - Purchasing of items to support the project
 - Reasonable costs for storing or transporting items
 - Overhead costs of your organisation delivering the project.
- Consider how you will carry out the activity, timelines and when and where you will carry this out.
- Consider how the project meets the objectives of the Armed Forces Covenant Fund.

EVIDENCE OF NEED AND CONSULTATION (question 8)

200 word limit

- Provide details of consultation with the Armed Forces community that your project aims to support, including details of how, when and who you consulted to identify the need. Consider including quotes to support the evidence.
- Examples of who **could** be consulted include:
 - Armed Forces personnel
 - [SSCE Cymru](#)
 - [Regional School Liaison Officer \(RSLO\) for Service Children](#)
 - [Regional Armed Forces Covenant Liaison Officers \(AFLOs\)](#)
 - Royal British Legion
 - Armed Forces charities
 - Armed Forces Families federations
 - Army Welfare Service
 - Veterans' Gateway.

ORGANISATION EXPERIENCE (question 9)

150 word limit

- Give **examples** of all the ways that your school/local authority **engages with the Armed Forces community**.
- Be **specific** in detailing your **experience** of working with the Armed Forces community and delivery projects, providing examples of the impact. Demonstrate a real **commitment** from the school to **engage with the Armed Forces community**.

SAFEGUARDING AND SAFETY (questions 10-11)

250 word limit

- Ensure that your organisation has the relevant safeguarding documentation to carry out the activities being requested. Be **clear and specific** about how you have developed your understanding of using Personal Protective Equipment (**PPE**) and following the **government's social distancing guidelines**.

COLLABORATION (questions 12-13)

100 word limit

- Detail **collaboration** with other organisations in your area aimed at supporting your Service community, including specific details of how they will contribute to the project delivery.
- Demonstrate that your school is **proactive** in understanding the best ways to support your school and Armed Forces community, and give examples of how this is achieved. This could include details of how you have utilised the resources available from [SSCE Cymru](#), such as the [School Toolkit](#), [Tools](#) and [Directory of support](#), or have participated in events.

SCHOOL BASED APPLICATIONS (question 14)

100 word limit

- Indicate the total number of children at the school and the total number of Service children, including details of their family's connection to the Armed Forces, e.g. Service type, Reservists, Veterans/ex-Service personnel.
- Detail the specific needs of the Service children in your school.
- Include a summary of how you identified these needs, including consultation with:
 - Service children
 - Parents/carers
 - School staff
 - Local Armed Forces contacts.

PROJECT TIMESCALE AND LOCATION (questions 15-16)

150 word limit

- The project should be **completed** within 12 months of accepting the grant offer.
- Provide evidence that you have spoken to all the relevant **people/stakeholders**, in order to show **collaborative working** and avoid duplication.

FINANCIAL INFORMATION (question 17)

150 word limit

- **Break down the cost** as much as possible to show that it has been properly calculated and is not just a nice round number.
- Be realistic with costs that demonstrate **value for money**.
- There is no requirement for any kind of **“match” funding** or any other income. However, if the project is costing more than you are applying for, it is important to detail how you will be making up the difference and how certain you are that this planned income will be available.

Examples of success in Wales for the previous [local grants programme](#)

Mount Street Nursery and Infant School (Powys)

- Community outdoor classroom in the grounds of the school. The school is committed to outdoor learning, and significant funds have been spent on developing the grounds and training staff to provide high-quality learning experiences for pupils.

Ysgol Maes Garmon (Flintshire)

- Establish a year-long programme of activities, dedicated to achieving the principles of the AFC, and in doing so, embedding the AFC in the ethos of the school and its pupils, staff and wider community. The project includes work with teachers, pupils and the wider community.

Crickhowell High School (Powys)

- Boosting the Wellbeing of Service children – the project will provide specialist support for Service children and their families to improve their wellbeing and overcome the unique pressures that they face.

Timeline

Applications are accepted **all year**, with the panel(s) reviewing the applications four times a year. The process is as follows:

- Applications are submitted.
- Decisions are made by the Armed Forces Covenant Fund Trust board.
- Applicants are informed of the outcome of their application.
- Within three weeks – successful applicants accept the grant offer.
- Payment is made to successful applicants.
- Within 12 months: activities included in the application are carried out.

