

Service children – funding guidance for schools in Wales

Updated: May 2020

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Introduction

Schools across Wales are being very proactive and doing some great work to ensure that Service Children are supported so they can optimise their experience of being part of an Armed Forces family and are not disadvantaged in education. See the SSCE Cymru website for [case studies and examples of good practice](#) in schools and local authorities.

Sometimes, schools and local authorities need to access additional funds in order to support Service children in the most effective way. SSCE Cymru recognised that it's not always easy identifying which funds are available, what grants are most relevant to a project and what is the best way to approach completing the application forms.

A group of SSCE Cymru stakeholders worked collaboratively to produce this document in order to provide schools and local authorities in Wales with a guide on the funding streams that are available in 2020/21, along with advice on completing the application forms. This advice comes from members of the funding panels, as well as schools and local authorities that have been successful in applying for the grants.

Before applying for grant funding, schools and local authorities in Wales are advised to spend some time engaging with the SSCE Cymru resources, available at www.SSCECymru.co.uk, and/or contact SSCE@wlga.gov.uk to discuss their project/proposal.

It is also important to check eligibility by reading the full guidance documents for a grant, to ensure that time is not wasted submitting an application that is not appropriate for that particular funding stream.

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Ministry of Defence – Education Support Fund

Purpose

The Education Support Fund (ESF) from the Ministry of Defence (MOD) is available to schools and local authorities that can show clear evidence of how **exceptional mobility and/or deployment** is affecting either schools and/or its pupils.

Aims of ESF

The fund aims to:

- Provide support for schools directly affected by exceptional **mobility** (including basing/rebasing activity) and/or **deployment** (parents away on operational tours, long exercises, training courses etc)
- Meet staffing and training needs due to unforeseen dips/increases in Service children numbers
- Provide community support to help build relationships between schools, local authorities and Services families
- Provide educational resources linked to the Service children intake
- Provide funding for refurbishment of existing areas within the school (no capital works).

Bids from groups of schools, referred to as cluster bids, are strongly encouraged.

A total of £3m is available for schools and local authorities across the UK to apply for funding from the 2021 ESF. Successful applications will show clear evidence of significant **mobility and/or deployment**. This means schools need to show how, for example, a sudden increase in Service children numbers has created a significant resource burden – lack of funding, staff shortages etc, and has now placed pressure on the school and all pupils, including those from Service families.

Eligibility

All maintained schools, sixth form colleges and local authorities (in support of these schools) based in the **UK** that have Service children on roll are eligible.

Schools *must* be subject to exceptional **mobility** of Service children and/or have Service children whose parents are subject to **deployments**, and the application must contain clear evidence of the impact of that mobility and/or those deployments.

Definitions

- **Mobility** – the whole family moving from one location to another, resulting in a change of school for the child
- **Deployment** – a Service person being away from home, on either an operation (not exclusive to conflict zones) or a long-term training exercise.

Link

www.gov.uk/government/publications/mod-support-fund-for-schools-with-service-children-grant-application-pack

Advice (by section)

GENERAL

- Read the [MOD ESF: instructions and guidance](#) document fully **before** and **after** writing your application to ensure you are focusing on relevant content.
- See the [successful application samples](#) provided by the DCYP for guidance on the type and level of detail that they expect to see in an application.
- **Use the [scoring criteria sheet](#)** as a guide to what content to include in your application.
- **Sustainability/creating a legacy and achieving value for money** will be key focuses of the funding panels when scoring the applications.
- Talk about positive **direct** and **indirect** impacts.
- Bids for the ESF can be for a range of projects, schemes and initiatives, and must articulate:
 - How the effects of **mobility** and/or **deployment** will be addressed
 - Engagement with Service and civilian communities
 - Planned outcomes
 - Value for money
 - Sustainability.
- **Consider the impact of Covid-19 and school closures** on the school and Armed Forces community – see the SSCE Cymru [Covid-19 support](#) information page for details of how Service children may have been effected, to support your own observations, and to see ideas of what resources can be accessed to support Service children.
- **Consider ways of utilising evidence** to shape the project, including:
 - [SSCE Cymru school survey findings](#)
 - [SSCE Cymru Listening to our Service children findings](#)
 - [SCiP Alliance The Voice of Service Children report](#) (applying the four-principles).
- **Approach other schools** to discuss plans for your application – to seek advice and explore opportunities for cluster bids and examples of good practice.
- Remember that funding for Service children should be **in addition to what their civilian peers benefit from** and not in lieu of it. Avoid applying to fund work that the local authority should be supporting.

