

The logo for the Engage Teacher Conference, featuring the word "Engage" in white text inside a dark teal rounded rectangle.

**Engage**

**Teacher Conference**

# **Application Tips for Kick Start and Engage Grants**

Find out what makes a strong grant application for grant funding for schools: how to present your plans effectively and understand BSA priorities.

**Susan Matambanadzo, Education Manager, British Science Association**  
**Norry Leonard, STEM and Creative Lead, Victoria Primary School**

# Engage Teacher Conference

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## Welcome, please be aware:


- Talks are recorded
- You can ask questions in the chat throughout
- There will be time for questions at the end



# Kick Start & Engage Grants: Application Tips



# The British Science Association



**We're a charity with a vision for science to be more relevant, representative and connected to society**

We aim to

- Provide engagement activities that effectively reach and engage underserved audiences with science
- Enrich young people's experience of science in a way that encourages more of them to see science as relevant to their lives and to study/work in science.



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# Engage Teacher Network

The mission of the Engage community is to transform access for **all** children and young people to have relevant and meaningful science work, particularly those most often underrepresented in science.

# Kick Start Grants

- Funding for schools to organise an activity or event during British Science Week; *aiming to engage children who might not otherwise participate in science*
- £300 in 23/24
- Apply in Autumn (1 grant round/year)




# Engage Grants

- Funding for schools to do CREST Awards *with students who are underrepresented in STEM*
- £300 + free CREST Awards (up to a value of £300) in 23/24
- Apply in Autumn and Spring (2 grant rounds/year)



# How can the funding be spent?

	Kick Start Grants	Engage Grants
Funding <b>CAN</b> be used for	<ul style="list-style-type: none"><li>• Equipment, materials/consumables</li><li>• Field trips</li><li>• Speakers or outreach shows</li></ul>	<ul style="list-style-type: none"><li>• Equipment, materials/consumables</li><li>• Teacher cover</li><li>• CPD for school staff</li><li>• A delivery partner to assist with running the CREST activities</li></ul>
Funding <b>CANNOT</b> be used for	<ul style="list-style-type: none"><li>• Competition prizes</li><li>• Large equipment (e.g. laptops or microscopes) or journal subscriptions</li><li>• Salary costs</li><li>• Textbooks or other equipment required to deliver core curriculum</li><li>• Costs already covered by other funding</li></ul>	





# Application Tips

1. Ensure you are **eligible** to apply
2. **Clearly demonstrate** how you meet the selection criteria - respond to the BSA priorities
3. Do your plan and budget '**add up**'?





# Eligibility

1. A UK school, college, or OFSTED-registered nursery/preschool that is
  - not academically selective
  - non-fee-paying\*
2. The school meets at minimum of one of these criteria:
  - At least 30% of pupils eligible for FSM, Pupil Premium, or equivalent
  - At least 30% of pupils from ethnic minority backgrounds
  - The school is in a designated rural location
3. Participating students will be aged 3-19 years



# Understanding BSA Priorities

1. Engage children who are underrepresented in science and those who might not normally choose to participate in STEM
2. Support children to take the lead
3. Challenge stereotypes about science
4. Link activities to children's everyday life beyond school
5. Raise awareness of the diverse range of careers that studying STEM can lead to
6. Activities that are cross-curricular and involve teachers, professionals or organisations outside STEM (and ideally; the wider community)





# Top Tips from a Fellow Teacher

- Norry Leonard, STEM & Creative Lead at Victoria Primary School in Edinburgh
- Kick Start Grant awardee for British Science Week 2024



# Top Tips from a Fellow Teacher

- Planning with priorities in mind
- Highlight how planned activities meet BSA priorities in the grant application



# Demonstrating how you meet BSA priorities

## Example 1

### **Engaging underrepresented students or those who don't normally choose to participate in STEM - BSW**

- How are less engaged or 'lower attaining' students going to be supported?
- What accommodations will you make for neurodivergent students or those with other SEND?
- How are girls being proactively encouraged and engaged?
- *'Class teachers will choose activities that are best suited for their class to access. Adapted tasks will be created to ensure a suitable level of challenge for each pupil'*
- *'we will ensure that a minimum of 50% of the STEM Ambassadors/visitors we invite in to speak will be women, and aim to reflect the variety of ethnic backgrounds we have in our school'*
- *'although there will be a choice of activities, we have taken care to offer more that might appeal to girls (e.g. designing and creating shampoo bars) to encourage take up amongst the girls in the year'*

