

Top tips for trust and grant applications

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#IDPE19

Top Tips for Trust and Grant Applications

‘Considering the do’s and don’ts of completing grant applications and what to include to maximise your school’s potential to be successful’

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Introductions

- Name
- School
- What do you want to get out of this session?

**Be
prepared.....**



Be prepared

Information preparation.....(paragraphs)

- Who are we?
- What do we do?
- Demographics/Statistics (show needs)
- Why we are successful/unique?
- What is our track record?
- What makes us unique?
- Relationship/work with community and partners
- Annual turnover/income information



Be prepared

Information preparation.....(documents)

- Keep updated statistics about the school every year
- Have a file of supplementary/supporting documents (i.e. accounts, policies, insurance)
- Partnerships – have information and contact details of partners
- Endorsements – have a list of people who could endorse applications / draft a generic endorsement letter
- Signatures
- **Have a working wish list to develop from**



Be prepared

Information preparation: Specific Needs / Campaigns A Case for Support - snapshot

Title and subheading: What problem needs fixing?

All about you/your organisation

The need – why does this problem need fixing?

How can you go about fixing the problem?

What will the impact be?

What are you asking the funder for?

Can be done for ANY funding priorities – from staffing to resources.



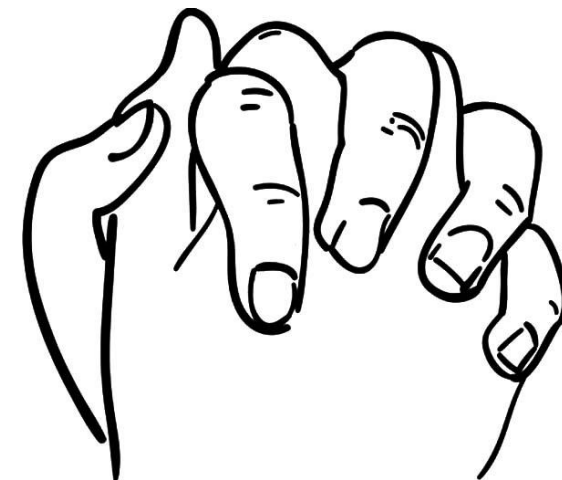


IDPE 2019 Annual Conference

Expressing your need

For specific items / campaigns – answer these questions

- What do you need?
- Why do you need it?
- Who would benefit from it?
(think outside of school as well as within)
- What are the risks associated with it?
- What would you expect the outcomes to be?
- How could you prove this?
- Who would oversee/manage/maintain it?
- How would it continue after funding?
- **WHY CAN'T YOU AFFORD IT WITHOUT FUNDING?**



Expressing your need

- What do you need? **SPORTS HALL WITH MULTI USE FLOOR – CAN YOU PUT PITCH ON TOP?**
- Why do you need it? **DO YOU NEED NEW SPORTS?/ DO YOU HAVE INACTIVE GROUPS?/ HOW DOES SPORT IMPACT ATTAINMENT?**
- Who would benefit from it? (think outside of school as well as within) **STUDENTS/ COMMUNITY/ PARENTS/ TARGETED GROUPS/ HAS ANYTHING CLOSED LOCALLY?**
- What are the risk associated with it? **MAINTENANCE/ STAFFING**
- What would you expect the outcomes to be? **GREATER VARIETY AND CAPACITY OF SPORTS OFFERED/ HEALTHIER STUDENTS**
- How could you prove this? **BASELINE DATA OF WHAT OFFERED NOW**
- Who would oversee/manage/maintain it? **PREMISES TEAM/ HIRE COSTS/ MAINTENANCE PLAN**
- How would it continue after funding? **SINKING FUND/ EXTERNAL**
- **WHY CAN'T YOU AFFORD IT WITHOUT FUNDING?**



BACKING IT UP

- Consultation – students/staff/community - widespread
- Base line data – what is currently offered/ how many students active/ what sports are offered?
- Internal statistics about target group from parents/ teachers/ community groups
- Local/Regional/National Statistics – which groups of people are less active?/ What are the benefits of a range of sports?/ What is the need for sports facilities?/ Quotes
- Reference to similar projects – other schools etc
- Case Studies of students/groups showing need and/or success
- Partnerships – LA/ Sport England/ Local strands of Sports Groups (i.e. RFU/ TLA/ FA). Links and endorsements
- Endorsements



BACKING IT UP

Data from NALDIC (National Association for Language Development in the Curriculum) states that numbers of children in England who are EAL doubled between 1997 and 2013 and therefore generally schools are finding increasing resources need to be dedicated to assisting these students and their families to ensure they can thrive in communities and live a rewarding life.

‘It is claimed that young people who are absent from school to any extent are more likely to leave school with few or no qualifications and are more likely to be out of work, suffer mental health difficulties and become homeless’. British Psychological Society, Behaviour Change: School attendance, exclusion and persistent absence. 2017

Balham is a much built up area and most provision for sport for the community comes in the form of using school facilities and the commons nearby (Tooting and Wandsworth). The nearest tennis courts to Balham Town Centre are 1km as the crow flies, with hockey pitches 1.5km, netball 800m, football 500m and rugby 5km.



