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Application reference number:	CFWGSP-79
Date received:	16/07/25

The Curriculum for Wales grant support programme: application form

Please complete all sections of this application form. All the information must be provided within the application form under the appropriate heading. Sections of the form can be expanded to include relevant information. Additional documents or supporting information will not be accepted.

Please submit the completed application form in Word format.

Completed applications will **only** be accepted electronically by email to curriculumforwales@gov.wales by **midnight on 18 July 2025**.

No application will be accepted after the closing date.

Receipt of submitted applications will be issued by email.

In completing this form you will need to refer to the [Curriculum for Wales grant support programme guidance](#).

Section A: Proposal summary

Name of proposal:



CAL:ON Cymru

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Centre for the Advancement of Literacy: research-led Outcomes and Nation-wide change***Canolfan Addysgu Llythrennedd: Offer tuag at Newid*****Summary of proposal (max 250 words)**

Please ensure this briefly but clearly identifies what the aim of the proposal is, what investments are proposed to be made and why these are needed.

This proposal launches **CAL:ON Cymru** – a national centre of excellence for literacy at Bangor University, designed to transform children’s literacy outcomes across Wales. CAL:ON presents a coherent, bilingual, and *evidence-based* pan-Wales strategy, delivered in partnership with all 22 local authorities.

Three interlinked work packages will create lasting impact.

Work Package 1 develops new bilingual professional learning modules (blended asynchronous and synchronous formats) aligned with Curriculum for Wales for primary and secondary schools. Embedded in Initial Teacher Education (ITE), co-developed with educators, these resources and guidance permeate the Welsh education system for a transformative, evidence-based approach to literacy tuition.

Work Package 2 develops and trials effective, bilingual whole class literacy programmes and interventions for ages 4 – 16 years — including adapted versions of the successful **Redacted information S43** and RILL programmes — across the national school network. Robust evaluation via Randomised Controlled Trials (RCT) informs national guidance and rollout.

Work Package 3 responds to the urgent need to identify learners at risk of falling behind by providing new bilingual, co-designed assessment tools at key transition points. Tools support timely intervention while reducing teacher workload and aligning with the Curriculum for Wales ethos.

CAL:ON unites leading literacy expertise from Bangor and York universities with Oxford Education & Assessment’s delivery infrastructure, supported by Swansea University, UCL and Book Trust Cymru. With Welsh Government Expert Literacy Panel members (Jones, Downing, Cooze, Wyse) and an implementation team in place, CAL:ON is primed for rapid, high-impact delivery. All resources will be accessible via a bilingual HwB literacy hub.

Lead applicant organisation (name):

Bangor University

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Section B: What is the focus of your proposal?

This section provides space for you to set out the aims of your proposal for support and how it would address the priorities identified in the programme's guidance.

Which grant support priority does your proposal relate to? Select all that apply.	
Literacy	✓
Mathematics and numeracy (primary)	X
Computing and digital skills	✓

Which cross-cutting priority does your proposal support? Select all that apply.	
Integral skills	✓
Cross-curricular skills	✓
Health and well-being	X
Diversity	X
Local, national and international contexts	✓

<p>Explain the aims of your proposal for Curriculum for Wales grant support. This should build from the summary above and include information on what support would be provided, any specific groups (practitioners, learners, others) that would directly benefit, and how.</p>
<p>This proposal seeks support for the establishment and delivery of CAL:ON Cymru – a national centre of excellence for literacy based at Bangor University. CAL:ON will lead a pan-Wales programme to improve reading and literacy outcomes for all learners, in both Welsh and English, and is underpinned by three <i>evidence-based</i> work packages. These are fully aligned with the Curriculum for Wales, the Well-being of Future Generations Act (supporting long-term educational equity, prevention, and collaboration), and Cymraeg 2050 (supporting learners' Welsh language acquisition and literacy development).</p> <p>Aim and Approach</p> <p>Our aim is to transform children's literacy outcomes across Wales, and our ambition is to raise standards above the OECD average. To do this, CAL:ON empowers all educators and learners through a bilingual national literacy strategy that enhances teaching through PL and national guidance, provides comprehensive programmes and intervention, and identifies and supports learners with diverse needs to ensure timely and effective intervention. To do this, we build on our own research expertise and deep understanding of the Welsh context, while learning from leading global exemplars. Countries such as Finland, Estonia, and Singapore consistently perform well in literacy through a combination of strong teacher training, coherent curricula, and early intervention. New Zealand's</p>

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approach emphasises early, structured literacy teaching, alongside a culturally responsive curriculum and robust assessment to guide teaching. In bilingual regions such as the **Basque Country** and **Catalonia**, literacy is developed concurrently in both languages, with careful planning of progression and strong teacher support. CAL:ON will draw on these international models while shaping an approach that is uniquely tailored to Wales' linguistic, cultural, and educational landscape.

Support provided

CAL:ON Cymru will deliver:

Work Package 1: Professional Development and National Guidelines for All Educators

WP1 aims to raise literacy attainment across Wales by delivering high-quality, evidence-based professional learning to all educators in primary and secondary settings. This will be achieved through two main strands:

1. A coherent, bilingual package of professional learning resources.
2. Accessible, research-informed guidance for schools.

Together, these will enhance educators' understanding and delivery of effective literacy instruction aligned with the Curriculum for Wales.

In close collaboration with Welsh Government, we will develop and deliver a national professional learning offer tailored to teachers, literacy coordinators, and school leaders. This offer will also be adapted and embedded across Initial Teacher Education (ITE) providers to support future teachers. The structure will include:

- A short (30-minute) synchronous online introduction.
- A series of self-paced online modules covering key literacy content. Please see *proof of concept* (example: Approaches to Instruction module) here.
- A half-day in-person or online workshop to support application in practice.

This scalable model will follow a cascade approach: headteachers complete training first, followed by literacy leads and then classroom teachers—helping to establish sustainable communities of practice across schools.

Professional learning materials will be co-developed with practitioners and shaped by a range of stakeholders, including educators at all levels, Estyn, BookTrust Cymru, Addysg Cymru, the new professional learning body (ECW), and the Expert Literacy Panel. The online modules will be modular, bilingual, and hosted on HwB, incorporating videos and interactive activities.

We plan to produce 15 primary and 13 secondary modules. Topics will include:

- Early reading and writing development

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- Teaching phonics and code skills
- Oral language development
- Morphology and spelling
- Reading comprehension
- Writing instruction
- Developing a love of reading

Additional ITE-specific resources will ensure new teachers are equipped to deliver high-quality literacy teaching from the start.

Alongside the professional learning offer, we will produce a series of interactive, practitioner-friendly guides focused on key areas of practice. Initial topics include:

1. Selecting and implementing phonics programmes
2. Teaching writing through reading
3. Fostering a love of reading

These guides will synthesise research, outline key principles, and include practical tools such as checklists for ease of use—designed to complement the online modules and accessible via HwB, with downloadable PDF overviews for ease of use (a model that works well with the EEF).

WP1 will build a national infrastructure for sustained professional learning and literacy leadership. Some resources are already available for immediate use, with the first wave of new materials to be launched within three months of funding.

Work Package 2: Evidence-Informed Literacy Programmes for All Learners

WP2 will design, implement, and evaluate a coherent suite of bilingual literacy programmes to improve reading and writing outcomes across primary and secondary education in Wales. Using a tiered approach, programmes will support both universal whole-class provision and targeted interventions for learners requiring additional support.

Programme Structure by Age Group:**1. Early Primary (Reception – Year 2)**

- **Whole-class language programme:** A systematic, bilingual programme focusing on oral language skills—vocabulary, sentence structure, comprehension, and expression—delivered as part of everyday classroom teaching. We are also open to collaborating with Welsh Government to develop a complementary home-based programme to support parents in reinforcing these skills.
- **Optional pull-out intervention:** A structured, high-frequency programme for pupils with significant oral language needs, delivered in small groups or 1:1 by teachers or trained TAs.

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2. Upper Primary (Years 4–6)

- **Whole-class RILL programme:** Focused on vocabulary, decoding, phonics, fluency, and comprehension, building on current evidence-based RILL materials. We are also open to working with Welsh Government on developing a complimentary at home programme.
- **Pull-out intervention:** Scaffolded support for pupils struggling with fluent reading or comprehension, aligned with existing evidence-based practice.

3. Secondary (Years 7–11)

- **Whole-class provision:** Support for advancing reading and writing across subjects, via a disciplinary literacy model. Schools will adapt and implement approaches with support from WP1.
- **Pull-out intervention:** Targeted support for pupils entering secondary school below expected reading levels. This structured programme will focus on phonics, morphology, vocabulary, and comprehension, delivered by trained TAs with guidance from literacy coordinators. Our work with secondary schools in Wales tells us that they are particularly concerned about pupils in entering in Year 7 who have poor reading skills, but do not meet a threshold for ALN. This programme will specifically target those pupils. While focused on Year 7 entry, it will be adaptable for other secondary year groups.

Cross-Cutting Features:

- Several evidence-based programmes are ready for rollout and large-scale trial within three months of project initiation.
- All programmes will be bilingual (English and Welsh) and co-developed with schools to ensure cultural and contextual relevance.
- Professional learning and implementation support will be provided in alignment with WP1.
- The assessments described in WP3 are specifically designed – and have been used successfully at scale (West et al., 2021; Jones et al., in prep.) – in conjunction with the programmes described here. Evaluation will be guided by assessment data from WP3 to ensure timely and robust impact measurement.

Work Package 3: Assessment for Progression and Inclusion

Work Package 3 focuses on developing a bilingual progression framework and low-stakes assessment tools that support universal classroom practice while enabling timely identification of learners needing additional support in oral language, reading, and writing. These tools will align with the Curriculum for Wales (CfW) progression steps and be co-developed with key stakeholders, including educators, Estyn, and ALN specialists.

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Assessments will be brief (≤ 10 minutes), reliable, and easy to administer by teachers or teaching assistants following short online training. All tools are designed for use alongside the programmes and interventions in WP2, providing schools with an integrated approach to literacy instruction and assessment. Some tools are ready for immediate rollout.

Assessment Tools by Age Group**1. Reception (Foundation Phase; Progression Steps 1 & 2)**

Two bilingual digital assessments, aligned with the Simple View of Reading, will screen all children and identify those needing further support:

- **Language Screen (LS):** Assesses vocabulary, language comprehension, and sentence repetition—core components of oracy and reading readiness. Fully developed and ready for use.
- **Early Literacy Screen (ELS):** Evaluates letter knowledge, phoneme awareness, and early word reading—foundational decoding skills. To be developed in both languages.

2. Year 3 (Transition to Key Stage 2; Progression Step 3)

This key milestone marks the shift from learning to read toward fluent reading and comprehension.

- **Language Screen (LS):** As used in Reception; enables tracking of oracy/language development over time.
- **Reading Screen (RS):** Measures decoding and fluency via word and pseudoword reading. Ready for immediate rollout in English and Welsh.
- **Spelling Screen (SS):** Assesses spelling of words and pseudowords; identifies instructional needs in spelling patterns. To be co-developed.
- **Comprehension Screen (CS):** Evaluates comprehension strategies including inference, integration, and coherence. To be co-developed bilingually.
- **Phonics Screen (PS; optional):** Identifies pupils who have not mastered phonics. Designed to be used alongside RS to pinpoint decoding issues. We propose a bilingual version, developed later than the English counterpart, to provide meaningful data at a more instructionally relevant point in time.

Whole-class monitoring: LS and RS can be used regularly to track progression across oracy and reading.

3. Year 7 (Transition to Key Stage 3; Progression Step 4)

To ensure smooth transition to secondary school and support literacy development across subjects. These assessments will also assist educators to identify the 1/3 of children in each class who may benefit from additional support.

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- **LS, RS, and CS:** Adapted for this phase, enabling continuity from primary and offering transition-sensitive insights.
- **Targeted identification:** Helps detect literacy challenges that may have been previously masked or misidentified, supporting early intervention at secondary level.

4. Year 9 (Transition to Key Stage 4; Progression Step 5)

This stage signals increased academic demands and preparation for qualifications. We propose that children receive one last assessment at this point to identify any remaining children who continue to struggle in order that they may receive more intensive tuition leading up to the exam period.

- **LS, RS, and CS:** Adapted for this phase, enabling continuity from Key Stage 3.
- **Targeted identification:** Helps detect any remaining literacy challenges in a small group of children who may then receive more intensive tuition leading up to the exam period.

