

Extended services disadvantage subsidy

Narrowing the gap: raising attainment and improving well-being



Personal impact stories

How schools and school clusters are using the subsidy to improve the life chances of children and young people



developing people, improving young lives

Subsidy personal impact story

Woodside Infants School, Croydon

"I may be evicted soon but my main priority is to stay close to Woodside Infants School because they have looked after all of us. The boys are looking forward to the activities on offer this summer. I know I couldn't cope with all three boys in a small flat on the third floor. This is my lifeline. Thank you."

Pupil's mother

A four-year-old child at Woodside was regularly arriving at school late. He was distracted in class and behaving aggressively at home and at school. His mother, a single parent, had two other young children and was pregnant again. She was living in a small, third-floor flat and struggling to cope.

Various interventions had had little impact until a Common Assessment Framework (CAF) process was initiated and a multi-agency meeting held at the children's centre. The school started working alongside social and health services to deliver a package of interventions. As the pupil was eligible for the extended services disadvantage subsidy, the funding was used to enable him to access a breakfast club, after-school clubs and taster activities, such as snowboarding and orienteering. He was offered support aimed at helping to improve his behaviour and is also attending summer clubs.

Sadly, the mum's pregnancy ended in a stillbirth, but measures had already been put in place to support the family if this should happen. This included using funding from the health visitor to provide a childminder for the younger child two days a week to give mum time to recover. In addition, a family worker was able to collect the children from home in the morning for breakfast club and to bring them back home in the evening. Work with the family is ongoing, and the team is now working to secure them a new, safer home.

Outcomes

The boy is much more focused at school. He is better behaved and turns up on time. As a result, he is no longer at risk of exclusion.

Teachers and other professionals have said he is "like a different child."

Mum has sought counselling, and attended various family learning courses at the school. She is also attending 'stay and play' sessions at the children's centre with support from the Homestart worker.

The family now has links with a wide range of agencies, including Homestart, health services, housing, the fire brigade (who carried out a risk assessment on the windows in the flat), the children's centre and the Safer Neighbourhood Team.

The children have been able to remain with their mother rather than being taken into care due, largely, to the measures put in place before the death of the baby.

More information

Majella Buckley, Extended Services Coordinator

tel: 07837 514 560

e-mail: escwoodside@hotmail.co.uk

Subsidy personal impact story

Withernsea High School, East Riding

"Since joining the Scouts there has been a significant improvement in [his] behaviour at school, both in and out of the classroom. [He] now has a positive outlet for his surplus energy and is learning to build better relationships with his peers and members of staff."

Year tutor

"[He] has taken a keen interest in scouting activities and become a very active member of our group."

Cover supervisor and assistant Scout leader

"From getting into trouble to helping people every day, Scouts has changed my life."

Pupil

"Since [he] has been attending Scouts we have seen a tremendous improvement in his learning, behaviour and confidence."

Deputy teaching assistant manager

Withernsea has used the 'Me Too Fund' (the local branding of the extended services disadvantage subsidy) to enable one of its economically disadvantaged pupils to attend his local Scout group.

Outcomes

- The pupil now has better social skills and more confidence. As a result, he is less socially isolated.
- There has also been a marked decline in the number of times the pupil has left school without permission.
- The pupil says the discipline he has gained has helped him settle down. He has made new friends and feels more comfortable at school.
- The pupil's grandparents feel that attending Scouts has given him the chance to experience and develop new skills.

Find out more

Claire Tomlinson and Joanne Mudd,
Extended Services Coordinators

tel: 01964 614708

e-mail: claire.tomlinson@eastriding.gov.uk
joanne.mudd@eastriding.gov.uk

Subsidy personal impact story

Kingston Centre Pupil Referral Unit, Wolverhampton

"Singing makes regular demands on [him]. Activities which are safe enable him to cope."

Teacher

"The experience of the pantomime, and additional discussions, have widened [his] communication skills and [his] receptive and expressive language."

Teacher

A five-year-old pupil at Kingston has profound Pathological Demand Avoidance (PDA). If any demands are made on him beyond his experience or capabilities, he reacts by screaming, rolling around the floor and hiding. He is unable to calm himself, which has a negative effect on other pupils as well as on the staff. Intellectually, his development is above average.

The pupil was eligible for extended services disadvantage funding, which has been used to enable him to take part in weekly singing sessions. It has also paid for him to go to the theatre to see a pantomime.

Outcomes

- Staff have noted a marked improvement in the pupil's communication skills. His self-esteem is higher and he is generally happier.
- The pupil has been able to return to mainstream school, initially for two mornings per week and now for two full days.
- Most of the time, the pupil is able to cope without his teaching assistant, who now provides back-up support only.
- The singing and the pantomime visit have supported the pupil's speech therapy and helped develop his lateral thinking: following the pantomime, he was able to talk about the show and its 'make-believe' elements, which would previously have been beyond him.
- Termly review demonstrates an increase in the pupil's spelling and reading age of one year, and a rise in phonic recognition skills from seven words to 23.
- The pupil's improved behaviour means less tension in the home.

Find out more

Pam Bevan, Deputy Headteacher

tel: 01902 558149

e-mail: pbevan@kingston.biblio.net

Subsidy personal impact story

Wheldon School and Sports College, Nottinghamshire

"If I didn't go to the activities, I'd be at home watching TV or walking around outside on the street. Until this programme I had never done any of these things before. I'd never been to the countryside and I really liked it. There were lots of good things to see."