SECTION 1 – DETAILS OF APPLICANT

School/local authority details and contact information

- Applicants are entitled to make **one individual bid each** and can also be included in a **joint cluster bid** with other schools, providing it is for a different initiative. If submitting a cluster bid, **all** schools involved should be included here.

School and Service children data

- This is an important opportunity to demonstrate how the **numbers of Service children fluctuates** in your school/local authority, thereby demonstrating mobility.
- This is also an opportunity to show the **percentage of Service children** in your school/local authority.

Previous funding success

www.SSCECymru.co.uk

- It is important that this information is **transparent and accurate** – it provides the funding panels with detail, helping them to make a well-informed judgement on the needs and experience of your school/local authority.

SECTION 2 – DETAILS OF THE BID

Bid summary

- This is the **most important part** of the bid – with only approximately 100 words available, you must succinctly provide the most important details.
- Remember, it is an **executive summary** – focus on key outcomes.

Financial information

- This is a good opportunity to provide a clear **breakdown of the costs**, which will help the panels clearly understand what is included in the proposal.
- Separate elements of the bid and cost them individually to enable the panels to be able to consider and easily identify **partial payments**.

Armed Forces sponsor

- This should be an individual member of the **Armed Forces community** that your school/local authority has regular contact with.
- They can provide **context on the Service community** in your location, including type of units, expected training and deployments, and rebasing effects, and an understanding of challenges faced by Service families.
- If you currently don't have any contact with your Armed Forces community, it is recommended that you contact your Armed Forces Community Engagement Lead for your local authority area (see [Annex 1](#)) or [Armed Forces Covenant Liaison Officer](#) to discuss the bid.
- Build a **close working relationship** with your Armed Forces sponsor so they are fully engaged with what you are doing and trying to achieve. Their support throughout your work with Service children is invaluable.

Effects of mobility and deployment and evidence of need for this funding

Your bid will be stronger if it includes **evidence** that you do some or all of the following:

- Show that you are aware of the potential **challenges that Service children face** in your school/local authority, along with how to support them – remember, each Service child is unique and their experiences are different. See www.SSCECymru.co.uk for information and resources to help your school understand the experiences of Service children.
- Demonstrate a **strong understanding** of challenges Service children may face in education, including, but not limited to, the impact of **mobility** and **deployment** – provide specific **examples** where appropriate.
- **Avoid assumptions** about the needs of Service children – focus on your experience of the children and families you support. Use [SSCE Cymru evidence](#) to support your own observations.
- Include clear **evidence** of the impact of mobility in the school/local authority – such as the number of Service children joining or leaving mid-year – and provide examples of when/how this has had a negative impact on a Service child.
- Include **examples** of when Service children have experienced difficulties due to their parents' deployment.
- Draw on **experience/examples of successful practice** in your school(s) and schools in other areas.
- Explain how you have **gained the views** of your Service children and families.

- Demonstrate your school is **proactive** in understanding the best ways to support Service children, and give examples of how this is achieved. This could include details of how you have utilised the resources available from [SSCE Cymru](#), such as the School Toolkit, Tools and Directory of support, or have participated in events, such as [SSCE Cymru Stakeholder Days](#).

Partnership working

- **Cluster bids** are strongly encouraged as a joint application.
- Cluster bids demonstrate and support **good practice**, **shared knowledge** and **value for money**.
- **Detail any collaboration** with other schools in your area aimed at supporting your school's Service children.
- List any **organisations** the school/local authority is already working with, or plans to work with, in order to understand the needs of Service children and identify the best way to support them. Organisations could include:
 - Local Armed Forces welfare service
 - Armed Forces charities (Naval Families Federation, Army Families Federation, RAF Families Federation, SSAFA, Royal British Legion)
 - Local authority Armed Forces Forum
 - MOD parents' associations
 - Education providers
 - SSCE Cymru.

