



Department  
for Education

## Strategic School Improvement Fund Round 3 Word version of application form

### Purpose of this document

This document provides applicants with an offline version of the Strategic School Improvement Fund application form to work on ahead of submitting their application via the online portal. DfE will not accept applications sent through by email. All applications must be made through the online portal available via the [apply page](#).

As you work your way through the application form, we recommend look at the corresponding section in the [application completion notes](#). For further information about the Strategic School Improvement Fund, please refer to the [overview guidance on GOV.UK](#).

If you have any problems, please contact [ssif.enquiries@education.gov.uk](mailto:ssif.enquiries@education.gov.uk).

### Section 1 – Applicant details

(Page 1 ONLINE)

#### 1. What type of organisation are you: (Please tick only one)

Teaching school

If you are a teaching school, please enter your 6-digit URN so we can locate the details for your school. You can find your URN on [Get information about schools \(previously Edubase\)](#).\*

Is your teaching school also part of a MAT? Yes/no

Multi-academy trust

What is your [Companies House](#) number?

Please select your Local authority (drop down options):

Local authority

If you are a local authority, what is the name of your local authority? West Berkshire Council

2. How many applications are you submitting in this round? 1

3. Has this application been discussed with your teaching school council regional representative? No

## Section 2 – Project details

### Overview (Page 2 ONLINE)

4. **What is the title for your project?** (max 300 characters)  
Preventing Exclusions and Improving Attainment, Attendance and Mental Health in West Berkshire Schools: To improve prosocial behaviour and mental health especially for SEND pupils through building strong strategic leadership skills, knowledge and capacity.

5. **What is the overall aim/final impact that you are looking to achieve through this project?** (max 2,000 characters)

The aim of the project is to recruit and upskill specialist behaviour leaders within the targeted schools in order to reduce exclusions, reduce specialist placements, improve pupil attendance and attainment as well as improve staff knowledge, skills and confidence.

Teachers' insufficient training and knowledge can compound the challenges faced by children with complex needs. Addressing this is key to preventing exclusion. In particular, teachers have little access to training on child development and mental health, which results in teachers having difficulty recognising behaviour linked to mental ill health. Instead, challenging behaviour can often be construed as a moral choice and punished without appropriate intervention.

Target schools will nominate a behaviour lead who will take part in the project to provide strategic leadership, individual support and staff training within their school. The behaviour leads will receive a cycle of CPD followed by network meetings to support their work and enhance their skills. 12 days core CPD will be delivered in the areas of mental health, leadership, SEND and behaviour management. A behaviour toolkit which contains the training modules and best practice guidance will be produced to build capacity for further school delivery. Behaviour leads will be trained to complete a self-evaluation of their school and create an action plan in consultation with their senior leadership team and an external behaviour expert. This will initiate a cycle of self-evaluation and improvement. The project will be led by a steering group comprising of the LA Principal Educational Psychologist, Head teachers and the Headteacher of the Alternative Provision.

6. **What is the planned start date for your project?** (No start date should be earlier than 1<sup>st</sup> September 2018) 1st September 2018
7. **What is the planned end date?** (No end date should be later than 31<sup>st</sup> March 2020) 31<sup>st</sup> March 2020
8. **Please confirm if you are applying under any of the following flexibilities** (full details can be found on GOV.UK): No
- for special schools, pupil referral and alternative provision unit
  - for applications supporting SEND pupils in mainstream schools
  - for first and infant schools

### Supported Schools (Page 3 ONLINE)

Each application must support a minimum of four schools, of which at least 70% must meet at least one of the supported schools [eligibility criteria](#) except in the circumstances outlined in the guidance on the [GOV.UK](#) page. There is no limit to the number of schools that can be supported in an application.

9. **Please list all supported schools below** (Please note: All schools listed must have given their explicit agreement to receive the proposed support, and in the case of academies, the agreement of their MAT.)

