



RHONDDA CYNON TAF

RECORD OF DELEGATED OFFICER DECISION

SUBJECT: Ministry of Defence Service Children in Education Grant Application

PURPOSE OF REPORT: To outline the Ministry of Defence Grant requirement for a named Military Sponsor to be identified to support the Grant application

DELEGATED DECISION (Date):

- That Councillor Middle as the Armed Forces Champion for Rhondda Cynon Taf be named as the Military Sponsor to support the RCT application to the Ministry of Defence Service Children in Education Grant


Chief Officer Signature


Print Name


Date

The decision is taken in accordance with Section 15 of the Local Government Act, 2000 (Executive Functions) and in the terms set out in Section 5 of Part 3 of the Council's Constitution

CONSULTEE CABINET MEMBER SIGNATURE

K. J. Moutson

DATE

30/9/14

OFFICER CONSULTEE SIGNATURE

DATE

Directorate:	Education and Lifelong Learning
Contact Name:	Zoe Lancelott
Designation:	Head of Engagement and Participation
Tel.No.	01443 744386

RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

MUNICIPAL YEAR 2014-2015

OFFICER DELEGATED DECISION

30th SEPTEMBER 2014

**REPORT OF:
DIRECTOR OF EDUCATION AND
LIFELONG LEARNING**

MINISTRY OF DEFENCE SERVICE CHILDREN IN EDUCATION GRANT APPLICATION

**Author: Zoe Lancelott, Head of Engagement and Participation
Tel: 01443 744386**

**MINISTRY OF DEFENCE SERVICE CHILDREN IN EDUCATION
GRANT APPLICATION**

1. PURPOSE OF THE REPORT

To outline the Ministry of Defence Service Children in Education Grant requirement for a named Military Sponsor to be identified to support the submission of a Grant application by Rhondda Cynon Taf.

2. RECOMMENDATIONS

It is recommended that:

- 2.1 The information contained within this report is noted.
- 2.2 A delegated decision is made to nominate the Rhondda Cynon Taf Armed Forces Champion as the named Military Sponsor to support the Grant application.

3. BACKGROUND

- 3.1 Grant funding is currently available from the Ministry of Defence Service Children in Education Grant to support the educational outcomes of children of Her Majesty's Forces (HMF) personnel.
- 3.2 Rhondda Cynon Taf has long been identified as a key HMF recruitment area and as such has significant numbers of families affected by mobility and deployment or returning from Her Majesty's Service to their home local authority areas.
- 3.3 We are seeking funding from the Ministry of Defence Service Children in Education Grant to ensure that having successfully identified Service children in our schools

that we are able to respond to the level of demand for support we anticipate as a result.

- 3.4 Approval to apply for this Grant has been given by both the Director of Education and Lifelong Learning and the Group Director of Corporate Services in line with the RCT Project Management Protocol (Appendix 1).

4. REQUIREMENT OF THE GRANT TO IDENTIFY A NOMINATED MILITARY SPONSOR

- 4.1 The application process for the Ministry of Defence Service Children in Education Grant requires the identification of a 'Military Sponsor' from the RCT area who could support the bid, including providing a view on it from the perspective of the Armed Forces.
- 4.2 The Military Sponsor needs to be a member of the Armed Forces community (AF personnel or a MoD representative) and be willing to be contacted by the MoD to confirm that the application submitted (Appendix 2) represents the views and needs of the Armed Forces community in RCT.

5. CONCLUSION

- 5.1 For the reasons outlined in this report it is recommended that Councillor Middle as a Commissioned Officer in the Reservists and the Armed Forces Champion for Rhondda Cynon Taf is nominated as the Military Sponsor for the Grant application.

Project Initiation Request (B)**1. DIVISION / SERVICE AREA**

Engagement and Participation Service

2. PROJECT OFFICER

Name: Zoe Lancelott

Tel: 01443 744386

3. PROJECT TITLE

Supporting Her Majesty's Forces (HMF) Service Children

4. PROJECT PROPOSAL**Please provide details of your proposed project including aims; outputs; timescale and partners:**

Funding is available via the Ministry of Defence Education Support Fund 2015 to support children of Her Majesty's Forces families.