Measuring success

- **Design your monitoring** first, then build your activity from this.
- Focus on a specific **evidenced need** that you can measure.
- Use a mix of measures but ensure **quantitative** measures are included.
- Include Specific, Measurable, Attainable, Relevant and Timely (**SMART**) **targets** related to either sustaining or mainstreaming the activity.
- Remember, you are part of a larger project that seeks to **better understand the needs of Service children** and what works to support them – monitoring is therefore essential for those who follow you.
- **Examples of success** could include:
 - Improved academic results
 - Pupil engagement
 - Uptake of tutoring
 - Wellbeing results
 - Positive feedback from pupil ambassadors and the Armed Forces community.
- **Examples of how to measure** the impact of the project could include:
 - Monitoring of key academic performance indicators against local authority and Welsh expectations (e.g. literacy, numeracy, attendance, end of key stage)
 - Monitoring records of behaviour
 - Comparing target grades/level results
 - Service children surveys at the start and end of the project.

SECTION 3 – SUSTAINABILITY

- Focus on identifying ways of **embedding good practice** in the school/local authority – which will help to demonstrate good value for money.
- Explain what **legacy** the project will leave behind.
- Ensure a **realistic sustainability plan** is described within the application – including sources of ongoing funding (where necessary), resources and succession planning.

- Include an explanation of how **upskilling staff** could have a long-term benefit.
- Detail any **other funding streams** the school/local authority has applied for to continue the work.

Examples of previous success in Wales

Primary school in Rhondda Cynon Taff with one Service child

- Learning Support Assistant (LSA).

Impact: *“Our pupil benefits from additional support with reading and literacy and is now able to build an increasing number of words and can read simple texts.”*

Primary school in the Isle of Anglesey with 38 Service children

- ELSA Training Course and starter pack
- Talk About Training /Training Materials for all staff
- Talk About Materials
- Boxall Profile online tool (boxallprofile.org) Test behaviour trends.

Impact: *“We have a member of [staff] who has now completed the ELSA Training Course and is trained to help support our [pupils] varying needs effectively under the direct supervision of our Educational Psychologist. This member of staff has started working with individuals, which has benefited the Service children to ensure a smooth transition at the start of a new academic year. Talk About groups have been developed within the school and help support pupils with similar needs within a small group setting. Service children have been able to grow in confidence, make new friends and learn a range of social skills throughout engaging activities. The Boxall Profile online tool has helped enable staff to identify pupils’ individual needs, highlight areas that require attention and set targets for the future. All of the above has helped our school to develop and promote Service [children’s] needs and ensure wellbeing is paramount.”*

Newport City Council and Monmouthshire County Council supporting 56 schools

- Her Majesty’s Forces (HMF) Education Support Officer – salary and on costs
- Publicity, training/promotional materials and awareness-raising events for families and schools
- Bought in expertise to provide wellbeing support; e.g. counselling / educational psychology support for individuals where required.

Impact: *“Our local health board has become the first in the UK to offer priority access to NHS Mental Health services for service children with [mental health] issues in the same way as they do for Armed Forces veterans where their conditions (mental and/or physical) are likely related to or resulting from their military service. Where there was no real understanding of the numbers of Service children in our schools, we now have an increasingly comprehensive picture, [and] schools are beginning to record Service children on SIMS, have increased awareness of potential challenges and wish to become more Armed Forces-friendly.”*

High school in Powys with 36 Service children

- Employ Forces Families Support Officer
- Training courses – mental health and wellbeing
- Lunch club and cooking with Army Welfare Service
- Resources – study books
- Motivational Preparation College for Training (MPCT).

