

Science Community Grant scheme notes

Science, mathematics, and computing are central to modern life, underpinning our understanding of the world and enabling solutions to global challenges such as climate change, misinformation, and the rise of artificial intelligence. A scientifically literate population is essential for navigating an increasingly technology-driven future. Practical learning allows students to develop core knowledge and skills for science and beyond as well as a range of other competencies that are vital for employment and life in general, such as collaboration, communication, creative thinking, problem solving and decision making. Experiencing how science is really done is also an essential factor in driving engagement, enjoyment and the sparking of a lifelong interest in science, technology, engineering and maths (STEM).

However, as highlighted by the 2023 Royal Society [Science Education Tracker](#), access to hands-on practical science has steadily declined over the past decade. It is increasingly common for young people to watch videos of practical experiments than to participate in them directly. Notably, the desire for more practical work tends to be higher in students with lower engagement in science, or those who view science as 'not for me'.

The Royal Society has long advocated for the place of practical activity at the heart of science education because it is integral to the practice of science and training scientists of the future. The Society's flagship grants programme, [Partnership Grants](#) aims to support UK schools and colleges to work in partnership with STEM professionals to run investigative STEM projects. Interactions with STEM professionals show young people how science can address important issues, allowing teachers to enhance and contextualise the STEM curriculum, whilst enabling hands-on experimental work. The scheme has run successfully for over twenty-five years, reaching over 1,300 schools and colleges, and is well-embedded in the schools' outreach landscape.

The **Science Community Grant**, funded by a generous donation from [The Julia Rausing Trust](#), offers a three-year grant award to UK-based organisations/institutions to foster and develop sustainable long-term partnerships between clusters of schools and colleges and STEM professionals actively working within areas such as academia or industry in areas of greatest need across the UK. The grant award aims to empower teachers, boost STEM confidence, and embed more practical science learning across participating schools and establish long-term communities of practice. The Royal Society will play an active role in this collaborative community of schools and colleges from the outset. It is envisaged that a significant portion of the schools and colleges taking part in Science Community Grants will build the capacity to apply for a full Partnership Grant.

Evaluation and impact reporting is integral to this grant award and grant recipients will be required to collect data to understand the medium-long term impact on beneficiaries (students, teachers, STEM professionals, schools, and organisations) and to provide evidence of sustained partnerships and communities between schools and STEM professionals and the integration of practical learning in schools. The theory of change underpinning the grant is outlined in [Appendix 2](#).

The Science Community Grant aims to:

- Support UK schools and colleges in undertaking more hands-on, inquiry-based learning and investigative STEM projects
- Allow students the opportunity to experience how science is done in practice
- Provide continuing professional development (CPD) training for teachers to enhance skills and confidence in running practical investigations
- Embed a collaborative community among schools and colleges to help support the delivery of practical science activities and to develop practical investigation and technical skills within students
- Embed a culture of lasting partnership between schools and colleges and STEM professionals

- Embed an outreach culture within universities or industry and develop the engagement skills of early-career STEM researchers.

The grant award will be a maximum of **£105,000** payable over **three years**.

Science Community Grant outcomes for key audiences

STEM Partner Organisations • Will be supported with funding for three years to build sustained partnerships with STEM professionals and clusters of schools/colleges with emphasis in areas of need • Will nurture communities of grant schools and colleges to support staff in those organisations, such as teachers and technicians, in the delivery of STEM activities • Will develop STEM investigations to engage young people and STEM professionals, to promote skills in working scientifically and to give important career insight • Will develop training programmes to give those working directly with schools and colleges the necessary skills in communication, co-designing, relationship management, and mentoring.	STEM Professionals • Will build long-term relationships with schools and colleges • Will gain skills in schools engagement through a CPD programme developed by the organisation • Will gain increased understanding of the UK education system.
Schools/Colleges - teachers • Will develop partnerships with STEM professionals • Will build their confidence and subject expertise while undertaking a small-scale investigative project, through partnership with the organisation and STEM professionals • Will be armed with appropriate tools and techniques to embed and contextualise STEM investigative work and enquiry-based learning into the curriculum, through a CPD programme developed by the organisation • Will be supported in delivering insight into STEM careers and educational opportunities.	Schools/Colleges - students • Will see what real science is and what scientists and technologists do • Will come to see investigative STEM as relevant to their lives • Will show increased skills relating to investigative STEM and an increased STEM mind-set • Will show improved confidence, motivation, interest, and enjoyment in STEM subjects • Will have raised awareness of different STEM careers and pathway.

