



## *#WeWill Social Action Fund Application Guidance Notes and Funding Criteria*

**Please read this document carefully before completing your application.**

To apply for this funding, you must submit a completed application form by 5pm on the 27<sup>th</sup> of April 2022. You will be notified of our decision by the 5<sup>th</sup> of May 2022.

Please see two key additional documents which are essential to complete your application:

- The Ormiston Youth Social Action Fund application form
- Youth Social Action Implementation Guide (PDF)

Please send completed application forms to [gabriellaribeiro@ormistontrust.co.uk](mailto:gabriellaribeiro@ormistontrust.co.uk) and [philippamorgan@ormistontrust.co.uk](mailto:philippamorgan@ormistontrust.co.uk).

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## 1. Introduction

The Ormiston Trust is a grant-giving trust that primarily supports schools and organisations that provide direct support and assistance to children, young people, and families across England.

The Ormiston Trust, with financial support from the National Lottery Community Fund and the #iwill campaign, is now offering open grants of up to £5,000 over a 6–9-month period to support schools who want to embed sustainable youth social action (YSA) at scale.

The #iwill Fund is made possible thanks to £54 million joint investment from The National Lottery Community Fund and the Department for Digital, Culture, Media, and Sport (DCMS) to support young people to access high quality social action opportunities.

## 2. What is Youth Social Action (YSA)?

“Youth social action refers to activities that young people do to make a positive difference to others. There are lots of ways in which young people can take practical action to make a positive difference. It can take place in a range of contexts and can mean formal or informal activities. These include volunteering, fundraising, campaigning, or supporting peers. Young people don’t have to try and save the world on their own. Taking small positive actions to improve your home, school, or local community can all make a big difference.” – #iwill Campaign

We believe social action can play an essential role in the lives of young people and in the success of a school. A range of benefits can be produced, such as:

1. **Agency and Engagement:** Chance for voice to be heard, to decide what happens, create new meaning and purpose (Representation, respect, consistency, boundaries)
2. **Skills and Character:** Develop new competencies, understand the perspectives of others, challenge yourself and your peers (Skills training, challenge, effort & reflection)
3. **Enjoyment and wellbeing:** Freedom to express, opportunity to create, chance to connect with others
4. **Varied Impact on others:** Engage in a cause, focus your impact, see the change

In addition to the main youth social action benefits, other key impacts on key school activity and outcomes can include:

- Personal Development outcomes
- Wellbeing and pastoral outcomes
- Transition practices
- Behaviour outcomes
- Attendance outcomes
- Academy community profile and intake
- Academic outcomes
- Disadvantaged cohort academic outcomes

## 3. What is the funding for?

This Ormiston funding is not only for YSA to expand into more settings in England, but it is also crucially to test and expand the extent of guidance about delivering effective high impact youth social action in schools. We want to work in partnership with you as you introduce or scale up YSA. Funding of up to £5000 in total is available, distributed over two phases, for applicants who can implement the 5 stage YSA implementation process – Inspire, Assess, Plan, Act, Reflect, and Progress – in their primary or secondary school settings. We propose that engagement with these 5 stages will require a

minimum of 25 hours from students and a minimum of 75 hours for teachers across the entire grant programme.

The supplementary guidance (i.e., the 'Youth Social Action Implementation Guide') is essential reading to understand what we propose in terms of key YSA steps to complete. We have summarised the main steps overleaf.

## Key Youth Social Action School Implementation Steps

### Step 1: Inspire

Inspire

Assess

Plan

Act

Reflect

This first stage involves understanding what social action is, what the benefits are, engaging key student and staff leaders and then confirming your detailed plan (i.e timescales, governance, evaluation etc). All students will then be made aware of the exciting journey in front of them and engage in some inspirational sessions about YSA. Some basic skills training will start to occur as will extensive discussions about YSA in assemblies and in class.

### Step 2: Assess

Inspire

Assess

Plan

Act

Reflect

This second stage involves the further development of students' skill, students learning about existing youth social action activities and investigating the world around them. Gathering evidence and engaging with stakeholders will be critical. As will the discussion of YSA concepts to bring the core curriculum to life. Ideas are starting to emerge as are groups of students taking a lead to address specific issues. YSA lessons can continue to occur during this stage.

