

# Dundee Partnership Community Regeneration Fund

## Grant Application 2026/27

Applicant Information	
<b>Name of Applicant Group</b>	Keiran Foy – Active Schools Team
<b>Activity Title</b>	Early Evening Sports & Transition Provision
<b>Grant Requested (£)</b>	£1495

- The Youth Inclusion Fund is to provide financial assistance for community initiatives aimed at working with Children and Young People. Applications should be for an activity (or activities) focused on including children & young people in activities, diverting young people from an existing undesirable activity or preventing them joining in with such activity. This should reflect a need that children and young people have been consulted on.

- The Small Grants Fund is for other applications that contribute towards achievement of the Dundee City Plan / Local Community Plan, usually up to £5,000, but there may be lower local restrictions on the amount. Therefore, it is important to check with the relevant Community Worker as listed on page 8 for any local restrictions or other requirements.

This application should address needs in one of the below Wards within which the Dundee Partnership supports activity. If an activity covers more than one Ward then an application is required for each Forum, but it is essential that each application can stand on its own if agreed and that the application is not for a city-wide activity, but a local activity that is to take place in more than one Ward.

TICK THE WARD WHERE YOUR PROJECT WILL OPERATE
<p>Coldside</p> <p>East End</p> <p>Lochee</p>

PLEASE INDICATE WHICH TYPE OF GRANT YOU ARE APPLYING FOR
<p>Small Grant</p>   <p>Youth Inclusionx</p>

Maryfield - X
North East
Strathmartine

Please note that communications regarding this application will be sent to you via email unless you indicate otherwise. All communication for this application should be made to [dundee.partnership@dundeecity.gov.uk](mailto:dundee.partnership@dundeecity.gov.uk)

## Checklist for the DP Community Regeneration Fund Application Form

Before submitting your application form to the Dundee Partnership Team, please use the below checklist to ensure that your form is as fully completed as possible. Please also note that submitting an incomplete form can cause delays in processing or rejection of your application.

### Have you:

- |  |                          |
|--|--------------------------|
| Read the guidance sections of the form   | <input type="checkbox"/> |
| Fully completed the information on the front of the form   | <input type="checkbox"/> |
| Provided a response to all sections of the application form (including indicating a section as 'N/A' where relevant)   | <input type="checkbox"/> |
| Checked that your budget adds up properly?   | <input type="checkbox"/> |
| Checked that your start date is after the date at which funds could be available, (see page 6) and that your end date is within the financial year?          | <input type="checkbox"/> |
| Included appropriate, measurable outputs & outcomes?   | <input type="checkbox"/> |
| Provided your groups accounts, or other appropriate financial information?   | <input type="checkbox"/> |
| Sourced and attached all relevant quotes?<br>(multiple quotes are required where >£5,000 is being applied for to ensure value for money is being considered) | <input type="checkbox"/> |
| Checked that the bank details or financial code are correct / complete?  | <input type="checkbox"/> |
| Signed the form, given accurate contact details and ticked the GDPR box?   | <input type="checkbox"/> |

<b>Who is the grant for?</b> (Name of Applicant Group / Department)		Dundee Active Schools	
<b>Did you receive a Dundee Partnership grant during 2025-26?</b> (If yes, list all grants below)			<b>YES / NO</b>
<b>Title of project funded</b>	<b>Amount granted</b>	<b>When</b>	<b>Was it fully spent?</b>

**Please give a description of what you want this grant for - (please limit your answer to 500 words or less)**

At DISC, we will use this grant will be used to develop, deliver, and sustain a targeted programme of inclusive physical activity and wellbeing opportunities for young people who face the greatest barriers to participation. The funding will support five key areas: provision in low SIMD communities, girls-only engagement, ASN-inclusive activities, and improved transition support from primary to secondary school, and family play sessions.

As well as buying equipment and covering coaching costs to run these sessions.

### **1. Expanding Access in Low SIMD Communities**

Funding will cover the costs of free, school-based after-school and lunchtime sessions, ensuring no financial barrier prevents participation. This includes equipment, venue access, and staffing to deliver consistent weekly opportunities within local schools. Investment will also support targeted communication to families, ensuring that young people in the most deprived areas are aware of and able to access these clubs. By offering activity directly on school grounds, the programme removes transport, cost, and confidence-related barriers frequently raised by young people in consultation.

## **2. Girls-Only Physical Activity and Wellbeing Programmes**

Investment will fund a range of girls-only sessions designed around activities requested by teenage girls, such as dance, fitness, recreational netball and Yoga. Funding will be used to provide appropriate equipment, hire specialist instructors where required, and create safe, welcoming spaces that encourage regular participation. A portion of the grant will support leadership opportunities for girls, enabling them to co-design sessions and build confidence through peer involvement.

## **3. Inclusive Activities for ASN Young People**

This grant will enable the creation of tailored sessions that meet the sensory, communication, and social needs of ASN pupils. Funding will support small-group delivery, additional staffing, sensory equipment, visual resources, and training for coaches to ensure high-quality, accessible provision. Sessions will be delivered with consistent staff and predictable routines to reduce anxiety and help learners feel safe and supported. Where appropriate, the funding will also cover adapted or specialist equipment not typically available in schools.