All grant activity, including reporting should be completed within **39 months** of the grant start date.

Organisation eligibility

The grant is open to all STEM institutions/organisations within the UK that can demonstrate a significant track record of engagement with both schools/colleges and STEM professionals. Applications are welcomed from organisations as a whole or from groups/departments/faculties within organisations.

Applicants must:

- Consist of a team capable of supporting a minimum of 25 schools/colleges and STEM professionals throughout the three-year period of the grant
- Have the capacity to create and maintain an active, collaborative community of schools and colleges, and their STEM professionals, with regular engagement to promote, support and share best practice
- Be capable of fully supporting clusters of schools/colleges and STEM professionals to undertake successful, small-scale investigative projects, in partnership
- Have experience of providing continuing professional development (CPD) for teachers and STEM professionals
- Support the monitoring and evaluation of the grant activity through participant surveys, data collection, and impact case studies.

A statement of support from the head of the organisation (or department/faculty head, as appropriate) must be included as part of the application. Through this statement, the head of the organisation will confirm that the organisation commits to providing the necessary time and resources required to ensure the grant is successful.

Organisation deliverables

Organisations will commit to working with their cluster of grant schools/colleges for the three-year grant period to encourage lasting and impactful partnerships to be formed between the organisation, schools/colleges, and STEM professionals.

The following are the key deliverables of the grant:

- Identify and recruit a minimum of 25 schools/colleges in areas of need (see also [School/college eligibility](#))
- Work with multiple cohorts within each school/college over the full three-year grant period, supporting a minimum of 30 students per cohort
- Identify and recruit appropriate STEM professionals to work with each school/college and facilitate at least 2–3 in-person school visits over the course of the small-scale investigative project (see also [STEM professional eligibility](#))
- Devise small-scale investigative STEM projects which last at least an academic term (see also [Small-scale project eligibility](#)) and are then repeated with additional cohorts within schools/colleges
- Create, maintain, and nurture an active, collaborative community within the grant schools/colleges
- Provide a programme of teacher-focused CPD to improve skills and confidence in working scientifically and/or to develop key technical skills related to the small-scale investigation
- Provide a programme of CPD for STEM professionals to introduce them to the practicalities of working with and in a school/college and to support them in delivering schools engagement activities
- Maintain a grant risk register to monitor and mitigate any risks to the grant delivery. A sample risk register is provided in [Appendix 1](#)

- Collect data and outcomes to support the evaluation of the grant (see [Evaluation](#)) including administering surveys and collecting case studies and outcome data
- Provide information and application support (in conjunction with the Royal Society's Schools Engagement team) to help schools/colleges apply for a full Partnership Grant at the end of the grant period
- Provide regular contact points between the organisation, schools/colleges, STEM professionals, and the Royal Society Schools Engagement team
- Attend annual meetings at the Royal Society and support schools/colleges and STEM professionals to exhibit at Royal Society events and showcases, as required. Additional funding will be provided to support these activities.

The success of the Science Community Grant delivered by the organisation will be measured against the following Key Performance Indicators (KPIs):

1. By the end of the grant, 75% of teachers will feel more confident and/or have increased their skills in the delivery of practical science activities
2. By the end of the grant, 75% of students feel more confident and/or have increased science capital, scientific literacy and data skills
3. By the end of the grant, at least 50% of the teachers use or contribute regularly to the active, collaborative community created by the organisation, and/or feel that it has helped them to advance their skills and practice
4. By the end of the grant, at least 75% of teachers and STEM professionals will feel their confidence and/or skill levels have increased as a result of the CPD programme delivered by the organisation
5. By the end of the grant period, at least 30% of schools/colleges will successfully apply for a full Partnership Grant.