<b><i>What is the URN for the supported school?</i></b>	<b><i>Does this school meet the eligibility criteria?</i></b>	<b><i>Please tick to confirm the school has explicitly agreed to be supported through this application</i></b>	<b><i>Is this school part of the applicant's multi-academy trust? Please note if the applicant teaching school is not part of a MAT, or if the applicant is an LA, please select 'no'.</i></b>	<b><i>For MAT applicants only: Has this school passed a resolution to join the multi-academy trust during the lifetime of the improvement project? Please note if the applicant teaching school is not part of a MAT, or if the applicant is an LA, please select 'no'.</i></b>
137777 Denefield School	Yes / No		No	Yes / No
142822 John O'Gaunt School	Yes E13		No	
110048 The Willink School	Yes E14		No	
136733 Park House School	Yes E14		No	
139938 Theale Green School	Yes E4		No	
110102 The Downs School			No	
136647 Kennet School			No	
110063 Little			No	

Heath School				
137465 St Bartholomews School			No	
138525 Trinity School			No	

### Evidence-based programme of work

Your answers to the following questions must include evidence to demonstrate why the proposed support is expected to drive up standards in schools. Please refer to the [Classification of Evidence on GOV.UK](#) and the [application completion notes](#).

### ISSUE: (Page 4 ONLINE)

**10. What is the issue/improvement need you are going to address in order to achieve your aim/final impact? (max 2,000 characters)**

#### Issue

Nationally there has been a 40% increase in exclusions over the past three years (DFE, 2017). In West Berkshire the number of fixed term exclusions in 2016-17 increased by 28%. All secondary schools showed an increase in the number of fixed term exclusions from the earlier year to the later. Nine out of ten secondary schools showed an increase in the percentage of overall absence from 2015-16 to 2016-17. The rate of persistent absence in secondary schools has increased in seven of the ten secondary schools from 2015-16 to 2016-17. The target primary schools showed a marked increase in fixed term exclusions between the 2015-16 and 2016-17 academic years, or in the case of one school, only a small increase but both years are very high. Overall absence in West Berkshire remains below national, but these six primary schools all had an increase in overall absence from 2015-16 to 2016-17.

45% of all fixed term exclusions in 16-17 were of children with SEND (534 out of 1187 exclusions) and 7% of all fixed term exclusions were children with ASD

#### School Selection

All of the target primary schools showed a marked increase in fixed term exclusions between the 2015-16 and 2016-17 academic years. The rate of change for West Berkshire secondary schools for the same time period is 0.9, national is 0.4. All of the target schools would benefit from the project.

## Current Work

A survey among all schools highlighted a need for teacher training in behaviour. Improvements in the behaviour support team have been made including an expansion in the team.

## Research Evidence

Pupils with a recognised SEND are 7 times more likely to be excluded than their peers suggesting that their needs may be a causal factor in exclusion (DfE 2017). Only half of children with clinically diagnosed conduct disorders and a third of children with similarly diagnosed emotional disorders are recognised in their schools as having SEN (ONS 2005). This research indicates a need for improving teacher skills.

## INPUT: (Page 5 ONLINE)

**11. What will you actually do/deliver to address the improvement need in order to achieve the final impact/outcome identified and what is the rationale and evidence for why this will work including how that evidence translates into the specific activity you are proposing? (max 3,000 characters)**

### Rationale and Evidence

Evidence: "Developing Teachers: Improving Professional Development for Teachers" The Sutton Trust (2015). The report cites the following in relation to improving pupil performance:

1. It is through good quality professional development that real improvements in teaching and attainment take place
2. Schools should have a joint responsibility for each other and for all the young people in their community

Central to the project is good quality professional development which will enable behaviour leads to encourage improvements in teaching and attainment in their own schools. Schools will have joint responsibility as the teaching school will be used to support the development of action plans in the target schools. Joint responsibility will also be encouraged through network meetings.

