



Guidance for Schools & Practitioners on the “Access 2 Activities” Grant

(South Cluster pilot for the DCSF Extended Services Disadvantage Subsidy)



Introduction

The DCSF have identified £256million funding for 2008-2011 to ensure that children and young people disadvantaged by economic circumstances and children in care are financially supported to take part in extended schools activities.

The key objective of the funding supports the National Indicators to narrow the gap in achievement and wellbeing.

Locally in Bournemouth through the Extended Services way of working this subsidy will also contribute to the strategic outcomes of the Childrens Trust.

From April 09 £88,400 has been made available to the cluster to pilot opportunities for children and young people to access activities that they would otherwise have been unable to due to cost.

100% of the funding must be used to directly support the target children to access activities up to 2 hours per week in term time and up to 30 hours over the holidays over a year.

In order to minimise any stigma or put undue pressure on economically challenged families, the subsidy locally will be known as the “**Access 2 Activities Grant**”

Access to funding

There will be a two phase allocation of the pilot funding to the cluster schools based on the number of children and young people eligible for free school meals and looked after children. The first phase will run from April 09 - October 09 and the second phase from November 09 - April 2010.

Each schools allocation will be held centrally by Bournemouth Borough Council and invoices processed within the Extended Services team to minimise work for schools.

The DCSF has developed a set of guiding principles on how the grant should be used:

- **Access:** The funding should enable children and young people from economically disadvantaged backgrounds and children in care (‘the target group’) to access activities from which they would otherwise be excluded due to their inability to pay. (Schools are expected to charge the non-target group the full price for the activity).
- **Additionality:** The funding should be used to make existing activities more accessible to the target group, and/or to commission new activities that better meet their needs.
- **Involvement:** The target group and their parents/carers should be involved in choosing, designing and continuously improving the range of activities on offer.

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- **Open to all:** Any new activities should form part of the universal extended services offer, and be open to all children and young people. Those that can afford to pay should be encouraged to do so.
- **Relevance:** Activities should be attractive and relevant to the target group. School and other staff should be creative in developing personalized approaches to support individuals.
- **Participation:** The funding arrangements for activities should be sustained over time and be attractive to the target group to secure their ongoing participation.

Key Strategic Objectives

The key universal objectives of this funding are to narrow the gap in attainment and wellbeing and narrow the gap in educational achievement.

Specific national indicators that this project will support are:

- NI 102:** Achievement gap between pupils eligible for free school meals and their peers at Key Stages 2 and 4
- NI 99,100:** Children in care reaching level 4 in English and Maths at Key Stage 2
- NI 106:** Young People from low income backgrounds progressing to higher education
- NI 117:** 16-18 year-olds who are not in education, employment or training (NEET)
- NI 111:** Reduce the number of first-time entrants to the criminal justice system aged 10-17
- NI 112:** Under-18 conception rate
- NI 56:** Obesity among primary school age children in Year 6.

The project will also contribute to the priorities and outcomes indicated in the Bournemouth Plan for Children, Young People and their Families 2006 - 2011 and the Extended Services Strategy document.

Local Objectives

In addition to the key strategic objectives above the Access 2 Activities funding will also contribute to more local cluster objectives as follows:

Objective 1 Increase the participation in existing out of school hours and holiday activity of the target group.

Objective 2 Remove the financial barrier to enable children and young people to participate in out of school hours and holiday activities.

Objective 3 To encourage schools to collaborate with partners to commission new activities to enrich the extended services offer across the cluster to all children and young people

Access 2 Activities

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The first step in accessing the grant is to assess whether the family has particular circumstances that indicate that their child/children/ young person are economically disadvantaged in a way that excludes them from accessing after school and holiday activities. The two primary indicators for this are free school meals or looked after child. However a number of additional indicators are being used which may impact on learning and development. Schools, locality practitioners and those working with the target group (see identifying eligibility sheet) will complete an Assessment form to capture a more holistic picture of the child or young person. If a CAF is already in place this is reflected on the form. Once an activity has been identified, an Activity Request Form is completed. Access 2 Activities funding is not dependant on a CAF.

Parents/carers/young people may also complete the Activity Request form. Parents of children/young people will receive a letter from school about the Access 2 Activities grant.