Impact: *“The MOD grant funding has enabled this school to employ a Forces Family Support Officer since 2013, whose focus is to support Service children and their transition between schools, looking after their emotional wellbeing and helping to support them [in] reaching their full academic potential. It has also improved links with schools in the community [who] also have Service children.”*

Timeline

The timeline for the 2020/21 funding round is as follows:

- June 1st 2020 – bidding opened
- **Noon October 7th 2020** – application deadline
- October 2020 – regional panel convenes
- November 2020 – UK panel convenes
- January 2021 – applicants will be informed of the outcome of their application
- By April 5th 2021 – payments will be made
- April 2022 – funding should be spent
- April 2022 – successful applicants will be asked to complete an audit.

Contact details

Queries and/or **completed application forms** should be sent to DCYP-MOD-ESF-Mailbox@mod.gov.uk

Armed Forces Education Trust – Collective and Collaborative grants

Purpose

The Armed Forces Education Trust is a grant-giving charity that provides support to current and former Service children for the purposes of education.

The trust's **aims** are to:

- Help fund the education of the children of Service men and women who have been disadvantaged by the service of their parent(s)
- Ensure children do not miss out because of their parents' service, regardless of age, ability or their parents' rank or past or current service
- Provide schools with funding for additional resources to support the education of children whose parents serve or have served in our Armed Forces.

There are **two types of funding** are available to schools:

Collective grants – these are awarded to an education provider (normally a school or education authority) to help provide educational support for Service children. Such support is likely to include a specific educational intervention, as a result of which the improved educational outcomes of the service children can be demonstrated.

Collaborative grants – these are awarded to state schools for the support of a single child in cases where a child has been disadvantaged by their parents' service and needs extra support; e.g. when restarting an Education Health and Care Plan (EHCP) process due to posting. The parents will need to complete an application in conjunction with the school, and it will be means tested.

Eligibility

COLLECTIVE FUNDING

Applicants must meet **all three** of the following criteria:

1. They must be a registered charity or not-for-profit organisation.
2. The proposal meets the Trusts aims.
3. They demonstrate a direct measurable link between the proposed activities and improved educational outcome of the Service children they are aiming to help.

The Trust recognises that schools with small numbers of Service children may be equally in need of support as those with large numbers.

COLLABORATIVE FUNDING

Schools and parents who identify a need for an **individual child** who has been **disadvantaged** by their parents' service.

Link

www.armedforceseducation.org/collective-grants

www.SSCECymru.co.uk

Advice for Collective grants (by section)

General

- Read the **guidance notes** fully **before** and **after** writing your application to ensure you understand the terminology in the application.
- Consider the Grants Committee's **key considerations**:
 - The **NEED** for the activities/project
 - What will be the **IMPACT** of the proposed activities?
 - **ORGANISATIONAL CAPACITY**
 - Does the requested grant represent **VALUE for money**?
 - **GOVERNANCE**
 - **SUSTAINABILITY** and creating a **LEGACY**.
- **Supporting documents** can be emailed to the Trust.
- **Cluster bids** from groups of schools are strongly encouraged.
- **Consider the impact of Covid-19 and school closures** on the school and Armed Forces community – see the SSCE Cymru [Covid-19 support](#) information page for details of how Service children may have been effected, to support your own observations, and to see ideas of what resources can be accessed to support Service children.
- **Consider ways of utilising evidence** to shape the project, including:
 - [SSCE Cymru school survey findings](#)
 - [SSCE Cymru Listening to our Service children findings](#)
 - [SCiP Alliance The Voice of Service Children report](#) (applying the four-principles).
- Remember that funding for Service children should be in **addition to what their civilian peers benefit from** and not in lieu of it. Avoid submitting an application to fund work that the local authority should be supporting.

2. YOUR GRANT REQUEST

Finance information (questions 2.1–2.2)

- This is a good opportunity to provide a clear **breakdown of the costs**, which will help the committee clearly understand what is included in the proposal.
- Separate any parts of the bid and cost them individually to enable the committee to easily identify **partial payments**.

Evidence of need for this funding and how it will be addressed (questions 2.3–2.5)

- Explain how you have **identified the need**.
- Explain how you have **gained the views** of Service children and families.

