

# Activities for all



Financial support to make  
out-of-school-hours activities  
a reality for everyone

An introduction to the extended services subsidy funding



*developing people, improving young lives*

## The opportunity

*"From getting into trouble to helping people every day, the Scouts has changed my life."* Year 9 student

Swimming, dance lessons, drum workshops, cross-country horse riding, activity weekends – out-of-school-hours activities bring benefits that are well documented. They can boost pupils' confidence, help develop crucial life skills and foster a positive and creative relationship between them and their school. But those pupils who cannot afford to participate could be missing out. Pupils from low income families all too often consider these sorts of activities to be "for other people, not the likes of me".

The extended services disadvantage subsidy provides funding to make these activities available to all pupils, not just those who can afford them. More than that, the subsidy aims to give pupils and their families a real say in what activities are on offer by putting ownership and spending power in their hands.

## Support from TDA

The Training and Development Agency for Schools (TDA) has produced a range of resources to support those leading and managing the subsidy in local authorities, schools and school clusters. The materials draw on the learning gathered during a two-year pathfinder project, which involved 37 school clusters in 18 local authorities.

The resources include:

- a **DVD ROM resource kit**. This has been designed to support those leading and managing the subsidy in local authorities, schools and school clusters. It contains guidelines, tools and examples from the pathfinder that can be adapted to meet local needs
- a **cluster roadmap**. This poster-sized tool helps cluster leads plan for and deliver the subsidy in 2010-11
- a **school briefing pack**. This has been designed to introduce the subsidy to cluster schools in readiness for 2010-11
- **Schools Workshop – Preparing for 2010-11**. This slide pack provides a template for a workshop to prepare cluster schools for the subsidy in 2010-11
- **subsidy impact stories**. These examples show how the subsidy is already making a difference to the lives of pupils in pathfinder schools, and
- responses to **frequently asked questions** about the subsidy (updated July 2009).

For more information and to download resources or order hard copies, visit: [www.tda.gov.uk/subsidy](http://www.tda.gov.uk/subsidy)

## Transforming lives

### Withernsea High School, East Riding of Yorkshire

*"A young man came into the school in year 7 and, within the first fortnight, was known by everybody in the school. He's a looked-after child living with very aged grandparents and has a younger sister who's disabled.*

*"As he went through the school, he didn't seem to have a life outside school – he would go home and get straight into his pyjamas ready for bed. As he came into his senior years, his behaviour was becoming more and more of a problem and he was being removed from lesson after lesson.*

*"You fully expected him to be hung on a coat peg somewhere because he drove everybody nuts.*

*"What we managed to do through one of our cover supervisors was to get him involved in the Scouts. We gave him a trial run to see whether or not he liked it. He did. He was over the moon. So we bought him the uniform. Now he's been out on parades. He's been to camps, he's going on an activity holiday. He's a different child. He's calmed down significantly – he's matured.*

*"This is a real success case – a perfect example, I think, of what this subsidy has been able to offer, not only to him but to his grandparents as well."*

Helen Williams, Extended Services Project Coordinator, East Riding of Yorkshire

*"There has been a significant improvement in his behaviour at school, both in and out of the classroom. He is learning to build better relationships with his peers and members of staff."*

Year tutor





## Activities for all

*“Without a shadow of doubt this is the most positive, child-centred, easy-to-access project that I’ve ever been involved with. To be able to offer something practical and useful for the child or family is great.”*

Headteacher

**The extended services disadvantage subsidy is part of the Government’s commitment to the provision of extended services in and around school. It will become available to all school clusters from April 2010.**

The funding is designed to subsidise access to extended services activities for economically disadvantaged children and young people and children in care, who might not otherwise be able to pay some or all of the charges associated with taking part. It aims to improve pupils’ well-being, help raise attainment and narrow the attainment gap.

The Department for Children, Schools and Families (DCSF) has allocated £40m of funding to local authorities, through the Standards Fund in 2009-10, to enable one or more clusters in each authority to trial approaches to using the funding for extended services activities. For 2010-11, an additional £167m will be available through the Standards Fund to enable all school clusters to access subsidy funding.

### About the subsidy

#### **Which pupils will be eligible for the subsidy?**

Only pupils who are economically disadvantaged should be eligible for the subsidy. School clusters can set criteria for ‘economic disadvantage’ that best meet local circumstances and they should consult widely to identify the eligible pupils.

#### **What can schools spend the subsidy on?**

The funding is for schools to spend directly on helping economically disadvantaged pupils meet the costs of out-of-school-hours extended services activities. These activities should be driven by demand and will not necessarily be provided on the school site or by the

The subsidy strengthens the outcomes that schools are already delivering through extended services. As well as benefiting pupils, it also creates more positive relationships with low-income families and improve their engagement with schools.

#### **Learning from the pathfinder**

Since 2008, the TDA has been working with 18 local authorities on a two-year pathfinder project to explore how local authorities, schools and school clusters can best manage the subsidy to ensure the money reaches those most in need. The pathfinder is exploring the most effective ways to identify and consult children and young people, who are disadvantaged by their economic circumstances, and to commission appropriate and effective extended services activities based on their interests and needs.

The first year of the pathfinder has established that the subsidy can:

- promote innovation and creativity in delivering extended services activities
- be a driver for improved collaboration between local authorities, clusters and schools
- contribute to schools’ improvement agendas, and
- be delivered most effectively through established extended services school clusters.

Pathfinder schools say the subsidy is already making a significant impact on the most economically disadvantaged pupils.

schools themselves. The funding can also be used to remove a number of direct barriers to participation – transport being a particular challenge in rural areas.

#### **How can the subsidy funding be obtained?**

Local authorities will receive the funding and must pass all of it on to schools. In turn, schools should spend the funding directly on helping their pupils participate in out-of-school-hours activities. The subsidy funding should not be used for other purposes, such as consultation or administration.

Visit [www.tda.gov.uk/subsidy](http://www.tda.gov.uk/subsidy) for a full list of responses to frequently asked questions.

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