11.02 TARGET AREAS AND SCHOOLS/PARTICIPANTS

Bidders should set out their proposed volumes and the areas and schools (including Ofsted ratings) to be targeted as required in the specification.

Bidders should state what they are proposing to deliver in terms of:

- Numbers of priority areas that will reached
- Number of other areas to be reached
- Numbers of priority schools that will reached
- Numbers of other schools that will reached
- Numbers of participants who will start your programme each year from priority areas and schools
- Numbers of participants who will start your programme each year not from priority areas and schools
- Attrition and withdrawal rate assumed

1000 words maximum

Please also complete Attachment Submission E: Volumes & Financial Spreadsheet

Your proposal should set out the areas, schools and participants you commit to reach – the "to Who" and "Where" – related to the aims of the fund.

Your proposal should set out your actual outputs – the works you will deliver and be measured against for payment.

Evaluation will be against:

- Evidence and commitments to achieve beyond the minimum 'Capacity' as set in in the specification and requirements.
- The Authority is keen to achieve not just high quality proposals but ones that can be delivered to scale (up to the threshold maximum of £10 million including VAT for the evaluation selection). Where bidders propose either more priority areas and / or more priority schools they will be more highly scored in the evaluation.
- The Authority is focused on delivery to priority schools and will only evaluate based on its commitments to reach priority schools – so if a Bid bids states they will reach 40 priority schools and 150 non-priority schools, and another states the will reach 50 priority schools and no non-priority schools, assuming both meet the requirements, the latter would be more highly rated – provided the evidence they have provided supports their commitment.

There is no minimum required number of participants, but scale and reach of bids will be assessed.

Aspire to STEM (AtS) will tackle low aspiration through great teaching; we believe great teaching more than anything else can improve pupil opportunity and drive social mobility. AtS is ambitious, it will only target schools rated Requires Improvement or Inadequate in opportunity areas graded 5 and 6. These are schools where teaching practice and leadership capacity add to, rather than overcome, low aspiration amongst its pupils and their communities – schools that do not have the capacity to engage with existing national programmes.

In the AtS target schools identified below our analysis has identified multiple issues of teaching and leadership in addition to a lack of school engagement with existing support. AtS will provide highly

practical, quality, bespoke professional development to STEM teachers and school leaders scaffolded by integrated STEM inspiration and enrichment activities – all focused on raising aspiration and improving pupil outcomes.

Because many schools will settle their 2017/18 timetables in May, AtS, will be phased with 15 projects commencing in 2017. The table below shows the scale of activity – each group of schools being supported for two years. Cohort 1 will commence 1/9/17 and cohort 2 1/4/18. The success of cohorts 1&2 will enable AtS to be scaled up for future phases.

Scale of professional development

Cohort 1
[redacted]

Cohort 2
[redacted]

Integrated additional support – this will include the following:

- 200 Initial Needs Analysis days
- 75 STEM teaching resources specifically curated for AtS participants
- 800 community-focused inspiration and enrichment events primarily utilising STEM Ambassador volunteers. Examples include: career talks, STEM Clubs, science capital activities (e.g. at parents' evenings), career fairs, fun science demonstrations.

Note typically:

- Engagement in primary will incorporate a science co-ordinator and one other teacher from each school
- Engagement in secondary will incorporate Head of department, 1 other senior leader, 2 science teachers, 2 maths teachers from each school
- There will be no activities in non-priority areas or schools
- 5% attrition is assumed, the above numbers are net of attrition showing the number of completions. Attrition is low because support is impactful, valuable and personalised, therefore increasing buy-in with individual mentoring making it difficult to walk away.

Cohort 1 - Detail of target clusters (15 to be chosen)

Local authority District – opportunity areas	Category	Phase	Ofsted rating of target schools	Focus of support
Corby Wellingborough	6	Secondary	[redacted]	Science and Maths teaching and leadership
Kettering East Cambridgeshire	6	Secondary	[redacted]	As above

Huntingdonshire	6	Secondary	[redacted]	Pupil progress, leadership
Nottingham	6	Secondary	[redacted]	STEM leadership, numeracy, aspiration
Northumberland	6	Secondary	[redacted]	Pupil progress, leadership
Fenland	6	Primary	[redacted]	STEM leadership, teaching and learning family engagement
Kings Lynn & West Norfolk	6	Secondary	[redacted]	As above
Norwich	6	Secondary	[redacted]	As above
Ipswich	6	Secondary	[redacted]	As above
Derby	6	Secondary	[redacted]	As above.
Blackpool	6	Secondary	[redacted]	As above
Knowsley	6	Secondary	[redacted]	Science and Maths teaching and leadership. Post 16 careers pathways
Liverpool	6	Secondary	[redacted]	As above
			[redacted]	
Oldham	6	Secondary	[redacted]	Science and Maths teaching and leadership
Crawley	6	Primary	[redacted]	Science leadership, teaching and learning family engagement
Weymouth & Portland	6	Primary	[redacted]	As above

Stoke-on-Trent	6	Secondary	[redacted]	Science and Maths teaching and leadership
Bradford	6	Secondary	[redacted]	As above
Kingston upon Hull	6	Secondary	[redacted]	As above
Scarborough	6	Secondary	[redacted]	As above

Three case studies detailing scope and outcomes of identified projects that already have school buy-in have been included under general documents - attachments.

Cohort 2 - Detail of target areas

Local authority District – opportunity area	Category	Phase	Ofsted rating of target schools	Focus of support
Bolsover	6	Secondary	[redacted]	STEM subject leadership and teaching
South Derbyshire	6	Secondary	[redacted]	As above
South Holland Peterborough	6	Secondary	[redacted]	As above
Wychavon Wyre Forest	5	Primary	[redacted]	As above
North Warwickshire Nuneaton and Bedworth	6	Secondary	[redacted]	As above
Forest Heath	6	Primary	[redacted]	Pupil progress STEM subjects, leadership
Waveney	6	Primary	[redacted]	As above
Middlesbrough	6	Secondary	[redacted]	STEM leadership, numeracy,

				aspiration
Hastings Worthing	6	Primary	[redacted]	Pupil progress STEM subjects, leadership
Barnsley	6	Primary	[redacted]	As above
West Somerset	6	Primary	[redacted]	As above
Barnsley	6	Secondary	[redacted]	STEM leadership, numeracy, aspiration,
Doncaster	6	Secondary	[redacted]	As above
North East Lincolnshire	6	Primary	[redacted]	Pupil progress STEM subjects, leadership
Leicester	5	Primary	[redacted]	As above
East Lindsey North East Lincolnshire	5 6	Secondary	[redacted]	STEM leadership, numeracy, aspiration
Stevenage Luton	5	Primary	[redacted]	Pupil progress STEM subjects, leadership
Carlisle Allerdale	5	Secondary	[redacted]	STEM leadership, numeracy, aspiration
Tameside	5	Secondary	[redacted]	Pupil progress, STEM leadership

Target schools will be supported locally by our Network of 46 Science Learning Partnerships (SLPs) and their 152 hubs who have links into the Research Schools Network. SLPs are a highly effective school-led infrastructure with an evidence base[1] supporting the impact of their CPD.

[1] Bryant B & Parish N. Evaluation of the Impact of National Science Learning Network CPD on Schools. Isos Partnership, 2015