

12.03 Sustainability and Legacy

Bidders should set out their proposals for creating a sustainable offer for the services to deliver the goals of TLIF.

Bids must make clear how the impact of the investment will be sustained once TLIF funding has stopped.

Bidders should set out any legacy – including assets – that they will pass to participants or the Authority either (i) during the contract or (ii) at the end of the contract.

Bidders should define the sustainability - and its metric(s) - they propose to achieve.

Bids should explain their views on sustainability and any models they will be developing as part of any awarded contract.

800 words maximum

Evaluation will be against:

- The robustness of the solution for sustainability.
- Evidence that the bidder has considered and proposed mechanisms as to how any learning could be shared more widely across the school system, including, but not limited to, with the independent evaluation contractor.
- Evidence of a clear plan for the impact of the programmes to be sustained beyond the period of participants' engagement.
- Detail of working with the Evaluators to ensure shared best practice and learning – including on Exit.
- Any legacy – including assets and any tools or methods - and having a meaningful plan for capturing good practice across your provision, including the development of effective feedback loops from participants and schools.

Aspire to STEM (AtS) will achieve sustainability because:

There is a demand for AtS from schools

There is significant need to address underperformance in the weakest schools in opportunity areas graded 5&6 – schools where teaching practice and leadership capacity add to, rather than overcome, low aspiration amongst its pupils.

Head teachers of such schools have told us their day-to-day priorities prevent them from addressing the multiple causes of underperformance in an effective, integrated way. They report they are unable to engage with multiple existing national programmes of support and require bespoke off-the-shelf intensive integrated support such as that provided through AtS.

Future demand will flow from Impact

AtS design is informed by the STEM Learning Network's experience of supporting impactful school-led professional development. There is a strong evidence base of internal and external evaluation¹ that we will draw upon, this evidence tells us that deeper and sustained impact will be

¹ Dorrans, S; Cameron, G; Evaluation of the impact of the Cohort 3 ENTHUSE Clusters. OPM 2014

achieved through bespoke prolonged engagement of clusters of schools working together to create communities of great practice.

Capability and capacity

We have evidence to demonstrate that the capacity, capability and communities of best practise AtS will establish will ensure that when funding ceases improvements will continue. For example, Steve Thurgor from Mary Elton School said “We are carrying forward practice, skills and knowledge gained from our work. We are leading a group of 20 schools on a project on rockets called 'Looking out to space - looking back to Earth'. There is legacy CPD impact, 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, the 'bang for your buck' has not stopped once the project is over.”

AtS provides excellent value to schools and funders

Existing infrastructure will be utilised to do new things therefore [REDACTED]. TLIF funded professional development will be scaffolded free of charge with STEM inspiration events resourced primarily from our Network of 33,000 STEM Ambassador volunteers. Additionally we will integrate our STEM Club infrastructure and STEM eLibrary of over 11,000 free teaching resources that will be specifically curated for AtS participants.

Online infrastructure made available includes:

- Booking system
- Dedicated community area to ensure best practice and learning is efficiently disseminated
- Excellent Impact Toolkit (ITK) which enables us to understand why something works and then provide an evidence base which can be immediately and permanently disseminated through our STEM eLibrary which is utilised by 86% of primary and 100% of secondary schools

Fundraising potential

Future funders will be attracted by impact and a conservative Cost Benefit Analysis of £[REDACTED] return to every £[REDACTED] invested. Evidence of outcomes and impact from ITK and external evaluation will make a strong case – utilising our established communication channels - for future financial support.

There will be an ongoing need for AtS. TLIF will support [REDACTED] schools out of a possible 5600. We estimate an ongoing requirement of [REDACTED] projects ([REDACTED] schools) p.a. costing £[REDACTED] – [REDACTED] of which will be self-sustaining.

AtS focusses on schools in the most challenging circumstances - where money is tight. Costs of AtS are therefore unlikely to be fully recouped from schools. STEM Learning will utilise its established fundraising infrastructure, enabling a future income split of: [REDACTED]% corporates and charities: [REDACTED]% service users²: [REDACTED]% government (required to leverage external funding).

Legacy

We will disseminate best practice, impact evidence and case studies from AtS to build schools' and school leaders' capacity and capability in raising aspiration and social mobility of young people in opportunity areas through great teaching, leadership and STEM inspiration support.

² Potentially utilising Pupil Premium funds

Our school-based Network and online tools mentioned above will provide the most effective platforms available in creating a lasting legacy. Additionally:

- AtS learning modules will be available for future use through our school-based Network
- AtS will foster an active alumni that will naturally spark ongoing improvement and learning across all Network activities – beyond just AtS. There is an annual alumni conference alongside our online community that will provide an ongoing catalyst to ensure alumni are supported throughout their whole careers
- Anecdotal evidence shows engaged schools will benefit from the kudos of Network support enabling them to attract and retain quality teachers
- Impact evidence is utilised for planning the delivery of improved future activities

We have established protocols when working with external evaluators to access (via secure data sharing arrangements) school and personal data gathered through evaluation and reporting. Our booking system ensures permission to share personal data for evaluation is sought. Infrastructure will always be available to contact participants on behalf of evaluators to request information or provide an opportunity for the evaluators to engage with them directly.