RCT has long been identified as a key recruitment area, particularly for the Army, and as such has significant numbers of families affected by mobility and deployment or returning from Her Majesty's Service to their home local authority areas. RCT signed the Armed Forces Community Covenant in 2012 that underpins our commitment to support families of Service personnel.

The development and implementation of Vulnerability Profiling as a means of early identification of pupils at risk of disengaging from learning has highlighted the need for us to identify the numbers of 'Service' children in our Schools and also support them to engage fully in learning opportunities.

In order for us to meet the needs of these pupils we would like to be able to seek funding from the Ministry Of Defence to employ two Officers for a period of 16 months (November 2014 to March 2016):

- 1 x HMF Education Support Officer (primary schools)
- 1 x HMF Education Support Officer (secondary schools)

These new roles will provide advice and support to children and young people, families and schools to appropriately address the needs of HMF children. These roles will work alongside Attendance and Wellbeing Service staff and Youth Engagement and Participation staff to undertake direct work with 'service' children to mitigate against the impact of mobility and employment on their attendance and engagement at an early stage and particularly during periods of deployment and transition from her Majesty's service. (November 2014 to March 2016)

The needs of this group of children and young people require staff with high levels of understanding and knowledge of HMF family needs – not currently available within the established Engagement and Participation Service.

The aims of the project are to ensure:

- appropriate identification of HMF service children through schools accurately reporting this cohort via the schools SIMS system
- training is provided for schools to meet the educational and wellbeing needs of pupils from HMF families
- appropriate systems and provision is in place to support the transition of pupils

from HMF families between schools

- children of HMF families are supported to access and engage in community based and out of school hours learning opportunities

Please explain how your proposed project contributes to your Service Area Business Plan / Single Integrated Plan:

The proposed project contributes to the following strategic priorities:

Single Integrated Plan

Prosperity:

- Rolling out a programme to improve attendance across the whole county borough;
- Reducing gaps in attendance and attainment for vulnerable groups.

Safety:

- Work together to make sure that safeguarding is at the centre of all services for children and young people.

Education and Lifelong Learning Strategic Business Plan

- To work in partnership to overcome the barriers to learning and safeguard the wellbeing of learners

Access, Engagement and Inclusion Strategic Business Plan

1. To ensure that effective strategic approaches are adopted which enhance school effectiveness and the capacity to improve outcomes for all learners, particularly those who have additional learning needs, poor attendance or are at risk of disengagement.
2. Ensure the efficient and effective delivery of central support services and the development of high quality specialist provisions to help overcome barriers to learning and engagement for learners with the greatest need
3. Ensure the delivery of high quality and effective targeted interventions for vulnerable groups of learners with the greatest needs

Engagement and Participation Service Operational Delivery Plan

1. Establish and implement the Engagement and Participation Service to ensure young people are supported to overcome barriers to attendance, engagement and participation in learning
2. Develop the scope and functionality of Vulnerability Profiling to provide a comprehensive early intervention tool to target service for those children and young people
3. Implement emerging WG policy across the Engagement and Participation Service ensuring that the service clearly contributes to Directorate priorities people facing socio-economic barriers to engagement in learning
4. Ensure statutory duties are efficiently and effectively discharged to facilitate a coordinated approach to responding to wellbeing concerns.

Please identify whether any preliminary work has been undertaken:

Research suggests that Armed Forces children who experience frequent moving of home, schools and communities may not perform as well in school as non-mobile Armed Forces children (Royal Caledonian Education Trust, 2014). There is also significant anecdotal evidence to support the view that the stresses of an absent parent to a conflict zone for some children causes anxieties that can influence their learning and behaviour

(ibid.). There is currently limited research pertaining to the impact on the education of this group of children. Ofsted's 2011 report found that:

"Service children often attend many different schools over the course of their school life. This makes continuity of progression in learning hard to achieve and there is more we should be doing. Information about each child's standards, progress and needs should be passed effectively.....too often this is not done well enough..." (Ofsted, 2011)

The report found that although many Service children, with support, do catch up or exceed the achievement of their civilian peers, some did not achieve the grades they might have achieved if they had not been moving around so much (Ofsted, 2011).