Cross-cutting Features:

- All assessments will be **bilingual**, with parallel tools available in Welsh and English.
- Tools are designed to be **digitally enabled**, reducing teacher workload and increasing usability for classroom practice.
- The framework and tools will support **progression tracking, transition planning**, and the **early identification of need** — both for whole-class insight and individual learner support.
- Developed collaboratively with schools and practitioners to ensure practical fit and strong alignment with Curriculum for Wales principles.

WP3 will ensure that assessment becomes a meaningful, low-stress part of inclusive teaching, enabling earlier, smarter responses to learner needs across key developmental stages. Furthermore, the method of administration makes it possible to optionally collect anonymised data nationally to help inform future policy.

Who benefits from these three work packages?

- **All Practitioners:** Gain access to high-quality, bilingual PL, tools, and a professional support network to deliver literacy confidently.
- **All Learners:** Benefit from better instruction, earlier intervention, and more inclusive provision, particularly those in lower-income areas or with ALN.
- **System-wide:** Schools will be supported through regional collaboration, building lasting capacity. A sustainable network of literacy champions will ensure long-term reach and peer-led improvement.

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Pan-Wales Strategy

CAL:ON will engage every local authority and establish a network of ~140 CAL:ON Hub schools, across Wales, who will take part in each WP outlined above. Each of these schools will be partnered with several others. This cascade model ensures national coverage, rapid implementation, and equity of access, particularly for rural, Welsh-medium, and high-need schools. We will also recruit additional schools to reach statistical power for our RCT evaluations, but these 140 schools will be at the core of our activity.

CAL:ON Cymru centre will serve as the long-term infrastructure for improving literacy across Wales – a national asset to drive lasting change, aligned with Wales's strategic ambitions for **equity, bilingualism**, and the success of **future generations**.

Explain how your proposal directly addresses the selected priorities you have identified above.

This should include both main support and cross-cutting priorities.

This proposal addresses the main Curriculum for Wales grant priority: improving literacy across all phases and settings, while aligning with cross-cutting priorities including progression, equity, professional learning, and bilingualism.

At its heart, this is a national strategy to strengthen literacy from early years to secondary school, through evidence-based professional learning and national guidance (WP1), bilingual intervention development and trialling (WP2), and the development of a new assessment and progression infrastructure (WP3). The proposal embeds integral and cross-curricular skills as set out in the Curriculum for Wales and is underpinned by the Well-being of Future Generations Act and Cymraeg 2050.

Main Priority: Literacy

All three work packages aim to improve learner outcomes in literacy across both Welsh and English, from foundations of phonological awareness and letter knowledge (Reception) to advanced reading comprehension in late secondary school. Our intervention suite includes adaptations of RILL for all learners at all ages, and formative assessment tools at key transitions (e.g., Reception, Y5, Y7). PL materials support all practitioners—from class teachers to ALNCos and school leaders—in high-impact literacy teaching. Resources connected with the successful DEMSI professional learning programme led by York will become available immediately on HwB, whilst newer resources will be available during the first school-term of funding.

Cross-Cutting Priorities

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- **Progression:** WP3 develops bilingual progression frameworks and low-stakes assessment tools linked to curriculum expectations. These help teachers identify, monitor, and respond to learner needs across transitions.
- **Equity:** Our bilingual model ensures language inclusion. By targeting the foundational skills that most strongly predict long-term outcomes, especially for disadvantaged learners, CAL:ON helps close literacy gaps early.
- **Professional Learning:** WP1 delivers digital and in-person bilingual PL for all practitioner groups. Materials are co-developed with schools, available via HwB, and embedded into ITE and via trainers located throughout Wales.
- **Bilingualism:** All interventions, assessments, and guidance will be delivered in Welsh and English. The Principle Investigator and wider team is composed of fluent Welsh speakers. We are working with Adnodd and the Literacy Expert Panel to ensure full alignment with Cymraeg 2050.

Skills Integral to the Four Purposes

- **Creativity & Innovation** – CAL:ON enables educators to trial and adapt approaches flexibly for local contexts.
- **Critical Thinking & Problem Solving** – Interventions develop learners' inferencing, reasoning, and comprehension skills.
- **Personal Effectiveness** – Low-stakes assessments build learner confidence; PL empowers teachers as leaders.
- **Planning & Organising** – Tools and training enable structured, responsive teaching rooted in progression and need.

Cross-Curricular Skills

- **Literacy:** Central focus across all WPs; supports subject learning and access to the full curriculum.
- **Numeracy:** Indirectly supported via improved access to word problems and classroom instructions.
- **Digital Competence:** Delivered through online PL, digital assessment tools, and progression dashboards.

In short, the CAL:ON proposal is a direct response to national literacy challenges. It offers a new pan-Wales infrastructure for improving literacy, rooted in Curriculum for Wales design principles and cross-cutting priorities. It empowers educators, supports learners, and aligns with long-term goals for equity, bilingualism, and future-ready education.

How does your proposal align with the Curriculum for Wales?

This should include information on alignment with specific aspects of curriculum guidance that relate to the grant priority under which you are applying, including the four purposes of the curriculum, areas of learning and experience (Areas), statements of what matters, cross-curricular skills and cross-cutting themes.

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This proposal is closely aligned with the Curriculum for Wales, embedding its principles throughout the development of resources, interventions, assessments, and professional learning. The work responds directly to the grant priority of improving literacy, while also addressing cross-cutting themes including progression, bilingualism, equity, and professional development.

The CAL:ON Cymru initiative aligns with:

The Four Purposes of the Curriculum, supporting learners to become:

- **Ambitious, capable learners** – by equipping practitioners with the tools and knowledge to teach reading and writing effectively, and by providing learners with evidence-based interventions to overcome barriers in literacy across the 4–16 continuum and mitigate long-term inequality in educational and employment outcomes.
- **Enterprising, creative contributors** – through inclusive literacy teaching that encourages self-expression, creativity, and critical reading.
- **Ethical, informed citizens** – by ensuring all pupils, regardless of background or language, access a broad, literacy-rich curriculum that develops informed, thoughtful engagement with texts and ideas.
- **Healthy, confident individuals** – through low-stakes, supportive assessment tools that help learners progress at their own pace without anxiety or stigma, and by reducing teacher workload and stress through better tools and guidance.

Areas of Learning and Experience (AoLEs)

The proposal focuses primarily on Languages, Literacy and Communication, but also supports:

- Humanities and Science & Technology, by improving access to subject-specific texts, vocabulary, and writing demands.
- Health & Well-being, by embedding reading for pleasure and confidence-building in literacy instruction.

Statements of What Matters

CAL:ON-developed materials and training align with key statements, including:

- *"Understanding languages is key to understanding the world around us."*
- *"Literacy enables learners to understand and make sense of the world, and to express themselves effectively."*
- *"Progression in literacy is key to accessing all learning."*

These principles are addressed directly through new bilingual teaching tools, foundational reading instruction, and high-quality professional development.

Cross-Curricular Skills

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The proposal integrates and strengthens all three cross-curricular skills:

- **Literacy** – the central focus: all PL, guidelines, literacy programmes & interventions and assessments aim to embed excellence in literacy instruction and acquisition across the system.
- **Numeracy** – supported indirectly by enabling better comprehension of mathematical problems and vocabulary.
- **Digital Competence** – enhanced through online delivery of PL, digital tools for assessment and progression tracking, and teacher dashboards.

Cross-Cutting Themes

This work also reflects the curriculum's wider design principles:

- **Progression** – by developing bilingual progression frameworks and classroom-friendly tools to support timely intervention.
- **Equity and Inclusion** – through low-cost, bilingual resources that are accessible to all schools and focus on learners most at risk of falling behind.
- **Bilingualism and Cymraeg 2050** – by ensuring all interventions, training, and assessments are co-developed in Welsh and English, and aligned with national language policy.
- **Professional Learning** – through an extensive and inclusive CPD programme that empowers practitioners across all phases and roles.

In summary, this proposal offers a comprehensive, Curriculum for Wales-aligned strategy to improve literacy outcomes. It supports practitioners, learners, and leaders in building the knowledge, skills, and confidence needed to meet the curriculum's ambitions for a thriving, bilingual Wales.

If there is development of resources and supporting materials as part of your proposed support arrangements, how would that relate to the [Resources and supporting materials guide](#) and the role of [Adnodd](#)?

This could include confirmation that you have reviewed the 7 principles in the guide, that you have engaged with Adnodd in your planning (and any agreed resulting approaches) and any arrangements you have for engagement with Adnodd during the delivery of grant-funded activity. It should also confirm that such outputs will be made available bilingually on Hwb, as set out in the guidance.

We have closely reviewed the "Resources and supporting materials guide" and the role of Adnodd in commissioning high-quality, bilingual materials on [Hwb](#). Accordingly, our approach is structured around full alignment with the guide's seven principles and dedicated engagement with Adnodd at every stage.

Alignment with the Seven Principles

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We confirm that our resource development is guided concretely by the seven key principles outlined in the guide, including:

1. *Curriculum relevance* – content is aligned with the Curriculum for Wales.
2. *Learner-centred design* – materials are structured to meet learners' needs.
3. *Accessibility & differentiation* – designed for universal access, adaptable to individual needs.
4. *Coherence with pedagogical research* – embedded best practice from evidence-based literacy work.
5. *Effective bilingual design* – authoritative Welsh and English versions produced simultaneously.
6. *Simplicity and clarity of navigation* – to support ease of use in classroom contexts.
7. *Sustainability and adaptability* – resources built for long-term use and iteration.

Engagement with Adnodd

- **Planning Stage:** We have initiated discussions with Adnodd to explore co-development, branding, and distribution expectations. Adnodd have provided guidance on preferred formats, Hwb upload processes, and bilingual standards, position CAL:ON for rapid dissemination from the outset.
- **Development Phase:** We will submit drafts aligned with Adnodd's design templates (e.g., structured pacing, embedded pedagogy). Adnodd will review prototypes to ensure compliance with their criteria.
- **Delivery and Review:** We will maintain ongoing monthly liaison with Adnodd throughout the grant period. This will provide opportunities for feedback, iterative improvement, and troubleshooting before final publication.

Bilingual Publication on Hwb

All developed resources—topic guides, program materials, PL modules, and assessment tools—will be produced bilingually, with Welsh and English text created and reviewed in tandem. Final versions, together with metadata, will be uploaded to Hwb via Adnodd's commissioning pathway, as mandated.

Section C: Why are the actions set out in your proposal needed?

This section provides space for you to build on Section B and set out information on the rationale for your proposal for support and the impact it would make, taking into account information provided in the guidance.

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<p>What evidence of need have you drawn on in developing your proposal? This can include research evidence, data, feedback from stakeholders, professional experience, etc. Where research or published data is cited, references should be provided.</p>	
<p>There is a growing and urgent body of evidence showing that literacy instruction in Wales requires a coordinated, national strategy to reverse declining learner outcomes and to ameliorate increasing challenges for educators. The three-pronged approach outlined in our work packages (professional learning, programme implementation, and assessment) has been developed specifically to comprehensively address these needs. Below, we outline the data indicating need and indicate how our approach [WP] addresses this need.</p> <p>1. Quantitative Data on Literacy Outcomes</p> <p>Wales is experiencing a sustained decline in literacy outcomes relative to other UK nations and the OECD average:</p> <ul style="list-style-type: none"> National and international comparison data show that in 2022, a significantly higher proportion of Welsh learners failed to reach minimum reading proficiency standards than their peers in other parts of the UK. [WPs 1,2,3 together will significantly improve national data] The decline in Welsh-language reading outcomes among primary-aged learners is more pronounced than in English, highlighting a particular vulnerability in the bilingual system. [Our bilingual equity approach with emphasis on Welsh oral language will re-establish Welsh proficiency] Wales does not have evidence-based Welsh-language literacy resources for primary or secondary education (Welsh Government, 2023). This creates a disparity in instructional quality and parity across the two languages. It also undermines the goals of Cymraeg 2050. [WP 2 develops comprehensive suite of bilingual literacy programmes; WP 3 develops bilingual assessment framework] <p>2. Research Evidence</p> <p>All three work packages are grounded in robust and widely accepted models of reading development and instruction: the <i>Simple View of Reading</i> (Gough & Tunmer, 1986), the <i>Reading is Language</i> model (RIL; Snowling & Hulme, 2025), and the <i>Double Helix</i> model of reading and writing instruction (Wyse & Hacking, 2024). Together, these models provide a comprehensive and up-to-date account of how children learn to read and write, and how best to support them through universal instruction, targeted interventions, and diagnostic assessment.</p> <p>The <i>Simple View of Reading</i> posits that successful reading comprehension—the ultimate goal of reading—depends on two broad sets of component skills: decoding and language comprehension. These two skill domains are multiplicative in nature; that is, both are essential and must be developed in tandem for reading comprehension to emerge successfully. The <i>Reading is Language</i> model builds on this foundational work, incorporating the vast body of research accumulated since</p>	

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the Simple View was first proposed. It identifies key component skills of decoding—including phonological awareness, letter knowledge, and phonics—and oral language skills, including vocabulary knowledge, grammatical understanding, and narrative abilities. Decoding is seen as the foundational skill that eventually gives way to fluent reading. Language comprehension, meanwhile, encompasses oral language or oracy and supports reading comprehension development throughout the school years.

