



Frequently asked questions (FAQs)

July 2009

Contents

WHAT'S NEW	2
INTRODUCTION.....	3
GUIDING PRINCIPLES	4
LIST OF QUESTIONS.....	5
GENERAL AND FUNDING	10
TARGET GROUP.....	16
USE OF FUNDING - TRANSPORT	22
USE OF FUNDING - EQUIPMENT	23
USE OF FUNDING - STAFF	25
USE OF FUNDING - OTHER.....	26
FAMILY ACTIVITIES.....	29
RANGE OF SERVICES AND PROVIDERS.....	30
EVALUATION	32
TDA SUPPORT	33
ADDITIONAL FAQs	34
INDEX.....	40

If you have queries that relate directly to the formula for subsidy funding, your local authority allocation or how that allocation is paid, contact daniel.racher@dcsf.gsi.gov.uk

What's new

This document is an update to the extended services disadvantage subsidy **Frequently asked questions** document originally published in March 2009. It includes new questions and responses arising from the TDA regional launch events, as well as the Year Two pathfinder events, in Spring 2009.

Those familiar with the March 2009 version of this document may want to refer directly to the items below for the main changes and additions:

- Guiding principle 4 [GP 4]: minor wording change to highlight the relationship between charging for activities and their long-term sustainability.
- FAQ 28: clarification of funding in relation to academies.
- FAQ 30: clarification of funding for pupils who are permanently excluded.
- FAQs 70-83: new questions and responses.
- Index: this now refers to the FAQ number rather than the page number.

Introduction

Purpose of this document

This document sets out responses to frequently asked questions (FAQs) about the extended services disadvantage subsidy. Its audience is those leading and managing the subsidy within local authorities, school clusters and schools.

The FAQs have been heavily informed by the experience of 18 local authorities which were selected by the Department for Children, Schools and Families (DCSF) as subsidy pathfinders in June 2008. The Training and Development Agency for Schools (TDA) is indebted to them for their hard work and innovation.

This document is intended as guidance in making decisions when using the subsidy funding for economically disadvantaged children and young people. You are encouraged to recognise the principles and apply them in a way that is scaleable and sustainable. This document is not intended to be prescriptive; rather, it captures lessons learnt over the last year to help enable effective local delivery of the subsidy and to maximise the impact of the funding available.

This document is available at www.tda.gov.uk/subsidy. It was originally available on the subsidy resource kit, a DVD ROM that was distributed at launch events in Spring 2009. In some cases, our responses refer to documents in the resource kit that may be of help. If you would like a copy of the resource kit, please call 0845 6060 323 or e-mail publications@tda.gov.uk quoting reference TDA0640.

Responses to questions are of two types:

1. Where we can do so, the TDA provides a **direct answer** to the query
2. Where questions benefit from a scenario based approach, some of the **considerations** that you should apply when coming to your own conclusions are set out. In many cases, these considerations refer to a number of guiding principles given below.

This is a large document and is, therefore, likely to be used for guidance on specific issues that you may have, rather than being read from front to back.

A note on the purpose of the subsidy funding

The overarching purpose of the subsidy funding is to ensure that children and young people who are disadvantaged by economic circumstances or are in care, are financially supported to take part in extended services activities so that they are just as able to benefit from the activities as those who can afford to pay. In this document, we refer to these individuals as the 'target group'.

'Activities' means activities provided as part of the varied menu of study support and enrichment activities within the extended schools core offer.

As part of schools' wider strategy of implementing extended services activities that are sustainable in the long term, this means encouraging those who can afford to pay to do so, while using the subsidy to make particular efforts to encourage the participation of those who are unable to pay.

Guiding principles

- GP1: Access:** The funding should enable the target group to access activities from which they would otherwise be excluded due to their inability to pay.
- GP2: 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.
- GP3: Involvement:** The target group and their parents/carers should be fully involved in choosing, designing and continuously improving a range of activities that are attractive and relevant. This should help to establish genuine control of the funding identified for them, in the same way as children and young people whose participation is not excluded by inability to pay.
- GP4: Open to all:** Any new activities created and delivered as part of the subsidy work should be available to all, and should be financially sustainable, including charging for activities where appropriate.
- GP5: Creativity and personalisation:** For many of the target group there are barriers to participation other than purely financial; especially in these cases, school and other staff should be creative in developing personalised approaches that support individuals.
- GP6: Sustainability and ongoing participation:** The funding arrangements for activities should be sustainable over time and be attractive to the target group to secure their ongoing participation.

List of questions

General and funding

1. The subsidy funding is part of the overall Standards Fund. Does this mean that each school can pool the subsidy funding into its overall Standards Fund pot and use it for whatever purposes it sees fit?
2. I understand that the subsidy funding should be used only to pay for direct participation in activities, but the TDA tells us that the subsidy needs significant coordination and administration to make it really effective. From where do the resources come for that?
3. In 2009-10 we would like to implement the subsidy to support a specified target group across the local authority, rather than to restrict it to a small number of clusters. Can we do this?
4. Pupils with special educational needs (SEN) and/or disabilities require a higher level of support and/or specialist equipment to access extended services. Will this not escalate costs for meeting the needs of pupils in the target group, if it contains a number of pupils with SEN and/or disabilities?
5. Given the higher costs of participation at special schools, who is the target group?
6. Are children's centres within the scope of the subsidy?
7. How does the subsidy relate to integrated working and multi-agency teams such as youth services and youth inclusion and support panels?
8. How does the subsidy link with the Empowering Young People Pilot (EYPP)?
9. How does the disadvantage subsidy link with Positive Activities for Young People (PAYP)?
10. We are one of the clusters with funding for 2009-10. You have suggested that we should look to start using the subsidy in summer 2009. Can you give us any advice on how to get something going so quickly?
11. The term 'disadvantage subsidy' has very negative connotations. Do we really have to call it that?
12. How does the subsidy link with parent support advisers, family link workers and so on?
13. How does the subsidy work with the TDA's School Improvement Planning Framework (SIPF)?
14. Our local authority is in London and many of the pupils in our participating clusters come from outside the borough. How does the subsidy apply to them?

Target group

15. We are struggling to come up with criteria for the target group that (i) capture economic disadvantage effectively and (ii) allow us, in practice, to identify the individuals who are eligible. Can you help?
16. We have just developed a package of activities for hard-to-reach children – can this subsidy be used to top up the funding so we can open it out to more people?
17. We would like to develop an arts programme across the cluster. A number of parents have indicated that they can't afford the lessons but their children are not

necessarily eligible for free school meals. Could the funding be used to subsidise the whole programme to make it more accessible?

18. How do we manage the issue of some children having to pay to take part in an activity?
19. The interests of the target group will change over time. Can the subsidy funding support these changes?
20. Can the subsidy funding be used for fewer, higher-cost activities, for example, a week-long activity holiday?
21. Our local authority will be implementing the subsidy in several clusters in 2009-10. Can each cluster target different groups?
22. It is well known that children and young people in both pupil referral units and in care are transient compared to other groups, and so there is likely to be movement of these groups into and out of participating clusters during the course of the year. If a member of one of these groups moves outside a participating cluster, does the subsidy funding follow that young person?
23. Our school cluster has a large population of black and minority ethnic (BME) families, whose children historically have not engaged strongly in extended services. Many, though by no means all, of these families are economically disadvantaged. Should we use the subsidy funding to engage the children of these families in extended services?
24. Can we use the funding to overcome barriers to participation (fear, language, cultural differences and isolation)?
25. Some of our target group are young carers. They cannot access activities because of caring responsibilities (for siblings or parents). Can the funding be used to provide (child)care or activities for brothers and sisters?
26. We know that some of our target group rarely attend school. Are they outside the scope of the subsidy work?
27. For what age range can we use the subsidy funding?
28. Can we use the subsidy for pupils attending academies?
29. Can we use the subsidy for children who are schooled at home?
30. Can we use the subsidy for children who are persistently absent or excluded from school?

Use of funding - transport

31. Transport is the main blocker to disadvantaged children accessing activities in our rural cluster. Can we use the subsidy to pay bus fares?
32. Transport is the main blocker to disadvantaged children accessing activities in our rural cluster. Can we use the subsidy to buy a minibus for the cluster?
33. Could transport be funded to enable other family participation? This would encourage parental engagement/sustainability of the project.
34. Can the funding be used to pay for taxis to enable students, who are rurally isolated and unable to access public transport, to take part in activities?

Use of funding - equipment

35. A child in my cluster does not attend the after-school sports club. When asked, she says that the other children bully her because she doesn't have the right kit. Should we use the subsidy funding to buy her new kit?
36. Some children and young people want to engage in clarinet or other musical instrument lessons. Can the subsidy funding be used to purchase instruments?
37. Can funding be used for other equipment, such as laptops?
38. If young people won't attend a youth club because they think they haven't got the 'right' trainers can we buy the trainers?