Financial Information

The total grant of **£105,000** will be payable over **three years**, with the following payment schedule: £45,000 on receipt of the grant in year one, £35,000 in year two and £25,000 in year three. £10,000 of the grant will be retained in year three and paid upon receipt of the final impact report.

While the grant cannot be used to support direct staffing costs, it can be used to support coordination and administration of the grant by the organisation.

Examples of allowable uses for grant monies are detailed below:

Science Community Grant activity coordination costs	Cover organisational costs for time spent on activities such as grant administration, CPD preparation and delivery. Costs for software, marketing and communication, relationship building, catering, and room hire for meetings are also allowable.
Equipment	Purchase individual materials for schools/colleges to keep, to enable them to run and repeat the small-scale investigation over three years. This section of the budget must not exceed £1,000 per school or college.

Data collection and evaluation	Up to £500 may be made available to schools/colleges to support data collection and evaluation. This should include student and teacher survey data and data on student outcomes, wherever possible.
School/college expenses	Support school/college staff to attend CPD events related to Science Community Grant activities, including teacher cover and travel costs (up to a value of £1,500 per school over the three-year grant period), as well as support for travel costs for relevant grant visits, e.g. to the organisation/STEM professional's place of work. While grant funds can be used to support visits to the organisation/STEM professional's workplace, in-classroom interaction should always be prioritised.
STEM professional expenses	Support STEM professionals to access training related to Science Community Grant activities and/or education outreach. Honorarium payments to STEM professionals are not permissible under this grant, however travel costs for visits to schools/colleges can be covered, up to a value of £300 per year. We support applications that wish to engage with schools/colleges in particularly rural/hard-to-reach locations. Where additional funding (over the £300 per year specified) would be required to support these schools/colleges, this should be explained fully in the application so that it can be approved by the review panel. Other reasonable expenses may be reimbursed where necessary, for example, for time spent preparing investigative project or CPD materials.

Any unspent funds can be transferred from years one and two with prior approval from the Royal Society; however, any unspent funds at the end of the grant may need to be returned. Justification of all grant funding must be carefully detailed in the application from the organisation and will be required as part of interim and final reporting. During the grant period any significant changes to the budget will need to be discussed with and agreed by the Royal Society Schools Engagement team in advance before the changes are put in place.

Grant funding cannot be used for the following:

- To provide or purchase incentives for schools to take part, or to provide prizes for competitions within activities
- To purchase items directly from STEM professionals involved in the grant. This is a conflict of interest
- To take part in third-party schemes, competitions, or pre-prepared workshops
- The purchase of pre-prepared kits (e.g. Lego kits, eco cars or rocket-boats), unless they are to be used in a wider investigation, i.e. they are a small or foundational part of an investigation which clearly demonstrates a sound use of scientific methodology
- To fund projects that take place outside the UK or involve travel overseas.

Eligibility

School/college eligibility

Schools and colleges taking part must be based in the UK, and in areas of greatest unmet need. A significant proportion of the schools/colleges identified and recruited (more than 75%) should have a high number of students with low science capital and little experience of long-term and sustained engagement with STEM professionals through investigative project work. Science capital refers to science-related qualifications, understanding, knowledge (about science and 'how it works'), interest and social contacts (e.g. knowing someone who works in a science-related job) [ASPIRES report, 2013].

The organisation must explain their rationale for school recruitment as part of their application.

Schools and colleges must also meet at least one of the following criteria:

- Schools/colleges in areas of high socioeconomic deprivation, as defined by the Index of Multiple Deprivation (IMD)
- Schools/colleges with a higher-than-average number of students eligible for Pupil Premium support
- Schools/colleges in areas of educational isolation, characterised by no or limited access to a local university, an absence of school improvement initiatives and/or reduced access to high performing schools within the area
- Schools/colleges with a high proportion of students with special educational needs and disabilities (SEND), or schools providing alternative provision
- School areas with specific local challenges relevant to the investigation provision
- Schools/colleges with low prior attainment, particularly in STEM subjects.