Importantly, the RIL model synthesises extensive empirical evidence to argue that explicit instruction in both decoding and oral language skills—whether delivered through high-quality classroom teaching or targeted interventions—leads to meaningful and sustained improvements in children’s literacy development. This claim is well supported in large-scale trials (e.g., Hulme & Snowling, 2011; West et al., 2021) and aligns with the recommendations of multiple international reviews and expert panels (e.g., National Reading Panel, 2000; EEF, 2021).

The *Double Helix of Reading and Writing* (Wyse & Hacking, 2024) complements these models by providing a theory of teaching that recognises the interdependent nature of reading and writing development. The model advocates for the integration of reading and writing instruction—moving beyond a narrow phonics-only focus—within rich, meaningful language experiences that include choice, creativity, and engagement with authentic texts. It also emphasises the importance of reader and writer motivation, reading for pleasure, and contextual factors such as classroom culture, teacher agency, and curriculum design.

In line with these theoretical models, **Work Package 1** is designed to upskill teachers’ knowledge and pedagogy related to the core components of reading and writing. This includes the developmental progression of code-related skills (e.g., phonics, word reading) and language comprehension skills (e.g., vocabulary, syntax, cohesion), as well as the integration of reading and writing instruction. The professional learning (PL) offering includes evidence-informed modules and workshops, supported by practical guidance for schools. These cover areas that are often underdeveloped in teacher training and professional development—such as writing instruction, the role of oracy, and fostering reading motivation.

There is a strong evidence base for the effectiveness of PL in literacy instruction. Research consistently shows that high-quality professional learning, which enhances teachers’ understanding of reading development and evidence-based practices, leads to improvements in pupil literacy outcomes (Piasta et al., 2020; Yoon et al., 2007). Evidence from our own programme of research supports this. For example, in a randomised controlled trial conducted in Wales, Downing et al. (2025, in preparation) found that participation in PL workshops focused on key components of reading (e.g., phonics, vocabulary, fluency) led to large and educationally meaningful improvements in pupils’ reading and spelling abilities (Redacted information S43). These gains were sustained after the summer holidays and into the next academic year (Redacted information S43). Moreover, participating teachers reported increased confidence and competence, and qualitative feedback from schools pointed to improvements in pupil engagement

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and teacher well-being. The guidance components of Work Package 1—including support for phonics instruction, reading for pleasure, and writing development—reflect the recommendations of national and international reviews and are consistent with effective school improvement approaches (Coldwell et al., 2022; Compton & Boylan, 2024).

Work Package 2 aligns with these same models by offering structured, evidence-based interventions that explicitly target the key skill domains identified in the Simple View, RIL, and Double Helix models. These interventions include adaptations of the **Redacted information S43** for children aged 4 – 6 years, and the *Research Informed Literacy with Language (RILL)* programme, for children aged 7 – 11 years, delivered in both English and Welsh.

There is a wealth of high-quality evidence supporting the effectiveness of multicomponent literacy interventions that target code and language skills. For example, NELI has been evaluated in multiple large-scale randomised controlled trials in England (West et al., 2021; 2022), demonstrating improvements in oral language, reading accuracy, and behaviour. Most recently, Hulme et al. (2025) reported that children who had received NELI two years earlier continued to show meaningful gains in oral language skills ($d = .33$; ~12% improvement), word reading ($d = .22$; ~8%), and reading comprehension ($d = .24$; ~9%), with particularly strong effects among children with the poorest language skills. NELI is currently the only oral language programme awarded a maximum 5/5 evidence security rating by the Education Endowment Foundation (Dimova et al., 2020).

Our own work with the RILL programme in Wales further supports the effectiveness of structured, bilingual interventions. Downing et al. (2025) found that when delivered remotely, RILL produced significant gains in children's word reading ($d = .32$; ~12%) and phonemic awareness ($d = .63$; ~23%) in both English and Welsh. When delivered in schools by trained teaching assistants, Jones et al. (in preparation) found that RILL led to significant gains in word reading (**Redacted information S43**) and reading comprehension (**Redacted information S43**). Importantly, the bilingual version of RILL has also shown promise: Jones et al. (2025) reported that pupils receiving RILL in Welsh made sustained improvements in Welsh word reading (**Redacted information S43**) and that these gains also transferred to English word reading (**Redacted information S43**). These results demonstrate that our bilingual programmes can be delivered at scale, with meaningful outcomes in both English and Welsh literacy.

Work Package 3 provides assessment tools that are aligned with the theoretical models and intervention approaches described above. These tools are designed to assess key components of decoding (e.g., phoneme awareness, word reading), oral language (e.g., vocabulary, syntax, narrative), and reading comprehension. They are low-stakes, brief (each taking less than 10 minutes), and accessible to schools with minimal training.

Language Screen (LS) has been used with over 350,000 children and has demonstrated strong reliability and validity (Hulme et al., 2024). It is already being

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used nationally in England and has shown effectiveness when paired with NELI (West et al., 2021). *Reading Screen (RS)* has been used with over 450,000 children in England and approximately 400 children in Wales (in both English and Welsh). It provides reliable data on word and pseudoword reading fluency and can be used to monitor progress and identify pupils needing further support (Jones et al., in preparation).

Early Literacy Screen (ELS) draws on assessments developed by Caravolas et al. (2012) and colleagues to measure letter knowledge, phoneme awareness, and early word reading across a range of alphabetic languages, including Welsh. *Spelling Screen (SS)* will be based on the Spelling and Handwriting Legibility Test (SALT; Downing & Caravolas, 2024), which has been used extensively in Wales and has demonstrated robust psychometric properties. Finally, *Comprehension Screen (CS)* will build on the York Assessment of Reading Comprehension (YARC; Stothard et al., 2010), a widely used and validated tool for assessing inferencing, coherence-building, and broader text comprehension.

The proposal is underpinned by a strong and coherent body of research evidence identifying key areas of need in children's literacy development. Decades of empirical work highlight the importance of explicitly teaching both code-related and oral language skills. Large-scale randomised controlled trials (e.g., Hulme et al., 2025; West et al., 2021; Downing et al., 2025) show that professional learning and targeted interventions can lead to substantial and sustained gains in reading, spelling, and comprehension. These findings provide clear research-based justification for the proposal's focus on professional development, structured interventions, and diagnostic assessment.

2. Professional and Practitioner Feedback

(a) RILL Knowledge Exchange Event (6 May 2025)

At a national event hosted by the RILL team, 40 education practitioners and 15 academic experts collaboratively identified priority actions for improving literacy outcomes in Wales. Their agreed recommendations include:

1. Clear national policy and leadership frameworks to support evidence-based literacy interventions **[WP 1]**.
2. Strengthened ITE and PL to build teacher competence in reading instruction, language assessment, and early intervention **[WP 1]**.
3. Robust evidence bases for bilingual/multilingual interventions and support for implementation in schools **[WP 2]**.
4. A strategic shift from behaviour management to prevention through literacy and improving young people's ability to communicate their thoughts and feelings, recognising the link between language delay and behavioural difficulties **[WP 2]**.
5. Improved assessment and data systems, especially in under-resourced areas of Wales **[WP 3]**.

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These priorities directly informed the structure and aims of this proposal.

(b) Welsh Government Literacy Panel

The applicants' role on the WG Expert Literacy Panel (Jones, Downing, Cooze, Wyse) has provided unique insights, including:

- A growing proportion of children are entering school with significant speech and language delay [**WP 2 offers comprehensive oral language programmes for effective language use and bridging to literacy**]
- Many learners (primary and secondary) are unable to access the curriculum due to reading difficulties. [**WPs 1,2,3 combined address this need**]
- A lack of continuity in assessment data across key transition points.
- A need for clarity and coherence in national messaging around a small number of priority areas—literacy being foremost among them [**WP 1 develops national guidelines**].

4. Educator Confidence and Training

(a) Survey of RILL Practitioners

An independent survey of teaching assistants involved in RILL found that:

- **74% reported “low” or “very low” confidence** in their ability to teach children to read.
- Many felt under-prepared to assess oral language skills or implement structured literacy interventions.

These findings underline the critical need for targeted PL and accessible, evidence-based resources for those delivering frontline literacy instruction [**WP 1 offers comprehensive educator support**].

(b) Initial Teacher Education (ITE) Provider Feedback

ITE leads at Bangor University (**Redacted information S40**) and Swansea University (**Redacted information S40**)—key providers of teacher training in Wales—report an urgent need for enhanced literacy training in ITE curricula. Many new educators begin their careers without a sufficient grounding in how to teach literacy to children. [**WP 1 embeds guidance on literacy instruction in the ITE curricula**].

(4) We (**Redacted information S40**) recently commissioned a series of structured interviews with local authority leads across Wales to better understand current literacy professional learning needs across Welsh local authorities. The report's purpose was to identify key challenges, gaps, and opportunities in continuing professional development (CPD) for literacy, drawing on qualitative data from interviews with 12 local authority officers and headteachers. Findings reveal widespread concern about inconsistent provision, insufficient research-informed

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practice, limited specialist expertise, and inequities in access—particularly in rural, bilingual, and disadvantaged settings. Stakeholders emphasised the need for early literacy support, targeted PL, improved assessment strategies, and better alignment with Curriculum for Wales reforms. These insights are supported by wider evidence on the importance of high-quality, sustained, and evidence-based professional learning (Cordingley et al., 2015; Snow, Burns & Griffin, 1998; Castles, Rastle & Nation, 2018). The findings strongly indicate a need for a coherent, national strategy that ensures equitable, high-impact literacy PL across all regions of Wales.

The full report is forthcoming: Redacted information S40 (in preparation).

Redacted information S43

Conclusion

Across objective national data, stakeholder consultation, and direct professional experience, the message is consistent: Wales faces a national challenge in literacy that requires coordinated, evidence-based intervention. Our proposal has been shaped directly by this need coupled with a vast research evidence base demonstrating what works in literacy acquisition and development.

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What are the expected outcomes from your proposal?
This should include all measures, targets or indicators that would be used to gauge impact and performance in the short-, medium- or long-term (proportionate to the level of grant being sought). Please include any specific measures for particular groups relating to your proposal.

This information should be presented separately for activity in each financial year (April to March) for each financial year covered by your proposal (up to 3 financial years).

This proposal will generate measurable short-, medium-, and long-term outcomes across three interlinked work packages (WP1–3), with a focus on high-impact delivery, inclusion, and sustainability.

Year 1: FY 2025–2026 (September 2025 – March 2026)

Short-term outcomes:

- **Initial roll-out of bilingual professional learning resources** (WP1a) for primary teachers and leaders, including phonics, code skills and reading fluency.
- Embedding of resources into **Initial Teacher Education (ITE)** begins with co-development between universities and educators.
- **Development and publication of guidance documents** (WP1b) on phonics selection, intervention use, and assessment integration.
- **National trialling (RCTs)** of
 - RILL (English & Welsh) and
- **Redacted information S43** (English & Welsh) interventions (WP2).
 - Piloting and co-design of RILL whole class
- **First delivery of digital reading and language screens** at key transition points (WP3) in both languages (e.g., school entry, Y3, Y7).
- Establishment of a **CAL:ON literacy hub** (national platform via HwB) and network of academics, LA leads and national reading schools.

Indicators:

- Assess % of practitioners accessing resources.
- Assess % of schools engaged in activity.
- Assess % of pupils screened using new assessments.
- Assess % of schools implementing new guidance from WP1b.

Year 2: FY 2026–2027 (April 2026 – March 2027)

Medium-term outcomes:

- **Full-scale implementation** of primary and secondary professional learning with accompanying national trials of synchronous delivery (WP1a).
- **ITE** integration extended and evaluated through collaborative partnerships.
- **Effectiveness RCTs** for

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- RILL English and Welsh whole class, 7-11
 - Read to Learn English and Welsh, 11-16
- **Redacted information S43** in English and Welsh, 3 - 6.
- **Second national cycle** of screening tools at transition points (WP3), including the new Early Literacy Screen.
- Development and early delivery of Comprehension Screen (English) begins.
- Embedding of digital tools to support teacher data use.