Use of funding - staff

39. I'd like to pay a willing person to run an after-school activity. Can I pay for their time out of the subsidy fund?
40. Can some of the money be used to fund the salary of a coordinator? Can we appoint an administrator or finance officer to deal with money for economically disadvantaged children to avoid them being identified at the activity?
41. Can this funding be used to fund a community cluster caretaker to open up all schools?

Use of funding - other

42. How should local authorities allocate the funding to individual schools?
43. Can we have the funding formula for each local authority for future years?
44. Can we match funding with other funds, e.g. sponsorship money?
45. A primary school currently provides out-of-hours activities to all children free of charge due to the high deprivation in the area. How can subsidy funding be used to make a difference?
46. Do working and child tax credits mean some of these activities might be double funded? For example, how does the subsidy fit with childcare that can be paid for through these tax credits?
47. When do we need to spend the funding by?
48. What if we run out of funding before the 2010-11 funding is available?
49. Can local authorities pass funding directly to third party organisations (eg those from the voluntary and community sector) that work with the clusters?
50. How does the subsidy link with other sources of funding such as the five-hour-per-week cultural offer and the five-hour-per-week sport offer?
51. How does the subsidy link with the £500 personal learning allowance for children in care?
52. Can funding be used for advertising or marketing?
53. Can we use this funding to support activities in children's centres, eg family cooking, healthy eating?

Family activities

54. Can money be used for funding parents' activities that complement children's activities?
55. Where a one-off activity such as a trip to the theatre would broaden a child's vision but would involve paying for the family to go too, could costs be met by this funding?
56. Can we fund family learning sessions?
57. Families want to attend activities with their children. Can the funding be used to support the families of the target group of children?

Range of services and providers

58. How should schools approach legal liability issues involving third-party provision to which they offer access through their extended services opportunities?
59. Some of our target group would like to access a service that is delivered by a third-sector or private provider in the area. Can we fund this?
60. Can we use funding to commission multi-agency services, such as teenage pregnancy coordinators, educational psychologists, drugs workers, youth workers or youth offending teams?
61. Can funding be spent in a local community outside a participating cluster?
62. Does the provision allow for out-of-borough provision?
63. Can funding be used to enable a young person to access a part-time course?
64. Can participating clusters capture data through smart-card technology and can they be funded?
65. Can the funding be used for activities during the school day?

Evaluation

66. How will the subsidy be evaluated centrally?
67. Can you give us any guidance on how we can monitor the effectiveness of the subsidy locally?
68. How will the subsidy help us in our next Ofsted inspection?

TDA support

69. What support will the TDA be able to give to the local authority and clusters?

Additional FAQs

70. What funding will be available in 2010-11?
71. We have looked at the amount of funding that our local authority will receive in 2010-11, and compared this with the number of children that we know are eligible for free school meals (FSM). Our calculations show that we will have very limited funding per member of the target group even if we restrict the target group to those eligible for free school meals. Is there a mistake in the funding calculation?

-
72. As LA lead for the subsidy, I am responsible for allocating our 2010-11 funding across all schools in the authority. Can you give me any advice on how to do this?
 73. By what mechanism do local authorities receive the subsidy funding from the DCSF?
 74. Some of the new activities that we have commissioned as a result of the subsidy have reduced the demand for provision which already exists, including some childcare provision. How should we deal with this?
 75. I am confused about whether you are saying that we have to include Children in Care or Looked-After Children in the target group. Can you please clarify?
 76. If the schools agree to it, can we give some of the subsidy funding to a lead professional to use, based on needs identified during the common assessment framework (CAF) process? This would allow them to pay directly for positive activities which they agree with the child as part of a package of interventions.
 77. Can we use some of the subsidy funding to inject money into our social services budget to support children in the target group?
 78. We want to make children undergoing a common assessment framework (CAF) automatically eligible for the subsidy since, by definition, they are vulnerable. Is this OK?
 79. Is there any way for us to determine whether a family is eligible for free school meals?
 80. We are one of the three local authorities (Newham, Durham and Wolverhampton) taking part in a pilot to make free school meals (FSM) available to a much wider range of pupils. If one of our criteria for eligibility for the subsidy is FSM, then does that mean that we need to expand our target group to match the new FSM rules?
 81. One child in our target group is very disruptive and, as a result, has never joined in after-school activities. Given that the barrier to participation is his behaviour, can we use the subsidy to offer him one-to-one play therapy or mentoring to improve this?
 82. A school wants to use most of their subsidy allocation to pay for one-to-one tuition, as part of study support for a group of pupils. Can the funding be used in this way?
 83. What happens if family circumstances change and a pupil is no longer eligible for the subsidy?

General and funding

- 1. The subsidy funding is part of the overall Standards Fund. Does this mean that each school can pool the subsidy funding into its overall Standards Fund pot and use it for whatever purposes it sees fit?**

Considerations: The Standards Fund conditions of grant and guidance for 2008-2011 was updated in January 2009 and is available at www.teachernet.gov.uk/docbank/index.cfm?id=12227. The *Grant 1.6a* section (paragraphs 91 to 96) relate to the subsidy, and paragraph 95 reads as follows:

Use of subsidy funding by local authorities

95. Funding is to directly support economically disadvantaged children and young people and children in care accessing extended school activities. Activities will be delivered through extended schools programme of activities, with funding used at school level. The subsidy funding is ring-fenced at LA level. Local authorities are expected to passport all funding on to schools or budget holding school clusters. The funding is intended to support one or more clusters in each LA, enabling LAs and school clusters to begin to develop approaches in advance of the national rollout of funding in 2010-11 for all clusters of schools.

The DCSF therefore expects each school to use its allocation of the subsidy funding to directly support economically disadvantaged children and young people and children in care accessing extended services activities. Checks that the subsidy funding has been used for this purpose should form part of each local authority's and school's normal audit trail for budget monitoring and reporting.

-
- 2. I understand that the subsidy funding should be used only to pay for direct participation in activities, but the TDA tells us that the subsidy needs significant coordination and administration to make it really effective. From where do the resources come for that?**

Direct answer: The DCSF requires that local authorities pass the subsidy funding directly to schools, so that they can use it to pay directly for the activities that the target group undertake. This means that none of the funding is expected to be used for coordination, administration etc.

The expectation is that local authorities and clusters will use the extended services sustainability funding and other central extended services resources, eg start up (through the Standards Fund) to fund indirect costs associated with providing activities including coordinating and managing the subsidy. Sustainability funding is due to increase from a national total of £40m in 2008-09 to £100m in 2009-10, and again to £155m in 2010-11.

-
- 3. In 2009-10 we would like to implement the subsidy to support a specified target group across the local authority, rather than to restrict it to a small number of clusters. Can we do this?**

Considerations: The conditions of grant (see question 1) require that local authorities should pass all the subsidy funding to schools. However, beyond that, the DCSF makes recommendations on how the schools in each local authority should implement the subsidy. In this case, the DCSF's recommendation is strongly that the funding in 2009-10 should be passed to one or more clusters. The reasons for this are:

-
- The subsidy is a part of the extended services offer, and evidence strongly suggests that extended services benefit from a cluster-based approach – in particular, there are significant benefits of the economies of scale generated by identifying needs and delivering services on a cluster basis
 - By implementing the subsidy in one or more clusters in 2009-10 you will generate learning that you can replicate with the remaining clusters when you implement the subsidy throughout the entire local authority in 2010-11
 - The experience of the pathfinder authorities has shown that implementing the subsidy on a cluster basis helps consolidate the working practices of clusters
 - By implementing the subsidy across the entire local authority in 2009-10 for a specified group (eg those who are pre-NEET), you may have to create an entirely new model for the rollout in 2010-11 to cater for a target group with very different characteristics (age, degree of personalisation required etc). This may significantly increase the risks for the full rollout in 2010-11.

However it is recognised that each local authority is better positioned than central Government to judge its own circumstances. If you have good reason to implement the subsidy in a way that is not based on cluster structures in 2009-10, you may do so. Before doing so however, the TDA would strongly recommend that you discuss your thinking and the likely benefits and risks either with the DCSF (e-mail daniel.racher@dcsf.gsi.gov.uk) or your regional TDA subsidy champion.

4. Pupils with special educational needs (SEN) and/or disabilities require a higher level of support and/or specialist equipment to access extended services. Will this not escalate costs for meeting the needs of pupils in the target group, if it contains a number of pupils with SEN and/or disabilities?

Considerations: The Disability Discrimination Act (DDA) states that it is unlawful for schools to discriminate against pupils – by a) treating a disabled pupil or prospective pupil less favourably or b) failing to take reasonable steps to avoid placing disabled pupils at a substantial disadvantage. This is known as the reasonable adjustment duty. All schools are required to develop accessibility plans that include increasing access to the curriculum, improving the physical environment, etc. The provision of auxiliary aids and services falls under the SEN duties.

Under the DDA the duty applies to the provision made by schools and local authorities but also needs to be taken into account when schools and local authorities procure goods and services from other agencies, to which the duties may not apply, for example, where extended school provision or a children's centre is run by a voluntary organisation or private company.