A key shortcoming was that there is no accurate single database of Service children or effective system to track their movements. There was also generally a lack of continuity of support and provision for children from Service families as they move between schools, heightened in areas where small numbers of Service children were being catered for and where there was less understanding of their needs (ibid.).

The lack of centrally held data also masks the size of the membership of this vulnerable group. In January 2010, the Department for Education's Pupil Level Annual School Census (PLASC) identified 37,940 Service children in England while in November 2010, Ministry of Defence Service personnel records indicated that there were 90,450 dependants aged 18 and under of military personnel in the Service population, in UK and overseas.

From September 2014 the Education and Lifelong Learning Directorate will be rolling out Vulnerability Profiling data to all schools in RCT. Vulnerability profiling was first developed in RCT in 2012 by the Attendance and Wellbeing Service as a means of early identification of those children and young people at risk of disengaging from learning as a result of barriers they face outside of the school environment.

The potential of Vulnerability Profiling to transform the way in which we target our services and provide early intervention has been widely recognised and our experience of developing it has been shared with Welsh Government, the Wales Audit Office, the Children's Commissioner for Wales and ESTYN. Vulnerability Profiling has been identified as sector leading practice by both the Welsh Government as part of the Youth Engagement and Progression Framework Trials and by Barnardo's Cymru as set out in their Children Affected by the Imprisonment of a Family Member Handbook for Schools (2014). The ongoing development of the data sets that contribute to the Vulnerability Profiling process involves the inclusion of children of HMF families as a vulnerable cohort.

The SIMS Team is currently providing training for all schools to use the HMF pupil indicator in order to support the accurate identification of children of HMF families across RCT.

RCT Cabinet has also agreed for children of HMF families to be identified as exempt from the LA wide approach to not authorising requests for holidays in term time which supports the introduction of Fixed Penalty Notices for non school attendance.

Engaged with newly appointed Welsh Government All Wales Project Officer for Service Children in Education to discuss potential future provision.

Please identify any outline risks and / or barriers:

Timescale – competitive bids must be submitted by 30 September 2014

Response - Having identified 'Service' children RCT is currently not in a position to respond with the skilled support and understanding required if additional funding is not sought.

Numbers – appropriate reporting procedures in place is likely to result in significantly higher numbers than are anecdotally expected - possibility for demand to exceed capacity

Please provide an initial cost summary:				
Cost Description	2014 / 2015	2015/2016	20 / /	Total
Revenue per annum (salaries)	N/A	£63,459		£63,459
(on costs i.e. mileage)	N/A	£5,000		£5,000
Total Project Cost	N/A	£68,459		£68,459

Please identify any ongoing revenue implications for the Council:

During the life of the funding there are no ongoing revenue implications however at the end of the funding there are potential implications for the sustainability of the posts in terms of salary costs or redundancy costs should those in post have previous Council service taking them over the 2 year threshold

Please identify any potential sources of funding:

Unknown at this point in time

5. REQUEST TO PROCEED

Project Officer:
 Name: Zoe Lancelott
 Position: Head of Engagement and Participation

Signature: *Zoe Lancelott* Date: 17/09/14

6. AUTHORISATION TO PROCEED – STAGE 1

a. Service Director

Approved Rejected Deferred

• Comment:

This project will help to address a number of the Council's priorities and will improve outcomes for the children of service men and women, who can face many barriers to learning and engagement. Improving attendance is a priority for all learners in RCT and there is robust evidence to show the positive correlation between good school attendance and attainment. Through the effective deployment of HMF Education Support Officers at both primary and secondary level we can help secure the appropriate engagement and participation of this vulnerable group through effective early intervention and targeted support where needed. If agreed, these key post holders will aim to reduce the vulnerability of this cohort of learners and improve outcomes on a range of measures including: attendance rates; foundation phase/key stage outcomes and qualifications; rates of engagement in education, employment and training at post 16 and beyond; and general wellbeing.

