

SAMPLE OF SUCCESSFUL BID – HIGH MOBILITY

This application secured partial funding of £17,829.00.

It scored highly and the regional panel comments were as follows:

“High incoming mobility of 63% with a degree of deployment. Partial support to Forest School initiative through training and to support Family Support Worker proposal. Items such as learning space, willow structure, fire bowl are a luxury. Fund items 3, 8 and 10. Also fund 4 - release time.”

‘NOTES’ REFER TO THOSE IN THE 2020 INSTRUCTION AND GUIDANCE DOCUMENT ON PAGE 4. PLEASE ENSURE YOU READ THIS DOCUMENT PRIOR TO COMPLETION OF THIS FORM. INCOMPLETE/LATE FORMS WILL NOT BE ACCEPTED.

SECTION 1 – DETAILS OF APPLICANT

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Is your school/local authority also included in another bid in the 2020 bidding round?	Wilts LA may be included within another bid and other schools within SPA MAT are bidding - but our particular school is not knowingly included in other MAT bids
If yes, please provide details: (PLEASE SEE PAGE 2 OF INSTRUCTIONS AND GUIDANCE DOCUMENT, PARA. 3)	We believe Wiltshire local authority is making a bid linked specifically to pupil led factors.
Name of lead applicant: <i>(school/academy/local authority)</i>	Please enter name of either school, lead school in cluster bid or local authority if applying on behalf of schools
Name of local authority:	Wiltshire LEA
Is your local authority aware of this bid? <i>(where applicable)</i>	Yes – but the content does not replicate the pupil led funding that may be being requested by the LA
	N/A
Type of school: <i>(Infant, Primary, Secondary etc)</i>	Primary
School address:	Enter full school/LA address
Contact name: Tel no: Email address:	Enter contact name Enter phone number Enter email address
Armed Forces sponsor’s name: Contact details: Tel no: Email address:	Enter sponsor’s name Enter sponsor’s phone number Enter sponsor’s email address

	re-basing and unit moves. This has created an immense pressure on staffing capacity – particularly linked to pupil's pastoral needs.
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SECTION 2 - DETAILS OF THE BID

2020 Total amount requested £ 25,051.36	£11,551.36 – outdoor learning provision £13,500 – engaging a family support worker 2 days weekly
Summarising paragraph of the bid: <i>(No more than 700 characters, approx. 100 words)</i>	<p>The bid has a two-fold focus:</p> <ol style="list-style-type: none"> 1. Establishing Outdoor Learning Provision at the School An area/classroom dedicated to learning outside and two adults trained to plan and deliver a Forest Schools curriculum would benefit all learners and further support the work the school does to support the transition and emotional wellbeing of arriving pupils. Also, pupils arriving from Germany are used to having Forest School Provision – which we are currently unable to fund. 2. Engaging the services of an HMF Family Support Worker (FSW) to facilitate smoother transition and integration to the hundreds of new families arriving at the School. Being able to provide a FSW service two days a week would support transition and integration as well as being able to focus on emerging issues linked to attendance. We would also run parenting support to help families deal with matters arising out of turbulence or deployment.

FINANCIAL INFORMATION (PLEASE SEE NOTE 3)

Please provide a breakdown of the finance and cost out separate items where possible.

	Description	Cost £
1	Resources to create outdoor learning spaces eg Canopy and seating https://www.handmadeplaces.co.uk/ Modern outdoor classroom	£5000
2	Raised Fibrowood and stand eg. bgrre.co.uk 1m Kadak Fibrowood	£650
3	The Forest School Level 3 course is the nationally recognised training to lead and manage a Forest School programme. The course equips adults with the skills and knowledge needed to set up, plan and deliver a Forest School programme in our setting. 2@£800	£1600
4	Cover to release two adults to attend the training for the 5 days of training 10 days@£250	£2500
5	Living Wood structure eg Musgrove living wood tunnel @£69 per 3m	£138
6	Wooden easel with A1 chalkboard e.g. discount displays 2@66.40+vat	£159.36
7	Clothing 8 children's waterproofs @15 15 pairs children's gloves @ 5	£195
8	Forest School starter pack	£229
9	Cooking Equipment Dutch oven @£50 Toaster@£30	£80
10	2 days of FSW with on costs	£13,500

	Tota £ (insert additional rows if necessary)	£25,051.36
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<p>Supporting statement by Armed Forces sponsor (PLEASE SEE NOTE 4) (No more than 1,400 characters, approx. 200 words)</p>	<p>The school is facing a set of unique circumstances that are not replicated anywhere outside the Salisbury Plain East area. As a school with 80% Service children it is suffering the effects of truly exceptional mobility and deployment levels for serving parents for two reasons.</p> <p>Firstly the relatively small Garrison has seen 3 Major units move in during Summer 19 as part of Army Rebasing activity under Op FARAN with more to come in future. This is unprecedented and thus the school has had to cope with a matchless situation creating extraordinary pressures across the whole school community never before seen.</p> <p>Secondly those pressures will continue because units whose children attend the school are permanently committed to operations, such as Op CABRIT in Estonia on 8 month tours. This also involves intense training preceding the deployment and much absence from home for the serving parents. Indeed as a consequence one unit is recognised as having the highest Separated Service rating in the Brigade. They also have major routine training deployments in Canada and elsewhere involving multiple lengthy periods away from home for personnel.</p> <p>The above detail clearly demonstrates the truly exceptional mobility and deployment levels borne by Larkhill units which place the school in a unique and incomparable position. This deserves special recognition and justifiably should place them at the very leading edge for selection for ESF grant assistance to help deal with the situation they find themselves in.</p>
<p>What are the effects on your school and the children by either exceptional mobility and/or deployment? (No more than 1,400 characters, approx. 200 words)</p>	<p>Our school is currently impacted more by mobility than by deployment although we do have a number of Service children who have a serving parent away either on deployment or on long-term courses. With rebasing and an increase in Service children to the local area we have increased our PAN from 15 to 60, to have two reception classes. This has involved significant restructuring of the school, while further mobility causes fluctuation in numbers and impacts on our ability to provide consistency for pupils.</p> <p>The other area where we are especially impacted is at the latter stages of the school as we tend to find that our military pupils move between schools, and their disrupted education often impacts on their attainment, which in turn affects our school's statutory data.</p> <p>In the past year our mobility rate has increased to 63% this not only impacts those children that leave but those that are left behind, be they Svc or civilian. Although our Svc children are resilient, it is important that we look after their mental and physical health so that they are equipped and resilient to make good progress through our school and on into the next phase of education.</p> <p>With the recent move of families from Germany to our local area we want our school to provide a safe nurturing environment for those that</p>