Evidence: Engage in Education Research (Education Endowment Foundation) cites:

1. Training teaching staff in communication skills leads to improvements in pupil attendance, attainment and reductions in exclusions

A training module on communication skills will be delivered and the information cascaded to class teachers. The behaviour lead will monitor classroom practice to ensure the information shared is translated into the identification of communication difficulties and improved classroom teaching and learning.

### Identified Approach

The model of following CPD into action in the classroom and upskilling staff will be implemented. This will be underpinned by teacher self-review and a sharp focus on improvements in outcomes for tracker pupils which is a sustainable school improvement model. The target professional development group are behaviour lead teachers from 16 schools with moderate to high exclusions. The behaviour leads will attend the core training and support follow up work in the classrooms of the tracker pupils by upskilling staff in their own schools and extending support to other teachers. There will be 12 days of central training. A government commissioned survey of teachers published last year found that one in two senior leaders felt their staff could not recognise behaviour linked to mental health and

were not equipped to teach pupils with mental health issues (Smith et al 2017). This bid will address this issue by training behaviour leads to understand mental health issues as well as disseminate learning to teachers teaching the target group. A recent government-commissioned survey found

less than half of mainstream schools collected data to inform themselves of pupils' specific mental health needs (44 per cent of maintained schools and 49 per cent of academies), compared with more than three-quarters of AP settings (77 per cent) (Marshall et al 2017). The project will provide tools to support schools to collect data and will use the input of the outstanding AP to disseminate good practice.

**Action Plan/Timeline: (Page 6 ONLINE)**

**12. Please provide details of the high-level action plan in terms of main activities and milestones for the proposed project. There is no limit to the number of activities / milestones you can add to your action plan.**

<b>Term</b>	<b>Start date</b>	<b>End date</b>	<b>Main activity / Milestone (max 1000 characters)</b>	<b>Key Performance Indicator(s) that success of this activity will be measured against (500 characters)</b>	<b>Person leading and their role (max 1000 characters)</b>

**Providers and their Track Record: (Page 7 ONLINE)**

**13. Who will be delivering the activities outlined, what is their track record in delivering programmes of a similar size and nature to this programme of work?**  
(please include your organisation in this list)

<b>Provider name</b>	<b>Organisation type</b>	<b>Please tick to confirm the provider understands and has agreed to fulfil the role outlined.</b>	<b>Past project(s) (please include and indicate where providers have previously worked together) (max 300 characters)</b>	<b>Evidence of Success (max 400 characters)</b>	<b>How many schools were supported through these projects?</b>
The Willink	Teaching School	Y	The school improvement team has with The Willink on school improvement strategies. The LA has	Successful teaching school	5

			worked with the teaching schools on submission of bids.		
Northampton Centre for Learning Behaviour (University of Northampton)	University	Y	The LA has worked closely with the organisation.	National training provider	100 plus
The iCollege	PRU	Y	The LA has worked closely with the organisation. The PRU supports our schools through their outreach project.	Outstanding on past OFSTED inspection	80

**OUTPUT (Page 8 ONLINE)**

**14. What are the specific changes within the classroom that you anticipate as a result of this activity? (1,000 characters)**

*Outline here the anticipated changes in the classroom and how this builds on existing effective teaching and delivery of the national curriculum.*

The specific changes within the classroom are anticipated to be the following:

- Tracker pupils to achieve greater individual focus in their learning with measureable gains in progress, attainment, self-esteem, confidence & readiness for transitions
- For tracker pupils to gain a deeper understanding & improvement of their behaviour for learning
- For tracker pupils to demonstrate improved emotional regulation in the classroom
- For tracker pupils to demonstrate increased resilience & improved decision making with regards to their learning
- Behaviour leads to be upskilled so that they have a clearer understanding of SEND pupils and their barriers to learning
- Behaviour leads to ensure a connection between themselves and teaching and learning in the classroom
- Effective identification of tracker pupils' individual learning needs by class teachers who have been upskilled by behaviour leads
- An improved ethos for inclusion evidenced by a reduction in exclusion

In order to measure impact we would expect to see:

- Tracker pupils responding to teacher intervention constructively, e.g. re-drafting, reviewing & self-correcting with a demonstrated improvement in English and maths.
- Fewer fixed term and permanent exclusions of tracker pupils
- Quality First teaching in target year group classrooms.