Schools and colleges that have undertaken a Partnership Grant or have been part of a Partnership Seed Grant are not eligible and must not be included. In addition, schools and colleges that are currently receiving on-going support via national STEM initiatives from organisations such as (but not limited to) The Ogden Trust, Primary Science Teaching Trust, IRIS, etc, are also not eligible.

STEM professional eligibility

The STEM professional eligibility refers to the eligibility of those who will directly visit and support schools and colleges as part of this grant. For the Science Community Grant, this eligibility is in line with that required for the full [Partnership Grant scheme](#) to allow STEM professionals to continue working with their grant schools/colleges on a full Partnership Grant at the end of the Science Community Grant period, if they are able to do so.

- STEM professionals should be actively working in a STEM-related role in areas such as academia or industry, ideally with direct experience of research. They must be above graduate level (or similar industrial experience), and their main role should not be the provision of outreach unless they also hold a research role
- Postgraduate students and postdoctoral early-career researchers interested in school/college engagement should also be considered by the organisation. Undergraduate students should not be used unless they are accompanied by a STEM professional who meets the criteria
- All STEM professionals should have experience relevant to the investigation being undertaken or at least the general subject area

- Wherever possible, the organisation should consider socio-economic factors and ethnic diversity issues in their local education sector in matching schools/colleges with STEM professionals
- STEM professionals should undertake at least two to three in-person visits to the school/college over the course of the small-scale investigation. Additional visits can be in-person or via remote working tools such as Teams or Zoom, as appropriate to the project
- Additional visits between the school/college and STEM professional should be strongly encouraged and supported by the organisation so that the relationship can be maintained beyond the small-scale investigation.

Small-scale investigation eligibility

- Small-scale investigations must be clearly outlined in the application, in detail, and can link to any area of STEM. Investigations should align directly with the STEM curriculum and should be capable of being delivered within curriculum time, where possible. They should be designed to meet the needs of the schools and community, linking to local interest, where appropriate
- Small-scale investigations should last a minimum of half a term (approximately 6 weeks) and be easily repeatable so that they can be carried out by multiple cohorts within a school
- The students involved in the small-scale investigation must be between 5 and 18 years old when taking part and should be representative of the student population
- Small-scale investigations must involve at least 30 students from each school or college (i.e. a full class) but should aim to involve as many students as possible. For investigations where a smaller number of students will undertake the project work, the organisation must take every opportunity to involve larger numbers of students (e.g. whole year groups), for example, through careers talks, data sharing, etc
- If the small-scale investigation includes components that rely on conducting experiments involving humans or animals, organisations will need to show at the application stage that they have thought about the ethics of the investigative project and how any ethical considerations will be dealt with. Where appropriate, ethical approval should be sought from the organisation. Investigations where students themselves are the test subjects, particularly those where students survey and/or measure student mental health and wellbeing, should not be undertaken.

Grant applications

Applicants should ensure that they discuss their intention to apply with their organisation as soon as possible. Interested organisations should complete the Stage 1 expression of interest application within [Flexi-Grant®](#) prior to applying. The Stage 1 expression of interest application is intended to demonstrate the applicant's eligibility and to give an overview of the organisation's grant proposal. Eligible organisations will then be invited to complete the Stage 2 full application via the [Flexi-Grant®](#) system. Both stages of application will need to be complete before grant deadlines stated on the Royal Society website.

The full application must explain, in detail:

- How clusters of schools/colleges and STEM professionals will be identified, onboarded, and retained throughout the grant period. Risk mitigation for recruitment and retention should be detailed in the risk register (see [Appendix 1](#) for an example)
- Details of how a community of participating schools/colleges will be maintained and developed