Schools already receive additional funding for pupils with SEN. Many of the additional resources required will already be available to the school and these could be shared with those providing the extended activities.

There are certain considerations, however, that the school will need to address:

- What additional resources are necessary to support pupils with SEN and/or disabilities if they are to partake in these activities?
- How many pupils affected are in the target group?
- Do we have the necessary resources already or can we obtain them?
- How can we pay for the resources including any additional staff required?
- Will we need to use funding from our subsidy to support those pupils in the target group?

-
- If we do, does this mean we need to charge parents of pupils outside the target group more if they have SEN/disabilities than we charge other parents? Is this not a discriminatory activity?
-

5. Given the higher costs of participation at special schools, who is the target group?

Considerations: Special schools already receive a higher level of funding per pupil than mainstream schools and so special schools will already have the resources to help.

The subsidy is designed to enable the target group to access activities from which they could otherwise be excluded due to their inability to pay.

There is additional funding in the system to support children and young people with SEN and/or disabilities and accessing that funding may well help sustain extended services for these pupils without putting the additional charge on parents or the available subsidy funding.

The Education and Inspections Act 2006 requires local authorities to secure access to educational leisure-time activities to improve the well-being of children and young people aged 13-19 and up to the age of 25 for young people with learning difficulties.

6. Are children's centres within the scope of the subsidy?

Direct answer: No. The subsidy is for schools to use to enable their pupils to access the varied menu of activities element of the extended services offer.

7. How does the subsidy relate to integrated working and multi-agency teams such as youth services and youth inclusion and support panels?

Considerations: New statutory guidance on inter-agency cooperation to improve well-being of children, young people and their families was published in November 2008. The number of 'relevant partners' under a duty to cooperate has been extended to include all schools. The local children's trust is the embodiment of the local partnership between all commissioners and current and potential providers of services for children, young people and their families.

Effective deployment of subsidy funding requires schools to work closely with local partners to plan and deliver activities for children and young people. Emerging and established multi-agency team structures are likely to be of great support to schools in planning, commissioning and delivering activities at a local level. Close cooperation will be important to ensure that the subsidy funding is having an additive effect on provision of activities for children and young people, rather than ignoring/duplicating what is already in place via other sources of funding, eg Positive Activities for Young People funding, preventative activities focusing on young offenders, etc.

Many pathfinder schools have found that working with multi-agency teams has been an important way of getting high-quality information about which children and young people could benefit from the subsidy. For example, as part of a common assessment framework (CAF) assessment, a budget-holding lead professional could identify activities from which a young person could benefit and work with the school to confirm whether they are eligible for the subsidy to pay for these. The TDA strongly recommends engaging with the relevant professionals to ensure they are

aware of the subsidy, its scope and intended benefits. See the **Engage partners** section of the **Mobilise, define and plan** phase of the DVD ROM subsidy resource kit for a workshop design to engage multi-agency workers as part of the mobilisation of the subsidy.

8. How does the subsidy link with the Empowering Young People Pilot (EYPP)?

Considerations: This pilot explored the impact that giving disadvantaged young people spending power has on reducing financial barriers and increasing their participation in positive activities. EYPP was aimed at around 20,000 young people who were in (or who would normally be in) school years 9-12 and who were eligible for free school meals or who are Children in Care. The nine pilot local authorities (LAs) were: Bolton, Cambridgeshire, Camden, County Durham, Lincolnshire, Liverpool, Nottingham City, Sunderland, and Tower Hamlets (none of which are pathfinders for the disadvantage subsidy). The pilot finished in March 2009 and each LA was locally branded.

The monthly subsidy amount per young person varied between pilot LAs, ranging from £20 up to £40.

You can read the Phase 1 Case Studies (October 2008) report here: www.dcsf.gov.uk/research/data/uploadfiles/DCSF-RW065.pdf. The full evaluation report is due in Autumn 2009.

Highlights from the Phase 1 Case Studies report are consistent with emerging findings from the subsidy pathfinder:

- Face-to-face contact (eg through key workers) was significantly more effective in engaging young people with the pilot than written or other mass communication.
- Engagement with parents was crucial in reaching young people.
- Each LA developed local branding for the pilot, often in consultation with young people.

9. How does the disadvantage subsidy link with Positive Activities for Young People (PAYP)?

Since April 2003, the PAYP programme has provided targeted developmental activities for eight- to 19-year olds at risk of social exclusion and community crime. Young people can participate in activities during the school holidays and access out-of-school activities throughout the year. Those most at risk can engage in learning and/or employment with key worker support.

Government investment in positive activities over the next three years builds on policies that are already having an impact, particularly on disadvantaged and disaffected groups. Participation in high-quality, supported programmes in holiday periods resulted in improvements in behaviour; better attendance at school; return to education, employment or training; and reductions in crime. It also supported the personal development of young people, ie increased self-discipline, self-respect and self-confidence.

Building on the success of PAYP, the 10-year youth strategy *Aiming High for Young People* announced significant further investment to expand the availability of year-round highly personalised and intensive positive activity provision for the most

disengaged young people. It has committed £221m over the three-year period 2008-11.

There is, therefore, a strong strategic alignment between the disadvantage subsidy and PAYP in that they are both aimed at *disadvantaged* children and young people *and on prevention* of poor outcomes. The DCSF is working with local authorities to ensure the approach they take to implementing the investment in positive activities is embedded within wider work to reform targeted youth support and that links are being made to the extended services programme. The DCSF expects that this extra investment will lead to improved multi-agency working, stimulating more collaboration between youth support agencies, schools, youth offending teams (YOTs) and other services working with the most disadvantaged children and families.

10. We are one of the clusters with funding for 2009-10. You have suggested that we should look to start using the subsidy in summer 2009. Can you give us any advice on how to get something going so quickly?

Considerations: Agreeing criteria for eligibility for the subsidy, and then identifying individuals who meet those criteria, can take time and you may not be able to complete this in time for summer 2009. If that is the case, then there are ways to run a 'fast track' in parallel with the full process to get things moving and generate momentum. Details are available in the **Mobilise, define and plan** section of the DVD ROM subsidy resource kit.

11. The term 'disadvantage subsidy' has very negative connotations. Do we really have to call it that?

Direct answer: No. Each local authority or cluster can brand the subsidy as it wishes. Some pathfinders refer to it locally as a 'grant', and others have given it a specific name such as 'Go for it!' or 'Give it a go!' along with a visual image. See the **Offer activities** section of the DVD ROM subsidy resource kit for further examples.

12. How does the subsidy link with parent support advisers, family link workers and so on?

Considerations: Parent support advisers (PSAs), family link workers and others can be a vital link between schools and parents to facilitate swift delivery of subsidy funding. Their relationships with families who fall within the eligibility criteria for the subsidy means that they already understand the issues affecting many individuals in the target group, and can help them identify well-targeted activities for which the subsidy can be used. See the **Case studies** section of the DVD ROM subsidy resource kit for a case study from Somerset detailing how a parent and family support adviser made a very important contribution to the effectiveness of the subsidy in the Street and Glastonbury cluster.

13. How does the subsidy work with the TDA's School Improvement Planning Framework (SIPF)?

Considerations: The SIPF, developed by the TDA and the National College of School Leadership, contains tools and techniques that help to integrate the development of extended services (including activities and services arising from subsidy funding) into the overall school improvement planning activities. The SIPF is

a flexible process supported by creative tools for engaging pupils, parents and wider stakeholders in understanding pupils' learning needs and responding with targeted support and services.

Using the SIPF to identify and design extended services helps to maximise the benefits of these services and the subsidy makes these available to those who could not previously afford them.

You can order a free copy of the SIPF online at: www.tda.gov.uk/schoolimprovement.

However, the subsidy can work effectively with any school improvement planning process, not just the TDA's SIPF. The subsidy can help ensure that the school improvement plan delivers value for all pupils, not just those that can afford it.

14. Our local authority is in London and many of the pupils in our participating clusters come from outside the borough. How does the subsidy apply to them?

Considerations: In 2009-10, you will implement the subsidy in schools within one or more clusters in your local authority. The subsidy should be used for eligible pupils of those schools regardless of where they live (ie whether they live in another borough or not).

Target group

15. We are struggling to come up with criteria for the target group that (i) capture economic disadvantage effectively and (ii) allow us, in practice, to identify the individuals who are eligible. Can you help?

Considerations: Identifying and reaching the children who are economically disadvantaged (the 'target group') is one of the biggest challenges in getting the subsidy under way. The subsidy pathfinders approached this challenge in many different ways and these are summarised in the DVD ROM subsidy resource kit in the **Identify target group** section. The TDA recommends that you look there for further practical ideas.

The pathfinders used four main ways to identify and reach the target group, often in combination.