### Step 3: Plan

Inspire

Assess

Plan

Act

Reflect

This third stage involves students organising into groups, building their skills sets, confidence as a team, clarifying roles within the team, conducting further research, confirming delivery partners, and creating detailed plans. These plans and any budget available are agreed with lead staff who continue to play a crucial facilitation role for students.

### Step 4: Act

Inspire

Assess

Plan

Act

Reflect

This fourth stage involves students delivering their plan of action, collecting monitoring and evaluation data, making immediate adaptations to plans where necessary all with the support from key staff lead facilitators.

### Step 5: Reflect & progress

Inspire

Assess

Plan

Act

Reflect

This fifth stage involves finishing collection of monitoring and evaluation data, assessing impact, learning about what can be improved and celebrating success. Young people will then consider taking on new roles within their existing project, and or engage in new social action opportunities.

## 4. What are the key steps to access the funding?

The #WeWill social action grants programme for schools is split into two phases.

### Phase 1 – April 2022-December 2022

This phase provides a grant of up to £2000-£3000 per school to deliver the YSA key stages (i.e., Inspire, Assess, Plan, Act, and Reflect & Progress) as outlined in the supplemental guidance. The amount is earmarked for you to spend on paying a Teaching and Learning Responsibility payment for one or more members of staff to drive the YSA programme. Exact amounts awarded will depend on the extent of student engagement proposed and the extent of curriculum integration and skills learning. Where there are multiple schools in a given application, funding in Phase 1 will be proportional to the number of schools and students engaged. Multiples of this capacity grant will be provided.

To apply for this funding, you need to send us your application form by 5pm on 27<sup>th</sup> April. You will know if you have the funding by 5<sup>th</sup> May 2022.

**Note:** We are not asking for a YSA project delivery plan which details what action might occur in phase one. This is only required during phase one. We would like you to deliver the first 3 steps in the YSA process and then provide a project delivery plan to access phase 2 funding.

### Phase 2 – December 2022-May 2023

Funding in Phase 2 is dependent on schools delivering what they planned in Phase 1. Engagement with the YSA toolkit and resources in phase 1 is a requirement for funding consideration in Phase 2. The two phases are not separate.

This stage has a special emphasis on step 4 of the YSA framework (i.e., 'Act'). Once schools have implemented steps 1-3 in phase 1, every school in the programme will receive further funding of between £500-£2000 to implement one or more projects.

To receive this funding, you will need to send us one or more project plans which describes what YSA initiative (s) your students would like to deliver. A review of these plans by an Ormiston youth and grant officer panel will then occur. While all schools in the programme will receive project funding, the panel will decide the amount of funding your project receives.

Further information on Phase 2 project description requirements will be provided after Phase 1 of the application process. Phase 2 guidance will require you provide the following key information:

- Demonstration of need
- Aims, objectives, and activities
- Budgets
- Risks
- Student involvement
- Sustainability plans

Please note that if a singular school applies wanting to implement multiple YSA projects, we are limited in our capacity to fund multiple projects. If a school wishes to deliver more than three projects, we may not be able to fund them all.

Application stage	Deadline and Time	Response dates
Phase 1 Application	April 27 <sup>th</sup> by 5pm	May 5 <sup>th</sup> by 5pm
Phase 2 Project Proposal	December 1 <sup>st</sup> by 5pm	December 13 <sup>th</sup> by 5pm
General questions/clarifications	N/A	Four business days

**Please review sections below for more guidance.** Any enquiries, clarifications, and or questions as well as applications and documents should be emailed to [gabriellaribeiro@ormistontrust.co.uk](mailto:gabriellaribeiro@ormistontrust.co.uk) and [philippamorgan@ormistontrust.co.uk](mailto:philippamorgan@ormistontrust.co.uk).