Name: Gaynor Davies, Acting Service Director for Access, Engagement and Inclusion

Signature *Gaynor Davies* Date 22.9.14

Following stage 1 authorisation please return completed forms to:

Martine Morgan-Evans
Regeneration & Planning
Level 5, Unit 3, Ty Pennant
Catherine Street, Pontypridd,
CF37 2TB

Regen@rctcbc.gov.uk

7. AUTHORISATION TO PROCEED – STAGE 2	
a. Group Director	
Approved <input checked="" type="checkbox"/> Rejected <input type="checkbox"/> Deferred <input type="checkbox"/>	
Comment:	
Name Chris Bradshaw	
Signature	Date 23/09/14
b. Group Director Corporate Services	
Approved <input checked="" type="checkbox"/> Rejected <input type="checkbox"/> Deferred <input type="checkbox"/>	
Comment:	
Name Chris Lee	
Signature	Date 24/09/14
c. Corporate Management Team (if applicable)	
Approved <input type="checkbox"/> Rejected <input type="checkbox"/> Deferred <input type="checkbox"/>	
Comment:	
Name	
Signature	Date

Support Fund for State Schools with Service Children 2015
Grant Application Form

Please ensure you have read the covering letter, guidance notes and scoring sheet prior to completion of the form – incomplete forms will not be submitted for review.

ADMINISTRATION	
Is your bid for a collection of maintained schools/Academies/Free Schools? Yes (If yes, please complete address details for all of the relevant schools on a separate sheet)	
If your bid is for a collection of maintained schools/Academies/Free Schools, how many:	131 schools: <ul style="list-style-type: none"> • 1 x Nursery • 107 x Primary. • 17 x Secondary • 4 x Special schools • 2 x PRU/EBD
Name of lead Local Authority	Rhondda Cynon Taf County Borough Council (RCTCBC)
Address: Local Education Authority Ty Trevithick Abercynon Rhondda Cynon Taf CF45 4UQ	Type of school: NA
Contact Name: Tel No. Email address:	Zoe Lancelott 01443 744386 Zoe.V.Lancelott@rctcbc.gov.uk
Military Sponsor's Name: (see note 5) Contact Details: Tel No. Email address:	
Current Ofsted grading and date	N/A
Total no. of children as at Autumn Term 2014 (both Service and non-Service)	Total 38957 <ul style="list-style-type: none"> • Nursery – 33 • Primary – 22216 • Secondary – 16225 • Special – 483 • PRU/EBD – 75
Total no. of Regular Forces/Reserve Forces children as at Jan 14	The definitive number of HMF Service children is not currently known in RCT. 2011 Census data shows 339 Armed Forces personnel within RCT. We anticipate that as a geographical area with traditionally high recruitment rates into the Armed Forces there would be a significant number of HMF Service children educated in RCT.



