



ARMED FORCES
EDUCATION
TRUST

2026 - 2029

TRUST

STRATEGY



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Chair's Foreward



Simon Porter

Our strategy reflects the Trust's unwavering commitment to help every Service child to thrive in education, despite the challenges of Armed Forces life.

By providing targeted, evidence-informed grants and working closely with partners across the sector, we are strengthening continuity, inclusion, and opportunity for those who need it most. We remain dedicated to evolving our support as needs change.

CEO's Introduction



Charmian Hickman

The Trust is the leading tri-service charity supporting the education of Service children whose learning has been disrupted by the demands of Armed Forces life. As a Trust, we continue to evolve our grant-making so it is responsive, targeted and rooted in the real experiences of Service families.

Our strategy strengthens our focus on evidence, partnership and impact, ensuring our support reaches those facing the greatest educational disruption. By listening closely to families and working collaboratively across the sector, we seek to drive meaningful, practical change.

Vision

A future where every child from an Armed Forces family achieves their full educational potential, regardless of mobility or circumstance.

Mission

To improve the educational experiences and outcomes of Service children through targeted financial grants, partnerships and almonisation, supporting transitions, inclusion, and wellbeing.

Theory of change

We believe that by supporting Service children at key transition points, addressing barriers to learning, and empowering families and schools, we can reduce educational disadvantage and promote resilience, achievement, and wellbeing.

Theory of Change

PROBLEM - Service children often face educational disadvantage due to parental service and high mobility impacting their continuity of education and transition between schools.

MISSION - To improve the educational experiences and outcomes of Service children through targeted financial grants, partnerships and almonisation, supporting transitions, inclusion, and wellbeing.

ACTIVITIES - Provide grants to support transitions, emotional wellbeing, inclusion and educational continuity & outcomes.

- Work in partnership with other organisations to share knowledge, influence policy and practice and seek greater almonisation within the sector.

IMPACT - Educational experiences and outcomes of Service children are improved.



Strategic Objectives

Encourage and support applications from currently serving personnel and veterans whose children or dependents have experienced educational disadvantage caused by Armed Forces life - including mobility, separation, deployment, and challenges accessing additional educational needs provision.

Strengthen the continuity of education, particularly during key transition points, to minimise the disruption associated with postings and deployments.

Support schools, colleges, and other organisations to provide additional resources and support that address the needs of Service children (e.g., mobility, separation, language and communication needs, emotional wellbeing, transition support).

Support Service children with additional educational needs by providing short-term, targeted interventions where mobility, delayed assessments, or disrupted provision have put their education at risk.



Our grantmaking will focus on:

- Reducing the negative impact of mobility and deployment on learning.
- Supporting children with additional educational needs.
- Enabling smooth transitions between schools and education systems.
- Working with schools and communities to support Service children in improving their educational outcomes.

Our funding priorities

Transition Support

Funding for projects that facilitate smooth transitions between schools, including digital transition portfolios, induction programmes, and peer support schemes.

Support for initiatives that improve information sharing between schools, families, and local authorities.

Emotional Wellbeing & Resilience

Funding for pastoral care, counselling, and programmes that address the social-emotional impact of mobility, separation, and change.

Support for activities that foster belonging, friendship, and positive identity.

Additional Educational Needs & Inclusion

Grants for interventions that support continuity of additional need support and provision during moves.

Support for training and resources that build school capacity and improve the facilities to meet the needs of Service children with additional needs.

Improving Outcomes

Grants for tutoring, mentoring, and enrichment activities that address gaps in learning or curriculum discontinuity.

Support for projects that raise aspirations and enable Service children to access opportunities in further and higher education.

Grants towards boarding school fees to support continuity of education during key stage exams.

Types of funding

Individual Grants

Individual grants provide direct, tailored support to Service children whose education has been disrupted by the demands of Armed Forces life. These grants help maintain continuity at key stages - such as enabling a child to remain in their school during GCSEs or A-Levels when a posting or the end of CEA would otherwise force a move. They also fund short-term, specialist support within state-funded schools, including additional educational needs provision where mobility has delayed assessment or disrupted services. Focused on reducing the educational disadvantage caused by mobility, separation or deployment, these grants ensure no Service child misses out on vital educational experiences.

Collective Grants

Collective grants enable the Trust to support schools and education providers to deliver targeted programmes that directly improve outcomes for Service children. These grants fund interventions beyond what state funding can offer, addressing the effects of mobility, deployment, separation and gaps in learning. Projects may include transition support, emotional-wellbeing programmes, play therapy, specialist additional needs support, Service pupil support workers, outdoor learning, or initiatives that strengthen belonging and resilience. By investing in whole-school or multi-school approaches, collective grants create sustainable improvements that benefit groups of Service children, ensuring they receive consistent, inclusive support wherever the families are stationed.



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