

Dear Headteacher,

I am delighted to announce the recipients of the 2019 Edsential Grant Fund.

We received 51 applications for a grant and the board had a very difficult task selecting those that could be supported in our inaugural year. There were 12 winning applications whose projects will impact 72 schools across CWAC and Wirral, the full £100,000 was allocated to these projects. Whilst it was not an objective of the process, the strong applications from both boroughs meant the fund ended up being split fairly evenly between them.

A brief overview of each of the successful projects is enclosed. This letter also provides feedback on how the board discussed the consistent application of the principles across the applications, this will hopefully provide insight for your applications to next year's fund.

As a reminder, each application was reviewed against the following principles:

1. It should be something innovative and outside of the scope of core school budgets
2. It should be focused on children and ideally leave an educational legacy
3. It should be to the advantage of schools that have contributed to the creation of the fund through the use of Edsential's services
4. It should, where practicable, be provided by or commissioned through Edsential

This grant fund is the result of the daily efforts of the whole Edsential team to provide high quality, cost effective services to you, our customers. It is our mission that differentiates Edsential from any other supplier you could choose to buy services from, we are a Community Interest Company whose mission is to support improving outcomes for children and young people.

I thank everyone who took the time and effort to apply for the grant and I hope the 2020 fund of £50,000 will attract as many high-quality applications.

Yours Sincerely,

Ian McGrady

Managing Director.

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Successful Applications 2019 (in alphabetical order):

(All board members declared their conflicts of interest and did not take part in the discussion of those applications)

| School name | Project description |
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| Birkenhead North Cluster (18 primary schools) | <p>This project involves the creation of an interactive app for all children within the Birkenhead North Cluster to access and record the wide range of cultural experiences, cross curricular activities and educational visits that they enjoy as being a member of one of our schools. This passport app stretches across key stages from our youngest children in EYFS through to our oldest learners in Year Six and will allow pupils to enter the date they complete age appropriate activities as well as having the functionality to record video or images from the experience. This data would travel with the child if they move to a different school within the cluster and ensure a consistency of experience within the locality.</p> <p>Experiences detailed within the passport will include activities both on and off site, extra-curricular, external visitors, themed events and categorized: Creative and Performing Arts, Physical Health (sport and clubs), Mental Health, Residential, Learning Outdoors, Core Subjects, religious, careers/destinations, relationships, health and sex education, enrichment activities</p> <p>The DfE recognise the importance of such a passport “Giving young people the opportunity to try new things and develop new skills is hugely beneficial. It can help children to grow in confidence, expand their understanding of the world around them, or introduce a hobby or passion that could last for years to come.” Our app takes this a step further customising the activities to take full advantage of all the cultural experiences our great peninsula has to offer. This will raise our pupil’s aspirations for later in life as well as inspiring further learning and importantly bringing it into family life.</p> |
| Blacon Education Village (5 primary schools & 1 secondary school) | <p>This is a family based project drawing on the skills of the pastoral teams in our fabulous schools and the talented Edsential outdoor learning and catering teams to help our vulnerable families feel READY for anything, SET up healthy routines for school and home, and achieve a legacy that lets them GO it alone after they’ve participated in the project.</p> <p>We would like to work in partnership with Edsential to combine and build upon the ‘Family Cooking School’ and ‘Parental Engagement through Outdoors’ schemes you currently offer.</p> <p>The project would encourage families to cook nutritious meals on a budget and to feel confident to take up more outdoor pursuits to encourage healthy lifestyles. Ideally, this would take place at one of your outdoor education centres so that families could combine cookery skills with team building and resilience activities.</p> <p>Target families would include: low income families; families where poor communication/parenting is an issue, and families with children with poor eating habits and nutrition leading to disaffection and disengagement in school. Blacon is deemed to be an area of deprivation and the work of our pastoral teams is pivotal to the academic success of the schools also. We would collate parent and pupil</p> |

