



Aims

What we wanted to do

- Increase the participation in existing out of school hours and holiday activities of the target group
- Remove the financial barrier to enable children & young people to participate in out of school hours and holiday activities
- Encourage schools to collaborate with partners to commission new activities to enrich the extended services offer across the cluster to all children & young people
- To reach 50% of the target group in the pilot
- Use interim evaluation of the pilot model to inform the roll out across all schools



Impact evaluation – implementation

How we did it

- Worked with schools and Parent Support Workers to identify target group and raise awareness of grant with parents
- Engaged partner agencies and local organizations working with hard to reach families and accepted referrals from them
- Allocated access to funding in two tranches allowing mid project evaluation to identify where grant was being used and allow for redistribution
- Encouraged schools to consult with students on types of activities they would like and to increase the number of activities available working directly with activity providers and inviting them to attend information sessions for parents and provide taster sessions for pupil
- Held series of meetings with Schools, Partner Agencies and Activity providers to evaluate pilot and agree with schools the model for roll out in April 2010 schools



Impact evaluation – review

What we learnt

- Flexible eligibility criteria helped in reaching greater number of target group
- Schools needed support with administration/marketing/engaging providers/case studies and wanted LA to manage funding on their behalf and pay activity providers direct
- Parent Support Workers in primary schools played vital role in engaging parents/children/young people
- Engaging all agencies/workers involved with families increased access to those harder to reach/who do not engage with schools
- Flexible approach to funding helpful - option to re distribute grant to where it was being used
- Activities for teenage girls need a different approach
- Memberships for clubs need to be available with shorter time commitment ie. From 3 months not annual



Next steps

- Roll out the disadvantage subsidy pilot across all schools in Bournemouth

Stage	Impact evaluation model	Evidence sources
Input	<ul style="list-style-type: none"> • Multi agency steering group meetings to agree eligibility criteria, funding model and process • Raised awareness/understanding of Disadvantaged Subsidy grant with Schools, Activity providers, Target group through meetings and briefing packs • Engaged other agencies working with hard to reach families in target group to raise awareness • Worked with pilot schools to assess blockers to participation • Aim to reach 50% of target group 	<ul style="list-style-type: none"> • Minutes and actions from multi agency steering group meetings, cluster development plan • Guidance & briefing packs for schools, providers and agencies, school letter to parents, parents leaflet. • Visits to/meetings with local Family Centre's, Community Centre's, VO's and referrals received from them • Minutes/actions from cluster group meetings • 65% of target group accessed grant
Outputs	<ul style="list-style-type: none"> • Greater multi agency planning at cluster level re target groups • Monitoring of spend an analysis of take up • Steering group meetings (including HT/Service Providers/Multi Agency Managers etc.) target group, eligibility criteria and funding protocols agreed, information circulated, parents engaged • Information packs and guidance notes for Schools, Agencies and Providers • Increased the choice of activities for all 	<ul style="list-style-type: none"> • Minutes from ES cluster and locality meetings • LA feedback to schools and cluster • Steering group minutes, letter to parents, B Friendly to schools, Snr. Management, Councilors and Agencies • Packs circulated • Increase in activity providers engaged
Intermediate Outcomes	<ul style="list-style-type: none"> • Schools gain in depth understanding of individual pupil need • Increase in attendance and attitude to learning; target group participation confidence & self esteem improves; parents actively engage with schools • Reduction in police call outs to schools • Participation and opportunities for all increased • Greater multi-agency awareness of subsidy and better planning at cluster level 	<ul style="list-style-type: none"> • Assessment forms, case studies, school monitoring or target group engaged • Monitoring and feedback from schools and providers, feedback from parents children & young people • Feedback from school and Police • Case studies, monitoring and feedback from schools, providers, parents, children & young people • 65% of target group engaged
Final Outcomes	<ul style="list-style-type: none"> • Improved attitude to learning - narrowing the gap • Reduction in ASB at local leisure facility • Disadvantage subsidy sustainable – mechanism to improve outcomes for children/young people 	<ul style="list-style-type: none"> • Increase in attendance, reduction in exclusions, key stage/GCSE results • Feedback from Police and local leisure facility • Government, LA, Schools