Parents/carers should be informed when the costs have been agreed so they may go ahead and book the activity.

You may find that some of your eligible children/young people want to do the same activities. Then you can book them together, either by booking places in existing provision, or you might have enough children/ young people to start up your own club after school. It should be stressed however that those that can pay, should be encouraged to do so.

Each school will be identified by an access code so that activity providers will know that they need to invoice the local authority and not the parent for the activity. There is a list of providers who are currently signed up to the “Access 2 Activities” grant and these are attached. It is NOT an approved or preferred list of providers.

Providers will invoice Bournemouth Borough Council for the places taken by those participating on the scheme.

If costs appear high for activities or a provider does not appear on the list please contact your Access2Activities Coordinator

Helen.aston@bournemouth.gov.uk or phone 01202 456379

Monitoring and Evaluation

There is an expectation that each school in the cluster will sign up to the following:

- A named member of staff in the school with responsibility for ES
- Attendance by that member of staff or their appointed representative at cluster meetings
- Commitment to monitoring of any allocated spend including a financial breakdown
- Commitment to measure the impact of the subsidy on attendance, attainment and behaviour

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Schools will have to use the funding to support access to participation to extended services activity for the target group and not to help the school achieve other parts of the core offer

Data needs to be collected from this pilot to help develop the protocols and processes for the rollout of the subsidy across the whole of Bournemouth from April 2010. Bournemouth Borough Council Extended Services team will collect cumulative data to ensure schools do not overspend against their allocation.

Conditions of phase 2 allocation of funding from 1 November 09 include the completion of monitoring information and sample qualitative assessment of impact on outcomes for the target group.

For further information or clarification on any point please contact Helen Aston, Extended Services ☎ 01202 452379



helen.aston@bournemouth.gov.uk

Frequently asked questions and answers

1. What kind of activities can we pay for?

The funding (up to £175 per child over the year) can pay for a range of activities which may include:

- After School and Holiday clubs (e.g. 115 Club; St Claire's; Jigsaw; Ole Spanish School)
- Subscriptions to a uniformed organisation
- Swimming lessons
- Surfing lessons
- School Residential trip
- Sports/Arts/ Clubs (anything from surfing to dance)
- Music lessons outside school hours
- Transport to activities if this is the barrier to participation

Or any other activity that children/ young people feel unable to participate in due to cost (if unsure please contact Helen Aston)

2. We know that a number of the target group rarely attend school. Are they outside the scope of the Access2 Activities grant?

No. The whole idea is to increase participation of the target group including those hard to engage. It gives us an opportunity for creative thinking.

3. For what age range can we use the Access 2 Activities funding?

The funding is for children and young people from 5-16 years and from 17 to 18 where they are still in full time education in a school. It is not available to further education colleges.

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If a young person is in the care of the authority or has special needs it may be appropriate to use the subsidy up to the age of 25 (please contact Helen Aston to discuss)

4. How will the Access 2 Activities help our next OFSTED inspection?

Ofsted is revising its inspection framework, and this will incorporate a set of well being indicators. This is due to be published in June 09 and will form part of the inspection process from September 09.

Experience from the pathfinder projects suggests that the Access 2 Activities grant can have a significant impact on the attainment and well being of the target group and would be expected to make an important contribution to your next Ofsted inspection.

5. Will this funding be available to cover the costs of any extra admin or staff time?

No. The DCSF requires that the funding is used to pay directly for activities that the target group undertakes. It is recommended that you have a “named” person in school to be the contact for this.

6. What happens if a child/young person doesn't turn up to the activity booked?

The provider will still be paid for the place against the schools allocation. It would be unfair to providers to expect them to cover the cost of a place that could have been offered elsewhere.

7. Can funding be used to support families of the target group?

If the involvement of parents/carers is the only way to engage the child/young person in activities then it may be possible to fund this. *(please contact Helen Aston to discuss)*. The funding should not be used to subsidise wider parent support activity.

8. Does the Access 2 Activities grant allow for out of borough provision?

Yes, where activities are delivered to the target group.

If there are further questions please contact Helen on **01202 456379**

Identifying eligibility for support from the Access 2 Activities Grant

Does the teacher/practitioner assess the family as having particular circumstances that indicate that their child/children/ young person are economically disadvantaged in a way that excludes them from accessing after school and holiday activities? The two primary indicators for this are free school meals or looked after child. However a number of additional indicators are being used which may impact on learning and development.