	<p>have been impacted by mobility while still ensuring that we challenge, educationally, all our children.</p>
<p>What evidence do you have that this course of action will make a difference to service children? <i>(No more than 1,400 characters, approx. 200 words)</i></p>	<p>Access to Forest Schools will support and enhance the ELSA provision we already have.</p> <p>Forest school / outdoor learning is shown to develop resilience and independence in children enabling them to cope with change and increase their perseverance and determination as well as problem solving.</p>
<p>Who are you working with and how is this partnership assisting the school and its service children? <i>(eg local authority, other schools, the service community etc.)</i> <i>(No more than 700 characters, approx. 100 words)</i></p>	
<p>How would you know you have been successful? <i>(No more than 700 characters, approx. 100 words)</i></p>	
<p>What is your success criteria? <i>(No more than 700 characters, approx. 100 words)</i></p>	<p>These will include establishing baseline and end of project evidence for:</p> <ul style="list-style-type: none"> ~ An increase in positive mental attitude, self-motivation and independence; happy children will learn. ~ Increased resourcefulness, self-regulation and resilience.

	<ul style="list-style-type: none"> ~ Increased perseverance, self-confidence and communication skills ~ A decrease in incidents of disengagement and disruptive behaviour in and out of the classroom. ~ An increase in the number of opportunities available to widen and enhance pupil learning experiences ~ Improved attendance ~ Improving academic outcomes ~ Increasing school engagement from hard to reach parents ~ Attendance at parent workshops
<p>How would you measure your success? <i>(No more than 700 characters, approx. 100 words)</i></p>	<ul style="list-style-type: none"> ~ Development of outside learning provision and a Forest School area at the school. ~ Forest School area used regularly by HMF pupils, individually, within groups and within larger class settings – for both intervention and general enjoyment ~ Improved outcomes for vulnerable HMF learners, who, as a result of intervention will increase the time spent in school/classroom and develop a more positive attitude to learning ~ Lower incidents of HMF pupils disengaging with learning ~ Measurable improvement in outcomes for HMF pupils both academic and pastoral shown through data e.g. THRIVE, Boxall, SATs (see above) ~ Improving attendance for targeted HMF pupils ~ Parents who feel they have been well supported to integrate with the school and transition into the area ~ Even stronger links through the FSW with local military representation
<p>If you do not achieve full funding, would you still be able to undertake the activity and what would your priorities be</p> <p>SEE NOTE 5 <i>(No more than 1,400 characters, approx. 200 words)</i></p>	<p>Partially. Forest school activities would be scaled accordingly – for example if less staff were trained there would be less access for pupils. This would limit the impact of provision, as well as access to opportunities.</p> <p>Given that the school is set to grow rapidly to 420 pupils, the vast majority of whom will be children of serving military personnel – it is anticipated that we will need more than the 2 requested trained forest school leads and more than 2 days of FSW support. Future funding from pupil numbers will allow us to build this capacity in the future.</p> <p>Priority 1: (1) Creation of outdoor learning experiences as it is likely to have a greater impact on the daily school experience of HMF pupils Priority 2: (10) FSW Priority 3: (3) The Forest School Level 3 course is the nationally recognised training to lead and manage a Forest School programme. The course equips adults with the skills and knowledge needed to set up, plan and deliver a Forest School programme in our setting.</p>

	<p>Priority 4: (4) Cover to release two adults to attend the training for the 5 days of training 10 days@£200</p> <p>Priority 5: (7) Clothing (8 children's' waterproofs @15 15 prs children's' gloves @ 5)</p> <p>Priority 6: (2) Raised Firebowl and stand</p> <p>Priority 7: (8) Forest Schools Starter pack</p> <p>Priority 8: (9) Cooking Equipment</p> <p>Priority 9: (5) Living Willow Structure</p> <p>Priority 10: (6) Easel Blackboard</p>
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SECTION 3

	<p>Careful consideration has been given to the cost of the resources requested, and cost comparisons undertaken. Once the ethos is established and training undertaken - the provision will become relatively self-sustaining.</p> <p>Part of the ethos of Forest Schools and outdoor learning is that pupils develop resilience and independence as well as ownership of their 'own' space. This would mean children developing, planning and implementing their own ideas for the space as well as maintaining it on a regular basis as part of the forest school activities. Ongoing maintenance costs will be minimal as maintenance is part of the experience.</p> <p>The salary for the FSW has been considered in line with current vacancies for such a role shown on the Wiltshire bulletin. This demonstrates the salary is competitive with local norms and not over-inflated.</p> <p>As pupil numbers grow, we reach capacity and the lag funding 'catches up', basic school funding will allow us to maintain and enhance this role.</p>
	<p>The training for staff will be cascaded to allow others to develop skills, therefore building capacity in all school staff, both now and for the future.</p>

	Yes
Date application completed (dd/mm/yy)	27/09/19