## 5. What are the key funding eligibility criteria?

### a) Eligibility criteria

**Please ensure you have read the supplemental guidance ‘Youth Social Action Implementation Guide’ which further details and explains the following.**

We would like applicants to:

- Commit to the 10 key YSA underlying principles (i.e., youth engagement, meaningful action, leadership etc).
- Commit to implementing the 5 stage YSA process as outlined in the supplemental guidance.
- Commit to feeding back about the guides and resources and working with Ormiston to improve guides and resources which will be shared in May 2023 with the rest of the primary and secondary school education sector.
- Involve young people in the completion of the Phase 1 application
- Explain how young people, your school, and community will benefit from engaging in the YSA process.
- Provide good estimates about the number of young people and the number of disadvantaged young people that you will engage and the target age range / year groups.
- Demonstrate a commitment to sustainability

Successful applicants will demonstrate:

- An understanding of the YSA process proposed
- Clarity of commitment and expression
- Significant levels of student engagement in the YSA process (100+ students)
- Involvement of students in the phase 1 application process
- Willingness to feedback and work in partnership with Ormiston on updating resources and guidance
- Interest in raising further funding from other sources
- Commitment by senior leaders and alignment with the school(s) vision and ethos

### b) Projects not eligible to be funded

We will not fund projects or activities:

- For schools outside of England.
- For the personal needs of an individual.
- For private groups operating as a business for profit.
- Projects or activities which discriminate against participation on the grounds of race, religion, disability, gender, or sexual orientation.

This fund is also only open to primary or secondary schools. The fund is not open to the following institutions:

- Sixth form colleges
- International schools
- Scottish schools
- Independent schools
- Community groups or charities
- Those that have existing or potential funding from another #iwill social action funder over £500

We will not be able to accept any applications which does not meet the above criteria.

### c) What options and/or flexibility do applicants have in delivering the YSA process steps?

Whilst we have several elements that we request grantees consider delivering, we are flexible in other ways, such as:

- We allow almost complete flexibility in what YSA issues students want to address.
- Single or multiple schools can apply.
- Joint working between schools is allowed potentially with some central MAT oversight and leadership involved.
- Schools can work with students in different year groups (although there are some challenges working at scale across multiple year groups where they have varying curricula requirements)
- Co-delivery of phase two project with local charities or organisations
- Grantees can apply if they already have a YSA programme running (although you should follow the YSA process to enhance existing approaches)

### d) Funding focus areas

Phase 1 planning and phase 2 projects can be focused on a very broad range of focus areas. Ideally, because these areas below fit with our existing resource creation plans, they might fall into one or more of the following YSA focus areas:

#### 1. Equality, Diversity, and Inclusion

The Ormiston Trust is committed to promoting equality, diversity, and inclusion in schools through our grants programme. This is to ensure that schools are an inclusive and supportive place to work, study, and visit, whilst also promoting long-term cultural change within schools. Equality, diversity, and inclusion-related projects can be related (but not limited to): anti-racism, gender equality, disability and neurodiversity awareness, and celebrating world cultures and diverse histories. This list is not exhaustive.

#### 2. Environment and Climate Justice

The Ormiston Trust is committed to protecting the environment and tackling climate change and welcomes applications that focus on the environment and integrate environmental and sustainability considerations into their project development. Environment-related projects can be related to) themes such as zero-waste, biodiversity, conservation, reducing emissions, food sustainability, 'clean' transport, addressing eco-anxiety among students. This list is not exhaustive.

#### 3. Wellbeing and Mental Health

The Ormiston Trust is committed to improving and strengthening young people's wellbeing and mental health. Projects in this category could include tackling or reducing anxiety, stress, and loneliness, encouraging movement, mindfulness, physical exercise, body acceptance, positive thinking, or reference any COVID-19 related issues. This list is not exhaustive.

#### 4. Community-based Issues

The Ormiston Trust is committed to supporting communities in exploring and addressing social, economic, and localised issues. Projects could be aimed for example at addressing food poverty, anti-bullying, anti-violence, tackling homelessness in the community, refugee and asylum seeker outreach, care work and much more. This list is not exhaustive.

Please note that we want students to have significant flexibility in what projects they create and so these focus areas are only potential areas for project delivery.

### e) Programme monitoring and evaluation

At different stages of the programme during phase 1 and 2 you will be required to complete and submit various evaluation resources for Ormiston Trust. This will be done through data collection,

evaluation surveys, review of student YSA passport, and providing us with a spreadsheet identifying participating students and the numbers across the years. Reporting templates will be provided to successful applicants following phase on applications.