Indicators:

- % of users and uptake of professional learning by phase and region.
- Improved teacher confidence (measured via pre-post PL surveys).
- Intervention fidelity and reach (observations, self-report).
- Measures improvements in literacy outcomes in trial groups vs. controls using standardised data.
- Usage analytics of CAL:ON resources via HwB (downloads, dashboard hits, resource views).

*Year 3: FY 2027–2028 (April 2027 – March 2028)***Long-term outcomes:**

- **Nationwide roll-out** of all interventions
 - **Redacted information S43** whole class (3-6)
- RILL (7-11) whole class
 - RILL (7-11) intervention
 - Read to Learn (11-16) intervention
- **Sustained use of bilingual screening and tracking tools** by schools (WP3). All assessments now available including Comprehension Screen.
- **Launch and publication of national literacy guidance** including
 - Exemplar practice profiles
 - Policy briefs for local and national government
- Scalable, bilingual PL toolkits.
- Strengthened **CAL:ON hub schools**, each supporting N others (determined by individual LAs).

Indicators:

- Improvement in national reading attainment data (Wales-wide tracking).
- Regional equity of literacy support and resource uptake (mapping by LA).
- User feedback on guidance clarity and applicability.
- Uptake of CAL:ON resources (downloads, dashboard metrics).

Specific Group Impacts

- **Practitioners:** Improved access to evidence-based PL, tools, and peer networks.

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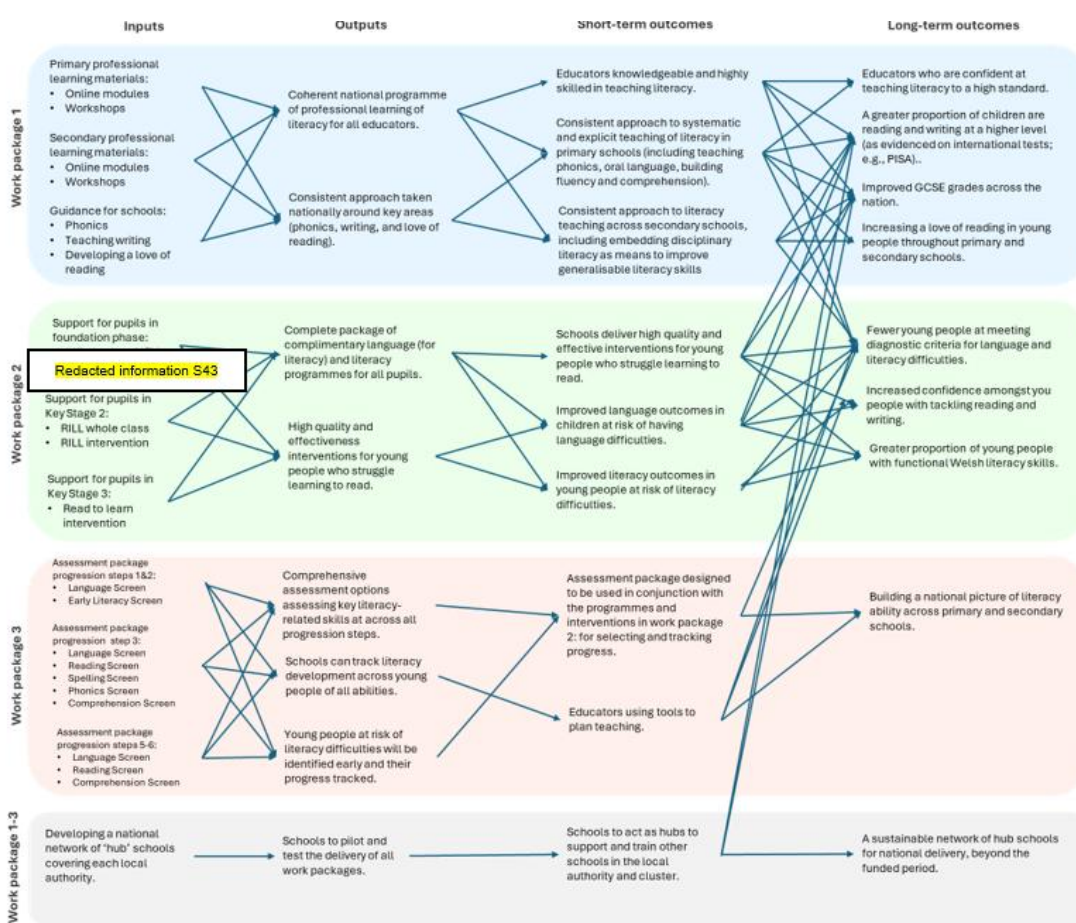
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- **Learners (ages 4–16):** Earlier identification of literacy challenges; stronger, systematic bilingual intervention support.
- **School leaders/ALNCoS:** Resources for curriculum auditing and literacy leadership.
- **Welsh-medium settings:** Bespoke tools and interventions available in Welsh.

All evaluation work will ensure proportionality to grant levels, and follow ethical, inclusive, and participatory research principles.

Figure 1: Theory of Change model for CAL:ON



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How will your proposal support the well-being goals of the Well-being of Future Generations (Wales) Act 2015? This should include brief notes against each of the 7 goals that relate to the proposal.	
<p>This proposal aligns strongly with all seven well-being goals of the Well-being of Future Generations (Wales) Act 2015. It places equity, sustainability, and long-term impact at its core through a phased national literacy strategy delivered via the CAL:ON Cymru Centre.</p> <p><i>1. A Prosperous Wales</i></p> <p>By improving foundational literacy skills in both Welsh and English, the proposal enhances learners' lifelong learning potential and employability. High-quality, evidence-based PL and national guidance will ensure that all educators are better equipped to teach literacy effectively, contributing to a skilled and knowledgeable workforce.</p> <p><i>2. A Resilient Wales</i></p> <p>Literacy is a protective factor that increases personal and societal resilience. This proposal supports early identification of reading challenges and scalable intervention. Our phased model—starting with grant-funded universal provision, followed by sustainable access—ensures schools can continue support even after the grant ends.</p> <p><i>3. A Healthier Wales</i></p> <p>Improved literacy is strongly linked to better mental health and reduced long-term health inequalities. Low-stakes assessments and inclusive, affirming interventions reduce anxiety in learners, support well-being, and enhance self-efficacy through successful learning experiences.</p> <p><i>4. A More Equal Wales</i></p> <p>The universal provision during the recovery phase ensures that all learners—regardless of background or location—receive access to high-quality literacy support. The approach is specifically designed to reduce attainment gaps, particularly for disadvantaged learners and those in Welsh-medium and bilingual settings.</p> <p><i>5. A Wales of Cohesive Communities</i></p> <p>The CAL:ON model builds networks of research schools and local clusters, fostering collaboration and professional trust. Community empowerment is central, with resources designed to help schools support families and learners inclusively and holistically.</p> <p><i>6. A Wales of Vibrant Culture and Thriving Welsh Language</i></p>	

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All literacy tools, PL, and assessments will be fully bilingual. The project directly supports *Cymraeg 2050* by normalising high-quality Welsh literacy instruction, supporting teachers in Welsh-medium settings, and raising standards in both national languages from early years through to 16 years.

7. A Globally Responsible Wales

The project draws on global best practices (including from New Zealand and Canada) but is rooted in Welsh evidence and values. All tools will be free at point of use during the recovery phase, ensuring equitable access, and will be environmentally sustainable (digital-first, low-carbon design).

This proposal exemplifies a long-term preventative approach to educational inequality. It is scalable, sustainable, and designed to create lasting systems change for future generations.

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How will your proposal support the ‘Sustainable development principle’ of the Well-being of Future Generations (Wales) Act 2015?

This should include brief notes against each of the [5 ways of working](#) as well as and how you might build those skills with learners.

Our proposal is fully aligned with the five ways of working set out in the *Sustainable Development Principle*, ensuring that the CAL:ON Cymru programme supports long-term impact, prevention, integration, collaboration, and involvement—while also modelling these skills for learners.

1. Long-term

We aim to create systemic change in literacy outcomes for future generations across Wales. By embedding bilingual professional learning, assessment tools, and intervention frameworks in a national network of schools, we are building a sustainable infrastructure for continued improvement. The CAL:ON Centre at Bangor University will provide a permanent base to ensure legacy beyond the grant lifecycle.

With learners: Literacy is a foundation for lifelong learning, employability, civic engagement, and well-being—laying the groundwork for their long-term success.

2. Prevention

Early, accurate identification of language and reading needs reduces the risk of long-term disadvantage. Universal access to screening and evidence-based interventions in the ‘recovery phase’ will help schools address problems before they escalate.

With learners: Teaching literacy early and effectively prevents disengagement, supports mental health, and builds confidence, especially in learners who might otherwise be left behind.

3. Integration

The programme integrates across the Curriculum for Wales—particularly within the Languages, Literacy and Communication (LLC) AoLE—and delivers on key Welsh Government priorities including *Cymraeg 2050*, ALN reform, equity, and digital learning. All outputs will contribute directly to broader well-being goals.

With learners: Literacy development will be explicitly linked to wider curriculum purposes and integral skills like creativity, critical thinking, and communication.

4. Collaboration

This is a multi-agency, co-produced initiative. CAL:ON will work in partnership with 22 LAs, schools, Adnodd, school networks, Oxford Education & Assessment, school networks, and members of the WG Literacy Expert Panel (both as grant co-

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investigators and as an advisory panel). Teacher voice is built into every phase of development and evaluation.

With learners: The collaborative model fosters more connected school communities. Learners benefit when teachers are engaged in peer learning and cluster working.

5. Involvement

The project is designed with practitioners for practitioners. A network of ~140 CAL:ON Hub schools will provide the core ground for extensive trial resources and support scaling by working with linked schools. We will also involve many more schools for each evaluation trial (WP2). All schools in Wales will ultimately be involved by the end of the project.

With learners: Involvement principles extend to student voice where appropriate—for example, co-designing assessment formats that feel affirming rather than punitive.

Together, these five ways of working are embedded not only in how the proposal is designed and delivered, but also in how it equips the system—and learners—for a better future.

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How does your proposal provide value for money for the people of Wales?

This should briefly set out how the information in your proposal ensures best value for delivery of support to address identified needs.

This should also set out how your approach provides a sustainable means for ongoing support, building system capacity and how it helps towards an ongoing cycle of education improvement in Wales.

Our proposal delivers exceptional value for money by investing in a national infrastructure for literacy improvement that is evidence-based, bilingual, and system-wide. Every element of the CAL:ON Cymru programme is designed to produce scalable, shareable outputs that deliver both immediate gains and long-term returns for the Welsh education system. Transforming the language and literacy abilities of all young Welsh learners will produce a nation of able, confident, and resilient individuals, leading to a stronger economy and international standing over time.

1. Addressing identified need at scale

The proposal responds directly to the national literacy challenge, targeting key transition points where learners are most at risk of falling behind. By embedding universal screening, early intervention, and high-quality professional learning across schools and via HwB, we will reach thousands of teachers and learners quickly—creating a low-cost, high-impact feedback loop.

2. Free and open-access resources

All professional development modules, assessment tools, and interventions will be bilingual, co-developed with Welsh educators, and made freely available via a centralised digital hub (HwB). This ensures long-term cost-efficiency, with no licensing or commercial barriers for schools.

3. Sustainable system capacity

CAL:ON Cymru will embed expertise across the education system by upskilling teachers, leaders, and support staff. Reading schools will serve as hubs of knowledge-sharing, extending the reach of training to linked schools and communities. By moving from a grant-funded *recovery phase* to a sustainable *consolidation phase*, schools will retain tools to identify and support the few remaining learners who continue to need help.

4. Evidence-driven efficiency

All interventions will be trialled with robust evaluation built-in, ensuring resources are allocated only to approaches that work. Ongoing assessment and implementation data will inform national guidance, minimising duplication and costly trial-and-error at the school level.

5. Long-term improvement cycle

By aligning closely with the Curriculum for Wales, *Cymraeg 2050*, and ALN reform, the proposal supports an ongoing national strategy. The CAL:ON Centre at Bangor

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University will provide long-term leadership and research capacity to ensure that system improvements are refined and sustained over time.

In short, the proposal transforms existing investment into a national literacy legacy—empowering schools, uplifting learners, and securing lasting value for the people of Wales.