Please tick at least one indicator from the primary target group and where appropriate up to 3 additional indicators.

If a child or young person does not meet either of the two primary criteria but can demonstrate up to 3 of the additional indicators please contact Helen Aston on 01202 456379 for clarification.

PRIMARY TARGET GROUP INDICATORS	CODE
Eligible for free school meals (parents/guardians will be in receipt of income based JSA, Income Support, Child Tax Credit or those earning under £15,575, part v1 immigration & asylum act 1999, guarantee element of state pension credit)	EC001
Looked After Child or at point of being Looked After or leaving care of local authority	EC002
ADDITIONAL TARGET GROUP INDICATORS	CODE
Potential NEET (persistent absence as defined by DCSF pupils yr 10 & 11)	EC003
Persistent absence	EC004
Refugee or asylum seeker	EC005
Traveller (Roma, Gypsy or Traveller of Irish heritage)	EC006
Young Carer	EC007
Child who never goes on school trips / non payer	EC008
Living in temporary and/or poor housing in receipt of housing allowance; council tax benefit; housing benefit	EC009
Acute domestic issues (bereavement; parent in custody; debt issues; domestic violence; parent has serious illness/disability/mental health issues; parent misusing substances or in recovery; experiencing family breakdown; redundancy or job loss)	EC010
Other , will need approval from ES Coordinator	EC011

*****note the funding is additional to any other eligible funding including the Personal Learning Allowance for looked after children and must show Increased levels of participation, it is not intended to replace existing funding.**

Feedback / Case Study information received from schools

BETHANY JUNIOR SCHOOL

MC was notorious throughout the school for his poor attitude and repeated absence. He had no motivation to learn and had fallen well below age related expectations. MC was accepted onto the pilot scheme just after Christmas and his attitude shifted overnight. His approach to learning was that of a motivated and enthusiastic pupil and even his appearance changed, with correct school uniform and PE kit. MC's funding through the scheme was for a residential visit to France and he relished the opportunity. During the week away, I believe, I never saw him without a smile on his face and he was heard to say before his return home that he wished to stay permanently in France. On returning he has in some staff's eyes 'grown up a little' and his attitude and behaviour still remain good.

JB has struggled with attendance behaviour & attitude since joining out school in year 6 and continued to be a cause for concern as he entered Yr 6. On being accepted to access the grant JB's attitude to learning and behaviour altered dramatically. His engagement with lessons, focus and overall classroom performance placed him in the lower quartile of the class up to the middle to upper quartile. He was given funding to allow him to attend a French residential trip, during which it was noted by staff how well behaved & engaged he was. His attitude during the week's visit was exemplary and he worked well with his peers, an area he had particularly struggled with before. Staff had concerns that on his return and with no 'carrot' to motivate him he may slip into his old ways; however, he continues to improve and prospects for SAT's tests and transition to secondary school all look good.

CORPUS CHRISTI PRIMARY

"VDL is a year 6 pupil with EAL. She has been targeted with our one to one tuition, attends Booster groups for Maths & English during the Autumn term. VDL's family were re-housed during the past few months and her younger brother is frequently in hospital due to a severe hand condition. V has undertaken swimming lessons as part of the A2A. We have seen a dramatic improvement in her attendance (currently 97%) and improvement across all areas of learning, particularly mathematics, her class teacher has described her as angelic"

AR is a year 1 pupil who presented at school with challenging behaviour, particularly with social interactions. AR has made solid progress in reading and maths but has moved forward quickly with her written work. Attendance is up to 94%, an increase of 2% on the previous year. AR has been having swimming lessons using the A2A grant.

KINGS PARK PRIMARY SCHOOL

Child 1 whose family have accessed the Family Fit 4 Life scheme through A2A said that it has meant that he can go to the gym "like his older brother", who is 15 years old. He said that the family go swimming, or go to the gym nearly every day. His favorite activity there is the treadmill, and he said going to the gym has made him more confident. His mum said that the scheme has helped the whole family become more active and also to eat more healthily.