## f) Publicity

The Ormiston Trust is keen to promote how projects have had an impact in schools and on students. We therefore will request the submission of a case study from each school describing your experience and the impact of the programme. In addition, there are standard descriptors of the grant that the #IWill campaign requires for any press released in relation to the grant. Details of these requirements will be set out in the offer letter for your grant if you are successful in your application.

## 6. What happens next?

### Phase 1: Review Panel

Once we have received your application it will be assessed by a Review Panel consisting of staff grant officers.

Grant officers may contact the nominated person on the application form if:

- a) There are technical questions raised by the panel about the application; or
- b) The application form is not complete; or
- c) There are supporting documents missing; or
- d) The application does not meet all the criteria and therefore not considered further.

### Phase 2: Commissioning Panel

Project plans submitted by 1<sup>st</sup> December 2022 will be reviewed by a Review Panel consisting of members of our youth panel and staff grant officers. You will be notified on what amount of funding you have been awarded by 5pm on 13<sup>th</sup> December 2022.

## 7. Payment of Grant

Payment for the phase one grant will be paid in two tranches. 50% of the grant will be paid once a signed Grant Offer Acceptance Form is returned to the Ormiston Trust in early May 2022. The remaining 50% will be paid by 1<sup>st</sup> September 2022.

You must retain all original invoices, receipts, accounting records, and any other documentation relating to the expenditure of the grant funding, and you must send us certified copies of evidence of the expenditure incurred to deliver your project following the submission of your end of project evaluation form if requested.

### Please note:

1. If your project is delivered under budget the Panel reserves the right to reduce its grant proportionally, or where funding has been paid in advance, the recipient organisation may be asked to refund any unused funding.
2. The amount of the Grant Funding shall not be increased in the event of any overspend by your organisation in its delivery of the Approved Programme.
3. The Grant Recipient shall promptly notify and repay to the Ormiston Trust any money incorrectly paid to it either as a result of an administrative error or otherwise. This includes (without limitation) situations where either an incorrect sum of money has been paid or where Grant Funding has been paid in error before the Grant Recipient has complied with all conditions attaching to the Grant Funding or the organisation ceases to exist.
4. The Grant Funding offer has been made on the basis that the costs presented within your application do not account for VAT which can be claimed back by schools
5. Where the project costs increase after the date that you have entered into this Agreement because an error has been made as to the amount of VAT payable and not recoverable by you, the Commissioning Panel shall be under no obligation to increase the Grant Funding to meet any VAT liability of your project.

6. The Commissioning Panel will not award or release funds to cover the costs of goods or services received prior to the issue of its letter offering grant support.

## 8. FAQ

***I am applying on behalf of a primary or secondary school and already have an existing YSA project at my school that fits within the funding focus areas. Can I apply for funding to develop this existing project?***

We are unable to directly fund any school initiatives without participation in the youth social action curriculum integration. Funding for projects in phase 2 is only available to those who are successful in stage 1 applications and can commit to embedding YSA into their school settings.

Should you be keen to embark on a journey of embedding youth social action into your school curriculum through our grant scheme, you could look to submit a proposal in phase 2 that seeks to develop your existing YSA activity, given the following conditions:

- a) it is a new component to your existing YSA activity which has been co-developed in consultation with students
- b) you can demonstrate need for the new or developed component to the project

***I am an interested local charity or organisation who is interested in helping schools deliver programmes that relate to social action. How can I participate in this grant programme?***

The current funding scheme is only available to primary and secondary schools looking to implement and embed youth social action into their curriculums through engagement with meaningful social action projects.

Whilst the application will need to come from a secondary or primary school, we look favourably on a co-produced social action project between young people in schools and community organisations. If you are able to partner with any primary or secondary schools to develop a social action project in phase 2, we would certainly encourage them to apply. They will need to commit to integrating the social action toolkit and resources into their curriculum in phase 1.

***I am applying on behalf of a group of schools through a collective bid and intend to engage more students. Will I be able to access more funding than through individual applications?***

Where there are multiple schools in a given application, funding in phase 1 will be proportional to the number of students expected to be engaged.