Other grant success (question 2.6)

- It is important that the information provided is both **transparent and accurate** – it provides the trustees with detail that helps them to make a well-informed judgement on the needs and experience of your school/local authority.

Alternatives (question 2.7)

- Outline **priorities** and **alternative options** should only partial funding be available.

3. OUTCOMES

Success and impact (questions 3.1–3.2)

- Focus on identifying ways of **embedding good practice** in the school – which will help to demonstrate good value for money.
- **Design your monitoring** first, then build your activity from this.
- Focus on a specific **evidenced need** that you can measure.
- Use a mix of measures but ensure **quantitative** is one of them.
- Include Specific, Measurable, Attainable, Relevant and Timely (**SMART**) **targets** related to mainstreaming and sustaining the activity.
- Remember, you are part of a larger project that seeks to **better understand the needs of Service children** and what works to support them – monitoring is essential for those who follow you.
- **Examples of success** could include:
 - Improved academic results
 - Pupil engagement
 - Uptake of tutoring
 - Wellbeing results
 - Positive feedback from pupil ambassadors and the Armed Forces community.
- **Examples of how to measure** the impact of the project could include:
 - Monitoring of key academic performance indicators against local authority and Welsh expectations (e.g. literacy, numeracy, attendance, end of key stage)
 - Monitoring behaviour records
 - Comparing target grades/level results
 - Service children surveys at the start and end of the project.

4. ORGANISATION CAPACITY

Previous success (questions 4.1–4.2)

- Consider the needs of **other local schools** and the possibility of a cluster bid.

Delivery details (questions 4.3–4.4)

- **Explain** how the **objectives** of the project will be met.
- Detail how the project will be **managed**.
- **Cluster bids** are **strongly encouraged** as a joint application. Such bids demonstrate and support **good practice, shared knowledge** and **value for money**.
- **Detail any collaboration** with other schools in your area aimed at supporting your Service children.
- List any **organisations** the school/local authority is already working with, or plans to work with, in order to understand the needs of Service children and identify the best way to support them.
- Detail how your school **works with SSCE Cymru** to understand the best ways to support Service children. This could include details of how you have utilised the resources available from [SSCE Cymru](http://www.SSCECymru.co.uk), such as the School Toolkit, Tools and Directory of support, or participated in events, such as [SSCE Cymru Stakeholder Days](#).

6. BENEFICIARIES (questions 6.1–6.4)

- For details on the challenges Service children may face, please see www.SSCECymru.co.uk
- Be aware of the potential **challenges that Service children face** in your school/local authority, along with how to support them – be wary of generalisations, and remember that each Service child is unique and their experiences are different.

- Demonstrate a **strong understanding** of challenges Service children face in education, including, but not limited to, the impact of **mobility** and **deployment** – provide specific **examples** where appropriate.
- **Avoid assumptions** about the needs of Service children – focus on your experience of the children and families you support.
- This is an important opportunity to show the **percentage of Service children** in your school/local authority.

7. FINANCIAL DETAILS

Finance from other sources (questions 7.1–7.3)

- Detail any **other funding streams** the school/local authority has applied for.
- Explain how a **shortfall** in funding could be overcome.

Sustainability (question 7.4)

- Explain what **legacy** the project will leave behind.
- Ensure a **realistic sustainability plan** is described within the application – including sources of ongoing funding (where necessary), resources and succession planning.
- Identify ways of **embedding practice** in school and local authority.
- Include an explanation of how **up skilling staff** would have a long-term benefit.

Examples of previous success

Collective grants

Numbers Count Project in a school in Wiltshire

The trust funds two intervention practitioners, who lead training for teachers and run small group sessions to focus on bringing Service children’s numeracy skills up to the required standard and plugging any gaps in learning.

Impact: *“This project has proven to be highly successful in supporting Service children and helping them with the continuity in education that they need given their mobility.”*

Service Pupil Champions in schools in North Yorkshire

The Trust funded two Service Pupil Champions to undertake training in Emotional First Aid (EFA) and a Train the Trainer course, with the aim of cascading the learning across the county.