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Section D: How do you propose to deliver the support set out above?

This section provides space for you to build on the previous sections and set out information on the means through which you plan to roll out and manage support, taking into account relevant information provided in the guidance.

What approach does your proposal take to ensure successful delivery?

This should provide an overarching narrative on the delivery arrangements and methodology to be used, including options you have considered and rationales for your proposed approach.

Specific points of detail on the questions below can be answered in the relevant section. There should be no need to repeat information.

Our delivery approach combines national infrastructure, phased rollout, and local engagement to ensure both immediate impact and long-term sustainability. The proposal will be implemented and coordinated through **CAL:ON Cymru**, a national centre for literacy excellence based at Bangor University. CAL:ON acts as the delivery engine for the proposal, providing centralised leadership, cross-sector coordination, and continuous evaluation.

1. Delivery Arrangements and Governance

- **Lead institution:** Bangor University (home to the PI and CAL:ON), with strategic delivery support from York, OxEd & Assessment, Swansea, UCL, and BookTrust Cymru.
- **Governance:** CAL:ON will establish a national steering group including:
 - Representatives from all 22 local authorities (LAs)
 - Members of the Welsh Government Expert Literacy Panel
 - Educators (SLT members and teachers)
 - Sector experts (e.g., Estyn, Adnodd, the new Professional Learning body, BookTrust Cymru).
- **Delivery team:** An interdisciplinary team of researchers, developers, and digital experts already in place and ready to start. Many are bilingual and experienced in designing Welsh-English literacy materials. (See full list of team members below).
- **Local authority role:** Each LA will recruit school clusters (4-6 primaries + one secondary) as CAL:ON Hub schools (N = 120 primaries and N = 40 secondaries) as the core group responsible for co-developing, piloting, and delivering interventions, training and assessment with other schools (e.g., train the trainer). More schools will be recruited to ensure maximum coverage of Wales. We have staff experienced in working closely with local authorities and we hope to also work closely with Welsh Government to maximise coverage to as many schools as possible.
- **Steering group:** Including key stakeholders in Welsh government, the expert literacy panel, representatives from Adnodd and the professional

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learning body, BookTrust Cymru, Primary and Secondary teachers, literacy coordinators and headteachers.

2. Rollout Methodology

Our delivery is phased across three key stages to manage risk, embed quality, and enable wide adoption:

- **Recovery phase (2025–2027):**
 - Free access to all intervention and professional learning resources via HwB.
 - Resources co-developed and piloted with schools and rigorously evaluated via RCTs – the gold standard of evidence-based evaluation.
 - Focus on building core infrastructure: teacher PL, whole-school literacy practices, and assessment tools.
- **Consolidation phase (2027–2028):**
 - National rollout of refined interventions and assessment tools.
 - Continued universal and free access to all PL materials, guidance and interventions.
- **Sustainability phase (post-2028):**
 - Continued national support via CAL:ON and reading school networks.
 - National bilingual literacy hub (on HwB) hosts all materials, tools, and guidance for ongoing use.
 - PL and guidance materials freely available in perpetuity.
 - Intervention and assessment materials available at low-cost (OxEd will seek to implement a cost-recovery, not for profit model).

3. Why This Approach?

We have selected this model for three key reasons:

- **Capacity and readiness:** Delivery partners (Bangor, York, OxEd, Swansea, UCL and BookTrust Cymru) already have the expertise, tools, personnel, and infrastructure in place. This ensures rapid mobilisation and avoids delays or duplicated effort.
- **Balance of national coherence and local responsiveness:** By coordinating nationally through CAL:ON, while embedding delivery through local authority-nominated schools, we ensure bilingual alignment with national priorities **and** flexibility for context-specific implementation.
- **Proven mechanisms and sustainability:**
 - The use of RCTs and robust evaluation frameworks means decisions will be evidence-led using gold-standard methodology in science.
 - Professional learning is built to embed capacity within schools, not dependency.

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- All digital delivery is integrated with HwB and developed with Adnodd to ensure long-term accessibility.

Summary

Our approach ensures successful delivery by combining national coordination, local partnership, and sustained capacity-building. The use of a phased, bilingual rollout enables recovery and futureproofing of literacy practices across Wales. A dedicated centre (CAL:ON), working with LAs and schools, ensures a system-led approach that builds coherence, inclusion, and long-term impact.

Who will you collaborate with to deliver your proposal and how?

This should outline information on relevant partners and stakeholders. It should also provide detail on the nature of the relationships and management arrangements to be put in place for that engagement. (See also Section E.)

Our delivery model is built on trusted, complementary partnerships between world-class academic researchers, national education bodies, local authorities, and expert providers. These relationships are both strategic and operational, structured to enable collaborative co-construction, regional responsiveness, and system-wide scale. Management arrangements are aligned to ensure transparency, regular review, and agile delivery.

1. Academic and Intervention Expertise

- **Principal Investigator – Redacted information S40 (Bangor University) WP 1-3**
 - Leads the overall programme. An internationally recognised expert in language and bilingual reading, Redacted information S40 has a proven track record of directing large-scale reading intervention trials (e.g. RILL) and developing impactful literacy policy.
 - Redacted information S40 will provide scientific and operational leadership. A fluent Welsh speaker, Redacted information S40 will also ensure language equity and cultural contextualisation of materials throughout.
- **Co-Investigators**
 - Redacted information S40 (York) WP 1-3 has co-led large intervention projects (e.g., RILL) and is leading a successful PL initiative (DEMSI). Redacted information S40 will lead professional learning delivery (WP1) and will provide support across WP2 and 3.
 - Redacted information S40 (Swansea; WP1) is a nationally renowned leader in ITE provision in Wales. Cooze will lead on alignment of PL in the Welsh Initial Teacher Education (ITE) context.
 - Redacted information S40 (UCL; WP1) is intentionally recognised expert in PL and will advise on national policy alignment and PL design, particularly relating to effective pedagogy.

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- **Redacted information S40 (WP 2 - 3)** is an international authority on reading development and dyslexia and **Redacted information S40**.

*** Note that the research team all currently sit on the Welsh Government Literacy Expert Panel.**

- **Oxford Education and Assessment (OxEd)**

- OxEd are UK leaders in providing evidence-based educational assessment and intervention. The DfE in England use their early language interventions and assessments at scale. **Redacted information S40**, is a global academic leader in reading development.
- OxEd is responsible for the development and digital delivery of assessments and interventions.
- **Redacted information S40** will serve as strategic advisor, and OxEd's developers and implementation staff will collaborate with Bangor to align technical delivery with national priorities and timelines.
- OxEd operates on a cost-recovery basis for sustainable scaling beyond the grant phase ensuring long-term accessibility for all.

2. National Partners and Dissemination Infrastructure

- **Adnodd**

- We are in communication with Adnodd and will work closely to ensure:
 - All materials (PL, assessments, and interventions) are made available bilingually on HwB during the recovery phase (and PL permanently).
 - Content is accessible, user-friendly, and meets national publishing standards.
 - Ongoing consultation around hosting, updates, and usability analytics.

- **Local Authorities (LAs)**

- Each LA will be invited to nominate 3–4 primary schools and one associated secondary to form a 'Reading School Cluster'.
- LAs will be members of the national Advisory Board and receive regular reports.
- Reading Schools will be implementation sites, training hubs, and test beds for iteration of guidance and interventions.

- **School-Level Engagement**

- Reading School Clusters will participate in design, testing, delivery, and evaluation of interventions.
- Schools will be supported to share learning and resources regionally and nationally via PL networks.

- **Current Welsh Government grant holders**

- Our proposal has clear synergies with existing grant holders. We will seek to work with existing grantees, where possible to ensure a national coherent package of support for all of Wales. Some

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synergies between this proposal and current grantees include, but are not limited to:

1. Love Reading Cymru. In collaboration with the Book Council of Wales and Book Trust Cymru, WP1 will incorporate reading for pleasure.
2. Learn to Read and Read to Learn will be consulted as we develop national phonics guidelines (WP1) and
3. Colleagues at Bangor engaged in Ein Llais Ni will be consulted with on PL for Welsh oral language guidance (WP1) as well as synergies between their PL programme and our early language classroom resource (WP2).
4. We will consult with the Multilingual mentoring project to explore optimal means of implementing bilingual literacy PL (WP1).

3. Governance and Management Structure

- **Steering Group**

- Meets quarterly and includes representatives from:
 - Welsh Government (Curriculum, Literacy, and Assessment)
 - WG Literacy Expert Group
 - Local Authorities reps
 - Regional Consortia
 - School leaders and educators at all levels (from both Welsh-medium and English-medium settings)
 - ALNCoS
 - ALN National Implementation Lead (Welsh Language)
 - Book Trust Cymru (Director)
 - Researchers from OxEd and Bangor, York, Swansea Universities, UCL.
- Chaired by the PI, the group will review progress, manage risk, and ensure delivery stays aligned to national priorities.

- **Operational Delivery Group**

- Meets fortnightly, includes Bangor and OxEd work package leads and delivery staff.
- Oversees day-to-day project milestones, coordinates schools and local partners, monitors RCT rollout and deliverables, and shares progress.

- **Regional Reading School Networks**

- Facilitated by CAL:ON, these will meet termly to:
 - Support implementation
 - Gather school-level feedback
 - Share challenges and best practice
 - Feed into guidance development

- **Annual Meeting and Evaluation Forum**

- An annual national meeting will be held each March from 2026 onwards to:
 - Disseminate findings

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Conwy County Borough Council	Redacted Information S40	Senior Education Officer
Denbighshire County Council	Redacted Information S40	EP
Denbighshire County Council	Redacted Information S40	Principal Education Manager
Denbighshire County Council	Redacted Information S40	School Education Manager
Flintshire County Council	Redacted Information S40	Principal Education Manager
Gwynedd Council	Redacted Information S40	Chief Ed Psych
Gwynedd Council	Redacted Information S40	Head of Service
Merthyr Tydfil County Borough Council	Redacted Information S40	CSC literacy
Monmouthshire County Council	Redacted Information S40	Specialist teacher (ALN)
Neath Port Talbot County Borough Council	Redacted Information S40	Senior Education Officer
Pembrokeshire County Council	Redacted Information S40	Leader of Learning for English
Pembrokeshire County Council	Redacted Information S40	Senior Education Officer
Powys County Council	Redacted Information S40	Senior Education Officer
City and County of Swansea Council	Redacted Information S40	Senior Manager
Vale of Glamorgan Council	Redacted Information S40	CSC literacy
Wrexham County Borough Council	Redacted Information S40	Lead ALN officer
Schools Wales Partnership	Redacted Information S40	Acting chair person
National ALN Implementation Lead (Welsh Language)	Redacted Information S40	
Book Trust Cymru	Redacted information S40	Director
Cymdeithas Ysgolion Dros Addysg Gymraeg (CYDAG)	Redacted information S40	Director (primary sector)

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What delivery risks have you identified in the development of this proposal and how are you planning to mitigate them?

Information here should cover a broad range of factors and include, but not be limited to, finance, recruitment and retention, engagement, capacity, availability of expertise, third party suppliers, collaboration arrangements, communications, the agility of the support arrangements to respond to needs as they evolve, etc.

We have proactively identified a range of potential delivery risks and developed mitigation strategies for each. These draw on our extensive experience of delivering large-scale educational programmes in Wales and beyond, including our prior implementation of RILL in schools across the UK.

1. School Workforce Capacity and Resource Constraints

A key risk is the limited in-school capacity to implement interventions, particularly where delivery requires additional adult support (e.g. for small-group work). In our recent experience delivering RILL, schools reported that while the intervention was highly valued, practical delivery was often hindered by the lack of available teaching assistants or flexible staffing. This situation has worsened due to increasing financial pressures on schools, especially in areas of high deprivation.

Mitigation:

- All interventions will be designed (or adapted) for flexible delivery models, including whole-class and peer-supported formats that reduce reliance on additional staffing. They are co-developed ensuring usability is at their heart.
- Where adult-led small group work is ideal (e.g. for targeted interventions), we will provide guidance on how to timetable support using existing capacity — for example, through redeployment of classroom assistants during lower-pressure timetable slots.
- We will consult with Local Authorities to identify clusters with sufficient baseline capacity and work with school leaders to develop realistic delivery plans.
- Intervention guidance will explicitly include time-saving strategies and pragmatic adaptations for high-pressure settings.
- Our approach to engaging with schools involves us working with local authorities, who have excellent knowledge of their schools, and will be able to adapt delivery to ensure maximum engagement and retention of the schools. This approach will ensure continuity of delivery even after the funded period.