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| | <p>voice pre and post project and our vision is to establish a legacy programme beyond the funding that would be sustainable across the BEV.</p> <p>The school minibuses would be used to help transport families to the venue and the school's pastoral teams would help shape up and finalise the project, following consultation with the target pupils, parents and the Edsential Team.</p> <p>The duration of the project would be four to six weeks, one day or afternoon a week (depending on the level of funding and final costing from Edsential).</p> |
| Cambridge Road Primary School | <p>The vision for the curriculum for 2019-20 would be to commemorate significant worldwide events through work with visiting artists; thus enhancing several curriculum areas. Enrichment experiences provide children not only with memorable educational opportunities but also can provide a multi-sensory approach to learning which can often enable the less academically able to fully participate and enjoy this aspect of learning.</p> <p>Teaching children about key events in history through celebration and exciting delivery methods will in itself serve as a legacy. As children share their learning experiences with family and friends, the knowledge gained through the various commemorative weeks will be spread amongst the local population. Pieces of artwork produced during these projects will be displayed in and around school for all members of the school community to enjoy.</p> |
| Christleton Primary School | <p>Application to create a community kitchen garden within the grounds of Christleton Primary School. The award of a grant to support this project would allow the school to develop an underused area of the school site. The area would be developed to provide year long opportunities to learn outside the classroom. Our proposal is to create several raised beds, a polytunnel, storage for tools and equipment and adequate access so all children no matter what their age or physical ability can use and benefit from the site. The site would support the development of social skills, empathy and teamwork, develop scientific knowledge including a love and respect of nature, enhance the sense of community, promote healthy living and an understanding of nutrition and improve emotional literacy. The garden would have a significant role in supporting the most vulnerable children in our school, those children who hands-on learning opportunities are vital for, who have different learning needs and often struggle in the classroom.</p> |
| CWAC Virtual School | <p>The attainment gap between disadvantaged and non-disadvantaged pupils is well documented and when examined closely, it is a complex web of variables that contribute to this difference in academic achievement. One such variable seems to be the lack of effective support when transitioning from primary school to secondary school. Some of our disadvantaged pupils in Cheshire West and Chester have experienced trauma, indirectly and directly, elicited from their financial and social backgrounds. This trauma is often managed and responded to more effectively in the primary school setting. By their very nature, primary school settings seem to be better resourced to respond to children who require emotional support. The security the child feels in this setting can then be significantly impacted upon when the child transitions to secondary school. The size of the building, the increased number of pupils and staff, the lack of significant relationships yet to be formed, the need for more sophisticated organisational skills, can all cause trauma in the child and ultimately lead to</p> |

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| | <p>challenging behaviour, potential exclusions, and a significant impact upon academic achievement. This project aims to develop KS2 – KS3 transition to look at the process through a ‘trauma lens’ and develop a system that supports the emotional needs of the pupil, family and staff during this phase.</p> |
| <p>Pensby Primary School (on behalf of Deeside Cluster – 19 primary schools)</p> | <p>We have been working on a shared curriculum project that we want to deliver to our schools, and across Wirral in the summer of 2019. It has rapidly developed into a very exciting venture that we think the local community, businesses and organisations would relish being involved in. Our curriculum project is called ‘Coast to Country’. Our vision is to highlight the wonder of Wirral and how we need to protect it for the future. We will deliver this project to all the children from all the schools across our cluster and we aim to include secondary schools and the other primary schools in Wirral as well. We want our Wirral children to:</p> <p>1)To take part in the Coast to County project in whatever way then can during the first half of the summer term 2)To have a plastic reduction strategy for their school 2)To select an endangered Wirral plant of animal that is threatened and create a large sculpture for a project exhibition, using plastic found in waste 3) After the project to ask pupils to state what activities they experiences in their local area that every Wirral child should experience e.g. walk on Thurston Beach and submit these for the development of children’s Peninsula Passport 4) To link up with the community and come together on 28th June to clean up!</p> <p>At this stage our 19 schools are well into the planning stage and we are looking to make community links to support the delivery of our aims. Our schools have pledged to:</p> <p>1)To take part in the Coast to County project in whatever way they can during the second half of the summer term; 2) To have a plastic reduction strategy for their school; 3) To select an endangered Wirral plant or animal that is threatened and create a large 3D sculpture for a project exhibition, using plastic found in waste; 4) After the project to ask pupils to state what activities and experiences in their local area that every Wirral child should experience e.g. walk on Thurston Beach and submit these for the development of a children’s Peninsula Passport; 5) To link up with the community and come together on 28th June to clean up!</p> <p>We would use this grant to purchase quality Edsential staff to deliver:</p> <ul style="list-style-type: none"> · Art/DT lessons for every school so that the project is expressed creatively · Support in setting up our end of project exhibition at the Williamson Gallery · The setting up of recycling stations in all schools and the development of ‘litter crews’ · Staff to help form the 2019/20 Coast to Country project leading on from this to ensure a sustainable legacy for all our schools · Support to develop the plastics pledges in all schools |
| <p>Riverside Primary School</p> | <p>This is an inter-generational project which will have many social, cultural and educational benefits.</p> <ul style="list-style-type: none"> • Gifted disadvantaged children will receive additional music sessions in brass and violin improving their accuracy, fluency control and expression when playing and performing • Disadvantaged children taught ukulele alongside their elderly musical buddies in weekly sessions • Joint performance in the community leading up to the Titanic Tea Dance |

