

SAMPLE OF SUCCESSFUL BID

This application secured partial funding of £5,500.00.

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

“The school has been proactive in engaging with local establishments and recognises the need to do this. Evidence is linked and relevant to the project. It looks like the outcomes will be positive and helpful to Service pupils and their families. Log cabin seen as a luxury item. The training element will have a long-lasting impact on the pupils and families. Funding to support Temp ELSA hours and Thrive training for ELSA.”

'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

How many maintained schools/ academies/ free schools are included in this bid? (IF MORE THAN ONE, PLEASE SEE NOTE 1)	One
Is your school/local authority also included in another bid in the 2020 bidding round?	No
If yes, please provide details: (PLEASE SEE PAGE 2 OF INSTRUCTIONS AND GUIDANCE DOCUMENT, PARA. 3)	
Name of lead applicant: <i>(school/academy/local authority)</i>	Enter name of school or local authority
Name of local authority:	Somerset
Is your local authority aware of this bid? <i>(where applicable)</i>	No
Is your bid supported by your local authority? If yes, please provide contact details for verification and supporting comments where applicable.	Yes
Type of school: <i>(Infant, Primary, Secondary etc)</i>	Primary
School address:	Enter full school address

Contact name: Tel no: Email address:	Enter contact name Enter contact phone number Enter email address		
Armed Forces sponsor's name: Contact details: Tel no: Email address:	Enter Sponsor's name Enter Sponsor's contact details Enter Sponsor's phone number Enter Sponsor's email address		
Grading and date of your last inspection	May 2016: Good		
Total number of children as at the autumn term <i>(both service and non-service)</i>	<u>2017</u> 272	<u>2018</u> 285	<u>2019</u> 282
Total number of service children in January <i>(England only; October for NI)</i>	<u>2017</u> 134	<u>2018</u> 143	<u>2019</u> 151
Total number of children on roll at time of application	<u>Non-Service</u> 123		<u>Service</u> 159
What is your (published) admission number for all year groups?	47		
What was your mobility (turbulence) during the last AY, i.e. the level of admissions/ departures outside of standard entry/exit groups (please provide number & percentages) SEE NOTE 2.	<u>Non-Service</u> 13 (5% of population)		<u>Service</u> 27 (10% of population)
How much Service Pupil Premium did you receive for AY 18/19 <i>(England only)</i>	£46,500		
How are you currently using your Service Pupil Premium <i>(England only)</i> , including breakdown of spend: <i>(No more than 700 characters, approx. 100 words)</i>	<p>Class Sizes/Pupil Numbers This year the school was funded for 283 pupils; this would translate to a nine class structure with an average class size of 31 pupils. With our significantly fluctuating population setting a nine class structure brings considerable risk of unmanageable class sizes; therefore a proportion of Service Children PP has been used to create a ten class structure giving an average class size (based on predicted numbers) of 28 children.</p> <p>Class Based Teaching Assistants Additional Classroom Assistants also allow for quicker assessment of children on transition as well as providing support in both the early days of a school move and ongoing support with learning. These assistants also play a key role in the high levels of pastoral care often associated with children of service personnel.</p>		

	<p>Emotional Literacy Support Assistant</p> <p>Our Emotional Literacy Support Assistant is further experienced at working with the military community and supports children at difficult times. Following consultation with parents, our ELSA has also introduced a specific reactive session designed for the children of deployed service personnel.</p> <ul style="list-style-type: none"> • Contribution towards intervention Assistants £6,864 • Contribution towards Emotional Literacy Support Assistant £3,136 • Additional Class Teacher funding £36,500
<p>Over the last 12 months, have you received any other MOD funding, e.g. Community Covenant Grant, LIBOR Funding? If yes, please state how much.</p>	<p>No</p>
<p>What was this funding awarded for? <i>(No more than 700 characters, approx. 100 words)</i></p>	
<p>Has your school/local authority received funding from the ESF previously? YES</p> <p><i>delete as appropriate</i> If yes, please provide details of how much/for what purpose for 2017 and 2019 bidding rounds only. <i>(No more than 700 characters, approx. 100 words)</i></p>	<p>2017: £28,210</p> <p>This money was granted for a full refurbishment of our school library, developing it into a community lending library allowing children access to quality books which they are able to take home to read. This is to mitigate the effects of frequent moves which mean that families do not accumulate stocks of books and often do not manage to join the local library service.</p>
<p>How did the funding from the ESF mitigate against the effects of exceptional mobility and/or deployment on service children at your school? <i>(No more than 1,400 characters, approx. 200 words)</i></p>	<p>Specifically, we have achieved:</p> <p>Increased access to quality books for all in and outside of school.</p> <p>An increased enthusiasm in reading for pleasure which we know significantly impacts attainment in the future.</p> <p>A library lunch club allowing children a peaceful space in order to engage in reading and book related activities rather than outdoor play. This also supports children's SEMH well-being</p> <p>A boys' only book club in order to raise engagement of boys in reading/books</p> <p>A buddy scheme between older and younger pupils who do not usually have this contact due to the split site nature of our school.</p>