- (i) **Benefits available to individuals.** There are a number benefits available to individuals and their parents/carers that indicate economic disadvantage, including: eligibility for free school meals; income support; job seeker's allowance; housing benefit; disability working allowance; working tax credit; welfare to work (youth training); council tax benefit; and pension credit.
Pros:
 - Transparent and direct link with economic disadvantageCons:
 - May rely on people putting themselves forward and so introduces the risk of missing individuals who would benefit from the subsidy
 - Benefits do not always capture an individual's current circumstances, eg a recent job loss or family breakdown
- (ii) **Indices of deprivation.** There are a number of indices of deprivation available, including: the DCSF School Funding Deprivation Indicator; the Index of Multiple Deprivation (IMD); Income Deprivation Affecting Children Index (IDACI) and ACORN (a commercially-available database). These provide deprivation information at 'lower super output area' level, and can be used to determine eligibility based on where individual children live. Local authorities or clusters would need to determine a cut-off against the indices, below which an individual would not be eligible for funding.
Pros:
 - Relatively simple to source and distribute the information
 - Does not rely on people coming forward to demonstrate their eligibility for fundingCons:
 - Postcodes are an approximation of economic disadvantage only, especially in more rural areas
- (iii) **Non-economic proxies.** You can use non-economic proxies for economic disadvantage, based on information and knowledge about individual children and young people. Such proxies include: young carers; families in temporary or poor accommodation; economically disadvantaged children with special educational needs; children of young parents; refugee or asylum seeker children; children and young people experiencing difficult family issues, such as bereavement or living with family members other than parents; parents with physical or mental health problems/disabilities, domestic violence and parents in custody or with debt problems.
Pros:
 - Transparent

- Cons: • May be perceived as being unfair depending on how direct the link is between the proxy and true economic disadvantage

(iv) **Subjective knowledge about individuals.** Schools and other workers (such as parent support advisers or family link workers) can use their knowledge of individual circumstances, for example children citing lack of money as a reason for not participating in activities.

- Pros: • Allows a personalised approach
• May be the only effective way to identify and reach some of the hardest to reach
• Can help generate a strong relationship between a professional and the individual and their family

- Cons: • May lack transparency
• May be perceived as being unfair or inconsistently applied
• May also result in children being subsidised where their disadvantage is not economic.

Case study – using the DCSF School Funding Deprivation Indicator to identify the target group

Data and guidance can be downloaded from:

www.teachernet.gov.uk/docbank/index.cfm?id=12225

This indicator is specifically concerned with economic disadvantage and takes into account information about benefit take-up in each lower super output area (LSOA). These are the same small geographical areas of the UK that other indicators use and cover an average of about 1500 people. It looks at out-of-work levels as well as take-up of working tax credit and both the family and child elements of child tax credit.

The index does not provide an absolute view of deprivation but a relative ranking, where 100 per cent is the most deprived LSOA and all others are scaled against that.

The indicator could be used by schools to identify individuals who are likely to be economically deprived on the basis of where they live, in the same way that other deprivation indicators can. The use of any indicator (whether this one or IMD or IDACI, etc) at LSOA level to identify target individuals makes the assumption that where the child lives is a reflection of their circumstances.

To use the index, you would map the pupils in your schools against the LSOA level data, using the '05 Deprivation Indicator LSOA level' download from the above link, to get their individual deprivation 'ranking'. This will be a relative ranking, not an absolute indicator (i.e. a score of 30 per cent would mean their area is 30 per cent as deprived as the most deprived area). You would then decide at which level you set the bar for being included in your target group. You might want to take into account the size of the cohort you are aiming for.

(Note that the school-level indicator is based on the children on the roll of a given school, regardless of whether they reside across a local authority boundary. For every child in a given school, the DCSF has mapped where the child lives and looked at the characteristics of that LSOA in order to arrive at a deprivation rating for the school as a whole.)

16. We have just developed a package of activities for hard-to-reach children – can this subsidy be used to top up the funding so we can open it out to more people?

Direct answer: Yes, if the subsidy funding is wholly applied to fund the cost of children in the subsidy funding target group and enables additional numbers of them to participate.

17. We would like to develop an arts programme across the cluster. A number of parents have indicated that they can't afford the lessons but their children are not necessarily eligible for free school meals. Could the funding be used to subsidise the whole programme to make it more accessible?

Consideration: Not usually, unless the group of parents who have indicated that they cannot afford to pay equate to the parents of children in the target group. Even then, the subsidy might not be applied to fund the whole programme. If there were children who wanted to take part, and whose parents could afford to pay, subsidy funding could only part-fund the whole programme in so far as it met the costs of those who could not afford to pay.

The only argument in favour of diluting costs and using the funding to make the activity free to all (or to some children outside the target group) would be that it is necessary to make the programme happen – if the subsidy is not there, the activity will not be run – and it is better that it takes place than it does not.

It would be crucial to have effective monitoring in place and to take steps if the level of participation of the target group drops to the extent that the cross-subsidy to those who can afford to pay is excessive. There should be a school charging policy to ensure that out-of-school activities are sustainable (GP6).

The funding is not intended to subsidise those that can afford to pay. The guiding principle of 'Open to all' (GP 4) does not equate to subsidy funding making activities 'free for all'.

18. How do we manage the issue of some children having to pay to take part in an activity?

Considerations: In order for extended schools to broaden and deepen their range of high-quality activities on offer - and to remain financially sustainable - schools may have to pass on charges to participating children. The DCSF guidance on charging for school activities is available online at www.teachernet.gov.uk/docbank/index.cfm?id=8145 and states: "Any charge made in respect of individual pupils may not exceed the actual cost of providing the optional extra activity, divided equally by the number of pupils participating. It may not therefore include an element of subsidy for any other pupils wishing to participate in the activity whose parents are unwilling or unable to pay the full charge." Furthermore, "participation in any optional extra activity will be on the basis of parental choice and a willingness to meet the charges".

Further considerations:

- In all cases, the criteria being used to apply the subsidy funding should be simple, transparent and fair – and applied in a way that avoids stigma.
-

19. The interests of the target group will change over time. Can the subsidy funding support these changes?

Direct answer: The out-of-hours activities created must be attractive and relevant to the target group and the target group and their parents/carers should be involved in the development and improvement of these activities (GP 3). Accordingly, the offer may need to be flexible and responsive to changing needs over time to achieve the sustained engagement of the target group.

20. Can the subsidy funding be used for fewer, higher-cost activities, for example, a week-long activity holiday?

Considerations: The use of subsidy funding for out-of-school activities must be driven by the target group. The aim is to achieve a sustained involvement in out-of-school activities over the long term. Any higher cost, or more intensive activity, should make sense within this wider context.

21. Our local authority will be implementing the subsidy in several clusters in 2009-10. Can each cluster target different groups?

Direct answer: Yes. The criteria adopted by each cluster can be different and so target different groups. However, in all cases, the criteria should be simple, transparent and fair.

22. It is well known that children and young people in both pupil referral units and in care are transient compared to other groups, and so there is likely to be movement of these groups into and out of participating clusters during the course of the year. If a member of one of these groups moves outside a participating cluster, does the subsidy funding follow that young person?

Direct answer: This is unlikely to be feasible in 2009-10. Because funding is available only to a small number of clusters (possibly only one) in 2009-10 to test approaches to using the subsidy funding, it is unlikely to be feasible to have the funding follow the child or young person outside the cluster at this stage. But if it is feasible and can work, it is a local decision.

When full funding is rolled out in 2010-11, all clusters and schools will have subsidy funding and the young person would be addressed through their own school/cluster allocation.

23. Our school cluster has a large population of black and minority ethnic (BME) families, whose children historically have not engaged strongly in extended services. Many, though by no means all, of these families are economically disadvantaged. Should we use the subsidy funding to engage the children of these families in extended services?

Considerations:

- Funding should only be used for direct activities, not consultation
- As part of our overall extended services strategy, can we find out what services this BME group as a whole wants?
- Can we identify which of those children are experiencing economic barriers to participation? (GP 1)

-
- Can we develop a new extended service that is relevant to this group and open to all? (GP 4)
 - Will funding for those economically disadvantaged children within the group secure their participation, if the service is relevant to them? (GP 3)
 - Can we demonstrate additionality ie that by funding those children who cannot afford to pay, we will have increased the overall levels of extended services activity? (GP 2)
-

24. Can we use the funding to overcome barriers to participation (fear, language, cultural differences and isolation)?

Considerations:

- The development and delivery of any activity needs to involve the target group and their parents/carers (GP 3)
 - Creative and innovative design of activities will enable barriers to participation to be directly addressed as part of the form and content of the activity
 - Parent support advisers, family link workers and other professionals can play a very significant role in overcoming barriers to participation – see the **Case studies** section of the DVD ROM subsidy resource kit for an example of how a parent and family support adviser in Somerset used the subsidy to help families really make the most of the subsidy funding
-

25. Some of our target group are young carers. They cannot access activities because of caring responsibilities (for siblings or parents). Can the funding be used to provide (child)care or activities for brothers and sisters?