Application deadlines (2021)	Informed of outcome by
Midday Monday 12 th April	June 2021
Midday Monday 2 nd August	October 2021
Midday Friday 19 th November	February 2022

Contact details

For more information contact info@covenantfund.org.uk

Armed Forces Education Trust – Collective and Individual grants

Purpose

The Armed Forces Education Trust is a grant-giving charity that provides support to current and former Service children for the purposes of education.

The trust's **aims** are to:

- Help fund the education of the children of Service men and women who have been disadvantaged by the service of their parent(s).
- Ensure children do not miss out because of their parents' service, regardless of age, ability or their parents' rank or past or current service.
- Provide schools with funding for additional resources to support the education of children whose parents serve or have served in our Armed Forces.

There are **two types of funding** are available:

Collective grants – these are awarded to an education provider (normally a school or education authority) to help provide educational support for groups of Service children. Such support is likely to include a specific educational intervention or emotional support, as a result of which the improved educational outcomes of the service children can be demonstrated.

Individual grants – These take two forms. These may be awarded to state schools for the support of a single child in cases where a child has been disadvantaged by their parents' service and needs extra support; e.g. when restarting an Education Health and Care Plan (EHCP) process due to posting. The parents will need to complete an application in conjunction with the school, and it will be means tested. Individual grants may also be made towards school fees in some circumstances.

Eligibility

COLLECTIVE FUNDING

Applicants must meet **all three** of the following criteria:

1. They must be a registered charity or not-for-profit organisation.
2. The proposal meets the Trusts aims.
3. They demonstrate a direct measurable link between the proposed activities and improved educational outcome of the Service children they are aiming to help.

The Trust recognises that schools with small numbers of Service children may be equally in need of support as those with large numbers.

INDIVIDUAL FUNDING

Schools and parents who identify a need for an **individual child** who has been **disadvantaged** by their parents' service.

Links

www.armedforceseducation.org/collective-grants

<https://armedforceseducation.org/individual-grants/>

Advice for Collective grants (by section)

General

- Read the **guidance notes** fully **before** and **after** writing your application to ensure that you understand the terminology in the application.
- Consider the Grants Committee's **key considerations**:
 - The **NEED** for the activities/project
 - What will be the **IMPACT** of the proposed activities?
 - **ORGANISATIONAL CAPACITY**
 - Does the requested grant represent **VALUE for money**?
 - **GOVERNANCE**
 - **SUSTAINABILITY** and creating a **LEGACY**.
- **Supporting documents** can be emailed to the Trust.
- **Cluster bids** from groups of schools are strongly encouraged.
- **Consider the impact of Covid-19 and school closures** on the school and Armed Forces community. See the SSCE Cymru [Covid-19 support](#) information page for details on how Service children may have been affected, to support your own observations, and to see ideas of which resources can be accessed to support Service children.
- **Consider ways of utilising evidence** to shape the project, including:
 - [SSCE Cymru – School survey findings](#)
 - [SSCE Cymru – Listening to our Service children findings](#)
 - [SCiP Alliance – The Voice of Service Children report](#)
 - SCiP Alliance – Thriving Lives Toolkit. – the Trust is now expecting that Schools will have gone through this process
- Remember that funding for Service children should be in **addition to what their civilian peers benefit from** and not in lieu of it. Avoid submitting an application to fund work that the local authority should be supporting.

2. YOUR GRANT REQUEST

Finance information (questions 2.1–2.2)

- This is a good opportunity to provide a clear **breakdown of the costs**, which will help the Committee to clearly understand what is included in the proposal.
- Make sure to separate any parts of the bid and cost them individually, to enable the Committee to easily identify **partial payments**.

Evidence of need for this funding and how it will be addressed (questions 2.3–2.5)

- Explain how you have **identified the need**, referencing **Thriving Lives Toolkit** where possible.
- Explain how you have **gained the views** of Service children and families.