## **4. Transition Support from P7 to S1**

The grant will allow for the development of joint P7–S1 activity programmes that help young people build relationships, confidence, and a sense of belonging as they move to secondary school. This includes mixed-school sessions, transition festivals, and after-school opportunities delivered by familiar staff. Funding will support resources, staffing, and transport (where necessary) to make these opportunities accessible to all pupils, particularly those who report feeling overwhelmed or isolated in the early stages of S1.

### **Summary**

Overall, this grant will remove financial, social, and confidence-based barriers for young people who need support the most. By funding inclusive staffing, equipment, targeted sessions, and transition activities, the programme will create sustained, meaningful opportunities for young people to be active, connected, and supported within their school communities.

### **Which City Plan / Local Community Plan Outcome(s) will it address?**

Cost of Living Crisis – Free High Quality Dance classes for local children and youths.

Tackle Social Isolation and Mental Wellbeing – Physical Activity – Making new friends (School merger) in a positive and nurturing environment.

Improve Life Chances – Through Mentorship / Volunteering / Gaining Experience

<b>How many people will benefit from this project?</b>	250+
Will any specific groups benefit from this project? (male, female, age range or protected characteristic)	
Funding would allow us to provide more free sports and dance opportunities for children specifically from low-income families, children with additional support needs and would provide more opportunities for girls.	

**Please say why the project is needed (please limit your answer to 500 words or less)**

Our project is crucial for our pupils and families who cannot afford to pay monthly fees for community clubs. This has become more apparent during the 'Cost of Living Crisis'.

Our projects tackle the cost-of-living crisis head on through the provision of high quality and free to play classes for children living in low-income households.

Our clubs will provide a range of activities for our pupils with a positive early evening focus. It will help our pupils to gain confidence and forge new friendship groups and learn vital social skills as well as the obvious health benefits that come with sport and exercise.

The project will also aim to give the kids the best chance of transiting seamlessly from Primary to secondary, where the biggest drop off in pupils tends to occur.

**What local consultation has taken place regarding this application?**  
(Please attach evidence summarising the results of any consultation)

**Consultation With Young People in Low SIMD Communities**

Over the past term, Active Schools staff engaged young people through:

- **Informal playground conversations** at morning and lunchtime in targeted primary schools and at DISC in the High School
- **Small focus groups** held within after-school clubs and breakfast clubs in areas of highest deprivation.

**Key insights gained included:**

- Cost, transport and confidence are major barriers.
- Young people prefer free, local, school-based activities.
- Requests for “fun, social activities” rather than competitive sport.

- A desire for clubs that run straight after school to avoid having to go home first.

These findings shaped the bid's focus on **free, accessible, school-based provision with minimal equipment requirements**.

## 2. Consultation With Teenage Girls

Teenage girls were consulted through:

- **Girls-only listening groups** during lunch clubs.
- **PE class hands up surveys** targeting S1–S3.
- **Girls' self-esteem and wellbeing groups** run in partnership with guidance teams/P.E.

### What girls told us:

- They want **safe, girls-only spaces** where they won't "be watched or judged."
- Activities requested included: dance, fitness circuits, recreational netball, yoga, walking groups, and non-sport wellbeing activities like mindfulness.
- Many felt they "aren't good at sport" and want **non-competitive, low-pressure sessions**.

This feedback directly shaped the design of **girls-only, confidence-building sessions with a strong social element**.

## 3. Consultation With ASN Young People

Engagement was carried out through:

- **One-to-one conversations** with ASN pupils supported by pupil support staff.
- **Observation and discussion** within additional support needs classes and nurture groups.
- Collaboration with **school ASN leads** and **parents/carers** during drop-ins.

### Young people highlighted:

- Anxiety around large groups and unfamiliar staff.
- A need for **clear structure**, predictable routines, and visual supports.
- Preference for tactile, sensory, or small-group activities.
- Requests for staff they know and trust.

As a result, the bid prioritises **low-ratio groups, consistent staffing, and activities adapted to individual sensory and communication needs**.

## 4. Consultation Around Transition (Primary to Secondary)

To understand the needs of P7–S1 pupils, the following took place:

- **P7 pupil voice sessions** during transition days.
- **S1 focus groups** held early in the school year to reflect on their experience.
- Collaboration with **guidance teams, primary HTs, and transition leads**.

### Key themes identified:

- P7 pupils want to meet new friends *before* starting secondary.
- S1 pupils requested fun, informal clubs to help them "feel part of the school."
- Young people prefer sessions run by staff they recognise from primary or Active Schools.
- Many feel overwhelmed in the first term and want **quiet, smaller activities**, not large bustling clubs.

These insights shaped the inclusion of **targeted transition clubs**, delivered jointly across P7-S1 with familiar staff and mixed-school opportunities.