Considerations:

- Can siblings access the offer of extended services activities from their school?
 - Has the school worked with the family to explore all possible options to enable the child to participate?
 - It may be appropriate to fund care for the parent of siblings to address the financial barriers to participation (GP 1)
-

26. We know that some of our target group rarely attend school. Are they outside the scope of the subsidy work?

Direct answer: No. The objective of the subsidy is to increase the participation of the target group, including those who are hard to reach. There are likely to be many barriers to participation (cultural, motivational etc) as well as financial, and while this represents a particular challenge to the successful implementation of the subsidy, it is also an opportunity for innovative thinking.

27. For what age range can we use the subsidy funding?

Direct answer: The funding should normally be used for children and young people from five to 16 and from 17 to 18 if they are still in full-time education in a school. So, for example, if a young person leaves full-time education in a school at 17, they will no longer be eligible for the funding.

The subsidy funding is intended to support the varied menu of activities element of extended services. Extended services funding is not available to further education colleges, and so it is not expected that the subsidy funding should be used in these. This means that if a 16- to 18-year old transfers into a sixth-form centre managed by a further education college, they will no longer be eligible to receive the subsidy funding.

However, schools may use their discretion to extend this age range where appropriate. For example, it may be appropriate to use the subsidy:

- for pupils with SEN or looked after children up to the age of 25, and
- for children in nurseries to ensure that those who have siblings in primary schools can undertake joint activities.

28. Can we use the subsidy for pupils attending academies?

Direct answer: Yes. The DCSF expects local authorities to pass subsidy funding to academies as they do to other schools.

The DCSF provides start-up funding for extended services (ES) direct to academies, except where academies open mid-year (in which case, they continue to receive ES start-up funding from LAs until the end of that same financial year). This start-up funding does not include any funding specifically targeted at helping economically disadvantaged children access the varied menu of activities.

The sustainability element of ES funding for all schools, including academies, is received from local authorities.

29. Can we use the subsidy for children who are schooled at home?

Direct answer: Yes, if their home address lies within the catchment area of a school in a participating cluster and they are in the target group due to economic disadvantage.

30. Can we use the subsidy for children who are persistently absent or excluded from school?

Direct answer: Yes, for up to the first five days of any permanent exclusion and if they meet the eligibility criteria for the subsidy that you have set locally. Schools' governing bodies are required to make arrangements for the provision of suitable full-time education from the sixth day of any period of fixed period exclusion. Therefore, if a pupil in the target group is excluded from a school permanently, it would be the responsibility of the new education provider (eg a Pupil Referral Unit or new school) to include extended services provision in their education.

Use of funding - transport

31. Transport is the main blocker to disadvantaged children accessing activities in our rural cluster. Can we use the subsidy to pay bus fares?

Direct answer: Yes. Where a child cannot access an activity because they cannot afford the bus fare, this is a valid use of the subsidy. For many pupils – particularly in rural schools – the cost of transport to and from activities is a major financial barrier to participation. To help address this, funding can be used to subsidise transport where appropriate.

32. Transport is the main blocker to disadvantaged children accessing activities in our rural cluster. Can we use the subsidy to buy a minibus for the cluster?

Considerations: Tying up the funding in a large (and shared) capital purchase is unlikely to be an appropriate use of the subsidy. Considerations include:

- Can we still demonstrate that the funding is not subsidising those who can afford to pay, thus reducing the amount available for those who cannot?
 - Can we still demonstrate that the target group are exercising control and choice over how their funds are being spent? (GP 3)
 - Significant capital expenditure will reduce the funds that are available for direct charges for activities. Can we still afford to make available two hours of activities per week plus 30 hours in holidays (or equivalent)?
-

33. Could transport be funded to enable other family participation? This would encourage parental engagement/sustainability of the project.

Considerations: Where barriers to participation could be addressed through the involvement of other family members, then there may be a case for funding these transport costs as part of funding activities for the target group together with their families.

34. Can the funding be used to pay for taxis to enable students, who are rurally isolated and unable to access public transport, to take part in activities?

Direct answer: Where individuals are economically disadvantaged, this is one way that transport could be subsidised.

Use of funding - equipment

35. A child in my cluster does not attend the after-school sports club. When asked, she says that the other children bully her because she doesn't have the right kit. Should we use the subsidy funding to buy her new kit?

Considerations:

- Is the child included in the target group according to the transparent criteria agreed across the cluster?
 - Is the child being truly excluded from participating in an activity because of economic constraints? (GP1)?
 - Does the child want to participate in the activity? (GP 3)
 - Will the sports kit secure that child's sustained participation in the activity? (GP 6)
-

36. Some children and young people want to engage in clarinet or other musical instrument lessons. Can the subsidy funding be used to purchase instruments?

Considerations:

- The purchase of individual instruments using subsidy funding may be in accordance with GP 1. However, such an offer would need to be fair and transparent to everyone in the school
 - Perhaps there are more creative and lower-cost ways of securing access to musical activities through instrument-sharing arrangements, instrument loans, school-based instruments etc.
-

37. Can funding be used for other equipment, such as laptops?

Considerations:

- Funding is intended to cover the costs of direct participation in activities rather than provision of equipment. This would be a large outlay from subsidy budget on a single item that does not lend itself to sustained participation.
 - Can it be justified that not having a laptop is preventing the entitlement of the target group to participate in extended schools activities - 'no laptop' does not equal 'economic disadvantage'?
 - Could provision of laptops be made from other resources in such a way as to be defensible, against well-defined criteria, to all parents, and avoid stigma?
 - Check if the family might be eligible for the free supply of computer hardware, software, broadband access and IT support through the BECTA Home Access Programme. This programme will spend some £300m on providing computers and internet access to deliver equal learning opportunities to certain low-income families that lack access at home. During spring/summer 2009, the programme is being piloted in two local authorities, Oldham and Suffolk, before being rolled out across England. Families will be able to apply for financial support to purchase a Next Generation Learning @ Home package, which will also be available for purchase by all families. More information can be found online at www.becta.org.uk/homeaccess
-

38. If young people won't attend a youth club because they think they haven't got the 'right' trainers can we buy the trainers?**Considerations:**

- This is a somewhat trickier example of the sports club participation example above (question 35). The considerations are broadly the same but the definition of what is the 'right' kit is much harder to establish, may be a product of peer pressure and carry the emotional message of wearing the 'right' trainers both in and outside the youth club
- Would saying 'yes' in this instance create a precedent that might lead into difficult waters?

Use of funding - staff

39. I'd like to pay a willing person to run an after-school activity. Can I pay for their time out of the subsidy fund?

Considerations: Funding is intended to subsidise the target group only. However, if through consultation with individuals in the target group there is real demand for an after-school club then it may be sensible to 'kick start' the club with subsidy funding even if this cross-subsidises those who can afford to pay.

In such a case, it would be crucial to have effective monitoring in place and to take steps if the level of participation of the target group drops to the extent that the cross-subsidy of those who can afford to pay is excessive. There should be a school charging policy to ensure that out-of-school activities are sustainable (GP 6).

- Is the activity one that is relevant to the target group, ie some are known to want that service?
- Can the activity be provided in a way that is non-discriminatory and open to all? (GP4)
- Can we fix up a charging structure for this activity, as for any new extended services activity, so that it covers the overhead costs? Does this fit with the school's charging policy and the guidelines on appropriate charging for extended schools activities?
- Can we ensure, through a charging structure, that children will only contribute to the activity when it is one of their choosing (either through the subsidy or by paying for it themselves)? (GP 3)

40. Can some of the money be used to fund the salary of a coordinator? Can we appoint an administrator or finance officer to deal with money for economically disadvantaged children to avoid them being identified at the activity?

Direct answer: No. The subsidy should not be used to fund costs of administration, coordination, consultation etc. However, such roles are likely to be very valuable in understanding needs, managing providers, generating awareness and enthusiasm etc. The DCSF provides support through the extended schools sustainability funding for coordinators. There will be a significant increase in the levels of this funding in 2009-10 and a further increase in 2010-11.

41. Can this funding be used to fund a community cluster caretaker to open up all schools?

Direct answer: No.

Use of funding - other

42. How should local authorities allocate the funding to individual schools?

Direct answer: Local authorities are at liberty to allocate funding to individual schools within participating clusters at their own discretion. The DCSF would strongly recommend, however, that the method of allocation should be consistent across all participating clusters and all schools within those clusters.

LAs are expected to agree the approach with participating schools.

43. Can we have the funding formula for each local authority for future years?

Direct answer: Allocation of the £40m 2009-10 subsidy funding for local authorities can be viewed online at www.teachernet.gov.uk/docbank/index.cfm?id=12227. This funding will allow each local authority to implement the subsidy in one or more clusters in 2009-10.

See questions 70 to 73 for a discussion of funding for 2010-11.

44. Can we match funding with other funds, e.g. sponsorship money?

Direct answer: Yes. Local authorities and schools can implement the subsidy in whatever way they believe will maximise its benefits, subject to the conditions of the grant (see question 1). You may match the funding with money from other sources as long as the resulting activities are sustainable (GP 6) and demonstrate additionality (GP 2).