Other grant success (question 2.6)

- It is important that the information provided is both **transparent and accurate** – it provides the trustees with detail, helping them to make a well-informed judgement on the needs and experiences of your school/local authority.

Alternatives (question 2.7)

- Outline **priorities** and **alternative options** should only partial funding be available.

3. OUTCOMES

Success and impact (questions 3.1–3.2)

- Focus on identifying ways of **embedding good practice** in the school, which will help to demonstrate good value for money.
- **Design your monitoring** first, then build your activity from this.
- Focus on a specific, **evidenced need** that you can measure.
- Use a mix of measures, but ensure that **quantitative** is one of them.
- Include Specific, Measurable, Attainable, Relevant and Timely (**SMART**) **targets** related to mainstreaming and sustaining the activity.
- 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 essential for those who follow you.
- **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 behaviour records
 - Comparing target grades/level results
 - Implementing Service children surveys at the start and end of the project.

4. ORGANISATION CAPACITY

Previous success (questions 4.1–4.2)

- Consider the needs of **other local schools** and the possibility of a cluster bid.

Delivery details (questions 4.3–4.4)

- **Explain** how the **objectives** of the project will be met.
- Detail how the project will be **managed**.
- **Cluster bids** are **strongly encouraged** as a joint application. Such bids demonstrate and support **good practice, shared knowledge** and **value for money**. It is important that the lead is clearly identified as they will be overall responsible for delivery and reporting.
- **Detail any collaboration** with other schools in your area aimed at supporting your Service children.
- List any **organisations** that the school/local authority is already working with, or plans to work with, in order to understand the needs of Service children and identify the best way to support them.

- Detail how your school **works with SSCE Cymru** to understand the best ways to support Service children. This could include details of how you have utilised the resources available from [SSCE Cymru](http://SSCECymru.co.uk), such as the [School Toolkit](#), [Tools](#) and [Directory of support](#), or participated in events.

6. BENEFICIARIES (questions 6.1–6.4)

- For details on the challenges that Service children may face, please see www.SSCECymru.co.uk
- Be aware of the potential **challenges that Service children face** in your school/local authority, along with how to support them. Be wary of generalisations and remember that each Service child is unique and has different experiences.
- Demonstrate a **strong understanding** of the challenges that Service children face in education, including, but not limited to, the impact of **mobility** and **deployment** – provide specific **examples** where appropriate.
- **Avoid assumptions** about the needs of Service children – focus on your experience of the children and families that you support.
- This is an important opportunity to show the **percentage of Service children** in your school/local authority.

7. FINANCIAL DETAILS

Finance from other sources (questions 7.1–7.3)

- Detail any **other funding streams** that the school/local authority has applied for.
- Explain how a **shortfall** in funding could be overcome.

Sustainability (question 7.4)

- Explain what **legacy** the project will leave behind.
- Ensure a **realistic sustainability plan** is described within the application, including sources of ongoing funding (where necessary), resources and succession planning.
- Identify ways of **embedding good practice** in the school and local authority.
- Include an explanation of how **up-skilling staff** would have a long-term benefit.

Examples of previous success

Collective grants

Numbers Count Project in a school in Wiltshire

The Trust funded two intervention practitioners, who led training for teachers and ran small group sessions to focus on bringing Service children's numeracy skills up to the required standard and plugging any gaps in learning.

Impact: *"This project has proved to be highly successful in supporting Service children and helped them with the continuity in education that they needed given their mobility."*

Service Pupil Champions in schools in North Yorkshire

The Trust funded two Service Pupil Champions to undertake training in Emotional First Aid (EFA) and a Train the Trainer course, with the aim of cascading the learning across the county.

Impact: *"The Champions raise awareness of Service children's needs through staff Continuing Professional Development and provide a link between the Armed Forces and school partners. The Champions also provide early intervention and signposting to other services. The [Champions'] EFA training has led to delivering Anxiety Workshops for Service children and parents, the benefits of which have been significant, and the long-term impact is already being seen."*

Individual grants

Short-term help to support transition

Frequent moves and not long enough in each school meant that Andrew arrived in his current school with late diagnosed dyslexia and no EHCP yet in place. With a grant from the Trust, the school were able to employ a 1:1 Teacher Assistant to work with Andrew for 15 hours per week until the EHCP was approved. During this time the TA was able to support Andrew with his anxiety and difficulties he experienced with making new friendships. The support meant that Andrew was able to read daily on a 1:1 basis, making excellent progress in a short period of time. It also meant that Andrew was in a position where he felt emotionally able, and, with increased self-esteem, confident to tackle the Year 6 SATs.