- Schools/colleges and STEM professionals should be recruited before an application is submitted, where possible, and supporting statements from school leadership teams should be included in the application. Where this is not possible, an explanation must be given in the application on how schools and STEM professionals will be recruited, and the criteria for their selection must be provided. A proportion of the first grant payment may be retained until recruitment has been completed
- Information on the number of students expected to be impacted by the grant must be included. This should be further broken down into the number of students who will directly take part in any investigative work, those who may benefit from STEM professional visits and interactions (e.g. careers talks, etc) and those who will take part in the grant activities through other means (e.g. assemblies, poster presentation events, etc)
- Details of the CPD programme of support for teachers and STEM professionals, including its timeline and delivery
- Details of the small-scale investigative project(s) proposed and how they will develop the necessary skills in students. Where equipment is needed to support schools/colleges to complete their small-scale investigation, the application must state how this will be supplied and used
- A timeline of activities must be included in the application, together with a complete budget for the time-period of the grant
- A plan for intended sessions to support schools and colleges to apply for a Partnership Grant. These sessions should be delivered in partnership with the Royal Society Schools Engagement team
- Details of the organisation's own evaluation and monitoring plan and how this will deliver information on the grant KPI's.

All applicants will be notified of the review outcome within three months of the application deadline. Successful applicants will be given a conditional offer of funding, dependent on an offer letter and agreement to the terms and conditions of the grant award.

An initial kick-off meeting will be held at the Royal Society within three months of grant approval to allow successful organisations to meet each other and to set expectations.

Assessment criteria

The Royal Society Schools Engagement team will initially check all applications against the published eligibility criteria before they are submitted for assessment.

The Royal Society uses selection committees (also known as Panels) to assess all grant applications and to make recommendations on funding. Panels are chaired by a Fellow of the Royal Society, and membership comprises members with expertise and experience appropriate to the scheme.

Funding for 10 Science Community Grants has been secured for 2026. Each application is assessed by at least two members of the [Partnership Grants Allocating Panel](#) who will score the application against the following criteria:

Area	Criteria
Organisation	The organisation comprises a team with the capacity to support at least 25 schools/colleges and STEM professionals throughout the grant period. The priority for funding approval will be the quality of the application rather than the location of the organisation.

Schools / colleges	A minimum of 25 schools recruited in areas of greatest need, as defined by the criteria in the application. More weighting will be given to applications which seek to support clusters of schools/colleges in regions of the country where STEM outreach is harder to access. A minimum of 30 students involved per school, with a larger in-school impact on students and the wider school community demonstrated. Organisations provide support for schools to apply for a Partnership Grant at the end of the grant period.
Community	A feasible plan outlined for the creation of an active, collaborative community within the grant schools/colleges.
Investigation	An engaging small-scale investigative STEM project (which lasts at least half an academic term), designed to develop research and practical skills in students. Investigations should be aligned to the curriculum and be capable of being conducted in curriculum time, wherever possible. Small-scale investigations should be easily repeatable so that they can be carried out by multiple cohorts within a school.
STEM professionals	A minimum of two to three in-person, in-school interactions between STEM professionals and schools/colleges, during the investigative project. Organisations provide support for STEM professionals to undertake Partnership Grant projects.
CPD for teachers and STEM professionals	A clear description of a programme of CPD to support teachers to undertake practical science activities in the classroom, and for STEM professionals to feel confident to support engagement and outreach activities within schools.
Evaluation	A feasible plan to evaluate the effectiveness and success of the Science Community Grants against its aims, is demonstrated.
Legacy and Partnership Grants support	A clear offering of ongoing support for schools/colleges. Application support provided (in conjunction with the Schools Engagement team from the Royal Society) for schools/colleges to apply for a full Partnership Grant, and ongoing support demonstrated.

Evaluation

A combination of evaluation methods should be used by the organisation to evaluate the effectiveness and success of the Science Community Grants against its aims. The evaluation methods the organisation will use should be stated in the application.

The Royal Society will conduct its own monitoring and evaluation of the grant to help us to support the successful implementation of the grant with grant holders. A wider aim of the Royal Society monitoring and evaluation is to gather data on the successes and challenges of this mode of delivery to enable us to make the case for future support.

The Royal Society evaluation activities will include the following:

- 1) Royal Society surveys:** These will be distributed electronically to students, teachers, and STEM professionals by the organisation pre- and post- completion of the CPD programme and small-scale investigation. These surveys will assess the confidence levels of teachers and STEM professionals in the delivery of practical STEM investigations. Surveys for students will assess the impact on their general confidence in STEM subjects and other more specific impacts such as the effect on their science capital, scientific literacy, data skills etc. In most cases, a completion rate of at least 80% for surveys will be expected in order to trigger payment of the grant for the next year.