**Short Term Outcomes (Page 9 ONLINE)**

**15. What are the short-term outcomes to be achieved throughout the project? What performance indicators will you use to evidence that your project is on track to deliver its final impact?**

*Short term outcomes will likely be changes in practices, skills, behaviours and knowledge.*

<b>What is the outcome or performance indicator? (max 500 characters for each outcome / performance indicator)</b>	<b>By when will it be met / achieved? The latest date is 31 March 2020</b>	<b>What source(s) of evidence will show that the outcome has been achieved / performance indicator met? (max 500 characters)</b>
Improved attendance, attendance within 5% of school average attendance excluding this cohort, closing the attendance gap	31 March 2020 Each cohort on half-termly/end of placement basis, eg Feb, Apr Oct Dec 2019 & Feb Mar 2020	<ul style="list-style-type: none"> <li>• Individual student attendance compared to average student attendance for host school</li> <li>• Measure half termly</li> </ul>
Periods of exclusion are shorter and less frequent for persistent, low level, disruptive behaviour for 70% of students on the placement in the first year and 80% of students in the second year of the scheme	31 March 2020 Each cohort on half-termly/end of placement basis, eg Feb, Apr Oct Dec 2019 & Feb Mar 2020	<ul style="list-style-type: none"> <li>• Measure average duration of exclusions</li> <li>• Measure frequency of exclusions</li> <li>• Reasons for exclusions</li> <li>• Compare to benchmark pre-placement</li> <li>• Measure half termly</li> </ul>
Progress within 5% of school average progress excluding this cohort, closing the progress gap	31 March 2020 Each cohort on half-termly basis, eg Feb, Apr Oct Dec 2019 & Feb Mar 2020	<ul style="list-style-type: none"> <li>• Individual student progress compared to average student progress for host school</li> <li>• Measure half termly</li> </ul>
Changed approaches to teaching to focus on tracker pupils' behaviour for learning and emotional self-regulation in the	31 March 2020 On half-termly basis, eg Feb, Apr Oct Dec	<ul style="list-style-type: none"> <li>• Observations and teacher self-reflection</li> </ul>

<p>classroom, so that teachers are more confident in their skills</p> <p>Teachers will be more skilled in diagnosing reasons for antisocial behaviours and behaviour that challenges – evidence in work scrutiny; observations</p> <p>Bespoke lesson planning means that tracker pupils will quickly start to accelerate learning</p> <p>Greater pupil resilience in maths and English</p> <p>Improved teacher knowledge of barriers to learning to support high quality teaching and learning in the classroom</p> <p>Deeper knowledge of child development, mental health, attachment, and diagnoses etc to enable teachers to provide challenge for all</p> <p>Raised expectations and improve outcomes for tracker pupils</p> <p>Teachers will become more reflective practitioners – self-evaluation log / reflective thinking</p> <p>The Network will encourage more sharing of good and effective practice</p>	<p>2019 &amp; Feb Mar 2020</p> <p>31 March 2020 On half-termly basis, eg Feb, Apr Oct Dec 2019 &amp; Feb Mar 2020</p> <p>31 March 2020 On half-termly basis, eg Feb, Apr Oct Dec 2019 &amp; Feb Mar 2020</p> <p>31 March 2020 On half-termly basis, eg Feb, Apr Oct Dec 2019 &amp; Feb Mar 2020</p> <p>31 March 2020 On half-termly basis, eg Feb, Apr Oct Dec 2019 &amp; Feb Mar 2020</p> <p>31 March 2020 On half-termly basis, eg Feb, Apr Oct Dec 2019 &amp; Feb Mar 2020</p> <p>31 March 2020 On half-termly basis, eg Feb, Apr Oct Dec 2019 &amp; Feb Mar 2020</p> <p>31 March 2020 On half-termly basis, eg Feb, Apr Oct Dec 2019 &amp; Feb Mar 2020</p>	<ul style="list-style-type: none"> <li>• Work scrutiny, observations</li> <li>• Work scrutiny and progress data</li> <li>• Tracker pupil survey</li> <li>• Observations and teacher self-reflection</li> <li>• Self-reflection, work scrutiny</li> <li>• Progress data, end KS3 data</li> <li>• Self-reflection</li> <li>• Steering group monitoring</li> </ul>