	<p>A range of books that support emotional wellbeing and are purposely emotionally evocative. We know that texts are a way to engage children in recognising and discussing their own feelings. We know that for service children their need for emotional support is imperative to negate the effects of mobility and deployment</p> <p>The library provides a 'safe' space for children who are feeling vulnerable and overwhelmed. One child described it as a place to 'escape from the world'.</p>
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SECTION 2 - DETAILS OF THE BID

2020 Total amount requested £ 23,105	
Summarising paragraph of the bid: <i>(No more than 700 characters, approx. 100 words)</i>	<p>The work of our Emotional Literacy Support Assistant (ELSA) has had a significant impact on the Social and Emotional Mental Health (SEMH) of our Service children this year. Keep In Touch club, small group and individual sessions are held to support forces children as they deal with the effects of deployment and relocation.</p> <p>Our school is located on two sites- infant and junior. Whilst we have a space for our ELSA to work out of in the infant department, this room is not yet developed and no such area exists at the junior site. Our proposal is to equip the ELSA room at the infant site, create a suitable equipped room at the juniors and for our ELSA to be trained to train other staff to support our work with Service Children.</p>

FINANCIAL INFORMATION (PLEASE SEE NOTE 3)

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

	Description	Cost £
1	Log Cabin style building to be located at junior site in area that has connection to electricity and water	£6000 including installation and connection to services
2	Equipping building with two distinct rooms/ Art therapy/ messy room and quiet room/ therapeutic space with sensory equipment and comfortable furniture.	£1450 Art therapy/ messy room £2600 furniture for quiet room

		£900 sensory equipment
3	Equipping room at infant site (breakfast provision/ messy room for art therapy and quiet therapeutic space).	£1450 Art therapy/ messy room £2600 furniture for quiet room £900 sensory equipment
4	Temporary extension of ELSA hours to full time to allow for thrive training to be attended and for ELSA to train other staff *Thrive approach summative statement: <i>What does it take to develop healthy, happy, confident children who are ready and open to learning? Recent advances in neuroscience, attachment theory and child development have provided some of the answers to this question.</i> <i>The Thrive Approach draws on insights from these fields to provide a powerful way of working with children and young people that supports optimal social and emotional development. In addition, the Approach can equip you to work in a targeted way with children and young people who may have struggled with difficult life events to help them re-engage with life and learning.</i>	£4760
5	Cost of Thrive training for ELSA	£1725
6	Cost of release time for other support staff to attend cascade training sessions. (Ten teaching assistant at 6 hours training each).	£720
7		
	Total £ (insert additional rows if necessary)	£23,105

Supporting statement by Armed Forces sponsor (PLEASE SEE NOTE 4) (No more than 1,400 characters, approx. 200 words)	RNAS Yeovilton is home to RN and AAC Wildcat helicopters (Wc) and Merlins (Mer) of Commando Helicopter Force (CHF), as well as their numerous supporting elements (REME, RM CSS, MAOT, ATC). All types regularly deploy for extended periods, with support to Op Kippion, Ex Cold Response, Ex Baltic Protector, WESTLANT 19 to name a few. Notwithstanding these foreign deployments station based personnel are regularly away supporting home commitments such as SHC(M), FOST, Joint Warrior and unit training weeks, which although shorter in duration are more frequent and unsettling for children. Furthermore, due to the nature of helicopter training and the need to operate at night time, there can be a period where aircrew, engineers and supporting personnel
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	<p>can be working a night routine and therefore not see their children for several days, despite living in the same house, thus causing further emotional difficulties for children. Outside of this there are the usual postings away, as well as extended career courses (i.e 6 months in Portsmouth for RN engineers on promotion). The local married quarters also accommodate numerous international exchange personnel, as well as personnel posted to NATO JEWCS, based at Yeovilton.</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>Children need to be socially and emotionally settled to learn; happy, secure children are able to get the most from the many learning opportunities that school affords. Whilst some service children and their families have been able to achieve this settled state (in spite of deployment and mobility) there are those for whom the turbulent and unpredictable nature of service life can leave them anxious, angry, emotionally unstable and insecure. Children coming to school in this way are not ready to learn; their social, emotional and mental health needs must first be met, most importantly for their own well-being but also so that they can be receptive to our work in helping them to learn and grow. The challenges faced by military children with Special Educational Needs are often greatly heightened and in our experience these individuals often present as complex characters whose needs, unless met, can impact not only on their own learning but that of others.</p>
<p>What evidence do you have that this course of action will make a difference to service children? (No more than 1,400 characters, approx. 200 words)</p>	<p><i>OFSTED Children From Service Families Report 2011 found:</i> 27. <i>Although some Service families' children were more resilient than others, the survey confirmed that a key impact of Service life on children and young people was one of social and emotional disturbance. Schools reported an increasing number of problems relating to the social and emotional welfare of Service children and were taking targeted steps to address them through school-based training and by working in partnership with a range of support agencies...</i> 30. <i>Parents reported that children with certain special educational needs and/or</i></p>