45. A primary school currently provides out-of-hours activities to all children free of charge due to the high deprivation in the area. How can subsidy funding be used to make a difference?

Considerations: Where activities are currently free to all, a school should demonstrate that the subsidy funding has resulted in an increased level of participation of the target group (GP1), demonstrates additionality to secure participation (GP 2) and leads to ongoing participation of the target group (GP 6).

Ways that schools can use the subsidy for this include:

- Commissioning activities from third-party (paid-for) providers (based on effective consultations with the target group to establish other activities for which there is demand)
 - Creating personalised plans developed jointly by individuals, their families, the school and other workers (form tutors, parent support advisers, Connexions personal advisers etc.) which result in paid-for activities
 - Reviewing personal education plans for children in care
 - Removing economic barriers to participation in the free activities, eg bus fares, musical instruments or sports kit.
-

46. Do working and child tax credits mean some of these activities might be double funded? For example, how does the subsidy fit with childcare that can be paid for through these tax credits?

Direct answer: Parents on low incomes can get help to pay for childcare through the childcare element of the working tax credit (WTC). The subsidy should be considered an addition to WTC rather than a replacement for it – if the subsidy is tied up where WTC is available, this reduces the amount of funding available to the target group overall and the ability of subsidy funding to tackle disadvantage is reduced.

Therefore, where an activity is classified as childcare (i.e. where it is provided by an Ofsted-registered provider, including by schools in the form of sports or music clubs), WTC should be the preferred method of subsidising the activity, ie the subsidy should not be used.

Local authorities, schools and other bodies should encourage WTC uptake as far as possible. The childcare element of WTC helps working families on low to moderate incomes to meet the costs of good-quality childcare. While WTC does not pay for activities in advance and covers only up to 80 per cent of costs, this funding supports parents by making childcare affordable. Maximising take-up of this funding will help families and maximise the impact of the subsidy funding. Where parents have difficulty claiming, eg because of low literacy levels, family link workers or parent support advisers are important.

Only if an activity cannot be covered by WTC should the subsidy funding be considered to help a member of the target group participate.

47. When do we need to spend the funding by?

Direct answer: In line with normal Standards Fund practice, DCSF expects schools to spend the 2009-10 subsidy funding by 31 August 2010. After this date the DCSF will require the return of any funding that has not already been allocated to schools by the local authority. However, if funding is allocated to schools and the local authority is satisfied it has been used in the appropriate manner, it should not be returned.

48. What if we run out of 2009-10 funding before the 2010-11 funding is available?

Direct answer: Regular monitoring of participation and spending should help prevent this situation arising. If the take-up of activities by your target group is higher than your projections, you may not have enough funding to cover the additional costs throughout the year. In this case, you will either need to stop subsidising the activities until the following financial year, or find additional funding from elsewhere for the remainder of the year. Obviously, you would need to review either your target group or your offer for subsequent years to ensure the activities are sustainable.

49. Can local authorities pass funding directly to third party organisations (eg those from the voluntary and community sector) that work with the clusters?

Direct answer: No. The DCSF conditions of grant require local authorities to pass funding directly to schools or clusters.

However, based on a consensus with school forums, there may be established procedures where schools have a formal service level agreement (SLA) with local

authorities that allows schools to commission and pay for extended services through a central commissioning function within the local authority. Where such procedures already exist, the schools in a participating cluster may, at their discretion, put in place an SLA with the local authority to pay third-party providers directly to enable members of the target group to participate in specified activities - provided the authority and schools have agreed on the target group and their preferences for activities have been ascertained through consultation with them and their parents (GP3).

If integrated working and commissioning processes at locality level are established or being developed - and it makes sense to locate all or some of the funding at locality level, eg for summer activity programmes for the target programme - this is acceptable as long as a consensus has been achieved with school forums.

50. How does the subsidy link with other sources of funding such as the five-hour-per-week cultural offer and the five-hour-per-week sport offer?

Direct answer: The subsidy funding is in addition to all other initiatives and funding, and can be used to top up funding from such sources. However the subsidy's guiding principle of additionality means that the subsidy funding must be used to increase participation of the target group above existing levels and beyond what could have been achieved through other funding sources alone.

51. How does the subsidy link with the £500 personal learning allowance for children in care?

Direct answer: The subsidy is in addition to the £500 personal learning allowance for children in care.

52. Can funding be used for advertising or marketing?

Direct answer: No. Extended schools start-up and sustainability funding is provided for such activities.

53. Can we use this funding to support activities in children's centres, eg family cooking, healthy eating?

Direct answer: No. Unless these are part of the out-of-school activities offer and happen to be hosted at a children's centre.

Family activities

54. Can money be used for funding parents' activities that complement children's activities?

Direct answer: No. The funding cannot be used to fund separate activities for parents. However, it can be used to fund activities in which families participate together. Consultation with parents and carers will help to establish what is required to engage successfully with children and young people, but subsidy funding cannot be used for consultation. Extended schools funding has already been provided for consultation activity and this wider extended schools funding will enable schools to establish the parent support element of the full core offer – potentially including access to a parent support adviser.

55. Where a one-off activity such as a trip to the theatre would broaden a child's vision but would involve paying for the family to go too, could costs be met by this funding?

Considerations: Where the involvement of parents is important to the successful engagement of their children in activities there will be a case for using the funding to secure their attendance (if necessary).

- What proportion of funding would be tied up for one family in meeting the costs of tickets, transport and other costs associated with an activity of this nature?
- Could this activity motivate the child and its parents to take a different view of other opportunities offered by the school and inspire them to try these? Are these wider opportunities open to all?
- Is the cost of the one-off activity offset by the perceived benefit to the child in encouraging longer-term interest in participating in school activities in and out of school hours?

56. Can we fund family learning sessions?

Direct answer: No. Family learning sessions (eg a numeracy or literacy session for parents that also involves their children) form part of the parenting support element of the full core offer. As such, they are funded through wider extended schools funding streams.

57. Families want to attend activities with their children. Can the funding be used to support the families of the target group of children?

Considerations:

- Where the involvement of parents is important to the successful engagement of their children in activities there will be a case for using the funding to secure their attendance (if necessary). Funding crèche costs may be an example of what is required
- In all instances where funding is directed at a barrier of involvement instead of the direct costs of participation, the overall reach and impact of the subsidy funding may be reduced. What is practical to fund will be a key consideration for schools
- The funding should not subsidise wider parent support activity.

Range of services and providers

58. How should schools approach legal liability issues involving third-party provision to which they offer access through their extended services opportunities?

Direct answer: Schools and clusters are encouraged to work with third-party providers to ensure access to services that meet the wider needs of their children, families and communities. Delivering extended services is not about schools trying to do it all for themselves, but about schools becoming a hub through which the community can access services. As a result, the services offered via schools might not be on school sites, or may be on school sites but run by third-party providers using people who are not school staff. In such cases, schools would be expected to signpost users to appropriate provision, but should not be expected in all cases to assure the quality of the provision themselves. Where provision is not quality assured by the school, a disclaimer should be applied to ensure users are aware of the need to reassure themselves of the quality and safety of the services on offer, eg by visiting the provision, looking at inspection reports, etc. Schools should take all reasonable steps to ensure users are aware of the disclaimer at the point of enquiry.

59. Some of our target group would like to access a service that is delivered by a third-sector or private provider in the area. Can we fund this?

Considerations: The DCSF and TDA very much encourage the use of third sector and private suppliers to deliver extended schools activities. You can therefore use the subsidy to give the target group access to such activities, subject to the considerations below.

- Is the service part of the cluster's extended schools offer through a signposting mechanism?
 - Can self-paying children access the service as an extended services activity?
 - Can the school make arrangements to pay the provider for the service on behalf of the target group, without discrimination or stigma?
-

60. Can we use funding to commission multi-agency services, such as teenage pregnancy coordinators, educational psychologists, drugs workers, youth workers or youth offending teams?

Direct answer: No – these services are funded through children's trusts and schools should make sure they are in a position to access them.

61. Can funding be spent in a local community outside a participating cluster?

Considerations:

- The funding is intended to support out-of-school activities for the children attending schools in each participating cluster. Such provision can be community-based rather than school-based but the funding should follow the individuals in the target group and not subsidise a wider group accessing a community-based service.
-

62. Does the provision allow for out-of-borough provision?

Direct answer: Yes – where activities are delivered to the target group of a participating cluster.

63. Can funding be used to enable a a young person to access a part-time course?

Direct answer: Yes, if it is offered as part of the school's varied menu of activities and no other funding is available. The 'open to all' principle applies (GP 4).

64. Can participating clusters capture data through smart-card technology and can they be funded?

Direct answer: Participating clusters can use smart-card technology but subsidy funding cannot be used to establish such systems.

65. Can the funding be used for activities during the school day?

Direct answer: Schools should not be charging for any curriculum based activities that take place either in or out of school hours. Only non-curriculum based activities may be charged for so the subsidy funding may only be used for such activities. For example, subsidy funding can be used for lunchtime music tuition.

