



**making
physics
matter**

School Partnerships Programme: application criteria 2024–25

Required eligibility criteria

- Minimum of 6 schools.
- Mixed phase (primary and secondary). Primary only applications will not be accepted.
- The schools in the proposed partnership are already in contact and agree to registering an interest in the programme.

Priority eligibility criteria

- Secondary school(s) without a physics specialist.
- Schools with students in under-represented/disadvantaged groups.
- Schools with science/physics teachers in under-represented/disadvantaged groups.
- Schools with above national average FSM%

Priority partnership areas

Priority areas for 2025–26 have been identified using the government opportunity areas cross-referenced with IDACI and ONS data for levels of deprivation. Areas have also been selected based on the current level of physics and STEM engagement.

- **London:** Barking & Dagenham, Camden, Greenwich, Hackney, Lambeth, Newham, Southwark, Tower Hamlets
- **South:** Bognor Regis & Littlehampton, Brighton & Hove, Crawley, Eastbourne, Hastings & Rye, West Somerset
- **East:** Bury St Edmunds, East Lindsey, Fenland & East Cambridgeshire, Ipswich, Leicester, Lincoln, Norwich, Nottingham
- **Midlands/West:** Banbury, Birmingham (Ladywood, Sparkbrook, Small Heath), Cannock Chase, Matlock, Stoke-on-Trent
- **North:** Bradford, Doncaster, Hull, Middlesbrough, Scarborough & Filey, Sunderland



We want to increase equitable access to the School Partnerships Programme; lead applicant schools should not previously have led an Ogden partnership and no more than one in six of the applicant schools can be independent or grammar schools.

Our criteria and priorities have been set to enable us to best:

- Facilitate increased access to physics specialists impacting the quality of teaching and learning.
- Support increased access, inclusivity and support for students and teachers from historically marginalised groups in physics, enriching the field with a wide range of perspectives and experiences.
- Address the systemic barriers that contribute to the under-representation of certain groups in physics, including women, ethnic minorities (global majority), people with a disability, and students from economically disadvantaged backgrounds.
- Address student economic disadvantage in engaging schools with high pupil premium.