# Demonstrating how you meet BSA priorities

## Example 2

**Engaging underrepresented students or those who don't normally choose to participate in STEM** – a CREST extracurricular club

- Is extra provision privileging only those pupils who already have high science capital?
- When is the club activity scheduled; who might that exclude?
- If it's a 'STEM' club – might that put some students off?
- *“Staff will identify pupils who they feel will benefit from joining STEM club, phone calls will be made home for these pupils, so parents are informed about the club and can encourage their child to attend”*
- *‘Each session will be run three times a week to ensure all students have the opportunity to attend one of the sessions.’*
- *‘...we call it the CREST Award Club and a different teacher (not just the Science Lead) runs an activity each week – we have done baking, crime-solving, gardening and more’*



# Demonstrating how you meet BSA priorities

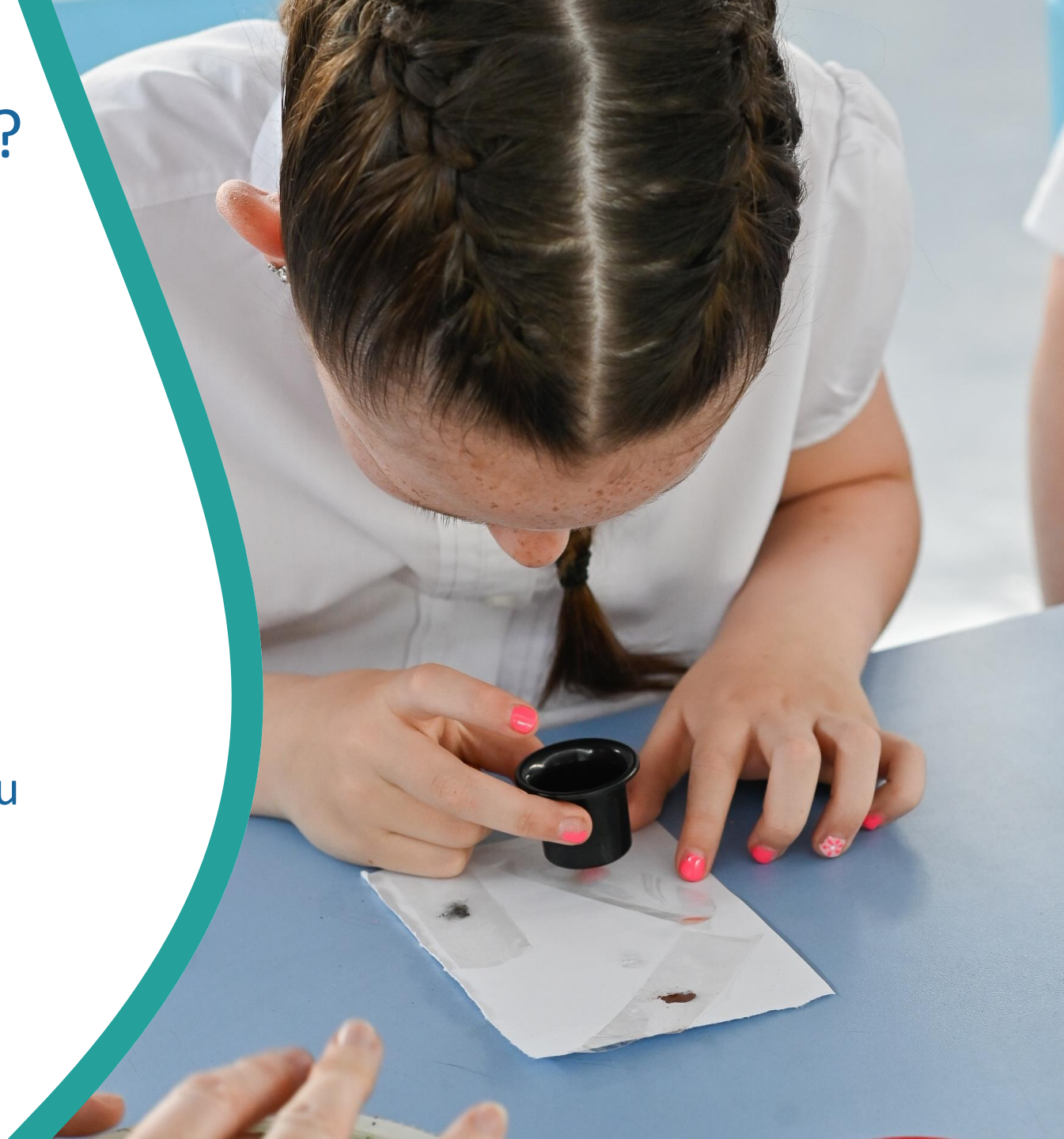
## Example 3

### Challenging stereotypes

- How can you connect young people with diverse STEM role models?
- How are you confronting the misconception that STEM is hard, masculine or only for the clever?
- *'Parents in varied STEM roles will visit each of our classes as a science role model. The parents reflect the diversity in our area, reaffirming the message that science is accessible to all.'*
- *'Our children still have the view of science being 'old, grey-haired men' and 'people in lab coats'...we would like to challenge these stereotypes ...by making them [the activities] cross-curricular.'*
- *'...we will address the misconceptions about scientists as 'mad' professors who wear lab coats and introduce modern day scientists from different backgrounds including female and disabled scientists'*

# Do your budget and plan *add up*?

- Are the activities you are planning realistic and achievable?
- The budget doesn't have to be very detailed but must link to the planned activities clearly
- Is the budget realistic; will it stretch to the ambitions you have?
- Tell us about any additional funding you have coming from other sources
- Many grant applications are not approved because there is not enough information