2. Recruitment and Retention of Key Staff

Ensuring continuity of staff across the duration of the project is critical to successful delivery and evaluation.

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Mitigation:

- Delivery roles across all partners (Bangor, York, OxEd, schools) have been mapped with succession in mind.
- Core research lead members are in permanent posts and have committed time to the project across the full duration.
- The project builds on long-standing collaborations, reducing onboarding time and risk of turnover-related delays.

3. Engagement and Buy-in from Schools

A potential risk is limited take-up or inconsistent engagement from schools, especially during the early phase of implementation, when schools continue to face multiple competing priorities.

Mitigation:

- All resources will be made freely available on HwB during the recovery phase to lower barriers to entry and encourage early adoption.
- Delivery will begin through LA-nominated Reading School Clusters, ensuring local credibility and reducing cold-start risk.
- Professional learning will be co-delivered by practitioners and researchers and include implementation support to increase relevance and practical value.

4. Availability of Expertise and Specialist Inputs

The availability of specialists (e.g. bilingual education researchers, intervention developers, RCT designers) is limited and presents a delivery bottleneck if not managed carefully.

Mitigation:

Redacted Information S43

5. Third Party Supplier Risk (e.g., Adnodd, OxEd platform)

Delays or technical issues from suppliers or partners could affect timelines or accessibility.

Mitigation:

- The involvement of Adnodd is factored into the timeline from the outset.
- Redacted Information S43
- Weekly and monthly check-ins will be maintained with all key suppliers to manage timelines, QA, and contingencies.

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6. Communication and Coordination across Partners

Large programmes can suffer from coordination failure, leading to inefficiencies or inconsistent messaging.

Mitigation:

- A multi-tiered governance structure is in place, including a Strategic Steering Group (quarterly) and Operational Delivery Group (biweekly), alongside school-level and LA-level engagement channels.
- All parties will work to a shared delivery framework, with Bangor coordinating reporting and tracking progress against defined milestones.

7. Agility in Responding to Changing Needs

Education systems are dynamic, and schools may face unexpected policy shifts, inspection changes, or societal shocks (e.g. ongoing recovery from COVID impacts).

Mitigation:

- The programme has been deliberately designed with modular content (e.g., PL, interventions, assessments), allowing us to scale or adapt delivery quickly.
- Materials and implementation models will be piloted in diverse school settings to inform responsive guidance.
- An annual evaluation and planning cycle will ensure iterative improvement and adaptation.

How will you ensure bilingual delivery of your proposal through both Welsh and English?

This should explain your in-house capacity, alongside any necessary sub-contractual arrangements you will put in place, to ensure equity of support in both languages.

You will need to include a statement here confirming the capacity to deliver your proposed support bilingually.

We are fully committed to delivering all elements of the proposal equitably in both Welsh and English. This commitment is embedded throughout the design, implementation, and evaluation phases and is aligned with the requirements of the Cymraeg 2050 strategy and the Welsh Government's expectations for bilingual education.

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In-House Capacity

Our team has strong in-house bilingual capability:

- The Principal Investigator (**Redacted information S40**) is a Welsh-English bilingual with extensive experience in bilingual reading research, intervention design, and delivery.
- Core team members at Bangor University, a Welsh-medium institution, have extensive experience in developing and delivering bilingual assessments, interventions, and professional learning resources.
- Several researchers and support staff involved in the programme are fluent Welsh speakers and writers, enabling day-to-day bilingual working, communication, and materials development.
- Additional bilingual facilities at Swansea University.

Delivery in Welsh and English

- All intervention materials, professional learning modules, and assessment tools will be developed in parallel in Welsh and English to ensure parity of access. This includes written content, audio-visual components, and in-person or virtual delivery sessions.
- Each RCT or pilot will be implemented in both languages, with fidelity monitoring to ensure consistent implementation standards and outcomes.
- All guidance and implementation support (e.g., manuals, workshop slide decks, PL videos) will be fully bilingual.
- Digital resources hosted on HwB and/or partner platforms will follow best practice for bilingual accessibility and user experience.

Translation and Quality Assurance

- In-house bilingual experts will lead on translation and localisation of materials (Welsh -> English, English -> Welsh).
- Where necessary, we will subcontract to experienced professional translators familiar with the educational and linguistic context of Wales.
- All translated content will undergo bilingual proofreading and quality assurance led by Bangor University to ensure accuracy, cultural relevance, and pedagogical consistency.

Collaboration with Key Welsh-Language Partners

We will continue to work closely with Adnodd to ensure that materials are accessible, correctly localised, and hosted effectively across platforms. In addition, collaboration with local authorities will help identify Welsh-medium schools and tailor delivery appropriately.

Statement of Bilingual Capacity

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We confirm that we have the capacity to deliver the full programme of proposed support bilingually, in both Welsh and English. This includes all materials, interventions, professional learning, assessments, communications, and ongoing support.

What is your approach to communicating with and engaging schools, settings, learners, parents, carers or other stakeholders essential to delivery of your proposed support?

While Welsh Government communications channels will be available to any successful grantees, this section should set out your plans for how these would be used alongside any direct actions you would take to ensure such engagements.

Our communication and engagement strategy is designed to ensure proactive, inclusive, and ongoing dialogue with all stakeholders essential to the success of the proposal. This includes schools, settings, learners, parents and carers, local authorities, and other national delivery partners. Our approach is multi-tiered and incorporates both direct and collaborative mechanisms to maximise reach and impact.

1. Engagement with Schools and Settings

- **Local Authority Networks:** We will work closely with LAs, who will recruit “Reading Schools” (clusters of 3–4 primaries and their associated secondary school) comprising the core school partners. This approach ensures local relevance, buy-in, and trusted communication pathways.
- **Launch and Briefing Sessions:** Schools will be invited to attend regional and national briefing sessions (in person or online) to introduce the programme, its aims, and what participation entails.
- **Dedicated Point of Contact:** Each school cluster will have a named liaison to ensure regular two-way communication, prompt issue resolution, and tailored support throughout the project lifecycle.

2. Engagement with Parents, Carers and Learners

- **Parent-Facing Resources:** We will co-develop bilingual, accessible resources for families to explain the purpose and benefits of interventions (e.g., RILL, Language-for-Reading, Read to Learn), and how they can support learning at home.
- **Learner-Centred Engagement:** Where appropriate, we will develop age-appropriate materials (e.g., animations, posters) to explain assessments and interventions directly to learners, increasing transparency and reducing anxiety.

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- **Feedback Mechanisms:** We will use structured surveys and focus groups (delivered bilingually) with parents and carers to gather feedback on accessibility, understanding, and perceived value of the support.

3. Use of Welsh Government and Partner Channels

- We will work in collaboration with Welsh Government communications teams to ensure consistency of messaging, extend reach, and benefit from established channels (e.g. newsletters, Hwb, social media).
- All programme materials will be hosted on Hwb, ensuring national visibility, ease of access, and long-term availability.

4. Cross-sector Stakeholder Engagement

- We will establish an Advisory Group (see Section E), including representatives from local authorities, Estyn, regional consortia, practitioner groups, and family engagement leads.
- This group will meet termly and help shape strategy, address emerging issues, and co-produce solutions.

5. Cultural and Linguistic Accessibility

All communications will be bilingual and culturally appropriate, ensuring Welsh-medium schools and communities are fully included in the design, implementation, and feedback processes.

How will you ensure equity of access to support across Wales?

Dependent on who should need access to various aspects of your proposal (for example, practitioners, learners, etc.), outline your approach to ensuring access across Wales irrespective of location, background, etc.

Our proposal is built on a foundation of universal accessibility, underpinned by a commitment to geographical, linguistic, and socio-economic equity. The approach is specifically designed to remove barriers to participation and ensure that all schools, practitioners, and learners—irrespective of location or background—can access high-quality support.

1. Universal Digital Access via Hwb

All professional learning materials and guidance will be made freely available through Hwb, the Welsh Government's national digital platform, in perpetuity. This ensures:

- No cost barrier to schools or educators.
- 24/7 access irrespective of geographic location.

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- Full alignment with existing national systems and infrastructure.

2. Free Access to Intervention and Assessment Materials During the Recovery Phase

To promote wide adoption and address post-COVID learning recovery, all intervention and assessment materials will be provided free of charge during the recovery phase. This means:

- Schools in the most deprived areas will not be disadvantaged by cost.
- Universal provision will support early identification and response for struggling readers.

3. Support for Bilingual and Welsh-Medium Settings

All materials, training, and assessments will be delivered bilingually (Welsh and English), ensuring parity of provision. Welsh-medium practitioners and learners will:

- Access the same level of support, resources, and tools.
- Benefit from leadership by a Welsh-English bilingual PI and a team experienced in bilingual education.
- Receive interventions and professional learning adapted to the linguistic context of their schools.

4. Geographical Reach and Targeted Inclusion

- Local Authorities will be instrumental in recruiting Reading Schools across all regions of Wales, ensuring urban and rural representation.
- Each Reading School cluster will include 3–4 primary schools and their associated secondary school, enabling a whole-system model that is context-sensitive.
- We will prioritise inclusion of schools serving communities with high levels of socio-economic disadvantage and/or low literacy outcomes, using WIMD and existing attainment data to guide allocation.

5. Accessibility in Delivery Models

- Workshops and professional learning will be delivered in hybrid formats (in-person and online), removing barriers related to travel, cost, or cover.
- Assessments and interventions are designed to be deliverable by existing school staff with training, reducing dependency on additional resources that may not be equally available in all schools.

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6. Long-Term Affordability and Sustainability

After the recovery phase, access to intervention materials will remain affordable and not-for-profit, with costs limited to covering maintenance and hosting. This will ensure:

- Long-term sustainability without increasing inequities.
- Ongoing access for schools with limited budgets.

7. Ongoing Monitoring and Evaluation

We will collect data on uptake, impact, and reach across demographic and regional variables to monitor equity in implementation. Where disparities are identified, we will adapt our support accordingly.

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Section E: Your organisation and collaboration arrangements

This section is to provide specific and more detailed information on your organisation, as well as the collaborative and partnership arrangements involved in your proposal. It should build on the information identified above on how your proposal will be delivered.

This table should be completed for the lead organisation submitting the proposal. All information must be provided.	
Registered organisation name:	Bangor University
Type of organisation (private/public/higher education institution/charity):	Higher Education
Company/charity VAT/UTR number (if applicable): If not applicable, what type of entity is your organisation?	42-484-5410
Project lead name:	Redacted information S40
Project lead email address:	Redacted information S40
Project lead contact telephone number:	[please contact on Microsoft Teams or email]
Alternative contacts in your organisation (name and contact details):	Redacted information S40
Registered organisation address:	School of Psychology Brigantia Building Penrallt Road Prifysgol Bangor LL57 2AS

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If this proposal is a collaborative bid, please replicate this table for each partner organisation involved in the delivery of this proposal. All information must be provided.

You can copy and paste this table for each organisation in your application form. Partner organisations involved in a collaborative proposal are all those organisations that receive funding (distributed via the lead organisation) under a grant award for the delivery of activity set out in your proposal.

Registered organisation name:	University of York
Type of organisation (private/public/higher education institution/charity)	HE
Company/charity VAT/UTR number (if applicable): If not applicable, what type of entity is your organisation?	647 2055 41
Main contact name:	Redacted information S40
Registered organisation address:	University of York Heslington York YO10 5DD

If this proposal is a collaborative bid, please replicate this table for each partner organisation involved in the delivery of this proposal. All information must be provided.

You can copy and paste this table for each organisation in your application form. Partner organisations involved in a collaborative proposal are all those organisations that receive funding (distributed via the lead organisation) under a grant award for the delivery of activity set out in your proposal.

Registered organisation name:	Swansea University
Type of organisation (private/public/higher education institution/charity)	HE

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education institution/charity)	
Company/charity VAT/UTR number (if applicable): If not applicable, what type of entity is your organisation?	1138342
Main contact name:	Redacted information S40
Registered organisation address:	Singleton Park Swansea SA2 8PP

If this proposal is a collaborative bid, please replicate this table for each partner organisation involved in the delivery of this proposal. All information must be provided.

You can copy and paste this table for each organisation in your application form. Partner organisations involved in a collaborative proposal are all those organisations that receive funding (distributed via the lead organisation) under a grant award for the delivery of activity set out in your proposal.