Child 2 has had a very disrupted childhood, and has accessed various activities through A2A (Xtreme Arts, Karate and After school club). He has really enjoyed all of the activities, and he thinks the scheme should carry on because it "can make children happy".

POKESDOWN PRIMARY SCHOOL

The school asked me to contact Claire's* mother to see how we could support as the mother had said she was unwell at the moment and it was becoming difficult to manage getting Claire to school. Amongst other support Claire was eligible for A2A and said she would like to go to dance classes but Mum was worried about making arrangements because she was already finding it difficult to get her to school every day. We found a dance class that ran after school which meant Claire's sister could pick her up afterwards and take her home. Mum was really pleased and opened up to me as the PSW for further support. Mum also said it would be good for Claire to lose some weight and get fitter and the class would help with that. Claire says she really enjoys her dancing and wants to keep going. She has not missed a class yet. *Names changed

Simon* has been attending Badgers. He has had anxiety about illness and has been very clingy to his mum following being unwell some time ago. His confidence has improved and he is now going on a weekend trip away with Badgers and has been able to go on a school trip for a week. Mum has also had support with her anxiety around the separation at this time through the PSW who she met with to access the A2A grant.

*Names changed

PORTCHESTER SCHOOL

Year 7

A Year 7's comments -I have used the Gym and Swim a few times. I use it about once a month. I've been to the gym once or twice but I use it to swim more - I like swimming when I go there because it's fun. I go more often when I get the chance to go. It will be easier in the summer, when the days are lighter and warmer and I can get there on my bike. I have been with a few of the other boys who are on the A2A. I go with my sisters but they don't have the A2A passes yet.

If the A2A carried on, I would definitely use it, especially in the summer. I think it has been really good. I would still use it for the Gym and Swim. I know a few boys who have used it a few times and I think they like it. If I hadn't had the A2A I wouldn't have been able to use the Littledown as much at all as we couldn't afford it. It has been really good and helpful for me to be able to go swimming and I hope that it will carry on again.

Year 8

M.A has been attended Littledown Centre on a regular basis since he was given his A2A card June 2009. M struggles in school and makes few positive friendship choices, resulting in him getting into trouble both in and out of school. His family struggle financially to offer Matthew regular activities and as a result were offered the A2A card at Littledown. Matthew has taken advantage of the services offered, in particular the swimming, where he attends with either his mum or stepdad.

Although Matthew still struggles in school the Swim and Gym package has enabled both him and his parents to attend activities together out of school. This has become a routine with Matthew and his parents are able to support school and sanction the use when appropriate by limiting his access to the Gym and Swim when he has been disruptive in school. Although Matthew enjoys attending with family he also attends with friends, giving him the ability to access facilities he would otherwise struggle to use due to cost.

Year 9

Background

When he joined the school in Year 7 N would not attend lessons. When he did he was sent out due to the disruption he caused. He was very abusive towards staff and pupils and would also destroy others' property and bully them. N was obese. He had low self esteem and lacked confidence. He also had a poor attendance record. When he did arrive at school he was always tired and looked scruffy. When he didn't arrive I would do a home visit and bring him in. I slowly built a good relationship with N and learned that he was really concerned about his weight and his health. Due to N's weight he would fit at night. Mum had a mental health problem and N was not getting the best care. He was giving money for his tea in the evening to buy pot noodles, sweets, etc.

Intervention Activity

I put several strategies in place for N. I placed him on a behaviour report set with achievable targets. I also issued him with an exit card, This allowed N to attend lessons knowing that if he did struggle and found himself getting wound up he could use the card to come to me. In return I offered to take N swimming twice a week at Littledown. N responded well to this and in fact he never used his exit card and remained in lessons. I took him swimming as agreed in the summer term. N still had concerns across school, but I put in lots of restorative meetings with staff and pupils whenever there was a breakdown. N started to receive good comments across school about how well he had started to look and how much happier he was. When the A2A came out, this was great for N. He had a 12 month membership for the gym and the swimming pool. The good thing was that there were other students N had become friends with who also fitted the criteria of the A2A. Not only was he keeping healthy, but he was also socialising with friends in a positive way.