2) Three-monthly monitoring discussions and reports: Three-monthly Microsoft Teams meetings will be held between the Schools Engagement team and the grant-holding organisation. The grant holder will be required to complete a monitoring form in advance of the meeting, for which a template will be provided by the Schools Engagement team. This will need to be returned no later than three days before the scheduled meeting. The contents of the monitoring form will drive the monitoring conversation. The details of the monitoring reports will include:

- Schools/colleges and STEM professionals recruited
- Details of the collaborative community
- Activities planned/delivered inc. notice of in-person activities for RS staff to attend
- CPD sessions planned/delivered
- Summary of budget spend
- Planning, delivery, and uptake of Partnership Grant application support
- Reflections on positive outcomes and barriers/challenges
- Actions against the organisation's evaluation plan.

3) Yearly interim report: An interim report will be due at the end of year one and year two. Submission and acceptance of a yearly interim report will trigger payment of the grant for the next year.

The interim reports should explain the list above in more detail, with case studies and initial readings from the organisation's evaluation, e.g. survey results. The organisation should reflect on positive feedback and outcomes, and any challenges experienced by participants.

4) Focus groups: Focus group sessions with teachers and STEM professionals, and organisations may be held in-person or online to understand the positives and challenges of both Science Community Grants and Partnership Grants. This information will help us to plan future changes to both grant schemes.

5) Final Impact Report: At the end of the grant, each Science Community Grant holder will complete an impact case study. A template with guidance on what to include in each section will be provided; however, example guidance is given below.

- **Overview** – an abstract of the activities, key outcomes, and impacts
- **Stakeholders** – a summary of the partners involved including key team members from within the organisation, and list of schools, teachers and STEM professionals engaged
- **Purpose** – a summary of the activities conducted in schools including the small-scale investigation, STEM professional visits, and CPD and community activities
- **Background** – a description of the need the grant was designed to address. For example, how were schools targeted (e.g. school demographic and need)? Why was the small-scale investigation selected? How were gaps identified for CPD topics? etc
- **Approach** – a summary of how the grant was delivered. For example, how were schools and STEM professionals recruited? How was CPD delivered? How was the community developed and maintained? How was the grant monitored? etc
- **Budget** – a detailed description of how the grant funding was spent
- **Evaluation** – an outline of the evidence that can be provided to show the impact of the grant. This should include summaries of surveys conducted, quotes, charts, and case studies, etc. Where appropriate permissions allow, images should also be included
- **Legacy** – comment on the long-term impact for the organisation, for schools and for STEM professionals, including any evidence for long-term relationships, etc

- **Lessons learned** – your reflections as the grant holder on what went well and what the barriers to this grant were for stakeholders (e.g. organisation project team, students, teachers, and STEM professionals). This should include summaries of feedback from stakeholders and recommended adaptations to the grant.

If you have any queries about the Science Community Grant or the application process, please contact the Schools Engagement team via education@royalsociety.org or 0207 451 2586.

Appendix 1:

Example risk register for a Science Community Grant.

Risk	Likelihood	Severity	Overall	Mitigation
e.g. a change in personnel within the organisation.	Medium	Low	Low	Organisation will inform Royal Society of any changes in personnel. All schools and STEM professionals will be informed to ensure uninterrupted communication.
e.g. difficulty recruiting STEM professionals to partner with schools.	Medium	Medium	High	Review messaging to STEM professionals to highlight advantages; support STEM professionals through payment of travel expenses; reach out to additional networks to widen recruitment.
e.g. difficulty retaining participating schools	Low	Medium	Medium	Maintain effective communication with schools; gain buy-in from senior leaders within the school and/or trust for participation with the grant; review messaging to highlight the key advantages and funding available to schools; ensure the small-scale investigation is curriculum-relevant and adaptable for school delivery; recruit more than the minimum 25 schools to ensure the minimum number is maintained.