Pupil

A year seven pupil at Wheldon had a very chaotic lifestyle. As a result of her mother's substance abuse, she was separated from her siblings and taken into care. She now lives with her grandmother and step-grandfather, and rarely sees her mother.

For this pupil, the barrier to accessing extended services was purely financial. Despite her enthusiasm, without the extended services disadvantage subsidy she would not have been able to attend. While most of Wheldon's after-school clubs are free, there is a charge for holiday activities. It was felt that weekends and holidays were when this pupil was most vulnerable and the decision was, therefore, made to subsidise activities taking place at these times.

The pupil now attends the Extreme programme, which runs during the holidays. She also has a leisure card which entitles her to free swimming, activities and use of the gym at the local leisure centre.

Outcomes

- The pupil has a 100 per cent attendance record, both at school and for extra-curricular activities.
- The pupil had a history of behavioural issues; now, her behaviour is largely fine.
- The pupil's confidence is growing and she has better relationships with adults, including extended services staff. As a result, any problems can be picked up and addressed before they escalate.
- The pupil's step-grandfather is now involved with the school as a volunteer helper and this is helping to build bridges between the school and the family.

Find out more

Michelle Welsh, Partnership Extended Services Manager

tel: 07872 394691 or 0115 940 8398

e-mail: m.welsh@wheldon.notts.sch.uk

Subsidy personal impact story

Breeze Hill School, Oldham

"[The trip] gave me confidence to take my family out and show them what I had learned."

Pupil A

"I didn't have many friends in school. This trip has given me the chance to make friends and share my problems."

Pupil B

Staff at Breeze Hill School identified that a group of children from asylum-seeking and refugee families had little knowledge and experience beyond their immediate environment. Many of them had only seen Manchester on television, although it was only four miles from where they lived. The extended services disadvantage subsidy was used, therefore, to part-fund a trip to Manchester, reducing the cost to £12 per child.

The trip gave children an opportunity to get to know their peers who were also having problems with speaking English, who came from similar home backgrounds and were experiencing similar problems. It also raised their awareness of the diverse community in which they live. The trip was so successful that the school has arranged further outings. The young people involved also now have the confidence to go out themselves and take their families along, and have been inspired to work hard on improving their English.

Outcomes

- Pupils are engaging more with their peers and making friends.
- Pupils have greater knowledge of the community and its diversity.
- Pupils feel less isolated and know that others are experiencing the same problems as them.
- They have increased interest in attending extra English language sessions.
- Their confidence has increased.
- Pupils are better integrated into the school community.
- Mixed-age friendship groups have developed, both in and out of school.
- Pupils appear to have higher self-esteem and to be more aware of what's going on around them.
- Levels of participation and interest in other activities are up.

Find out more

Yasmeen Akhtar

tel: 0161 628 1360, ext 230

e-mail: akhtary@breezehill.oldham.sch.uk

Subsidy personal impact story

Key Team, Wolverhampton City Primary Care Trust

"This young person has broken through the 'honeymoon period' and shown that he can sustain relationships and motivation."

Service manager, Key Team

"I feel part of something."

Pupil

"[He] speaks highly regarding the placement and, with his difficulties, they encourage him. As his mother, I think it's brilliant that he's doing something."

Pupil's mother

A 15-year-old boy had been permanently excluded from his school for violent behaviour towards the staff. His mother did not want him to go to a pupil referral unit for key stage 4, because she was concerned about the negative influence of his peers. He had a placement at a skill centre, but was unable to maintain it. Instead, he is now working with Wolverhampton's Key Team, which is jointly funded by education, health and social services.

As the pupil was eligible for the extended services disadvantage subsidy, the team told the boy he could have a certain amount of funding to spend on extended activities of his own choosing. Initially, he used the money to pay for one-off, relatively expensive activities, but soon realised he would like 'his' money to go further. He chose to join a climbing club, despite never having done anything like this before.

He completed a six-week course and passed an optional climbing exam, before spending two intensive weeks climbing the highest walls, taking responsibility for the ropes and for all health and safety issues. The club facilitators were so impressed with his dedication and progress that they offered him six days' work experience supporting members of the public who also use the club. The boy is so committed to this that he recently turned down the opportunity to attend a residential course in London as it clashed with his placement.

Outcomes

- Improved attendance.
- No reports of aggressive behaviour.
- The pupil is now travelling independently and making use of public transport, something he did not do before.
- The pupil is less confrontational and more articulate, and staff have noted a marked improvement in his confidence and self-esteem..
- The pupil has displayed negotiation skills and developed a work ethos.
- The pupil has shown sustained commitment and dedication to this programme.
- Work experience has enabled the pupil to take responsibility not just for himself but for other people as well.
- Increasingly, the pupil is aspiring to be treated as an adult, rather than allowing his behaviour to determine outcomes.
- Three-monthly case reviews with relevant professionals and the pupil's mother point to a consistent improvement in his attitude, behaviour, and ability to interact socially.

Find out more

Darren Rattan-Jones, Key Team Service Manager

tel: 01902 551680

e-mail: darren.jones@wolvespct.nhs.uk

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Training and Development Agency for Schools
151 Buckingham Palace Road, London, SW1W 9SZ
TDA switchboard: **t** 0870 4960 123

Publications: **t** 0845 6060 323 **e** publications@tda.gov.uk

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