Conclusion

N has now lost four stone and is still continuing to lose weight. From a student that was at risk of exclusion to a student who has now got badges from several subjects sewn on his jumper, it has definitely been a worthwhile intervention to use. N has become a lot more confident and he attends Littledown on his own if others can't come. His attendance is 100%. N has also now been placed in the care of the local authority and is really doing well and a very happy boy.

PORTCHESTER SCHOOL

Year 10

Background

After picking up an Extended Services leaflet a worried grandparent contacted the South Cluster Extended Services Co-ordinator to seek advice about after school help and support available for her grandson who was causing the family some concern.

D, the young person in question was a 14 year old boy who attends Portchester Secondary School. His mother was at her wits end as the relationship between her and her son was breaking down. She found him to be extremely unpleasant toward her thus causing an atmosphere in the home. She was very concerned about his smoking and the friendship group he had developed which led him to play with lighted aerosol cans. D was stealing money to pay for cigarettes and was also stealing deodorant and other aerosol cans from home. On prompting, he admitted turning them into "flame throwers".

To other's D would present as a pleasant boy however his mother and grandmother had serious concerns about his self esteem and could see him deteriorating before their eyes. Their concern was growing as D's father was serving a custodial sentence and they felt that he might be heading the same way. In light of the flame throwing his grandmother approached the Dorset Fire and Rescue Service and D attended The Dorset Fire and Rescue Service's SPARC programme. This 5 day course is designed for those young people at risk of offending or school exclusion. Ordinarily young people are referred through school, police or other agencies. There had been some low levels of concern at school as D had displayed an "attitude" toward his English teacher which prompted the family being called to meet with the head teacher. However apart from this, he was not on any school radar in terms of his poor self esteem and the school had been unaware of his "flame throwing" issues.

Intervention Activity

Following a discussion with the Extended Services Co-ordinator and Cluster Parent Support Worker, it was established that D was eligible for funding under the A2A scheme. This proved quite a revelation to the family as they had not heard about it before and couldn't quite believe that funding would enable him to engage in a positive activity during the summer holiday.

D had always wanted to try surfing but the family could not afford a surf board or the cost of lessons and so after a quick call to SORTED surf school, 2 lessons a week over the summer holidays were booked. SORTED surf school run a surf school from Boscombe beach, supplying surf boards and all equipment necessary. They offer professional BSA qualified surf coaching and an opportunity for participants to meet new friends whilst learning a new skill. D attended every session that he was booked onto and staff at the surf school commented that he had taken to it well and was proving to be good at it. This boosted D's confidence immensely and he thoroughly enjoyed taking part.

In itself the fact that he enjoyed the activity and has made some new friends is a good thing for him; however it was the knock on effect that has had the most impact. His mother said, "My son really enjoyed surfing and his behaviour has improved dramatically, we once again have a happy household. I didn't know the funding was there and only found out about it through the Extended Services but it has meant that D has been out of trouble all summer. He is a different boy. He is going back to school wanting to learn and be good. It's been the best summer ever!" She continued, "I don't know what Brad at SORTED said to D but he was brilliant with my son and it's had an impact on the whole family. Following the summer holiday activity the Surf school have indicated they are keen to work out an affordable arrangement so that D can continue his promising start with them and further build his self confidence and skills. The cost of D's surf lessons was £150 for 10 x 2hour lessons throughout the summer holiday. Toward the end of the school holiday, D sat with his mother to complete a homework assignment for English. He was pleased that he completed it and was looking forward to handing it in at the start of the new autumn term.

Conclusion

Although proud of his homework assignment he still finds it difficult to get on with his English teacher and this has caused an issue at the start of term. However this should not detract from the reality that for D, a short term targeted programme of activity was able to have a positive impact on his family relationship – in this case it is definitely one step at a time. Now back at school D still see's his old friends but now has a wider group from which to choose and has slowly started to make some changes in his choices of where he goes and with

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whom. It appears also that his smoking has ceased. His grandmother sums it all up by saying, "I am now proud to say we now have a D that has turned into a wonderful young teenager. Every minute has been appreciated; he has had the best time ever".

PORTCHESTER SCHOOL

Year 11

E was referred for gym/swim membership. School has seen an improvement in Es' self-esteem and confidence. He is also not being involved in as many incidences of poor behaviour in and around school.