"The Trust's grant meant that our son could get the support he needed while waiting for the EHCP funding. This has given him so much more confidence and he is now excited about his move to secondary school."

Timeline

Applications are reviewed on the dates specified below, unless urgent. The closing dates for Collective grants for each term are as follows:

Application deadlines (2021)	Informed of outcome by
15 th January	End of February
15 th May	End of June
1 st October	Mid October

The Trust is happy to discuss applications throughout the year, e.g. to tie in with applications to other funding streams, or when a need arises. The process is as follows:

- Visit the Trust's website to **check eligibility** – www.armedforceseducation.org/collective-grants. [Complete the enquiry form to submit details to the Trust directly.](#)
- Within five working days: the Trust will contact applicants to discuss their enquiry and **send the application form** if the applicant is deemed appropriate.
- **Submit the application** to admin@armedforceseducation.org and attach any supporting documents.
- **Decisions** are made by the trustees.
- Within eight weeks: **applicants are informed** of the outcome of their application.
- Within two months of the end of the grant period: complete the **post-grant report**.

For details on applying for Individual grants, please complete the [pre-qualification questions](#).

Contact details

Initial enquiries should be made via the Trust's website but other queries and/or completed application forms should be sent to admin@armedforceseducation.org

Other funding

Grants4Schools

Details of other grants that aren't specifically aimed at supporting the Armed Forces community can be identified through Grants4Schools.

www.grants4schools.info

The Grants4Schools website includes:

- Funding news
- Funding case studies
- A free newsletter
- A grant search tool (pay [£] for full access)
- A grant-finding map (subscribers only)
- A comprehensive guide to grants in the UK (subscribers only)
- A pocket guide to writing successful grant applications (subscribers only)
- Details of funding workshops (subscribers only).

ABF The Soldiers' Charity

ABF The Soldiers' Charity is the national charity of the British Army, providing a lifetime of support to soldiers, Veterans/ex-Service personnel and their immediate families when they are in need.

It has a well-established and substantial grants programme of support to charities and organisations. In a given year, it will normally fund up to 100 charities, which deliver support on behalf of the Army and ABF The Soldiers' Charity.

www.soldierscharity.org

Royal Air Force Benevolent Fund

The Royal Air Force Benevolent Fund (RAFBF) is the RAF's leading welfare charity, with a proud tradition of looking after its own. It offers support to all serving and former members of the RAF, as well as their partners and dependent children.

The RAFBF External Grants programme supports the costs of activities and services that deliver at least one of its nine Welfare Outcomes:

1. Increased financial means
2. Increased mobility
3. Increased ability to live at home safely for longer
4. Improved home environment
5. Improved employment prospects

6. Increased engagement in vocational activities
7. Improved relationships with others
8. Reduced social isolation or loneliness
9. Improved mental and physical wellbeing.

These Welfare Outcomes demonstrate the changes required to deliver the impact that the RAFBF hopes will **enable all within the RAF Family to live with dignity, purpose and peace of mind.**

www.rafbf.org

Royal Naval Benevolent Trust

The Royal Naval Benevolent Trust (RNBT) gives help, in cases of need, to serving and former Royal Naval ratings and Royal Marines other ranks, which includes Reservists; they are known as Primary Beneficiaries. It also helps its partners, children and some others connected with it. Beneficiaries are known collectively as the RNBT Family.

Its main business is making grants – financial assistance – to help members of the RNBT Family in difficulty. This includes grants paid directly to families, as well as grants for organisations and charities that directly support members of the RNBT Family.