BREAKING IT DOWN

TIMESCALES AND MILESTONES: WORK BACKWARDS: BE REALISTIC

PRE FUNDING

- Meetings/ consultations research
- School Holidays
- Planning permission
- Deadlines of any identified grants

POST FUNDING

- Recruitment/ selection processes
- Time to recruit to a project
- Advertising/ marketing time
- Time to spend funds given by any grant providers
- Time to collate information for reports



BREAKING IT DOWN

What are your outcomes? What are your outputs? What steps will you take to get there?

- Refer back to grid and timeline
- What outputs and outcomes can you measure and how?
- How regularly will you monitor the project?
- Who will you get the feedback from?



Specific Aims	Outcomes	Outcome Indicators	Information collection methods	When and by whom?	How to report and use
To improve the levels of sporting activity of students attending Chestnut Grove Academy (CGA) and encourage a more healthy lifestyle.	More students at CGA are accessing sport outside of school hours through extracurricular activities.	How many students are attending extracurricular sporting activities. How many students are increasing the variety of sports that they take part in.	Registers of attendance at extracurricular sporting activities. Registers of attendance at activities.	By individual teachers running activities at every club. As above	Reported monthly for analysis to Development Manager. In termly meetings and reports for governors
	More students at CGA are accessing sport outside of school.	How many students are taking part in sporting activities outside of CGA.	Questionnaire	By students and parents at the beginning of the process and termly.	In termly steering meetings and for assessment in annual evaluation of project.
	Children attending CGA are healthier and more active through exercise.	How many students are regularly taking part in sport and impacting their health.	Questionnaire	By students and parents at the beginning of the process and after the first year.	For assessment in annual evaluation of project.

BREAKING IT DOWN

Budgets: Include everything that you can

- Salary Costs (include Tax and NI)
- Support Costs (management and supervision)
- Capital Costs (Quotes)
- Estimates (explained)
- Overheads
- Full cost recovery?
- Matched Funding
- Contingency
- Increase in cost of living



BREAKING IT DOWN



Item/Role	Details	2019	2020	TOTAL
Positive Engagement Psychologist	£40,000 pro rata + 30% pension, Tax and NI - 2.5 days/week	£26,000	£26,520 (+ 2% increase)	£52,520
Recruitment	Advertisements to recruit post	£500	0	£500
Training	CPD for post	£1,000	£1,000	£2,000
Management and Supervision	£60,000 pro rata + 30% pension, Tax and NI - 3 hrs/month	£1,440	£1,469 (+ 2% increase)	£2,909
		£28,940	£28,989	£57,929

IDENTIFYING FUNDERS AND TAILORING

- Current priorities
- Target groups/ beneficiaries (age/demographic/background)
- How much do they award?
- Are they revenue/ capital funders?
- Do they like matched funding?
- What are their policies on spending (cash flow)?
- Will they fund full cost recovery?
- Are there geographic restrictions?
- Do you need charitable status?
- Will they fund statutory activities/ activities taking place in school time?
- Are there limits for turnover?
- Is there a time limit in which to spend funding?





IDENTIFYING FUNDERS AND TAILORING



MERCERS **Education and** **access outside**

- Outdoor classroom
- Up skilling teachers
- Habitats for research/comparison
- Curriculum linked
- Capital for equipment and revenue for lead

MAYOR OF **LONDON**

- Biodiversity
- Wildlife corridors
- Habitats for research/comparison
- Interactivity
- Health
- Community

GARFIELD **WESTON**

- Students facilities
- Health and recreation
- Opportunities for relaxation
- Potential for community use

SAME OUTPUTS/ DIFFERENT AMOUNTS AND OUTCOMES

TYPES OF APPLICATION

Letter of application or document submission

- Use the cover letter to get some statistics in.
- Follow the structure of the general Case for Support and show the NEED early on – catch attention.
- Use subheadings
- Stick to any word counts and/or page limits, but try to avoid making font too small.
- Include case studies in boxes and photos where appropriate.
- Add appendices where/if you can.
- NUMBER PAGES
- Try to make sure it flows.



TYPES OF APPLICATION

Online, computerised or paper application

- Read questions carefully beforehand and plan roughly what in each one.
- Take a note of scoring (if you can get it)
- Copy the font used
- Keep to word limits
- ANSWER EVERYTHING
- Check the correct way to input numbers
- Check dates (especially when calendars used)
- Make sure boxes are checked
- Ensure you have attached other supporting documentation



GOOD PRACTICE

- Get the groundwork done and have it ready
- Ask someone else to read anything you write
- Don't be daunted by large application forms
- Be passionate
- Include photos with captions if you can (if uploaded online, name the file with a caption)
- If it is too hard to tailor, it is probably not a fit
- Cut and paste from other applications
- Spell check!

Golden rules for writing

1. Think about your key messages and objectives before you start, and stick to them
2. Avoid words you wouldn't use in actual conversation
3. Use an active voice where you can and keep yourself accountable
4. You aren't writing just to pass on facts and information, we're trying to help them understand. Explain why it's important!
5. Use more graphics, pictures, captions and quotes to draw attention. Keep it interesting for them!

Remember you are a person
writing to a person!



CANDIDATE REQUESTS

Did we cover everything?

Questions?