[Long Term Outcomes \(Page 10 ONLINE\)](#)

**16. What are the long term outcomes that need to be achieved in order for your final impact to be realised, and, what evidence *will you gather to determine whether these long-term outcomes have been achieved?***

*Long term outcomes will likely be changes in pupil performance data or Ofsted results.*

<b>Definition of long-term outcome (max 300 characters for each outcome)</b>	<b>Date when this outcome will be achieved?</b>	<b>What source(s) of evidence will show that the outcomes have been achieved? (max 500 characters)</b>
Improved attainment, 70% of students meeting their national expected progress at the end of Key Stage 3 based on CAT scores, closing the attainment gap in the 1st year and 80% in the 2nd year	30 September 2019 Year 1 30 September 2020 Year 2	<ul style="list-style-type: none"> <li>• Student cohort anticipated Progress 8 at end of KS3 compared to predicted from,</li> <li>• Individual student CAT scores at entry KS3</li> <li>• Measure 30 September 2019 Year 1</li> <li>• 30 September 2020 Year 2</li> </ul>
70% of student Year 4/5 and 80% of Year 9 cohorts are not fixed term / permanently excluded and remain in mainstream education	30 September 2019 Year 1 30 September 2020 Year 2	<ul style="list-style-type: none"> <li>• Exclusion data relating to persistent disruptive behaviour as cause of fixed term / permanent exclusion</li> </ul>
Progress and attainment rates in maths and English will improve on 2019 data	30 September 2019 Year 1 30 September 2020 Year 2	<ul style="list-style-type: none"> <li>• KS2 and KS3 outcomes, teacher assessment, school data</li> </ul>
KS3 outcomes for all tracker pupils will improve to at least national standards by 2020	30 September 2019 Year 1 30 September 2020 Year 2	<ul style="list-style-type: none"> <li>• Data analysis, school self-evaluation, performance tables</li> </ul>
The quality of teaching is securely good in target schools	30 September 2019 Year 1 30 September 2020 Year 2	<ul style="list-style-type: none"> <li>• Observations, evaluation of this project, OfSTED</li> </ul>
Tracker pupils sustain improvements made and resilient attitudes	30 September 2019 Year 1 30 September 2020 Year 2	<ul style="list-style-type: none"> <li>• Tracker pupil survey</li> </ul>
Behaviour Leads sustain the model in their own school and disseminate to other schools	30 September 2019 Year 1 30 September 2020 Year 2	<ul style="list-style-type: none"> <li>• Training delivered across schools by 'expert' Behaviour Leads</li> </ul>

[Deliverability \(Page 11 ONLINE\)](#)

**17. How will you monitor that the improvement activities are on track to achieve the short and long term outcomes identified, including how providers and supported schools will manage any impact on workload? (Max 2,000 characters)**

Please include in your answer:

- *Details of how you will monitor the completion and impact of the activities outlined and who will be accountable for this.*
- *What the process for addressing problems and bringing the project back on track should it falter.*

We will monitor the completion and impact of the activities by forming a Steering Group who will be held accountable. The Steering Group will consist of:

- 2 Mainstream Secondary School Headteachers
- 1 Mainstream Primary Headteacher
- 1 Alternative Provision Headteacher
- 2 LA representatives (incl. Chair)

The Steering Group will manage and review the operational activities of the project and provide strategic advice and support on a half termly basis. The Project Team (Behaviour Leads) will report to the Steering Group termly.