	<p>We have already heavily invested over the last 2 years in securing an early identification system which enables us to accurately identify, track and monitor children who require additional support at key times such as Service children during periods of mobility and deployment. From September 2014 all schools in RCT are required to identify HMF Service children on roll therefore we will be able to confirm actual number prior to the commencement of the Grant.</p>				
<p>How much Service Pupil Premium did you receive for AY 14/15</p>	<p>N/A</p>				
<p>How are you currently using your Service Pupil Premium (in England only), including breakdown of spend: (No more than 100 words) N/A</p>					
<p>Have you applied for any other MoD funding and were you successful, eg Community Covenant Grant, LIBOR Funding? No How much did you receive? What was this to achieve?</p>					
<p>Have you made a previous application to the MoD Education Support Fund? No Value of grant received from 2012 Fund? Value of grant received from 2013 Fund? Value of grant received from 2014 Fund? How has the school benefited from this funding: (No more than 100 words)</p>					
<p>Summarising paragraph of the 2015 MOD Support Fund bid: (No more than 100 words) Rhondda Cynon Taf has long been identified as a key HMF recruitment area and as such has significant numbers of families affected by mobility and deployment or returning from Her Majesty's Service to their home local authority areas. We require funding to ensure that having successfully identified Service children in our schools that we are able to respond to the level of demand we anticipate as a result. As the first Local Authority in Wales to make a bid of this nature on behalf of our 131 schools, if successful we will share our learning with other Welsh Local Authorities.</p>					
<p>FINANCIAL INFORMATION Amount required for 2015: £68,459</p> <table border="1" data-bbox="140 2002 1394 2083"> <tr> <td data-bbox="140 2002 724 2040">Salary costs</td> <td data-bbox="724 2002 1394 2040">£63,459</td> </tr> <tr> <td data-bbox="140 2040 724 2083">Mileage expenses</td> <td data-bbox="724 2040 1394 2083">£5,000</td> </tr> </table>		Salary costs	£63,459	Mileage expenses	£5,000
Salary costs	£63,459				
Mileage expenses	£5,000				

Total amount required	£68,459
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If you have requested several items **please cost them out separately** as this will enable partial payments to be made; costs need only to be estimates:

Date grant to cover: **1st April 2015 – 31st March 2016**

(Note that the award of a grant from the MoD is not a commitment to further funding and should just be regarded as a one off payment for the application round for which it is awarded)

DETAILS OF THE BID: (please ensure that you have read the covering application pack letter, scoring sheet and notes for completion. Panel members are not required to read any information other than that included in this application form and decisions will be based solely on the content of the application form. Panel members are asked not to make assumptions therefore if evidence is not explicit then it will not be assumed).

SECTION 1

How is your school being affected by either exceptional mobility and/or deployment? (No more than 200 words)

[IN HERE WE WOULD EXPECT TO SEE EVIDENCE OF HOW YOUR SCHOOL IS BEING AFFECTED BY EXCEPTIONAL MOBILITY OR DEPLOYMENT. THIS COULD, FOR EXAMPLE, BE DETAILS OF KNOWN DEPLOYMENTS AFFECTING YOUR SERVICE COMMUNITY OR EVIDENCE THAT YOUR SCHOOL EXPERIENCES A PARTICULARLY HIGH SERVICE PUPIL MOBILITY OR THAT YOUR SCHOOL IS RECEIVING A SIGNIFICANT INFLUX OF SERVICE CHILDREN DUE TO RE-BASING.]

The definitive number of HMF Service children is not currently known in RCT. 2011 Census data shows 339 Armed Forces personnel within RCT. We anticipate that as a geographical area with traditionally high recruitment rates into the Armed Forces there will be significant numbers of Service children educated in RCT.

RCT have already heavily invested in a system to accurately identify, track and monitor children who require additional support such as Service children during periods of mobility and deployment. From September 2014 all 131 schools in RCT are required to identify Service children therefore we will be able to confirm the actual numbers imminently. As a key HMF recruitment area we fear we will have insufficient resources to meet the needs of the number of Service pupils we will identify as part of this process.

Research suggests that Service children who experience frequent moving of home, schools and communities may not perform as well in school as their peers and that the stresses of an absent parent to a conflict zone for some children causes anxieties that can influence their learning and behaviour (Ofsted, 2011; RCET, 2014). We need to equip schools in RCT to mitigate against this.

What is your plan for mitigation? (No more than 400 words)

What you intend to do:

Our identification of pupils who require additional support, has highlighted the need for us

to provide specialist support to Service children. In order to meet their needs we wish to secure funding to employ two specialist staff:

- 1 x HMF Education Support Officer (primary)
- 1 x HMF Education Support Officer (secondary)

These new roles will provide advice and support to Service children, families and schools, undertaking direct work with Service children to mitigate against the impact of mobility and deployment on their education and during periods of transition when leaving Her Majesty's Forces.

