ENTHUSE Partnership Award

Expression of Interest

Guidance document

ENTHUSE Partnerships

The ENTHUSE Partnership Award is a grant of up to £12,000 given to groups of between four and eight schools or colleges wishing to work together to address local issues of underachievement in STEM (science, technology, engineering and mathematics) subjects.

In most regions, there are groups of students who achieve below the levels of their peers and well below national levels. In some regions, for example, this applies to white working class boys whilst in others it is girls, students eligible for free school meals or those from particular ethnic groups.

The ENTHUSE Partnership Award is intended to help schools and colleges to address local underachievement in STEM subjects by working together to improve teaching and learning through effective continuing professional development (CPD) including developing and sharing good practice.

ENTHUSE Partnerships are an effective vehicle for improving student outcomes, driving up engagement with CPD, and building capacity and sustainability.

> "We are carrying forward practice, skills and knowledge gained from our work with Enthuse supported by acknowledgement of The Wellcome Trust Awards. We are now leading a group of 20 schools on a 2017 project on rockets called 'Looking out to space - looking back to Earth'. What may be useful to know is that there is legacy CPD impact... i.e. in our case we are continuing not only to impact within our schools but are creating our own outreach CPD too, which will be even more CPD… and that 'bang for your buck' has not stopped once the project is over."
>
> - Steve Thurgor, Mary Elton ENTHUSE Partnership School and ENTHUSE Celebration Award runner up, 2016

The award requires schools and/or colleges to work with business and community partners to develop a sustainable model of school to school/college support and CPD including working on joint CPD activities with local schools and colleges to improve identified achievement gaps.

The National STEM Learning Network will support these ENTHUSE Partnerships to meet their objectives by providing funding and through assisting with project planning, access to CPD and strategies for measuring the impact of CPD on staff and students.

ENTHUSE has now supported 38 partnerships, engaging 227 schools across England. We have progressively refined our approach, with the latest cohort of partnerships (involving 56 schools) focussed on improving outcomes for specific under-performing groups.

The partnership model builds capacity and capability within the organisations involved, can support transition to secondary school (often the partnerships consist of a secondary school and the primary schools that feed into it) and encourages sustainable change. It also encourages engagement with the wider package of STEM support provided by STEM Ambassadors, STEM Clubs, resources, online support and residential CPD.

Looking ahead, we see the impact, flexibility, sustainability and school-led nature of the ENTHUSE Partnership model as a strong vehicle to increase reach and impact across all sectors.

ENTHUSE Partnership Awards

The total value of the Award is £12,000 per partnership. Partnerships will receive £8,000 in the first year: £2,000 as a start-up fund and the remaining linked to delivery of CPD and reporting of impact. There will be £4,000 available in the second year linked to the same level of CPD delivery and reporting of impact.

This tapered funding model is designed to encourage schools/colleges to find matched funding in the second year with a view to them funding their project in a third year and so developing a sustainable model of partnership working.

Aims and objectives of the partnership

The overall aim of ENTHUSE Partnerships is to use a school or college led model of CPD to improve teachers' subject and/or pedagogical knowledge so as to raise achievement in STEM subjects and hence close the attainment gap between underperforming groups and other students.

The objectives of the ENTHUSE partnerships are to:

- raise attainment in science and/or other STEM subjects by improving student attainment and progress
- close the achievement gap between underachieving groups and other students; and
- improve teaching and learning through developing staff subject knowledge, pedagogical understanding and their understanding of the application of STEM subjects in business and industry.

The support package

In addition to the £12,000 grant, each partnership will receive:

- ongoing support over the two years from a dedicated educational team at STEM Learning (including site visits where appropriate)
- ENTHUSE-supported CPD
- ongoing support over the two year period and beyond via online community groups
- free access to quality-assured resources from the STEM Learning website
- support from local STEM Ambassador Hubs
- access to the STEM Insight programme

To access the full range of support available and ensure the success of the Partnership during the two years and beyond, the following requirements are expected:

Our expectations of the partnership

- there must be sufficient capacity within the partnership to co-ordinate the activities and meet termly and annual reporting requirements
- two members of staff from each partnership must be available to attend two days at the National STEM Learning Centre in York on Monday 26 and Tuesday 27 June 2017 (for an induction/celebration event)
- one member of staff from each school/college within the partnership must attend residential ENTHUSE CPD at the National STEM Learning Centre in York over the two year period. This CPD could be pre-scheduled CPD packages for leadership, subject knowledge and/or pedagogy. Alternatively it could be bespoke residential CPD designed specifically to meet the requirements of the partnership. Separate bursaries for ENTHUSE CPD held at the Centre are available so we would not expect attendance on this CPD to be financed from the ENTHUSE Partnership Award
- the lead organisation from the partnership should engage with its local Science Learning Partnership (SLP) - www.stem.org.uk/science-learning-partnerships - to explore how the SLP can support them
- the partnership would be expected to engage with their local STEM Ambassador Hub to access any support that is available from local STEM Ambassadors - www.stemnet.org.uk/ambassadors.
- one teacher from the partnership would be required, within the first year of the partnership, to participate in a STEM Insight placement with either a local industry or

university to improve careers provision throughout their school and across the partnership - www.stem.org.uk/stem-insight
- each member of staff from each school in the partnership must register on the STEM Learning website - www.stem.org.uk - to access resources, community groups and a range of material to support STEM teaching and enrichment

Expression of interest form

The lead school/college needs to identify a lead member of staff for the project and confirm that the head of the school/college is fully in support of the application.

Please complete the expression of interest form and return to enthuse-partnerships@stem.org.uk putting **Expression of Interest Cohort 6 (name of lead school/college)** in the subject header of your email by **10am, Friday 10 March 2017**. Applications will not be accepted after this time.

For guidance on completing the form, please see **Appendices A and B.**

Received expressions of interest will then be shortlisted for the next and final stage of the selection procedure which will entail completing an action plan.

Appendix A – Guidance notes for completing the expression of interest form

1. Region

Please identify your local region from the five listed here: **www.stem.org.uk/science-learning-partnerships** (it will be either North West, Derbyshire Yorkshire and Humber and the North East, Central, South West or London & the South East)

2. Science Learning Partnerships and STEM Ambassador Hubs

Your local Science Learning Partnership (SLP) can be found here: **www.stem.org.uk/science-learning-partnerships** and your local STEM Ambassador Hub here: **www.stemnet.org.uk/ambassadors**

5. Aim of partnership

The aim of the partnership must be to close the local achievement gap. In completing this part of the form you should be clear about the whole cohort of students who will be included in the project and the intended outcomes of the project (max 100 words).

For example:

"The aim of the partnership is to raise attainment of Year 6 students in science, across the whole partnership by increasing the progress of white working class boys. This will be achieved through developing the subject knowledge of physical sciences and local careers in engineering of Year 6 teachers and Higher Level Teaching Assistants"

7. State the objectives of the partnership

In this section set out the broad objectives of the partnership under the different headings.

Objectives and outcomes must be SMART i.e. specific, measurable, attainable, realistic and timed. The outcomes should also be challenging so as to show ambition.

An example of a completed statement of objectives is attached at Appendix B

8. Capacity

The lead school/college, in collaboration with other members of the partnership, will be required to complete an action plan, co-ordinate activities and complete the reporting requirements of STEM Learning (usually termly and annually)

Appendix B - Example statement of objectives:

	Objectives	Current position	Outcomes of the partnership
Cohort of students	To improve the levels of attainment and progress of all Years 5 & 6 pupils in science in the partnerships schools over two years.	Students attainment in science across the partnership is varied so that in three schools the attainment is in line with the national average but in two schools it is below and in one school it is well below national average.	Students attainment in Years 5 & 6 is at least in line with national average for science and in 4 schools it is above the national average by …(month/year).
Groups of students	To improve more quickly the levels of attainment and progress of the white working class boys compared with other students.	In three of the partnership schools, white working class boys' attainment in science is significantly below that of their peers while in the other two schools it is below that of their peers. White working class boys make less progress in Years 5 and 6 in science than other students in all partnership schools.	White working class boys attainment and progress in science is improving faster than their peers in Year 6 as measured by teacher assessment in (month/year).
Staff	To improve the subject knowledge of teaching physical sciences of staff in Years 5 & 6.	No Year 6 teachers in the partnership have studied science beyond GCSE and are not confident in teaching the physical science aspects of the science curriculum particularly using an enquiry approach.	By (month/year), all Year 6 teachers are confident and competent in the subject knowledge to teach physical sciences and can use an enquiry approach to teaching these areas.
School	To improve and develop engagement with STEM business and industry partners which will make a positive impact on the STEM curriculum.	Two schools in the partnership have occasional visits from university STEM undergraduates.	All schools in the partnership have active partnerships with local businesses and use this to make improvements to the STEM curriculum by (month/year).
	To improve the transition of students between primary and secondary schools so they make good attainment and progress in science during Years 7 and 8	Students' attainment in science dips between Years 6 and 8 so that by end of Year 8 over half the students have not progressed from the attainment in year 6.	All students show at least the expected progress in science between Years 6 and 7 and this continues into Year 8.