Evaluation

66. How will the subsidy be evaluated centrally?

Direct answer: The DCSF has commissioned an evaluation of the subsidy within the 18 pathfinder local authorities. This builds on existing research demonstrating that extended schools activities have a positive impact on the lives of children and young people.

An interim report will be published in summer 2009 and the final evaluation will be published in April 2010.

The DCSF does not intend to perform a central evaluation of the subsidy beyond the 18 pathfinder local authorities.

67. Can you give us any guidance on how we can monitor the effectiveness of the subsidy locally?

Direct answer: The DCSF expects schools to measure the effectiveness of the subsidy at individual pupil level as part of their usual self-evaluation processes in terms of attendance, behaviour, classroom engagement, motivation to learn, etc.

This will inform discussions (with school improvement partners) of how the school is helping vulnerable children. Measurement will also contribute to the reporting requirements of the new school report card and the new Ofsted school inspection framework, applicable from September 2009.

Subsidy funding is not a silo of funding that exists in isolation from other extended services funding. Local authorities and schools should be taking an integrated approach to extended services provision. Therefore, the DCSF would not advocate impact measurement of the subsidy funding per se, but rather the measurement of outcomes for children and young people that are part of existing measurement and reporting processes.

The TDA/NCSL School Improvement Planning Framework contains tools and techniques that help schools deliberately design extended services, demonstrate their impact and integrate the development of these (including activities and services arising from subsidy funding) into the school improvement plan. As part of this planning process, the SIPF helps to identify and plan for the monitoring and evaluation of successful outcomes. You can order a free copy of the SIPF online at: www.tda.gov.uk/schoolimprovement

68. How will the subsidy help us in our next Ofsted inspection?

Direct answer: Ofsted has published its new inspection framework, which includes a set of well-being indicators. The framework is applicable to school inspections from September 2009 onwards.

The subsidy can make a significant impact on both the attainment and well-being of the least well-off pupils and would be expected to make an important contribution to your next Ofsted inspection.

TDA support

69. What support will the TDA be able to give to the local authority and clusters?

Direct answer: Each TDA region has a number of regional trainers who are available to help local authorities implement the subsidy. Your TDA regional subsidy champion will be able to give you details of what will be available.

While each region and local authority will have different needs, the TDA's support is likely to take the following forms:

- support tailored to individual local authorities and their participating clusters
 - regional events to enable local authorities and cluster representatives to share ideas and learning
 - cross-regional events for authorities with similar characteristics, eg those with large amounts of subsidy funding spread across wide geographical areas (subject to demand).
-

Additional FAQs

This section contains questions that have arisen since the original publication of this document in March 2009.

70. What funding will be available in 2010-11?

Direct answer: In July 2009, the DCSF announced how the subsidy funding for 2010-11 will be allocated to each local authority. These allocations are available online at www.teachernet.gov.uk/docbank/index.cfm?id=12227 in the document ‘**04 Annex C Standards Fund Allocations 2008-2011 (Updated July 2009)**’. In these calculations, DCSF used (i) the DCSF Tax Credit Deprivation Indicator to calculate the average level of deprivation within the LA, and (ii) the number of pupils in the LA as calculated for the School Development Grant plus pupils attending academies. Further details of the Deprivation Indicator are available at www.teachernet.gov.uk/management/schoolfunding/schoolfunding2008to11/deprivationfundingreview200811/schoolfundingdeprivationindicator/.

71. We have looked at the amount of funding that our local authority will receive in 2010-11, and compared this with the number of children that we know are eligible for free school meals (FSM). Our calculations show that we will have very limited funding per member of the target group even if we restrict the target group to those eligible for free school meals. Is there a mistake in the funding calculation?

Direct answer: The funding calculation for each local authority is based on the DCSF Tax Credit Deprivation Indicator, not free school meals. Some authorities will, therefore, get more than had the calculation been based on FSM, and some will get less. All measures of economic disadvantage have shortcomings, but the DCSF believes that the indicator they have used gives the best overall allocation since it is based on measures that are most relevant for children and young people. For further information on the Deprivation Indicator please see www.teachernet.gov.uk/management/schoolfunding/schoolfunding2008to11/deprivationfundingreview200811/schoolfundingdeprivationindicator/.

Since the subsidy funding is limited, you will need to develop a local balance between making the funding available to a larger group, versus allocating enough funding to each individual to create opportunities for meaningful and sustained participation. Pathfinders have been creative about making the subsidy funding go as far as possible, including:

- personalising the offer so that it meets individual needs, including working closely with local partners such as PSAs and multi-agency teams to understand and meet individual pupils’ needs – this means that some pupils will need less funding, and others more
- using other funding streams to supplement the subsidy, including extended services sustainability funding and sponsorship money
- promoting the use of the childcare element of working tax credit where possible (see FAQ 46 for details)
- developing cost-effective partnerships with activity providers, including the voluntary and community sector.

72. As LA lead for the subsidy, I am responsible for allocating our 2010-11 funding across all schools in the authority. Can you give me any advice on how to do this?

Direct answer: As with all extended services funding, LAs are encouraged to be open and transparent with their schools about how much funding is available, and to discuss with schools how best to allocate it. Within this context, each local authority can allocate the subsidy funding to schools based on its own local formula. It can allocate an amount to each individual school, or it can allocate an amount to each cluster and allow the cluster to allocate money amongst its constituent schools.

One way to allocate funding to individual schools would be to use the school level DCSF Tax Credit Deprivation Indicator (Item four available from www.teachernet.gov.uk/docbank/index.cfm?id=12225). To use this method, you could:

- identify the 'Deprivation Indicator' percentage for each of your LA's schools, by mapping their LA code and DCSF school code onto the corresponding row of the school level DCSF Tax Credit Deprivation Indicator spreadsheet
- multiply the number of pupils in each school by its Deprivation Indicator percentage to create the school's 'deprivation burden', ie a number which reflects both the school's size and the deprivation levels of its constituent students
- calculate the sum of all the above 'deprivation burdens' to create a total LA 'deprivation burden' for all the schools in the LA
- allocate the subsidy to each individual school by the formula:

$$\text{school's subsidy allocation} = \frac{\text{total LA subsidy allocation} \times \text{school's 'deprivation burden'}}{\text{total LA 'deprivation burden'}}$$

Other ways in which you could allocate the funding include:

- weighted by the number of students in each school who are known to be eligible for free school meals (FSM)
- half weighted by FSM, half weighted by the DCSF Deprivation Indicator
- weighted by the actual number of pupils in each school's target group. To use this method, each school would need to identify the individual pupils in its target group, based on criteria agreed by the cluster.

The local authority may also take into account a variety of other criteria in its formula for allocation. This might result in a fairer and more transparent funding mechanism from the perspective of the local authority and participating schools.

73. By what mechanism do local authorities receive the subsidy funding from the DCSF?

Direct answer: The subsidy allocation will be paid through the Standards Fund, with the first payment being made available at the start of the financial year and the remaining payments being made quarterly. The subsidy funding will appear as part of the Standards Fund 'pot'.

74. Some of the new activities that we have commissioned as a result of the subsidy have reduced the demand for provision which already exists, including some childcare provision. How should we deal with this?

Considerations: We recommend that each cluster perform an audit of the existing provision of its varied menu of activities and childcare, where relevant. This audit should be performed at an early stage of implementing the subsidy, since it is likely to be helpful as a starting point when consulting the target group to establish the demand for activities.

Following such consultation with the target group, there may be demand from them to commission new activities, or for the subsidy to pay for existing (charged-for) activities, which had previously been financially out of their reach. In either case, this may lead to reduced demand for existing activities, including childcare.

In order actively to manage the potential impact of the subsidy on existing provision, such as childcare providers and individual registered childminders, we recommend raising awareness of the subsidy funding by creating local links between the extended services and childcare networks. Existing providers could be briefed on the subsidy before it is implemented and existing provision could be taken into account when consulting on, and commissioning, any new activities.

75. I am confused about whether you are saying that we have to include Children in Care or Looked-After Children in the target group. Can you please clarify?

Considerations: Firstly we will clarify our definitions of the two terms. By 'children in care' we mean children being looked after directly by a local authority. This includes: children who are subject to a care order, and those looked after on a voluntary basis through an agreement with their parents. We use the term 'looked-after children' more widely. It includes others, such as those in foster families and those looked after by relatives with supervision from Social Services departments.

The DCSF recognises that there is a strong correlation between children in care (and indeed, more generally, looked-after children) and economic disadvantage. However, there may also be local financial, and other, arrangements in place to provide additional resources to these groups and, so, offset this disadvantage. Since each school cluster is free to choose its target group for the subsidy, based on economic disadvantage, it may take the view that such local arrangements mean that children in care and/or other looked-after children are not as economically disadvantaged as other groups. Therefore, at its discretion, it may exclude them from access to the subsidy.

76. If the schools agree to it, can we give some of the subsidy funding to a lead professional to use, based on needs identified during the common assessment framework (CAF) process? This would allow them to pay directly for positive activities which they agree with the child as part of a package of interventions.