The needs of this group of children and young people require staff with high levels of understanding and knowledge of HMF family needs, expertise which is not currently available within the Department.

The aims of the project are to ensure:

- appropriate identification of Service children by schools continues;
- training is provided to schools to highlight the educational and wellbeing needs of pupils from Service families;
- appropriate provision is in place to support the admission process for pupils from Service families moving between schools;
- children of Service families are supported to access and engage in community based and out of school hours learning opportunities and activities.

Who would you work with:

These posts will be based alongside existing Local Authority staff from the Attendance and Wellbeing and Youth Engagement and Participation Services. Initially they would work with the schools with the highest percentage of service children. Once this is in place the good practice can be shared widely.

We would seek to develop further partnership working with providers of education, employment and training opportunities, neighbouring Local Authorities, the Welsh Government, the All Wales Project Officer for Service Children in Education, the Military community and CEAS.

How would you know you have been successful (what is your success criteria):

- Greater understanding across schools and other agencies of the needs of Service children
- A consistent approach across RCT schools when dealing with issues of mobility and deployment.
- Able to support the emotional and social needs of children, shown through good attendance and engagement rates
- Current educational standards maintained in terms of the progress each individual child makes at the school and closing the gap in terms of educational attainment.

How would you measure your success:

- School attendance levels of Service children remain above the threshold for referral to statutory intervention
- Youth engagement rates of Service children is monitored
- Number of referrals to the service
- Feedback from children, parents and schools

SECTION 2

Why have you chosen this mitigating action and how will this mitigate exceptional mobility and deployment? (No more than 200 words)

[IN HERE YOU COULD SAY WHO YOU HAVE BEEN COMMUNICATING WITH TO DETERMINE THIS IS THE MOST APPROPRIATE COURSE OF ACTION.]

Having identified for the first time the need to provide specific support for Service children in education we have researched how other areas have tackled the issues and taken learning from other Local Authority areas in Wales with high levels of Service children such as Powys (Brecon) and the Vale of Glamorgan (St Athan). Based on what we have learned from other Local Authority areas and what we know has previously worked in RCT for other vulnerable groups of pupils, we have chosen this mitigating action as the best value option for directly meeting the needs of Service children on an individual basis. We have also made contact with the newly appointed All Wales Project Officer for Service Children in Education within the WLGA to share our progress to date and request guidance in terms of good practice we can further learn from. We have also had significant contact with CEAS to ensure RCT's definition of Service children is accurate and in line with the most recent CEAS submission to the House of Commons Defence Committee. All schools in RCT utilise this definition when identifying Service children on school roll.

SECTION 3

If you do not achieve full funding would you still be able to undertake the activity, what would be your priorities and what would be the outcomes? (No more than 200 words)

[DUE TO THE HIGH DEMAND FOR THE FUND IT IS USEFUL TO HAVE EVIDENCE THAT THOUGHT HAS BEEN GIVEN TO WHAT, IF ANYTHING, COULD BE ACHIEVED WITH LESS.]

Our application is the first of its kind as we are still uncertain of the numbers of Service children in RCT affected by deployment and mobility.

As we are bidding for funding to cover the salary costs of specialist education staff, if we did not achieve full funding we would not be able to provide the one to one support for individual Service children and their families. However partial funding would enable us to provide the training and awareness raising elements of the proposed activity in order to improve understanding across schools of the needs of Service children.

SECTION 4

How have you sought to achieve value for money and what are the long term

benefits of your mitigating action? (No more than 200 words)

[YOU MAY WISH TO MENTION DISCUSSIONS WITH OTHER SCHOOLS/GROUPS TO SUBMIT CONSOLIDATED APPLICATIONS, WHERE APPROPRIATE – OR OTHER WAYS YOU HAVE THOUGHT TO ACHIEVE VALUE FOR MONEY – THESE COULD BE SOLUTIONS THAT HAVE LONG TERM BENEFITS FROM PRIME PUMPING RECEIVED FROM THIS FUND.]