Likelihood: low – very unlikely to occur; medium – has a reasonable likelihood of occurring, high – very likely to occur.

Severity: low – will have very little impact of grant delivery, medium – will have a significant impact on grant delivery, high – will make grant delivery very difficult or may stop grant delivery.

Overall: calculated by combining the likelihood and severity e.g.

	Likelihood		
Severity	H	M	L
H	High	High	Medium
M	High	High	Medium
L	Low	Low	Low

Appendix 2: Theory of change logic model for Science Community Grants

PURPOSE: To determine the success of the Science Community Grant in increasing the number of under-served schools engaging in practical STEM investigations, embedding a collaborative network amongst grant schools, and creating a culture of lasting partnership between schools, organisations, and STEM professionals.				
PARTICIPANTS: Royal Society Schools Engagement team (RS SET); Julia Rausing Trust (JRT); Science Community Grant holders; participating students, teachers, and STEM professionals.				
INPUTS - Time, knowledge, and expertise from all participants - Grant funding from Royal Society of £105,000 - Resources to complete STEM activities in schools.	ACTIVITIES - CPD for STEM professionals and teachers. - STEM-based activities in schools - Face-to-face interactions between STEM professionals and students - Teacher community established and maintained by organisation - Training for Partnership Grant (PG) applications.	OUTPUTS - School-based investigations developed - Activities completed in under-served schools around the UK - STEM professionals involved in school engagement activities - CPD completed by teachers and STEM professionals - Best practice shared by teachers using the collaborative community of grant schools - Feedback gathered from students, teachers, STEM professionals, and grant holders.	OUTCOMES - Lasting relationships created between grant holder organisations, STEM professionals, and schools - Grant schools can collaborate effectively and confidently, sharing best practice - Schools supported to undertake more inquiry-based learning through PG scheme (at least 30%). Teachers upskilled in PG application process - Teachers and STEM professionals upskilled in delivering curriculum focused practical STEM activities.	IMPACTS - STEM investigative work embedded in schools - Lasting relationships embedded between schools, STEM professionals, and grant holder organisations beyond the grant period - Increased focus on supporting school outreach in grant holder organisations - Teachers and STEM professionals feel more confident in delivering practical science activities - Students show improved motivation, confidence, interest, and enjoyment in STEM subjects - An increase in PG applications in previously unreached areas - More understanding of the opportunities and barriers for STEM professionals, schools, and grant holders to develop partnerships to inform education policy.
ASSUMPTIONS Grant holders can identify and recruit schools and STEM partners in numbers described in applications. Schools allow time in the curriculum to complete investigations.			FACTORS/ RISKS - Grant holders may not be able to recruit schools or STEM professionals due to lack of interest or time restraints - Schools may not complete investigations due to conflicting priorities - Schools may not choose to complete a full Partnership Grant project - Teachers/STEM professionals may not participate in community network - Changes in personnel within schools and/or with STEM professionals - Students, teachers, and STEM professionals may not complete evaluation tasks e.g. surveys.	
EVALUATION	Process evaluation	- Progress against KPIs, activities and outputs - Case studies from projects	- Grant holders and RS SET - Students, teachers, and STEM professionals.	- Three-monthly monitoring Teams call and report - Yearly interim report from grant holders. - Yearly interim report for JRT.
	Outcome evaluation	- Impact on students, teachers, STEM professionals including measurement against KPIs - Feedback from organisation on grant challenges and successes - Number of PG applications from participating schools.	- Grant holders and RS SET - Students, teachers, and STEM professionals - JRT - External evaluator.	- Formal Impact report from grant holders - Surveys (pre- and post-, and 12 months post-) for students, teachers, and STEM professionals - Focus groups for teachers and STEM professionals. - School student data, e.g. destination, uptake of STEM courses at KS5 - Impact case study of whole project from grant holders - Grant evaluation report for JRT
	Economic evaluation	- Value for money of grant, e.g. cost versus number of schools and students reached, cost v impact to stakeholders - Budget projected v spent.	- Royal Society SET - External evaluator - JRT.	- Formal Impact report - Grant evaluation report for JRT.