The Behaviour Leads will monitor progress in schools and actively manage and maintain a RAID log (a log of Risks, Actions, Issues and Dependencies) and an action plan. This will enable appropriate action to be taken for when required. There will be weekly in schools' meetings with the key staff that teach the target year group chaired by the Behaviour Leads. The Behaviour Leads will observe and monitor classroom practice and track the progress of the identified pupils at risk in their school.

The Steering Group will review progress against plan, half termly reports and the RAID log and resolve escalations when required.

The impact on workload will be proactively managed by initial workload assessment of job profiles and associated practices in conjunction with professional associations and DfE guidance on workload reduction. Workload would be an example of a risk that would be managed via the RAID log.

Evaluations from courses will be analysed by the Steering Group following each training. Headteachers of the target schools will be contacted in December 18 and April 19 to feedback their views and impact in school.

Behaviour Network meetings, attended by the Behaviour Leads will invite discussion of progress to date in schools.

Summative attainment data at the end of KS3 for tracker pupils will be analysed and reported in July 19 and 20

[Risks \(Page 12 ONLINE\)](#)

### 18. What are your top 5 risks to success?

Please describe the risk ( <i>max 500 characters for each risk</i> )	What is the likelihood of the risk occurring? High Medium Low	If the risk occurs, what level of impact will it have on delivery of the improvement outcomes? High Medium Low	How will you mitigate the likelihood and impact of the risk? ( <i>max 500 characters</i> )	What is your contingency should the risk arise? ( <i>max 500 characters</i> )
Limited take up from schools	Low	High	The target schools have already agreed to be part of the project so the risk is low. We will ensure there is adequate time (September to December 2018) for schools to identify a behaviour lead. Workshops will be run to give information about the project.	The project lead will support any schools requiring support to select an appropriate member of staff.
Staff moving schools during the project	Low	Medium	Training time is relatively short. Will ask schools to nominate an assistant for each lead which is not funded by the project but will assist the lead.	The assistant would take the place of the lead.
Low calibre of behaviour leads	Low	High	Rigorous selection process using agreed criteria and applications	Project manager to be available to provide intensive coaching and

			and references	support
Lack of senior leadership support	Low	Medium	Schools have briefed and agreed to participate in the project which has zero costs for schools.	Project manager to meet with senior leadership team. Steering group available for further support.
Poor attendance due to other commitments	Low	High	High quality training will be provided. Training dates published well in advance. Fully funded training programme with supply money available to reduce barriers to attendance.	Project to address with individual concerned and with senior leadership of school if necessary

### Sustainability (Page 13 ONLINE)

**19. How will improvements be sustained beyond the period of funding, and how will they be embedded in the schools business as usual operations, including accountability for making it happen?(max 3,000 characters)**

Please include in your answer:

- Details of how you will ensure that supported schools have embedded the improved practices, behaviours, systems and/or people to sustain the improved outcomes, beyond the life of this programme of work.
- Details of who will be accountable for ensuring that the improvement is sustained, including how the governance and leadership of the supported schools will ensure they sustain the improvements made.
- Details of how ongoing costs, if any, to sustain improvements will be resourced after the life of this programme of work.

An in depth evaluation of the project will be completed including a Behaviour Toolkit which will contain best practice examples and a bank of resources of “What works” as well as training modules which schools can deliver themselves.

The findings and the key effective strategies used by behaviour leads will be disseminated to Headteachers at Primary and Secondary Heads Forums to hear about outcomes from the target schools. Heads will be able to receive support from the expert teachers and link psychologists to deliver the CPD in school.

The use of behaviour lead teacher self-evaluation logs will be encouraged. The project

findings will also be disseminated to senior leaders at termly meetings.

The programme is designed to include dissemination of learned practices to other members of staff in school and improve classroom practice. Observation and mental health screening resources will be left with the schools for continued use. Collaborative working between schools is a key element of the bid and this would have a positive impact on sustainability. Schools will have resources from the self-evaluation tool used to set the school action plan and will be able to continue the cycle of sustained improvements. Exclusion data will continue to be disseminated to each school to inform their action plan and schools will have tools to enable them to track and monitor the progress of pupils at risk of exclusion. The LA will continue to hold network meetings for behaviour leads in order to monitor the sustained improvements and will embed this into usual operations. This will be overseen by the Principal Educational Psychologist and Service Manager for SEMH.