This application is on behalf of all 131 schools in RCT amounting to approximately £500 per school and is in support of the investment the Local Authority is making and will continue to make in relation to identifying and meeting the needs of vulnerable pupils. A successful bid will accelerate our efforts to meet the educational needs of Service children at the earliest opportunity and contribute to work already underway. Training provided will build capacity within schools to respond to Service family needs appropriately and confidently and be better prepared for Service children joining their schools. It will also prepare schools to work collaboratively to look at new ways of meeting the educational and wellbeing needs of Service children. This fund will enable us to raise the profile of this particular group of learners across our schools in order to secure long term improvement in the outcomes for this vulnerable group.

The award of a grant for one year is not a commitment from the MoD to future funding. Where there is a requirement for future funding what evidence is there that the sustainability of this solution has been considered for example school fund raising, approach to charities: (No more than 100 words)

[THIS MAY NOT BE RELEVANT IN ALL CASES BUT EVIDENCE THAT SCHOOLS ARE TRYING TO HELP THEMSELVES POST FUND WOULD BE WELL RECEIVED.]

We would explore a range of funding streams available to the Local Authority with the support of the Council's Finance Department. We would also negotiate with schools to contribute towards the salary costs of staff from core budgets and the grant funding for vulnerable pupils they receive from the Welsh Government.

Notes for completion:

1. Bids will be accepted from all maintained schools/Academies/Free Schools (or groups of schools/Academies/Free Schools) with a Regular Forces/Reserve Forces pupil presence who are being affected by exceptional mobility and/or deployment, where the relevant school is within the UK.
2. Bids will need to be with the regional panel contact points¹ by **1600hrs on 30th September 2014** via e-mail – there are no exceptions to this.
3. Bids must not be for Capital (building) works or be used as an extension to, or replacement for the Service Premium.
4. Any successful application that requires the hiring of staff should ensure that all parties are aware they are not being employed by the MoD, but by the successful applicant of the fund.

¹ Regional Panel contact points are included in the covering letter of this application pack.

5. It is important that applications support the school but also represent the views of the Armed Forces (AF) community that it supports. The military sponsor will be the person from the AF community (this could be AF personnel or an MoD representative) that you have had most contact with and this military sponsor will need to agree to be contacted by DCYP for their view on the application.

Banking details:

Once notified by letter, successful applicants will be required to **forward the banking details sheet, duly completed and signed appropriately along with a signed sheet of headed note paper to:**

Defence Directorate Children and Young People, (DCYP),
3MSF,
Portacabin 8
Trenchard Lines, Upavon
Wiltshire SN9 6BE

Note: DCYP cannot process payments without these documents correctly completed.

Terms and conditions:

By submitting the application for a grant the applicant agrees to the terms and conditions associated with the grant – these are:

- This money is not a long term financial commitment from the Ministry of Defence and should be seen as a one off grant.
- The money is to be used for the purpose agreed; if this is no longer the intention the money must be returned, in full, to the Ministry of Defence².
- If an amount of 5% or more of the agreed allocation, (or £1000 or more), remains after the purchase of services then this amount should be returned to the Ministry of Defence.³
- The recipient of the money takes responsibility for it, and its use, upon receipt.
- The recipient agrees to providing the Directorate Children & Young People, upon request, an update on how the funding has been used and whether the success factors indicated on the application have been achieved. This is not meant to be onerous, but we must ensure that we appropriately account for the use of tax payers' money.
- The applicant agrees that the data included within the application can be shared within the MoD and its partner organisations included within the Regional/Funding Panels.
- Any personnel appointed as a result of a successful application do not speak on behalf of or represent the MoD in any capacity.

Failure to abide to these terms and conditions could result in action being taken by the Ministry of Defence to recoup the full grant and further applications from the Fund being rejected.

² Liaise with Directorate Children & Young People (DCYP) via email DCYP-MOD-ESF-Mailbox@mod.uk

³ As per footnote 2.