## Summary: How Consultation Shaped the Bid

Across all groups, young people consistently asked for:

- ✓ **Free, local, accessible activities**
- ✓ **Girls-only and safe spaces for teenage girls**
- ✓ **Adaptive, small-group options for ASN young people**
- ✓ **Early transition support with familiar staff**
- ✓ **Low-pressure, social, non-competitive opportunities**

This bid has been designed directly in response to these voices, ensuring that the programme is **youth-led, relevant, and meeting the expressed needs of the communities involved.**

**What evidence do you hold that the local community supports this application?**

(For example, was it proposed by members of a particular group? Does it directly address need identified by community members?)

The evidence for early evening classes is through the huge demand for our extra curricular clubs in the primaries and secondary.

The pupil sport council at Morgan, also support the application for the new equipment their school needs to run new after school clubs, which they feel would be popular for them and the feeder primaries.

Having free to play classes after school would be heavily supported by the parents of the children who attend as they will have free additional child care with social and health benefits.

**How will the project / activity tackle deprivation or benefit those experiencing deprivation?** (Refer to Section 1 of the Guidance Notes)

Our classes will provide free child care for families and positive healthy opportunities for local children through early evening sports and dance classes.

Children living in low income families, children with additional support needs, teenage girls and children with low self-esteem will all benefit from free to play high quality sports classes.

**What other sources of funding have you secured / tried to secure for this project?**

- **If none, please state why this is the case**

(Detail below, including applications that are pending or that have been turned down. We may ask for further evidence of an application for other funding)

Source of Funding (detail if this funding is for more than 1 year, if applicable)	£

<p><b>What are the costs of your activity and how much money is required?</b> Please give specific details (expand list / use an additional sheet if required) and provide <u>all</u> quotes (good practice for applications for over £5,000 is to provide three quotes to ensure value for money is received, and we will require to see these where relevant).</p>		
Cost Heading	Full Costs (£)	DP Aid (£)
Carlton 4.3 Badminton Rackets		
1)IT098949Maxi 25 Pack x2	£180	£180
2)IT098950Midi 25 Pack x2	£180	£180
Badminton Shuttles		
IT091999MediumWhite144 Pack	£125	£125
Mitre Impel Futsal Football		
IT103166Size 3Yellow/Grey £11.67 x5	£160	£160
Zoft Trainer Netball		
IT1048614Purple/Fluo 12 Balls + Bag	£100	£100
Coaching Costs (30 hours over 10 weeks x £25ph)	£750	£750
	Total	Total
	£1495	£1495

- All applicants are required to submit a copy of the group's most recent annual accounts with this application. These will be used to help determine eligibility for funding, and WITHOUT THEM AN APPLICATION WILL NOT PROCEED**

<ul style="list-style-type: none"> <li>• <b>If reserves held are less than three months operating expenses please confirm this below</b></li> </ul> <p>Note that if you have already submitted your accounts within this financial year, further copies may not be needed - please check with the Dundee Partnership Team if unsure</p>
<p><b>What other documents are you attaching to evidence the budget costs for this application?</b> (e.g. quotes, estimates, projected income and expenditure)</p> <p>Quotes above from Newitts Sports for Equipment (best priced from DCC procurement team). Coach costs based on local dance and sports coach rates from LACD/Local Community clubs.</p>

<p><b>How do you intend to monitor the project Outputs and Outcomes?</b></p> <p>The project will be monitored by class registers for pupils attendance. SEEMIS will provide SIMD information for pupils (in accordance with GDPR)</p>
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<p><b>What is the planned start date of the event/activity?</b></p> <p>Please note turn around on applications is 6 - 10 weeks and funding cannot be retrospective (<i>see section 2 of the guidance notes</i>)</p>	<p>April 26</p>
<p><b>What is the planned end date of the event/activity?</b></p>	<p>End of June 2026 (coaches) &amp; later for equipment use</p>

### Outputs & Outcomes

It is expected that applicants will have evidence to support performance information when completing returns on the performance against target. Consideration of this should be given when outputs and outcomes are set out.

Applicants will usually refer to one [City Plan](#) / [Local Community Plan](#) Outcome, but the opportunity is given for up to two, if required. **Please refer to section 3 of the Guidance Notes** for examples of outputs and outcomes / indicators.

<p><b>City Plan / Local Community Plan Outcome:</b></p> <p>Cost of Living Crisis – Free High Quality sports classes for local children and youths.</p> <p>Tackle Social Isolation and Mental Wellbeing – Physical Activity – Making new friends in a positive and nurturing environment.</p>
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Improve Life Chances – Through Mentorship / Volunteering / Gaining Experience

**Purpose of activity / project within this Outcome:**

	<b>Target 2025-26</b>
Outputs	
7 new early evening classes for children aged 5-16 years	7 new classes
250 children and young people engaged in early evening activity	250 pupils engaged
Outcomes / Indicators:	
Local youths will increase physical and mental health levels through engaging in a positive early evening activity	250 pupils registered
Local youths living in low income families have access to FREE high quality dance and sports classes.	150 pupils in SIMD 1-2
Local youths with Additional Support Needs will have access to FREE high quality dance and sports classes.	30 pupils with ASN's