Impact: *“The Champions raise awareness of Service children needs through staff Continuing Professional Development and provide a link between the Armed Forces and school partners. The Champions also provide early intervention and signposting to other services. The [Champions’] EFA training has led to delivering Anxiety Workshops for Service children and parents, the benefits of which have been significant, and the long-term impact is already being seen.”*

Collaborative grants

A Service child with behavioural issues had been disadvantaged due to his family not being anywhere long enough to have an NHS assessment. They returned early from Cyprus for this purpose and the Service child joined the reception year, where he needed extra support until he was awarded an EHCP. The trust was able to help the school to fund a key adult to support the Service child, making his transition into school a successful one.

Timeline

The main application deadline for **Collective grants** is **15th May** for June decisions. However, the Trust is happy to discuss applications throughout the year (e.g. to tie in with applications to other funding streams, or where a need arises). The process is as follows:

- Contact the Trust to **check eligibility** – www.armedforceseducation.org/collective-grants
- Within three working days: the Trust will contact applicants to discuss their enquiry and **send the application form**, if the applicant is deemed appropriate.
- **Submit the application** to admin@armedforceseducation.org and attach any supporting documents.
- **Decisions** are made by the trustees.
- Within eight weeks: **applicants are informed** of the outcome of their application.
- Within two months of the end of the grant period: complete the **post-grant report**.

For details on applying for Collaborative grants, please contact the Trust directly.

Contact details

Queries and/or **completed application forms** should be sent to admin@armedforceseducation.org

Other funding

Grants4Schools

Details of other grants that aren't specifically aimed at supporting the Armed Forces community can be identified through Grants4Schools.

www.grants4schools.info

The Grants4Schools website includes:

- Funding news
- Funding case studies
- A free newsletter
- A grant search tool (pay [£] for full access)
- A grant-finding map (£)
- A comprehensive guide to grants in the UK (£)
- A pocket guide to writing successful grant applications (£)
- Details of funding workshops (£).

ABF The Soldiers' Charity

ABF The Soldiers' Charity is the national charity of the British Army, providing a lifetime of support to soldiers, Veterans/ex-Service personnel and their immediate families when they are in need.

It has a well-established and substantial grants programme of support to charities and organisations. In a given year, it will normally fund up to 100 charities which deliver support on behalf of the Army and ABF The Soldiers' Charity.

www.soldierscharity.org

Royal Air Force Benevolent Fund

The Royal Air Force Benevolent Fund (RAFBF) is the RAF's leading welfare charity, with a proud tradition of looking after its own. It offers support to all serving and former members of the RAF as well as their partners and dependent children.

The RAFBF External Grants programme supports the costs of activities and services that deliver at least one of its nine Welfare Outcomes:

1. Increased financial means
2. Increased mobility
3. Increased ability to live at home safely for longer
4. Improved home environment
5. Improved employment prospects
6. Increased engagement in vocational activities
7. Improved relationships with others

8. Reduced social isolation or loneliness
9. Improved mental and physical wellbeing.

These Welfare Outcomes demonstrate the changes required to deliver the impact the RAFBF hopes will **enable all within the RAF Family to live with dignity, purpose and peace of mind.**

www.rafbf.org

Royal Naval Benevolent Trust

The Royal Naval Benevolent Trust (RNBT) gives help, in cases of need, to serving and former Royal Naval ratings and Royal Marines other ranks, which includes Reservists; they are known as Primary Beneficiaries. It also helps its partners, children and some others connected with it. Beneficiaries are known collectively as the RNBT Family.

Its main business is making grants – financial assistance – to help members of the RNBT Family in difficulty. This includes grants paid directly to families, as well as grants for organisations and charities that directly support members of the RNBT Family.

One of the [Categories of Need](#) listed on the RNBT website is education.

www.rnbt.org.uk

The Royal British Legion – Children’s Welfare Scheme

The Legion offers grants to eligible families and single parents towards the cost of essential items required by their children. Small grants are awarded for items such as winter clothing, bedroom furniture and school uniforms. It also provides payment for children’s clubs such as Guides and Scouts as well as essential school trips.

www.rblws.org.uk/how-we-help/children-s-welfare-scheme

Welsh Government – Pupil Development Grant access

Eligible learners can apply for this grant of £125, to buy school uniforms, equipment, and kit for sports and activities.