S was referred for gym/swim membership. S has thoroughly enjoyed his membership, using the gym and swimming pool on many occasions. S has behaved poorly a couple of times when he has been using the swimming pool. School has seen an improvement in S's attitude and attendance since S was referred for this membership.

D was referred for football with Dorset County Football Association in November & December 2010. D has reported that he thoroughly enjoyed this experience and would like to be involved again if possible. D still has issues with self-esteem and some anger difficulties. He also went through a period of disaffection with school but appears to be emerging from this now.

ST CLEMENTS SCHOOL

CB – attendance has been consistently good. Has shown huge improvement with behaviour over last year, has now found and is respectful towards his peers. Has shown improvement with his attitude towards his learning and targets. He is keen to improve and can now recognise how he needs to improve.

B has 95% attendance. His behaviour and effort in school has greatly improved, he is more motivated to learn and is better behaved towards the other children

ST JAMES PRIMARY SCHOOL

JM moved back to the UK in Summer 2009 and joined our school in September 2010. She has spent all her schooling, until then, in the Caribbean, being taught in French.

J was originally over familiar with adults and very forward. She also had to make new friends in a new country. J loves cooking and was able to join the 'Flavours' School of Cookery in the local area, a children's after-school cookery club for 8 – 13 year olds. She loves the club.

Her mother feels she has settled in well.

CJ is a quieter member of her class and her teacher feels that she now interacts more with other children in the class, her confidence has grown and she now feels more like she's part of the class. When I have observed her attend after-school sessions she seems to start off very shy, but then come out of herself when she realises that many of her class-mates are there.

ST KATHARINES

All children who have taken part have been very pleased to have accessed the funding, they have taken part in activities they had only previously dreamed of ie: Horse Riding and Golf; there has been a rise in self esteem.

ST MICHAELS PRIMARY

A year 6 pupil has benefited enormously through A2A as he has been able to attend the after school club. He is looked after by his extended family and their family run business has been struggling in the current climate, which has obviously had an impact on the pupil and the activities on offer to him. He has expressed to members of staff how much he enjoys attending and loves to play with his friends there, it has helped him to make new friends and build up a good social network, which has extended into the classroom. He comes across more confident and happy.

A father I have been working with has 2 children (8yrs and 6yrs), he is a single parent and has recently had his hours at work cut from 15hrs to 6hrs. They have been struggling emotionally and financially recently due to their situation. The 2 children have been attending the after school club, where there has been a significant change in their behaviour. Both children were struggling to complete their homework as Dad cannot read or write, so at the after school club they are now completing their work as a priority to help Dad. They have also made new friends and join in with the activities on offer, such as cooking, sewing, arts & crafts etc... Both children seem more engaged and more confident and I believe this is down to the club and Dad feeling

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supported.
<u>STOURFIELD INFANT SCHOOL</u> Teacher reports increase in positive attitude & motivation in PE. Reflected in parent comments which report big increase in confidence & coordination. Mum stressed that without A2A may well not have happened, she is delighted and child really enjoys chosen activity.
Teacher reported an increase in maturity throughout year. Child has some social/emotional problems but feedback ' I am really good at trampolining; if I hadn't been given this opportunity I would never have realised my natural ability and how much I love bouncing and learning the routines'
<u>STOURFIELD JUNIOR SCHOOL</u> We have a year 5 boy who was struggling socially in school and parents were having difficulty getting him into school; during last summer term school had to go to the house to collect him. A lot of the problem was he was spending an awful lot of time on his lap top not doing any activities out side of school. School organised for him to join Cubs and start swimming lessons, his attendance has improved and his social skills are improving, he also has made new friends at Cubs.
One of our year 6 girls; who is also a PA student joined the Littledown gym/swim funded by A2A, her attendance has improved greatly and there has been a great change in her overall attitude towards school and her learning.
We have a year 5 boy who has a SEN statement for behaviour; we used A2A to access football for him after school he seems to have settled and really enjoys it he also plays for the school football team, all of which has meant an enormous boost for his confidence.
We have 2 sisters in school one in year 3 and the other in year 5; both girls have been referred to Education Social Work as their attendance was below 90%. Part of the parenting contract was for school to access funding for the girls to receive swimming lessons and have dance lessons, both girls are excelling at both activities and their attendance is so good they are now in the review system.