One of the [Categories of Need](#) listed on the RNBT website is education.

www.rnbt.org.uk

The Royal British Legion – Children’s Welfare Scheme

The Legion offers grants to eligible families and single parents towards the cost of essential items required by their children. Small grants are awarded for items such as winter clothing, bedroom furniture and school uniforms. It also provides payment for children’s clubs such as Guides and Scouts as well as essential school trips.

www.support.britishlegion.org.uk – The Children's Welfare Scheme

Welsh Government – Pupil Development Grant access

Eligible learners can apply for this grant of £125, to buy school uniforms, equipment, and kit for sports and activities.

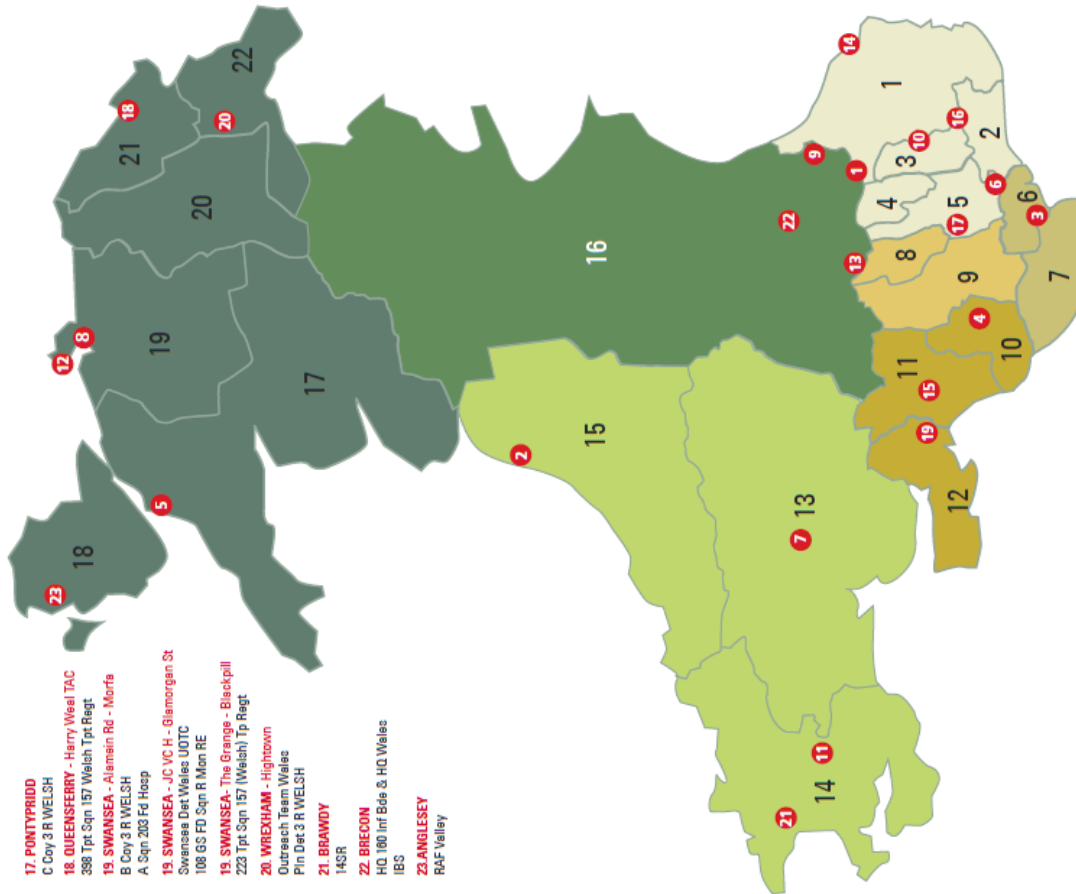
www.gov.wales/pupil-development-grant-access