Registered organisation name:	University College London
Type of organisation (private/public/higher education institution/charity)	HE
Company/charity VAT/UTR number (if applicable): If not applicable, what type of entity is your organisation?	GB 524 3711 68
Main contact name:	Redacted information S40
Registered organisation address:	University College London Gower Street

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	London WC1E 6BT
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If this proposal is a collaborative bid, please replicate this table for each partner organisation involved in the delivery of this proposal. All information must be provided.

You can copy and paste this table for each organisation in your application form. Partner organisations involved in a collaborative proposal are all those organisations that receive funding (distributed via the lead organisation) under a grant award for the delivery of activity set out in your proposal.

Registered organisation name:	OxEdAndAssessment
Type of organisation (private/public/higher education institution/charity)	A spinout company of the University of Oxford
Company/charity VAT/UTR number (if applicable): If not applicable, what type of entity is your organisation?	OxEd is not registered for VAT.
Main contact name:	Redacted information S40
Registered organisation address:	c/o Redacted information S40

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Provide information on your organisation's track record in providing support, as set out in your proposal.

This can include information on your particular expertise, capacity and previous successful delivery of support.

In this section, we outline the specific Bangor University approach, as lead institution. We then outline how our collaborative network brings in crucial expertise for this ambitious proposal.

1) Bangor University track record

The RILL team, led by **Redacted information S40** at Bangor University since 2019, has an exceptional track record in delivering impactful, evidence-based educational support across Wales. Our work spans early years to primary education, with a strong emphasis on bilingualism, professional learning, and rigorous research practice.

Expertise and Capacity

- **Proven Leadership and Funding Success**

Under **Redacted information S40** leadership, RILL has secured over **Redacted Information S43** in competitive research and development funding from the Welsh Government, the Nuffield Foundation, and the Economic and Social Research Council (ESRC). This funding has supported scalable program development, rigorous evaluation, and capacity-building across the education sector in Wales.

- **National Reach and Impact**

RILL has been implemented in approximately 240 schools across Wales, training 446 educators in the science of reading and supporting over 3,000 children in both Welsh and English. These figures demonstrate both scalability and a track record of delivering at a national level. **Redacted information S40** also directs the Miles Dyslexia Centre at Bangor University – the only centre of its kind in Wales delivering assessments of dyslexia and follow up teaching to North Wales children with a Welsh and English offering. Clinicians based at the centre and with additional expert knowledge of the Welsh education context will provide expert advice on all three WPs.

- **Bilingual Expertise**

RILL is fully available in both Welsh and English, and our team includes fluent Welsh speakers with deep experience in bilingual education. All training, resources, and program materials are available in both languages, ensuring equitable access for all Welsh learners.

Commitment to Rigorous Evaluation

- **Evidence-Based Practice**

The RILL team employs robust quantitative methods and qualitative insights (e.g. focus groups) to evaluate the program's effectiveness. We extensively use

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Randomised Controlled Trials (RCTs) to examine the evidence base for our programmes. Our findings are disseminated through peer-reviewed publications and conference presentations, underscoring our commitment to transparency and academic integrity.

• Continuous Improvement

We use a cycle of research, implementation, and refinement to ensure that RILL continues to meet the evolving needs of schools and learners in Wales.

Demonstrated Success in Grant Management and Delivery

The RILL team has a proven track record in securing and effectively managing significant funding, reflecting its capacity for high-quality, large-scale delivery. Recent examples include:

- **Welsh Government** – Multiple awards totalling over **Redacted information S43** to support the implementation, evaluation, and scaling of the RILL programme across Wales.
- **Nuffield Foundation** (**Redacted Information S43**) – Funding for the development and evaluation of targeted literacy interventions.
- **Economic and Social Research Council** (**Redacted Information S43**) – Support for the rigorous assessment of literacy interventions delivered during the COVID-19 pandemic.

These grants demonstrate the team's ability to deliver impactful projects on time, on budget, and at national scale.

2) Collaborative potential of Bangor University with the Universities of York and Swansea, UCL, and the company OxEd in ensuring national success.**Work Package 1: Professional Learning & National Guidance****Leadership & National Network**

- **Redacted information S40 (University of York)** leads the DEMSI teacher professional learning programme across Wales and is pivotal in co-developing RILL's CPD offer—ensuring it aligns with national standards for high-quality educator support.
- **Redacted information S40 (UCL)**, a renowned international expert in literacy pedagogy, actively shapes professional learning with evidence-based strategies in reading instruction.

Initial Teacher Education (ITE) Integration

- **Redacted information S40** leads ITE in South Wales; her collaboration ensures that RILL materials are embedded within teacher training pathways,

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promoting sustained whole-system change from the classroom level all the way to ITE providers.

Work Package 2: Intervention & Early Language for Reading Support**OxEd & Assessment (University of Oxford spin-out)**

- Redacted information S43

The full suite of programmes proposed here will capitalise on the established Redacted information S43 success in developing RILL and the researcher/company structures already in place. We capitalise on their expertly designed assessment to intervention pathway—from screening, through CPD backed implementation, to measurable outcomes.

Work Package 3: Assessment, Monitoring & Evaluation**Comprehensive Screening Tools**

Redacted information S43

This collaboration brings together field-leading experts across all work packages, alongside strategically positioned individuals with system-wide influence. It also includes institutions and partners with established infrastructure, ensuring rapid mobilisation and scalability. As a result, we are well-placed to deliver Wales-wide coverage in professional learning, programme implementation, and assessment—led by nationally recognised leaders in each area.

Are you currently involved in any established networks related to your proposal? If so, please provide details.

This should include any related relationships you have as part of your activities, beyond those partnership arrangements set out above for collaborative proposals. This can include, but not be limited to, reference groups, networks, professional memberships, etc.

Bangor University networks (Redacted information S40)

Redacted information S40 and the RILL team are embedded in extensive and influential networks across Wales, the UK, and internationally. These networks provide vital channels for knowledge exchange, policy engagement, dissemination, and long-term sustainability of the RILL programme. They also contribute to Wales-wide capacity building by linking research with practice across sectors.

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Networks Within Wales

- Redacted information S40.

UK Networks

- Redacted information S40

International Networks

- Redacted information S40

Additional Networks via Project Collaborators

In addition to the RILL team's direct affiliations, our collaborators bring influential networks that further enhance the project's reach and credibility:

- Redacted information S40
- Redacted information S40.
- Redacted information S40.
- Redacted information S40.

In summary, this rich network landscape—spanning education policy, research, ITE, professional learning, and school delivery—ensures that RILL is grounded in current best practice and well positioned for national scale and sustainability.

Section F: Financial management and planning

This section is to provide specific and more detailed information on the financial aspects of your proposal. It should build on the information identified above on how your proposal will be delivered, including information on measures, targets or indicators.

Total cost of the proposal: This should set out the total amount in £s that you are applying for, also providing a breakdown for each financial year (as necessary).	Year 1: £2,303,574.95 Year 2: £3,188,873.49 Year 3: £2,718,870.96 Total: £8,211,319.40
Provide a short breakdown of costs for each financial year against each of the key outputs from your proposal in each financial year.	

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This should include headline delivery targets and associated costs, taking into account any mobilisation period required to reach full delivery.

In this section we provide costs shown against activity / outputs and then against specific institutions / bodies per financial year.

2025 to 2026:

Year 1 (1st Sept 2025 – 31st March 2026)

Total price to Welsh Government £2,303,574.95

Costs by Outputs Year 1:**Work Package1**

Initial roll-out of bilingual professional learning resources (WP1a) for primary teachers and leaders, including phonics, code skills and reading fluency **Redacted Information S43**

Embedding of resources into Initial Teacher Education (ITE) begins with co-development between universities and educators **Redacted Information S43**

Development and publication of guidance documents (WP1b) on phonics, writing, and developing a love of reading **Redacted Information S43**

Work Package 2

National roll-out English and Welsh RILL **Redacted Information S43**

Development (including co-design) and piloting of English and Welsh whole-class RILL **Redacted Information S43**

Development (including co-design) and moderate roll-out of English and Welsh whole-class NELI **Redacted Information S43**

Development (including co-design) of English and Welsh Read to Learn **Redacted Information S43**

Work Package 3

First delivery of digital reading and language screens at key transition points (WP3) in both languages (e.g., school entry, Y3, Y7; **Redacted Information S43**)

Establishment of a CAL:ON literacy hub (national platform via HwB) and network of academics, LA leads and national reading schools **Redacted Information S43**

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Costs by Partner**Bangor University**

Redacted Information S43

University of York

Redacted Information S43

Swansea University

Redacted Information S43

University College London

Redacted Information S43

Oxford Education and Assessment

Redacted Information S43

Book Trust Cymru

Redacted Information S43

2026 to 2027:

Year 2

Total price to Welsh Government £3,188,873.49

Costs by Outputs Year 2:**Work Package 1**

National roll-out of primary and secondary professional learning with accompanying national trials of synchronous delivery (WP1a; Redacted Information S43

ITE developed and initial roll-out Redacted Information S43

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Development and publication of guidance documents (WP1b) on phonics, writing, and developing a love of reading **Redacted Information S43**.

National roll-out of RILL English and Welsh whole-class **Redacted Information S43**

National scale roll-out of NELI whole-class in English and Welsh **Redacted Information S43**

Piloting of Read-to-Learn in English and Welsh **Redacted Information S43**

Work Package 3

Second national cycle of screening tools at transition points (WP3), including the new Early Literacy Screen **Redacted Information S43**

Development and early delivery of Comprehension Screen (English) begins **Redacted Information S43**

Embedding of digital tools to support teacher data use **Redacted Information S43**

Costs by Partner**Bangor University****Redacted Information S43****University of York****Redacted Information S43****Swansea University****Redacted Information S43****University College London****Redacted Information S43****Oxford Education and Assessment****Redacted Information S43**

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Book Trust Cymru**Redacted Information S43****2027 to 2028:**

Year 3

Total price to Welsh Government: £2,718,870.96

Costs by Outputs Year 3:**Work Package 1**

National roll-out of primary and secondary professional learning with accompanying national trials of synchronous delivery (WP1a **Redacted Information S43**)

Launch and publication of national literacy guidance including (**Redacted Information S43**).

- Exemplar practice profiles
- Policy briefs for local and national government
- Scalable, bilingual PL toolkits.
- Strengthened CAL:ON hub schools, each supporting N others (determined by individual LAs).

Work Package 2

Nationwide roll-out of all interventions **Redacted Information S43**

- Language for Reading whole class (3-6)
- RILL (7-11) whole class
- RILL (7-11) intervention
- Read to Learn (11-16) intervention

Work Package 3

Sustained use of bilingual screening and tracking tools by schools (WP3). All assessments now available including Comprehension Screen **Redacted Information S43**

Costs by Partner**Bangor University**

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Redacted Information S43**University of York****Redacted Information S43****Swansea University****Redacted Information S43****University College London****Redacted Information S43****Oxford Education and Assessment****Redacted Information S43****Book Trust Cymru****Redacted Information S43**

Summary: Across all three years, the funding is phased to support a logical sequence of mobilisation, implementation, and scale-up. Costs are closely aligned with delivery outputs and are weighted appropriately across staff-led development, external delivery, and digital infrastructure. Costs have been calculated by Bangor University pre-award, which have been scrutinised and approved by the Pro Vice Chancellor for Research. The applicants can supply more detailed costings upon request.

What would delivery look like with additional or reduced levels of funding?

This is an opportunity to provide options for delivery at differing levels of funding award. Consider undertaking an options appraisal as part of the development of your proposal and highlight the opportunities under each possible approach.

Reduced Funding Delivery Model:

The proposal outlined above represents a fully comprehensive, system-wide approach to transforming literacy instruction and outcomes across Wales. However, we also present a reduced-cost delivery option that retains essential

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components while scaling back less critical elements. Under this model, delivery would be modified as follows:

1. **WP1:** The full professional learning offer would be streamlined—fewer modules and fewer synchronous workshops would be delivered. This would still provide targeted training but with less depth and reach.
2. **WP1:** The national guidance on writing and reading for pleasure would not be produced. However, guidance on phonics—crucial for early reading success—would remain, ensuring a minimum baseline of support in this area.
3. **WP2:** The RILL whole-class programme (in both English and Welsh) would not be delivered. However, the bilingual RILL intervention programme—targeted at pupils most in need—would still be provided, maintaining support for learners at greatest risk of falling behind.
4. **WP3:** The Early Reading Screen (ELS) would not be delivered. All other assessment tools (language, reading, spelling, comprehension, and phonics screens) would remain, allowing schools to monitor progression and identify needs from Year 3 onward.

The resulting budget for this reduced proposal is:

Redacted information S43

How does this proposal provide value for money?