	<p><i>disabilities, found frequent moves particularly hard. Where a move was at short notice or during the middle of the academic year, getting the child emotionally prepared for a new school could be very difficult...</i></p> <p>More recently the Education Endowment Foundation report (2019) into social and emotional learning concluded that: <i>With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways. These 'social and emotional skills' are essential for children's development, support effective learning, and are linked to positive outcomes in later life.</i></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>Consultation with service families has demonstrated high demand for ELSA services and also highlighted the need- for some children- for deeper, ongoing work. Parents tell us that they are reassured to know that "the school understands their situation" and that their child will have some "special time" during the school day.</p> <p>We will be working with the Thrive Foundation and the Somerset ELSA group who are linked to the Educational Psychology Service. This will allow us to spread this practise to other ELSA schools within our Yeovil Federation network. With the largest Service Population in the area we are often looked to for advice, guidance and support.</p> <p>Representatives from the Air Station have agreed to install the new log cabin.</p>
<p>How would you know you have been successful? <i>(No more than 700 characters, approx. 100 words)</i></p>	<p>Children, including those with SEN will present as happier, more settled and secure at school, able to access learning opportunities and not impacting negatively on the learning of others. These improvements in social, emotional and mental health will in turn lead to improved levels of attainment.</p>
<p>What is your success criteria? <i>(No more than 700 characters, approx. 100 words)</i></p>	<p>SC1: For all children and parents of children taking part in the programme to report improvements in SEMH through surveys taken before and after engagement.</p> <p>SC2: For thrive scores of those engaging with the project to improve in line with expected</p>

	<p>progress (as measured by the thrive approach).</p> <p>SC3: For levels of attainment as measured by teacher assessment and test scores to improve at least in line with cohort averages.</p>
<p>How would you measure your success? (No more than 700 characters, approx. 100 words)</p>	<p>Parental and student surveys will be conducted with those accessing the support.</p> <p>Specific measurable thrive scores are calculated and we will monitor these at different points in the programme</p> <p>Levels of attainment amongst children engaging with the programme will also rise if we are successful: happy, secure children are ready to learn</p>
<p>If you do not achieve full funding, would you still be able to undertake the activity and what would your priorities be (please list serials from Financial Information in Section 2)? SEE NOTE 5 (No more than 1,400 characters, approx. 200 words)</p>	<p>Should we not achieve full funding we will fund raise separately for the log cabin (if judged as infrastructure).</p> <p>Should funding be more reduced we would prioritise the development of an ELSA area at one site (junior).</p> <p>If funding reduced further our top priority would be for thrive training and the associated cascade in-hose training.</p>

SECTION 3

<p>SUSTAINABILITY <i>The award of a grant for one year should be seen as a one-off grant and not a long-term financial commitment from the MOD.</i></p>	
<p>How have you sought to achieve value for money and what are the long-term benefits? (No more than 1,400 characters, approx. 200 words)</p>	<p>Value For Money: We have looked at three comparative quotes for log cabins and will be 'borrowing labour' from the air station for the installation of the cabin. Thrive training will be sourced locally to minimise associated costs.</p> <p>Long-Term benefits By creating two kitted out rooms we will have the capacity to respond to future cohorts of children coming through the school. The long term benefits of this package should be that by giving the children the skills and experiences to overcome SEMH difficulties whilst at Primary School they should go on to Secondary School better equipped to cope with the effects of deployment and relocation and therefore be able to achieve good outcomes in their studies and beyond.</p>

<p>How do you intend to work with partners to ensure the sustainability of this project, and what other funding sources will you explore, e.g. school fund raising, approach to charities? <i>(No more than 1,400 characters, approx. 200 words)</i></p>	<p>By establishing an initial link with the Thrive Foundation we will be able to keep training up-to-date and topped up (rather than returning to a base level). Pupil Premium can be allocated in future budgets for this top-up training and also to replenish consumable resources. Our PTFA are also committed to supporting the well-being of all pupils and could- if needs- be approached. A final line of funding might come through IDCA and IRINEC (local charities to whom bids for small amounts can be made).</p>
<p>This is the last year of ESF funding. How will you ensure that this funding injection will help you improve support for service pupils beyond the life of the fund, for example by embedding practice? <i>(No more than 700 characters, approx. 100 words)</i></p>	<p>Through planned dissemination training other individuals within both the infant and junior site will be upskilled to support the work of the ELSA and also potentially in the future to step up, through top-up training, to take her role should she move on.</p>
<p>If your application is successful, for reasons of transparency and sharing good practice, we may share/publish some information about projects supported by the ESF. Are you happy for information to be shared with third parties (no personal details are shared without prior permission)?</p>	<p>YES</p>
<p>Date application completed <i>(dd/mm/yy)</i></p>	<p>26/09/19</p>