

Proudly supporting
youth social action



Department for
Digital, Culture
Media & Sport



Ormiston Trust
Improving life chances

#WeWill Social Action Fund for Schools

Online Information Session

7th April 2022



Introduction to Ormiston Trust

Overview of the #WeWill Social Action Fund for Schools

- *What is the funding for?*
- *What is Youth Social Action (YSA)?*

Two Application Stages

Phase 1:

£2,000 to £3,000 per school to deliver first 3 YSA Key Stages. Earmarked as a TLR payment for one or more members of staff to drive YSA programme.

Exact amounts will be dependent and proportional to extent of student engagement, curriculum integration, and skills learning.

Step 1: Inspire

Inspire

Assess

Plan

Act

Reflect

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

Step 2: Assess

Inspire

Assess

Plan

Act

Reflect

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

Step 3: Plan

Inspire

Assess

Plan

Act

Reflect

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

Phase 2:

£500 to £2,000 for project delivery with an emphasis on steps 4 and 5 of the YSA process.

The full £2,000 in Phase 2 is not guaranteed and will be assessed based on:

- Need
- Aims
- Objectives
- Risks
- Student involvement
- Sustainability

Step 4: Act

Inspire

Assess

Plan

Act

Reflect

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

Step 5: Reflect & progress

Inspire

Assess

Plan

Act

Reflect

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

Eligibility

Applicants must:

1. Be from primary or secondary school;
2. In England
3. Commit to:
 - i. The 10 key YSA underlying principles
 - ii. Implementing the 5-stage YSA process
 - iii. Providing feedback on the guides and resources and working with Ormiston to improve guides and resources
 - iv. Involving young people in the completion of the Phase 1 Application
 - v. Explaining how young people, your school, and community will benefit from engaging in the YSA process
 - vi. Providing good estimates about the number of young people and the number of disadvantaged young people that you will engage and the target age range / year groups
 - vii. Demonstrating a commitment to sustainability

Projects not eligible to be funded

1. From schools outside of England
2. From certain institutions:
 - Sixth form colleges
 - International schools
 - Scottish schools
 - Independent Schools
 - Community groups
 - Charities
 - Those that have existing or potential funding from another #iwill social action funder over £500
 - Ormiston Network schools
3. For the personal needs of an individual
4. For private groups operating as a business for profit
5. Projects or activities which discriminate against participation on the grounds of race, religion, disability, gender, or sexual orientation

Criteria

1

An understanding of the YSA process proposed

2

Clarity of commitment and expression

3

Significant levels of student engagement in the YSA process (100+ students per school)

4

Involvement of students in the phase 1 application process

5

Willingness to feedback and work in partnership with Ormiston on updating resources and guidance

6

Interest in raising further funding from other sources

7

Commitment by senior leaders and alignment with the school(s) vision and ethos

Toolkit Integration

- The Youth Social Action process
- Student passport
- What are the hours required?
- Focus areas:
 - Equality, Diversity and Inclusion
 - Environment and Climate Justice
 - Mental Health and Wellbeing
 - Community-based Issues

Toolkit Resources: What do they consist of?

Ready now:

- Mapping documents: YSA and the bigger picture (OFSTED, BV, PHSCE)
- Mapping Youth Social Action and curriculum areas.
- Implementation process
- Lesson plans and activities
- Skills training plan and activities
- Project planning templates
- YSA Passports - evaluation and monitoring

Ready by the 28th April:

- Fundraising guide
- CAIEG & YSA guide
- Staff training resources
- Monitoring and evaluation

A photograph of a classroom from a rear perspective. Several children are seated at wooden tables. In the foreground, a boy in a green polo shirt is on the left, and a girl in a white shirt with a ponytail is in the center. To the right, a girl in a red shirt is seated. In the background, another girl in a red shirt is visible. The room is filled with educational materials, including clear plastic storage bins on the tables and shelves, a large green plant in the center, and a blue storage cabinet on the left. A green box with the number '2' is visible on a table. The text 'Case Studies' is overlaid in white in the center of the image.