www.gov.wales/free-school-meals-frequently-asked-questions

Annex 1

CETF Matrix

- 1. **ABERTILLERY - Cwm Cottage**
HQ.211 Bty 104 Regt RA
D Tpt 211 Bty 104 Regt RA
- 2. **ABERYSTWYTH**
PI B Coy R WELSH
Aberystwyth Det Wales UOTC
- 3. **BARRY**
HMS Cambria
- 4. **BRIDGEND - Litchards Cross**
Tp 580 Tpt Sqn 157 (Welsh) Tpt Regt
LAD REME 157 (Welsh) Tpt Regt
180 Fd Coy 105 Bn REME
- 5. **CAERNARFON**
PI D Coy 3 R WELSH
Bangor Det
- 6. **CARDIFF - Llandaff North - Gabaalis**
RHQ / HQ Sqn 203 Fd Hosp
14SR
- 7. **CARDIFF - Maindy**
RHQ and HQ Coy 3 R WELSH
RHQ 157 (Welsh) Tpt Regt
249 HD Sqn 157 (Welsh) Tpt Regt
580 Tpt Sqn (-) 157 (Welsh) Tpt Regt
RHQ Wales UOTC and Cardiff Det
RHQ ODG / RHQ R WELSH / RHQ WG
- 8. **CARDIFF - Ty Llewellyn**
C Tpt 211 Bty 104 Regt RA
53 Sig Sqn 38 Sig Regt
614 Sqn R Aux AF
- 9. **CARMARTHEN**
224 Tpt Sqn 157 (Welsh) Tpt Regt
Det 180 Fd Coy 105 Bn REME
- 10. **COUWYN BAY**
D Coy 3 R WELSH
C Sqn 203 Fd Hosp
- 11. **CRICKHOWELL - Cwrt-y-Gollen**
B Sqn 203 Fd Hosp
- 12. **CYMRIGAN - Chigpen VC House**
100 Fd Sqn R Mon RE
LAD REME R Mon RE
- 13. **HAVERFORDWEST - DALTON VC**
Det 224 Tpt Sqn 157 (Welsh) Tpt Regt
- 14. **LLANIDUONO**
C Sqn 203 Fd Hosp
- 15. **MERTHYR TYDFIL**
Pin Det 3 R WELSH
- 16. **MONMOUTH - The Castle**
RHQ R Mon RE
- 17. **NEATH**
Pin Det 3 R WELSH
- 18. **NEWPORT - Reglan Barracks**
RHQ 104 Regt RA
217 Bty RA
3 R WELSH Band
- 19. **QUEENSFERRY - Harry Weal TAC**
388 Tpt Sqn 157 (Welsh) Tpt Regt
- 20. **SWANSEA - Almain Rd - Morfa**
B Coy 3 R WELSH
A Sqn 203 Fd Hosp
- 21. **SWANSEA - JC VC H - Glamorgan St**
Swansea Det Wales UOTC
108 GS Fd Sqn R Mon RE
- 22. **SWANSEA - The Granges - Blackpill**
223 Tpt Sqn 157 (Welsh) Tpt Regt
- 23. **WREXHAM - Hightown**
Outreach Team Wales
Pin Det 3 R WELSH



Ser	Unitary Authority	CETF	Regional Government Partnership
1	Monmouthshire	R MON RE	
2	Newport	104 RA	Gwent / Aneurin Bevan
3	Torfaen	104 RA	
4	Blaenau Gwent	104 RA	
5	Caerphilly	203 (W) Fd Hosp	
6	Cardiff	HMS Cambria 3 R Welsh	Cardiff and the Vale
7	Vale of Glamorgan	HMS Cambria	
8	Merthyr Tydfil	MOD St Athan	
9	Rhondda Cynon Taff	3 R Welsh	Cwm Teff
10	Bridgend	3 R Welsh	
11	Neath Port Talbot	101 Bn REME	Western Bay Abertawe Bro Morgannwg
12	Swansea	157 RLC 157 RLC	
13	Cardiff	157 RLC	
14	Pembrokeshire	14 Signal Regt	West Wales Hywel Dda
15	Ceredigion	3 R Welsh	
16	Powys	IBS	Powys
17	Gwynedd	RAF Valley JSATI	
18	Isle of Anglesey	RAF Valley	North Wales Betsi Cadwaladr
19	Conwy	3 R Welsh	
20	Denbighshire	157 RLC	
21	Flintshire	157 RLC	
22	Wrexham	3 R Welsh	

BRELU146A