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| | at the Adelphi Hotel and Seacombe Ferry |
| Shocklach Oviatt C of E Primary School | <p>To give Shocklach pupils the opportunity to make a series of short films - the central theme of which will be 'making a difference'.</p> <p>These films will showcase courageous advocacy - this is an approach to education that embodies an ethos of action taking, challenging injustice and becoming agents of change in the transformation of ourselves, our relationships and our communities from local level to the global.</p> <p>Teaching courageous advocacy can present challenges. It can be easy to adopt a token approach, giving children the impression that it will all be okay if they simply buy a Fairtrade chocolate bar from time to time, wear a red nose once a year and remember not to leave the TV on standby. On the other hand, it would be possible to terrify children with visions of famine, disease and droughts and paralyse them by fear, guilt and hopelessness into despair or denial. The approach taken by Shocklach is real and honest, yet nurtures hope. The series of films will show how Shocklach pupils, driven by their positive, compassionate world vision are engaging in social action and being courageous advocates for change in their local, national and global communities.</p> <p>We are not talking about aggressive and often intimidating campaigning with marches, placards and loud shouts for change but a more thoughtful, kind and gentle art of protesting with humility thread through all that we create and do. Gentleness is not a weak form of protesting; it is not mild or non-assertive. It requires self-control when what we feel is anger or sadness and when we see injustice. It requires thoughtfulness to understand the context of the situation and empathy to help understand people's views and actions.</p> <p>It is proposed that these films will be shared with other schools to inspire teachers and children. In line with Shocklach's school vision of educating the hearts, souls and minds of children, the films will inspire children to be the best version of themselves and to give back to the world.</p> <p>The film themes will link to areas of the National Curriculum, Fundamental British Values, SMSC (Spiritual, moral, social and cultural development), PSHE (Personal, social, health and economic education) and cover topics such as prejudice, celebrating difference and encouraging respect and dignity. The films will also support inclusion and diversity.</p> <p>The films will demonstrate how Shocklach children have successfully mixed creativity with a more thoughtful and kinder approach to activism to help themselves and encourage others be the positive change they wish to see in the world. A small piece of work inspired by beauty and love can be powerful reminders of how beautiful and fragile our world can be. The films will allow children to explore how informing through craft/music/poetry can provoke thought and to learn that intriguing activism inspires never intimidates. A positive, compassionate world vision has the power to fuel dreams and build movements. If we want our world to be beautiful, kind and just then activism needs to be beautiful, kind and just.</p> <p>The films will also include children's reflections. How they have used the making process to engage more deeply and critically in social change? How they have</p> |