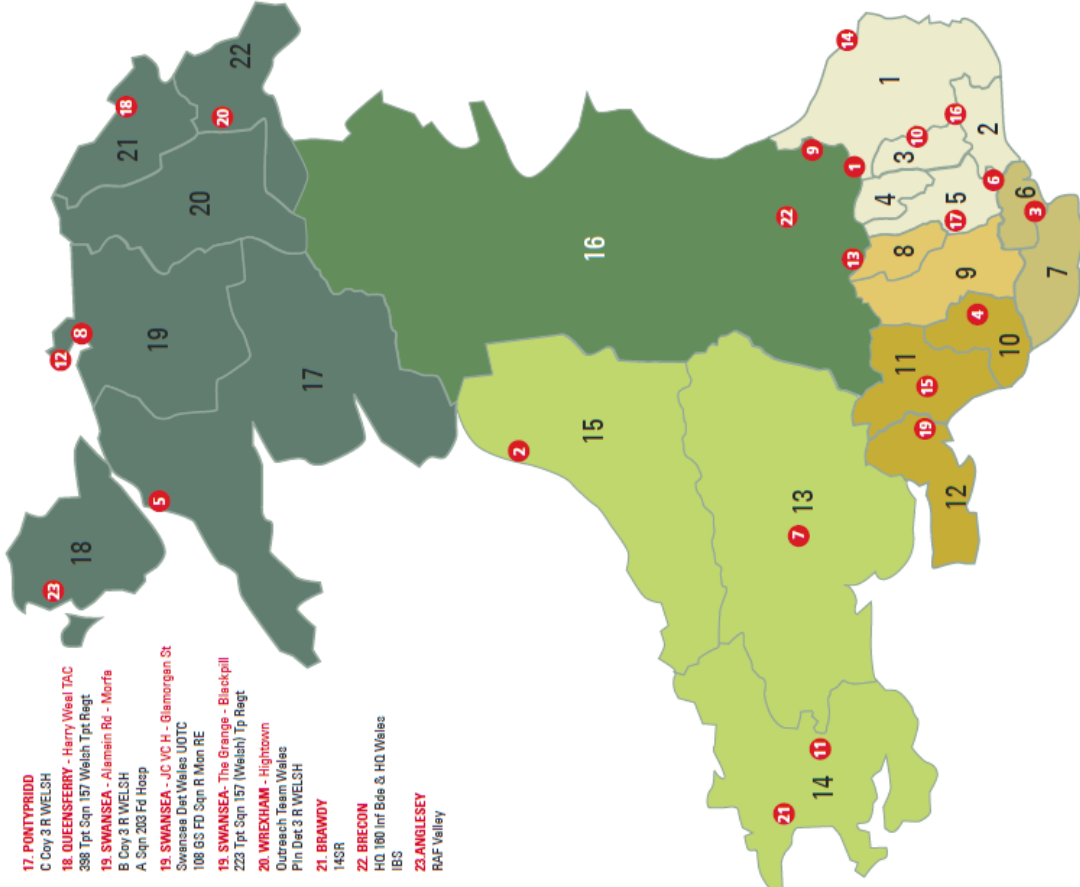
www.gov.wales/pupil-development-grant-access