Building on information supplied under Section C, this should briefly explain the processes you will employ to ensure value for money in use of public funds. It can cover, but is not limited to, issues such as your approach to procurement, staff costs, travel and subsistence, etc.

This proposal delivers excellent value for money by leveraging the collective capacity of leading institutions and experts to create scalable, sustainable, and research-informed programmes that meet urgent national need and *transform literacy provision across Wales*. The investment enables system-wide innovation across three integrated work packages, delivering bilingual tools and programmes that will benefit thousands of learners across Wales, particularly those at risk of literacy failure.

We will further ensure value for money through:

- **Efficient procurement:** We will adopt open, competitive procurement practices in line with public sector standards, ensuring best value for all commissioned services, tools, and technology.
- **Lean delivery model:** We will prioritise co-location of project teams where possible, reducing duplication and streamlining management structures across work packages. Expert staff will be contracted part-time where appropriate to reduce overhead while ensuring continuity and depth of expertise.

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- **Cost-effective staffing:** We are using experienced staff who have worked on similar projects for Welsh Government (e.g., RILL and DEMLI) over a number of years. This means the staff are already experts in the areas of literacy development and teaching, already work well together, and already understand curriculum for Wales, and the contexts schools work in. Staff costs are benchmarked and proportionate. We are combining senior academic leadership with early-career researchers, practitioners, and technical staff to maximise value without compromising quality.
- **Reusability and scalability:** All professional learning tools and materials will be open access in perpetuity. They will also be bilingual, and digitally enabled, allowing long-term use and adaptation at no additional cost to the public. All programmes, interventions and assessments will be open access during the recovery phase and then available at a highly affordable rate.
- **Low-cost, high-impact delivery:** Programmes will be delivered directly to schools through partnerships, embedding capacity within the system and avoiding costly third-party roll-outs.
- **Controlled T&S expenditure:** Travel and subsistence will be minimised via hybrid collaboration and regional hubs, with all travel costs managed within institutional guidelines to ensure accountability.

Our governance model includes a financial oversight and bi-weekly reporting to monitor spend, ensure transparency, track spending against impact, and redirect funds where needed to maximise educational return on investment.

Provide information on any additional funding or support that will contribute to the delivery of your proposal.

This can include match funding or in-kind support. You should set out the level of funding, the financial year(s) it relates to, and who is providing it (including any specific requirements they place on use of that funding).

Bangor University will supply a PhD student. Both Bangor and York will supply IT equipment for staff, and York will supply .1 FTE of **Redacted information S40** time to the project. OxEEd will provide additional technical support, from their current capacity.

Year 1

PhD studentship and fees **Redacted Information S43**

IT equipment for staff **Redacted Information S43**

CD's time additional .1 FTE contribution: **Redacted Information S43**

OxEEd technical support contribution: **Redacted Information S43**

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Year 2

PhD studentship and fees Redacted Information S43

IT equipment for staff Redacted Information S43

CD's time additional .1 FTE contribution: Redacted Information S43

OxEd technical support contribution: Redacted Information S43

Year 3

PhD studentship and fees Redacted Information S43

IT equipment for staff Redacted Information S43

CD's time additional .1 FTE contribution: Redacted Information S43

OxEd technical support contribution: Redacted Information S43

OxEd expected inflation cost increase in licence Redacted Information S43

Total: Redacted Information S43

Each institution will also fund a portion of travel and other consumable costs throughout. Where possible, the team will use existing resources from previous awards to minimise costs.

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Section G: Additional information

This section is to provide further information needed to support appraisal of your proposal and (should it be successful) the development of a grant award.

Explain any due diligence checks you have undertaken in the development of this proposal.

Due Diligence Checks Undertaken

To ensure the robustness, feasibility, and strategic alignment of the CAL:ON Cymru proposal with the priorities of the commissioning body, a comprehensive due diligence process has been undertaken. This spans educational, financial, legal, operational, and evaluative domains, ensuring that the proposal is credible, deliverable, and offers long-term value to the Welsh education system.

1. Educational Alignment and Evidence Base

- Curriculum for Wales Alignment:**
 All proposed programmes, assessments, and tools have been carefully mapped to the Curriculum for Wales, with particular reference to the four purposes, the Languages, Literacy and Communication AoLE, and cross-cutting priorities such as equity, inclusion, and progression.
- Research-Informed Design:**
 The project draws on a robust international evidence base in literacy, bilingualism, assessment, and teacher development. Methods and interventions have been selected based on proven effectiveness and contextual relevance, and where appropriate, piloted in Welsh contexts.
- Stakeholder Input:**
 Extensive consultation with teachers, school leaders, local authorities, regional consortia, and literacy experts has shaped the proposal's content and delivery model. Particular attention has been paid to the needs of schools in areas of linguistic transition and socioeconomic disadvantage.

2. Financial Feasibility

- Detailed Budget Modelling:**
 A full-cost budget has been developed, with clear justifications for staff, technology, materials, and operational expenses across the three work packages. Cost efficiencies have been identified through shared delivery models and digital resource development. A contingency line is built in to mitigate financial risk.

3. Legal and Compliance Checks

- Intellectual Property (IP):**
 Where third-party content or platforms (e.g. digital assessments or training tools) are involved, clear IP agreements are being secured to protect the

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interests of all parties and ensure outputs are available for future use in Wales.

- **Welsh Language Compliance:**

The CAL:ON Cymru centre will model best practice in bilingual design. All materials, resources, and digital tools will be available in Welsh and English, complying fully with the Welsh Language Standards.

- **Data Protection (GDPR):**

All assessment tools and digital systems will adhere to GDPR and relevant UK privacy regulations. Data will be securely stored, access will be role-restricted, and privacy-by-design principles will be applied.

4. Capacity and Resource Validation

- **Programme Scalability:**

Proposed resources (classroom programmes, interventions, and assessment tools) have been designed for scalable delivery across a range of school settings. Pilots and prototypes have informed realistic development and distribution timelines.

5. Operational Feasibility

- **Risk Identification and Mitigation:**

A comprehensive risk register has been developed, covering staffing, school recruitment, delivery logistics, supplier reliability, and digital tool development. Each risk has associated mitigation plans and named leads.

- **Delivery Timeline Validation:**

The proposed timeline has been tested against resource availability and delivery capacity. Milestones are realistic and allow for iteration based on pilot feedback.

- **Procurement and Supplier Vetting:**

Key technology and content partners are being assessed through formal procurement procedures. All third-party suppliers will undergo due diligence regarding capacity, quality assurance, and compliance with public sector standards.

6. Stakeholder and Community Engagement

- **Consultation with System Actors:**

Ongoing dialogue with Estyn, Adnodd, consortia, and Welsh Government departments has shaped the design and focus of the programme. This ensures alignment with national priorities, such as ALN reform, equity, and reducing the attainment gap.

- **School and Community Input:**

Focus groups with school staff and parent representatives have informed the design of whole-class and targeted interventions, ensuring usability and cultural responsiveness.

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7. Monitoring and Evaluation Framework

- **Embedded Evaluation Strategy:**

An outcomes-focused M&E framework has been developed, drawing on best practices in programme evaluation. Progress and impact will be tracked through a mix of qualitative and quantitative methods, including learner progress data, teacher feedback, and usability metrics.

- **Independent Oversight:**

Provision has been made for independent external evaluation, to ensure unbiased assessment of the programme's effectiveness, cost-effectiveness, and long-term potential for system-wide scaling.

Conclusion

The CAL:ON Cymru due diligence process ensures that the proposal is research-informed, financially and operationally feasible, and legally compliant. It reflects a high degree of planning rigour and system awareness, providing confidence that the investment will deliver meaningful, scalable improvements in literacy and language outcomes for all learners in Wales — particularly those most at risk of falling behind.

How will your organisation manage personal data arising from the proposal?

This should include the transfer of data from you to an organisation tasked with evaluating the impact of this work.

Data Management Plan: CAL:ON Cymru

This Data Management Plan outlines how personal and research data arising from the CAL:ON Cymru project will be securely collected, handled, transferred, and stored. It recognises the involvement of an external evaluation partner and aligns with GDPR, the Data Protection Act 2018, and Welsh Government data policies.

1. Data Collection**Types of Data Collected:**

- **Quantitative:**

- Learner assessment data (Reception, Y5, Y7) collected through low-stakes bilingual tools.
- Participation metrics for classroom programmes, interventions, and professional development.

- **Qualitative:**

- Teacher reflections, usability feedback, school case studies, observations during implementation.

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- Feedback from pupils and families where appropriate.

Methods:

- Data will be collected via secure digital platforms developed or commissioned by the CAL:ON team.
- Paper-based alternatives will be provided where needed, with digitisation protocols in place.

2. Data Responsibilities

- CAL:ON Cymru staff will manage data collection, validation, and secure storage.
- The designated external evaluator will carry out analysis based on pre-agreed data transfer protocols.
- Named data stewards within the team will ensure ethical handling at every stage.

3. Data Storage and Security**Storage Protocols:**

- All digital data will be stored on encrypted, access-controlled servers compliant with ISO/IEC 27001 standards.
- Any physical data will be held securely in locked storage within restricted-access facilities.

Access Control:

- Only authorised CAL:ON staff (and evaluators, post-transfer) will have access to identifiable data.
- Two-factor authentication, role-based access control, and audit trails will be in place for all digital systems.

4. Data Sharing**With the Evaluator:**

- Personal data will be pseudonymised prior to transfer.
- Secure encrypted channels (e.g., SFTP, secure cloud sharing, or secure APIs) will be used for all data transfers.
- Comprehensive metadata documentation will support interpretation and analysis.

With Stakeholders (Schools, Welsh Government, Consortia):

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- Only aggregated and anonymised data will be shared in public-facing reports and outputs.
- Summary data will be visualised through dashboards, reports, and accessible infographics.

5. Data Privacy and Confidentiality**GDPR Compliance:**

- Informed consent will be secured from schools, teachers, and (where applicable) learners and guardians before any data collection.
- All privacy notices and consent forms will be made available in Welsh and English.

Anonymisation & Pseudonymisation:

- No personally identifiable data will be used in analysis or reporting.
- Unique, non-identifiable learner codes will link datasets for longitudinal analysis where needed.

6. Retention and Disposal**Retention Period:**

- Data will be retained securely for up to five years following the end of the programme, or in line with Welsh Government guidelines.

Secure Disposal:

- Digital data will be permanently deleted using certified tools.
- Physical documents will be cross-shredded or incinerated by approved contractors.

7. Monitoring and Oversight

- A Data Protection Officer (DPO) based at Bangor University will oversee compliance, monitor risks, and manage incidents.
- The data management framework will be reviewed annually and after any significant data-related incident.

8. Ethical Considerations

- Ethical approval will be sought from Bangor University's School of Psychology and Sport Science Ethics Committee.
- Participation will be voluntary, with full right to withdraw at any point without consequence.

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- All engagement with human participants will follow the British Psychological Society's Code of Human Research Ethics.

Conclusion

This data management plan ensures that CAL:ON Cymru collects and handles data in a secure, ethical, and legally compliant manner. It enables high-quality monitoring and evaluation while safeguarding the rights and privacy of all participants. Clear procedures for transfer, consent, and anonymisation ensure that data contributes to meaningful insight and system improvement without compromising individual confidentiality.

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Applicant declaration

- I hereby confirm that the information contained in this application is true to the best of my knowledge and belief, having taken all reasonable care to ensure that such is the case.
- I confirm that I have read and understood the Curriculum for Wales grant programme guidance and my organisation meets the eligibility requirements.
- I am authorised to sign or submit this application on behalf of the organisations outlined above.
- I confirm that this application has been agreed by all partner organisations identified in the application.
- I confirm that this proposal does not have any pending applications being processed or have any other grant aid for this project.
- I confirm that no work on this proposal has been undertaken.
- I acknowledge that neither the Welsh Government nor any adviser appointed by the Welsh Government shall be responsible for any advice given, including without limit any advice given in relation to this application and business plan, and that I am solely responsible for all business decisions undertaken.
- I confirm I have read and understood the privacy notice.
- I declare that there are no conflicts of interest in relation to the application for grant funding whether actual, potential or perceived

ELECTRONIC SIGNATURES: By emailing this form to the Welsh Government's Curriculum for Wales email address you are making the declaration above.

Date: 15.07.25
Name: Redacted information S40
Organisation: Bangor University
Position: Redacted Information S40

Date:
Name: Redacted information S40
Organisation: Bangor University
Position: Redacted information S40