### **Value for Money: (Page 14 ONLINE)**

**20. How have you ensured that costs are minimised, and the delivery model is cost effective in relation to the scale of activity and intended impact (max 2,000 characters)**

Please include in your answer:

- Details of how you have optimised resources, and minimised waste and duplication.
- The steps you have taken to ensure best value for each element of the costs of your proposal, including any benchmarks used for delivery costs.

School venues have been used for training and meeting purposes where possible. The trainers are experienced providers highly rated by schools previously and better value than high commercial rates. The expert teachers from local schools supporting delivery are cost effective. Venues are locally costed and we are using good value venues known to us. Where possible, network meetings after school have not been costed and school venues used. Supply rates are not based on high current agency rates. Costs will be evaluated throughout to keep a flexible approach. We have kept costs down to prioritise accessing school supply funds.

#### **Project Management & Admin**

Printing costs are supplied by the council and very competitive. Production of the Behaviour Toolkit will therefore be kept low. Data management costs are being absorbed by the LA as are some of the administration and management costs. The LA administration costs are low and not for profit. Travel costs have been kept low.

### **Section 3 - Project costs**

#### **Project Costs (Page 15 ONLINE)**

**21. How much funding are you seeking from the Strategic School Improvement Fund for this application?**

**22. Are you, or any other entity that is party to this application in receipt of, or have applied for, other sources of funding for the same activity?**

- a. If yes, please provide details of how much, on what, and where it originates.  
(max. 1,000 characters)

**23. How does the total amount applied for break down into programme costs? Please indicate the estimated level of spend by type per term:**

**Instructions:**

Please complete the table below taking care to list all costs under the appropriate cost type. A description of each cost type can be found in the [application completion notes](#):

The total spend across all cost types should equal the total amount applied for.

Project Costs	Application Development Cost	Autumn Term 2018	Spring Term 2019	Summer term 2019	Autumn term 2019	Spring term 2020	Total spend
Delivery		7000	42,533	42,533	42,533	<b>42,533</b>	<b>134,600</b>
Administration	250	300	<b>750</b>	750	750	<b>750</b>	<b>3,550</b>
Project management	3000	5,000	5,000	5,000	5,000	<b>5,000</b>	<b>28,000</b>
Travel and subsistence		200	200	200	200	<b>200</b>	<b>1,000</b>
<b>Total spend</b>	<b>3250</b>	<b>12,500</b>	<b>48,483</b>	<b>48,483</b>	<b>48,483</b>	<b>48,483</b>	<b>167,150</b>

[Breakdown of proposed provision \(Page 16 ONLINE\)](#)

**24. Please provide the breakdown of proposed provision over the lifetime of the application**

- The sum of the total spend here will need to match the total spend for each cost type
- The providers must match the providers you have previously listed in this application.

What service is being provided?	Name of provider	Role* (descriptions for role types can be found in the application completion notes)	Cost basis: OR Day rate Materials and resources	For day rates, please enter the day rate and number of days required.	For materials or resources, please confirm the total cost.	Number of people you will engage to deliver this (if applicable)
Delivery Administration Project Management Travel and subsistence						
Delivery	The Applicant	Training/CPD	Day rate	£600 day rate x 12 days	£7200	1 person
			Materials and resources		£4000	1 person
Delivery	ICollege	Headteacher	Day rate	£600 day rate x 6	£3,600	1 person
Delivery	Northampton Centre for Learning Behaviour	Consultant	Day rate	£600 day rate x 3	£1,800	
Delivery	The Willink	Head of Department	Day rate	£600 day rate x 3	£1,800	1 person
Delivery	The Applicant	Teacher	Supply cover for schools	£220 day rate x 360 days	£79,200	1 person
Project Management	The Applicant	Other – Educational Psychologist	Day rate	£500 day rate x 50 days	£25,000	1 person
Delivery	The Applicant	Other – Educational Psychologist	Day rate	£500 day rate x 50 days	£25,000	1 person
Delivery	The Applicant	Venues	Day rate	£750 day rate x 16 days	£12,000	1 person
Administration	The applicant	Administrator	Day rate	£220 day rate x 15 days	£3,300	
Travel and subsistence	The Applicant		Car mileage		£1,000	1 person