www.gov.wales/free-school-meals-frequently-asked-questions

Annex 1

CETF Matrix

- 1. **ABERTILLERY - Cwm Cottage**
HQ, 211 Bty, 104 Regt RA
D Tpt, 211 Bty, 104 Regt RA
- 2. **ABERYSTWYTH**
PI B Coy, R WELSH
Aberystwyth Det, Wales UOTC
- 3. **BARRY**
HMS Cambria
- 4. **BRIDGEND - Lichards Cross**
Tp 580 Tpt Sqn 157 (Welsh) Tpt Regt
LAD REME 157 (Welsh) Tpt Regt
160 Fd Coy, 105 Bn REME
- 5. **CAERNARFON**
PI D Coy, 3 R WELSH
Bangor Det
- 6. **CARDIFF - Llandaff North - Gabalfa**
RHQ / HQ Sqn, 203 Fd Hosp
- 7. **CARDIFF - Maindy**
RHQ and HQ Coy, 3 R WELSH
RHQ, 157 (Welsh) Tpt Regt
248 HQ Sqn 157 (Welsh) Tpt Regt
580 Tpt Sqn (-) 157 (Welsh) Tpt Regt
RHQ, Wales UOTC and Cardiff Det
RHQ, ODG / RHQ, R WELSH / RHQ, WG
- 8. **CARDIFF - Tŷ Llewellyn**
C Tpt, 211 Bty, 104 Regt RA
50 Sg Sqn, 38 Sig Regt
614 Sqn R Aux AF
- 9. **CARMARTHEN**
224 Tpt Sqn 157 (Welsh) Tpt Regt
Det, 160 Fd Coy, 105 Bn REME
- 10. **COLWYN BAY**
D Coy, 3 R WELSH
C Sqn, 203 Fd Hosp
- 11. **CRICKHOWELL - Cwrt-y-Golien**
B Sqn, 203 Fd Hosp
- 12. **CYMMERAN - Chagman VC House**
100 Fd Sqn R Mon RE
LAD REME R Mon RE
- 13. **HAVERFORDWEST - DALTON VC**
Det, 224 Tpt Sqn 157 (Welsh) Tpt Regt
- 14. **LLANDUDNO**
C Sqn, 203 Fd Hosp
- 15. **MERTHYR TYDFIL**
Pin Det, 3 R WELSH
- 16. **MORMOUTH - The Castle**
RHQ, R Mon RE
- 17. **NEATH**
Pin Det, 3 R WELSH
- 18. **NEWPORT - Regien Barracks**
RHQ, 104 Regt RA
217 Bty RA
3 R WELSH Band
- 19. **PONTYPRIDD**
C Coy, 3 R WELSH
- 20. **QUEENSFERRY - Harry Weal TAC**
238 Tpt Sqn 157 (Welsh) Tpt Regt
- 21. **SWANSEA - Almain Rd - Morfa**
B Coy, 3 R WELSH
A Sqn, 203 Fd Hosp
- 22. **SWANSEA - JC VC H - Glamorgan St**
Swansea Det, Wales UOTC
108 GS Fd Sqn R Mon RE
- 23. **SWANSEA - The Grange - Blackpill**
223 Tpt Sqn 157 (Welsh) Tpt Regt
- 24. **WREXHAM - Hightown**
Outreach Team Wales
Pin Det, 3 R WELSH
14SR
- 25. **BRECON**
HQ, 180 Inf Bde & HQ, Wales
IBS
- 26. **ANGLESEY**
RAF Valley



Ser	Unitary Authority	CETF	Regional Covenant Partnership
1	Monmouthshire	R MON RE	Gwent / Aneurin Bevan
2	Newport	104 RA	
3	Torfaen	104 RA	
4	Blaenau Gwent	104 RA	
5	Caerphilly	203 (W) Fd Hosp	
6	Cardiff	HMS Cambria 3 R Welsh	Cardiff and the Vale
7	Vale of Glamorgan	HMS Cambria MOD St Athan	
8	Merthyr Tydfil	3 R Welsh	Cwm Taff
9	Rhondda Cynon Taff	3 R Welsh	
10	Bridgend	101 Bn REME	Western Bay
11	Neath Port Talbot	157 RLC	Abertawe Bro Morgannwg
12	Swansea	157 RLC	
13	Carmarthenshire	157 RLC	West Wales
14	Pembrokeshire	14 Signal Regt	Hywel Dda
15	Ceredigion	3 R Welsh	
16	Powys	IBS	Powys
17	Gwynedd	RAF Valley JSATI	North Wales Betsi Cadwaladr
18	Isle of Anglesey	RAF Valley	
19	Conwy	3 R Welsh	
20	Denbighshire	157 RLC	
21	Flintshire	157 RLC	
22	Wrexham	3 R Welsh	

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