Direct answer: No. The subsidy funding should be used directly by schools to pay for activities (although, in certain circumstances, and based on a consensus with school forums, schools may request that a local authority central commissioning function commissions activities on their behalf - see FAQ 49 for a fuller explanation).

However, there is a wide range of professionals who can play a vital role in facilitating swift, effective and personalised delivery of subsidy funding, including lead professionals. Where one of these professionals sees an opportunity to use the subsidy funding to support an individual child, they should contact the school. They can discuss and/or recommend which activities would be beneficial and provide a rationale and/or evidence stating why the child meets the eligibility criteria for the subsidy. The school could then consider if subsidy funding can be made available to support the child to participate in the recommended activities. See the impact stories available at www.tda.gov.uk/subsidy for an example of how the subsidy effectively supported a CAF process.

77. Can we use some of the subsidy funding to inject money into our social services budget to support children in the target group?

Direct answer: No. The purpose of the subsidy funding is to provide access for the target group to the 'varied menu of activities' element of the extended services offer.

Local authorities, clusters and schools cannot use subsidy funding to pay towards the costs of creating establishment posts in other statutory agencies in order to fill gaps in services, where it is the responsibility of those agencies to provide the services. For example the subsidy funding cannot be used meet another agency's costs of employing an additional social worker or youth worker. See the impact stories available at www.tda.gov.uk/subsidy for an example of how the subsidy effectively supported a CAF process.

78. We want to make children undergoing a common assessment framework (CAF) automatically eligible for the subsidy since, by definition, they are vulnerable. Is this OK?

Considerations: Eligibility for the subsidy funding should be based on economic disadvantage, rather than any wider definition of disadvantage, including vulnerability. However, as explained in TDA's guidance material, it may be practical to include some pupils in the target group based on indirect, correlated indicators (or 'proxies') of economic disadvantage, such as being a young carer or living in poor accommodation.

It is, therefore, a matter of judgement for each local authority and/or school cluster whether being part of a CAF process is a sufficiently direct indicator of **economic** disadvantage to warrant it giving automatic eligibility for the subsidy. Note that, as described in FAQ 76, CAF panels are an excellent way to identify the potential for positive activities as part of a package of interventions to support an individual, regardless of whether or not the subsidy pays for these activities.

79. Is there any way for us to determine whether a family is eligible for free school meals?

Direct answer: Yes. The DCSF has a facility called the 'DCSF Hub' which allows authorised LA staff to check whether a family is eligible for free school meals (subject to a parent's written consent). It does this by querying databases in the Department for Work and Pensions, the Home Office and Her Majesty's Revenue and Customs. The DCSF Hub can be used as (i) a way to identify those eligible, but not claiming free school meals, and/or (ii) as part of a drive to increase take-up of free school meals. Further details are available at www.teachernet.gov.uk/docbank/index.cfm?id=11931

80. We are one of the three local authorities (Newham, Durham and Wolverhampton) taking part in a pilot to make free school meals (FSM) available to a much wider range of pupils. If one of our criteria for eligibility for the subsidy is FSM, then does that mean that we need to expand our target group to match the new FSM rules?

Direct answer: No. The purpose of the subsidy is to provide targeted support to pupils who are economically disadvantaged. The pilot, of which you are a part, is time-limited and will not affect the targeting of the subsidy at economically disadvantaged children and young people. In practice, you should continue to use the data on 'traditional' eligibility for FSM, which will continue to be available for all authorities, as a proxy for economic disadvantage.

81. One child in our target group is very disruptive and, as a result, has never joined in after-school activities. Given that the barrier to participation is his behaviour, can we use the subsidy to offer him one-to-one play therapy or mentoring to improve this?

Considerations: This needs careful judgement. Whilst it is true that the subsidy can be used to address barriers to participation in extended services' varied menu of activities (eg bus fares to the activity or sports kit for use in the activity), we would normally expect these barriers to be specific to the activity itself. Behavioural issues are clearly barriers to a child's school experience, both in and out of school hours, and, so, there is a fine judgement to be made as to whether using the subsidy for this purpose is appropriate. Perhaps one solution would be to provide a small number of sessions and carefully monitor the impact on the individual's behaviour and their readiness to participate in activities.

To meet the spirit of the subsidy funding, the focus should be firmly on increasing access by the target group to the 'varied menu of activities' rather than on access to wider services. Given this guideline, funding one-to-one play therapy or mentoring may not be what the subsidy is intended for. However, there may be cases where such activities are responding directly to the expressed needs of children and/or their families. GP3 is what will determine how appropriate subsidy funding would be.

82. A school wants to use most of their subsidy allocation to pay for one-to-one tuition, as part of study support for a group of pupils. Can the funding be used in this way?

Considerations: The subsidy funding is intended to engage economically disadvantaged children and young people in extended services activities. One-to-one tuition or curriculum-based support should not be funded by the subsidy.

If the one-to-one work were more akin to a wider mentoring programme, then the following considerations would come into play:

- a. Is this approach consistent with guiding principle 3 i.e. 'Involvement'? A core principle behind the subsidy is that the target group should have control of how the funding is used, and that the extended services activities for which it pays should be driven by what they want. Is the proposed one-to-one tuition in response to genuine demand from the pupils?
- b. Is this approach consistent with guiding principle 4 i.e. 'Open to all'? In other words, will the one-to-one tuition be available to all, with the subsidy paying for the target group only?

83. What happens if family circumstances change and a pupil is no longer eligible for the subsidy?

Considerations: Individual circumstances can change at any time and pupils may move into or out of the target group, as defined by the school's criteria. It would be the responsibility of the school to take these changes into account when offering activities to pupils.

Index

Item	FAQ number
2	
2010-11	1, 2, 3, 22, 40, 48, 70, 71, 72
A	
academies	28
administration	2, 40
age range	5, 27
all activities free of charge	45
allocating funding to individual schools	42
asylum seeker	15
B	
BECTA Home Access Programme	37
benefits	15
black and minority ethnic (BME) communities	23
bus fares	31, 45
C	
capital expenditure	32, 36, 37
charging for activities	18
charging policy	17, 39
childcare	46, 74
children in care	1, 8, 22, 45, 51, 75
children's centres	4, 6, 53
children's trust	7, 60
clawback of funding	47
cluster	1, 2, 3, 11, 14, 15, 17, 21, 22, 23, 29, 31, 32, 35, 41, 42, 43, 49, 58, 59, 61
commissioning	7, 45, 49, 60
common assessment framework	7, 76, 78
computer equipment	37
conditions of grant	1, 3, 49
Connexions	45
consultation	8, 23, 39, 40, 45, 49, 54
coordination	2, 40
cross-border	14
curriculum	
D	
DCSF Hub	80
disability	4, 15
Disability Discrimination Act	4
domestic violence	15
E	
Empowering Young People Pilot	8
equipment	4, 37
evaluation	
excluded from school	30
extended services	1, 2, 3, 4, 5, 6, 9, 13, 23, 25, 27, 49, 58, 59

Item	FAQ number
F	
family activities	33, 53, 55, 56, 57
family link worker	12, 15, 24, 46
fast track spending	10
free of charge	45
free school meals	8, 15, 17, 80, 81
further education colleges	27
G	
guiding principles	
H	
home schooling	29
I	
index of deprivation	15
integrated working	7, 49
L	
laptops	37
legal liability	58
local branding	8, 11
M	
match funding	44
mentoring	82
monitoring	1, 17, 39, 48
multi-agency teams / services	7, 9, 60
music tuition	36, 46
musical instruments	36, 45
N	
nurseries	27
O	
Ofsted	46
one-to-one tuition	83
P	
parent/carer	4, 5, 8, 12, 13, 15, 17, 18, 19, 24, 25, 37, 46, 49, 54, 55, 56, 57
parent support adviser (PSA)	12, 15, 24, 45, 46, 54
persistent absence	30
play therapy	82
Positive Activities for Young People	7, 9
providers of activities	74
pupil referral unit (PRU)	22
R	
refugee groups	15
residential activities	20
ring-fenced funding	1
rurality	15, 31, 32, 34

Item	FAQ number
S	
school forums	49
school improvement plan	13
School Improvement Planning Framework	13
siblings	25, 27
smart cards	
special educational needs	4, 5, 15, 27
special school	5
sports kit	35, 38, 45
staff	4, 39, 40, 77
Standards Fund	2, 47
study support	79
sustainability funding	2, 40, 52
T	
target group	2, 3, 4, 5, 12, 15, 16, 17, 19, 20, 24, 26, 29, 32, 33, 35, 37, 39, 45, 46, 48, 49, 50, 57, 59
target group - criteria and identification	15, 84
targeted youth support	9
taxis	34
TDA support	
third party provision	45, 49, 58, 59
transport	31, 32, 33, 34, 55
U	
underspend	47
V	
voluntary and community sector	4, 49, 59
W	
working tax credit	15, 46
Y	
young carer	15, 25
youth inclusion and support panels	7
youth services	7