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| | used the making process to understand and reflect on the complexities of injustice and how they might be entangled in parts of the problems and solutions. |
| Thornton Hough Primary School | <p>We would like to introduce our Year 5 and 6 pupils to orienteering, which we feel would provide valuable cross curricular links in the outdoors.</p> <p>This project aims to build on skills predominantly learned in the classroom throughout both key stages in Geography, PE and Maths. It will particularly extend and develop children’s understanding and application of these skills when interacting with the outdoor environment.</p> <p>We highly value opportunities for our pupils to learn outside the classroom, however such experiences are constrained by the limited outside space available at our school. We would therefore like to map our school grounds but due to their limitations this will only provide a basic introduction and for a broader experience and extension in skills progress to Thornton Hough Village green.</p> <p>Alongside this project we would also like to introduce our pupils in Years 4,5 and 6 to the Junior Award Scheme for Schools (JASS).</p> |
| Wallasey Cluster (21 primary schools) | <p>Wallasey Cluster Raising Attendance Profile throughout the Wallasey locality</p> <p>A project, working across all Wallasey Primary Schools, to establish a cross locality protocol, procedures and publicity which can be used not only in all schools, but also across businesses, local transport and libraries promoting the importance of good school attendance.</p> <p>I would look at leading a working party, which would include pupils, to</p> <ul style="list-style-type: none"> · establish an agreed protocol and procedures across all Wallasey schools. · Working with Edsential data expert Dave Hollomby, create a locality focussed collation of attendance data, identifying local trends, with easy comparison with national data. This would then be used to target focus work in the short term and long term. o This could then be used, through a simple SIMs export, to produce termly updates and analysis – where impact of good practice can be shared o This would also allow Edsential to offer this package out to other schools/clusters/trusts which would then in turn generate income for Edsential! · Working with Hi-Impact Consultancy Media Department to create promotional media including video, posters and flyers which then would be displayed around the Wallasey schools, doctors, dentists and businesses throughout the locality. <p>This is something which schools could not do, especially to the scale intended without the help in terms of personnel and financial of Edsential Grant fund.</p> |
| Wincham Community Primary School | <p>Developing Global Goals through art – Kenya link</p> <p>This is done through explicit teaching about how the 17 Global Goals for Sustainable Development link to the National Curriculum. These are the ‘golden thread’ that is woven throughout the teaching and learning at Wincham, so our curriculum is designed to suit the needs of our pupils. A large part of the global dimension of our curriculum comes from the links that we make with our partner school, Njoro DEB Primary School in Kenya, where we make links between our society and that of our Kenyan friends and colleagues.</p> |

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| | <p>Whole school art project</p> <p>Each year group would work with an artist to develop a substantial, high quality piece of artwork that shows:</p> <ul style="list-style-type: none"> · The children’s understanding of the Global Goals, and how they relate to life in modern Britain (British Values) · The children’s appreciation of Kenyan culture, showing the links with our partner school · The similarities and differences that we have with our Kenyan school, especially in relation to the Global Goals <p>This will result in permanent pieces of art on canvas or similar being kept in school on display in shared areas of the building to enhance the ethos of the environment.</p> <p>Photos of each finished piece of artwork would then be used to create permanent outdoor pieces of display work to be sent to Njoro DEB Primary School in Kenya.</p> |
| <p>Woodlands Primary School (Cheshire)</p> | <p>I would like an overarching project that will support several aspects of our journey towards academic excellence in school, whilst celebrating the whole child. Having trialled this approach to pupil and parent engagement in a previous school, with the support of Edsential, I am modelling this project, whilst on a larger scale, on an already successful model.</p> <p>I would like the project to simultaneously work on kick starting our dramatic curriculum overhaul, whilst enhancing the mental health of our children (something that we take very seriously by devoting part of our budget to a school counsellor, and 2 ELSA staff) through the development of our provision for outside the classroom, in a range of ways:</p> <p>I would envisage the forest skills training offered by Edsential to be key in creating the sustainable foundations to this through training our staff, in addition to a member of Edsential staff delivering sessions once per week for half a term to each class in a particular year group (as one of the largest primary schools in Cheshire this may take half a school year). I would also like to help our parents engage with this through the after-school family engagement sessions that Edsential could offer. Finally, having someone lead orienteering in school, and preparing the maps for school that can be used by staff in the future, would enable us to develop and enhance our grounds for use by other members of the school and community. We have 2 sites, and 2 large fields that could be used by other schools to do orienteering competitions on if we had the resources.</p> <p>In addition to the curriculum being enhanced by children working in, and fully engaging with, the environment through forest schools I would also like the project to support the school desire to raise academic standards in both maths and literacy by bringing the outdoors into the curriculum. There are two programmes offered by Edsential that would support this, one of which I have used at a previous school to excellent effect. I would use Sticking with Maths and also curriculum engagement sessions for developing and enhancing writing in school – especially with boys.</p> |

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Feedback from the Board's discussion of the applications

- A significant proportion of the applications were for capital equipment related to outdoor classrooms or forest school areas. The board felt that this did not score highly on principle 1 and that it would be difficult to differentiate between a large number of very similar requests
- The successful applications scored highly on all 4 principles, those that could not do so were disadvantaged
- Applications from groups of schools provided a breadth of impact that was highly regarded in the board's discussion
- Winning individual school applications tended to deliver innovative experiences that linked directly to curriculum or community-based outcomes
- Two bids were offered part funding of between 50-75%, this segmented approach to creating an application allowed the board to support the core aspirations of the bid

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