Case Studies

BOA: Creative, Digital & Performing Arts Academy

400+ BOA Pupils and 5-10 primary schools to create joint YSA opportunities (100+ young people)

**Student-driven and directed
with support by staff.**

Voice of BOA (Student Council) – Consulting with BOA's SLT on the Personal Development programme.

Cross-Curricular approach:
Departments/subject areas to audit and allow opportunities to embed YSA within their subject areas.

GCSE Citizenship Studies (Year 10 and 11)
Through the voice of BOA ensure YSA opportunities are matched to the demographic of the academy, surrounding communities, and topical issues affecting stakeholders.

The creative media production pathway broadcast documenting the voice of BOA on relevant social issues, adapting the PD curriculum to meet the needs of the learners, and consultation results in YSA projects. (short films/Documentaries)

Other – Student led-projects approved by the voice of BOA and SLT.

Community Arts project with Primary pupils.

Performing Arts workshops for disadvantaged student engagement.

Outcomes:

Agency Engagement
Social and emotional skills
BTEC outcomes
Primary – Increase in understanding and interest in social action in the region
Development of skills
Disadvantaged groups

Ormiston Academies Trust

Every year 8 in 32 secondary schools in OAT with Yr4 from over 90 primary schools in the country.

Voice

Year 8 pupils to lead on projects chosen through student's voice.

Online social action conference

Open to OAT and Non-OAT pupils.

Skills

Year 8 pupils to receive training on skills: communication, problem-solving, teamwork, and reflection.

Improve pupils' social and emotional skills, most notably their command of language and confidence.

Act

Ten thousand new students to engage.

There are multiple projects across 32 secondary schools and 90 primary schools on joint social action projects.

Engage at least 30% of FSM pupils overall in the projects.

Bring pupils together to discuss ideas; lessons learnt and plans across the country.

National social action conference, devised by pupils and delivered by pupils.

Tailored programme for at-risk pupils linking to the Murray Award

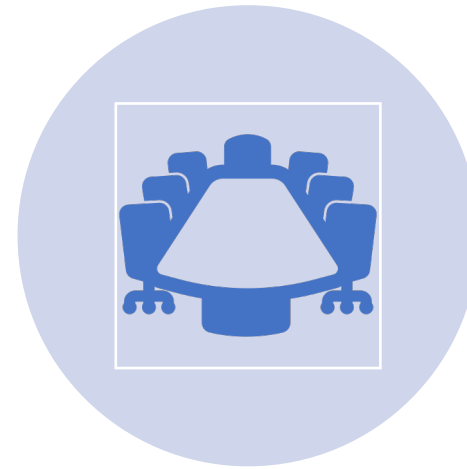
Outcomes

- They are learning social and emotional skills, including employability skills.
- Integration with local and national community understanding of local and global issues in a fun and accessible.
- Led, owned and shaped by young people's needs, ideas and decision making.
- Early exposure at KS2 in an engaging and accessible way.
- Provide a sense of responsibility for year eight pupils leading to improved attendance, behaviour and attitude toward learning. (Year 8 pupils will be in year 11 when year four pupils come to high school.)
- Recognizing contributions as well as valuing critical reflection and learning.
- Improve student well being.
- Develop tighter links within the community to embed projects.
- Challenge perceptions of youth where their experience has not been positive.

What happens next?



PHASE 1: REVIEW PANEL



**PHASE 2: COMMISSIONING
PANEL**

Deadlines

APPLICATION STAGE	DEADLINE	NOTIFICATION OF OUTCOME
Phase 1: Application	April 27th by 17:00 (GMT)	May 5th by 17:00 (GMT)
Phase 2: Project Plan Proposals	December 1st by 17:00 (GMT)	December 13th by 17:00 (GMT)

Part 2: Q&A