# Example budget A

*Students will be involved in determining resources and budgeting for their project with staff oversight, ensuring responsible use of funding whilst empowering them to take ownership of their project budgets. We anticipate costs may include:*

- Materials and supplies, e.g. for prototypes, demonstrations or experimentation*
- Safety equipment (if not available on site)*
- Books and reference materials*
- Visual aids/supplies for presentations*

# Example budget B

- £100 soil and plants for ecosystems and planters*
- £50 electronics for buzz games and plywood*
- £100 resources for mini projects*
- £20 printing costs for posters and leaflets for inviting families*
- £30 funding pot for students with limited means*

## A word on prizes...

We feel one of the most important aspects of the CREST Awards is that **every** child who completes the Awards is recognised for their achievement.

As such, please consider how a competitive element or prizes for 'top' projects might be undermining and reinforce stereotypes about science being only for the most clever.





# Other factors that may affect whether you are awarded a grant

- If you are receiving other support from the BSA (other grants, kit box, etc.)
- If you have received grants in the past
- We only accept **one** application per school/organization [per application round]. If you submit more than one, all but the most recent one are deemed ineligible
- We aim for a broad geographical spread of grant funded schools and may prioritise grants from one region over another
- There is a limit on the number of grants we have to award in any year



Find out more...

# **Engage** Teacher Conference

- 11 June – Making the Most of British Science Week
- 18 June – Primary CREST Top Tips from Educators
- 18 June – Secondary Power of Project Work in the Curriculum
- 20 June – Secondary CREST Top Tips from Educators

[www.crestawards.org/engage/grants](http://www.crestawards.org/engage/grants)

[www.britishscienceweek.org/grants/kick-start-grant-scheme/](http://www.britishscienceweek.org/grants/kick-start-grant-scheme/)



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# Thank you

Kick Start:

✉ [bsw@britishscienceassociation.org](mailto:bsw@britishscienceassociation.org)

Engage:

🌐 [crestawards.org/engage](https://crestawards.org/engage)

✉ [crest@britishscienceassociation.org](mailto:crest@britishscienceassociation.org)

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