

*"I think it's quite sad they (children who can't afford trips) get left out because really as soon as you get back, it's the talk of the school. Everyone's talking about it for the rest of the year, even when you get to secondary school you still talk about it" (Through Young Eyes; The Children's Commission on Poverty; November 2014)*

Applications will be screened by Head teachers who would assess the individual need of applicants. This would be based on their ability to finance the activity. The Trust is not intended as a replacement for the pupil premium. Head teachers would act as the gatekeepers to applications in the first instance.

**Application process;**

Visit [www.qualitylearningpartners.co.uk](http://www.qualitylearningpartners.co.uk)

Click on to the Head Teacher or Young People tile.

Click onto the Chairman's Trust.

**Donations process:**

Cheques made payable to Cheshire West and Chester Chairman's Trust

**Contact;**

[andrew.finnegan@qualitylearning-partners.co.uk](mailto:andrew.finnegan@qualitylearning-partners.co.uk)



# Chairman's Trust

Changing Lives for Children

*"For some children a week's residential experience is worth more than a term in school. We know we want it for our own children – we need to make sure other people's children experience it too."*

*Tim Brighouse*



*"..after hearing from children about their school experiences, we found out that in some schools, poverty is reproduced rather than reduced." (Through Young Eyes; The Children's Commission on Poverty; November 2014)*

## Changing Lives for Children

### Purpose:

'To support the advancement of education through short term residential learning outside the classroom for school age children residing in the borough of Cheshire West and Chester or being educated within the borough who are financially disadvantaged.'

The Trust's purpose is to develop self sufficient, resourceful young people by supporting learning outside the classroom.

Supported activities will develop resilience and build on existing skills. Performing and Creative Arts and Outdoor Education are to be at the core of supported activities.



*Such hands-on activities led to improved outcomes for pupils and students, including better achievement, standards, motivation, personal development and behaviour.'*

*Robin Hammerton H.M.I.*

*Their attitude towards school and staff changed also. The improvement was dramatic. The exclusions became a thing of the past.*

*All boys have now successfully started on their G.C.S.E. And ASDAN courses-some have a day release at college.'*



"A hand up is not a hand out."

"Ambition" – there must be clear outcomes and viable cooperation for excellence, personal development and challenge.

### Eligible Criteria

To cover board and lodging.

An individual application within an already planned activity.

It is beyond the normal curriculum offer.

It gives access to those who are otherwise unable to afford to access the provision.



*'The skills they learn outside are the same as those they need in the classroom, co-operation with teachers, teamwork. Some do find it hard to begin with – if you don't listen or pull your weight on the Menai Straits then there are big consequences.'*

*'The week I spent with you in Wales was one of the most memorable weeks of my life to date. Talking to my instructors and really talking to my teachers for the first time throughout the week, made me realise all the possibilities that the world has to offer me in the future...it was a week I will never forget.'*



*"(Teachers) say,' You might not want to go on this trip but it would really benefit your grade. 'Well if you haven't got the money of course you're going to be at a disadvantage.'" (Through Young Eyes; The Children's Commission on Poverty; November 2014)*