#### Section 4 - Summary information (Page 17 ONLINE)

**25. Which key stage(s) are you targeting:**

You can select multiple entries

- Early years / Foundation stage
- Key Stage 1
- Key Stage 2
- Key Stage 3
- Key Stage 4
- Key Stage 5

**26. How many pupils do you expect to directly benefit from this application?**

**2,500-3000**

**27. Please provide a short description of what this figure is based upon:**

- Pupils in Years 5 and 6 of the project Primary Schools**
- Pupils across the school in project Primary Schools**
- Pupils in Year 9 in project project schools**
- Pupils across the school in project Secondary Schools**

**28. Please specify the school year(s) of these pupils:**

- Pre-reception settings
- Reception
- Year 1
- Year 2
- Year 3
- Year 4
- Year 5
- Year 6
- Year 7
- Year 8
- Year 9
- Year 10
- Year 11
- Year 12
- Year 13

## Contact details (Page 18 ONLINE)

Please provide the name and contact details for a single point of contact for us to correspond with. This person will need to email any supporting documents required to us separate to this form and we may need to contact them outside term time.

Title  
First name  
Surname  
Position  
Work telephone number  
Mobile telephone number  
Email address

**Are you the senior responsible officer (SRO) Yes/No**

**The Senior Responsible Officer must be one of the following:**

- **Teaching school applicants** – SRO must be the Headteacher of the teaching school
- **Local authority applicants** – SRO must be the Director, Assistant Director or equivalent for Children’s Services of the local authority
- **Multi-academy trust** – SRO must be the chief executive officer/accounting officer of the MAT

**If no**, please confirm the name, position and contact details for the Senior Responsible Office for this application:

Title  
First name  
Surname  
Position  
Work phone number  
Mobile phone number  
Email address

## Declaration of Interests

### [Declaration of Interests \(Page 19 ONLINE\)](#)

DfE requires that the applicant and the provider/s offering services funded by this application declare any conflicts of interest they have with organisations party to this application. The Department for Education defines a conflict of interest as ‘a situation in which someone in a position of trust either within the Department, or from a future or existing contractor, has competing professional or personal interests that may have the potential to distort competition. Such competing interests can make it difficult to fulfill his or her duties impartially.’

In deciding which interests to disclose, those affected by this declaration should ask whether, in the opinion of a fair-minded and informed observer, the interest would suggest a real possibility of bias.

If you declare an interest, we will take a decision on how these will be managed.

Could the personal interests of any party to this application or those of family members or friends be deemed to benefit from this application should it be funded?

If yes, please provide details. Please explain how will this be managed

**Are there any other interests you wish to disclose?**

If yes, please provide details:

[Submission \(Page 20 ONLINE\)](#)

**You are now ready to submit your application**

In order for your application to be put forward for assessment, you must submit your application by clicking the 'submit' button. To review a copy of your application prior to submitting click on 'Printable Version' to download a PDF copy. Once you have submitted your application a confirmation email along with a PDF version of the application will be sent to the email address you have provided

I verify that the information contained in this application is accurate and complete.

**Evaluation and policy development**

The Department for Education is committed to evaluating its programmes and policies. The Strategic School Improvement fund will be evaluated by external and independent organisations to ensure the programme's objectives are met in the most efficient and effective manner. We will share application details confidentially to third parties working with or to the Department for Education for the purpose of evaluation and policy development.

**Submit**

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