

Fareham Extended Services L.E.A.P Advantage Subsidy

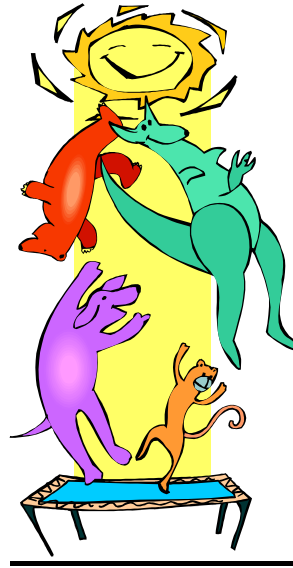


“ L.E.A.P ”

Learn, Enjoy and Achieve through Participation

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

Headteacher



Contents

1. Audience and purpose	- 3 -
2. Key facts about the subsidy	- 4 -
3. How the subsidy can benefit pupils	- 8 -
4. Funding details	- 9 -
5. What does my school need to do?	11
Annex A – School actions by term	13
Annex B – Subsidy evaluation and impact	15
Annex C – Guiding principles for the L.E.A.P subsidy	20
Annex D – Examples of impact.....	211
Annex F - School agreement document (for return).....	22

1. Audience and purpose

Audience

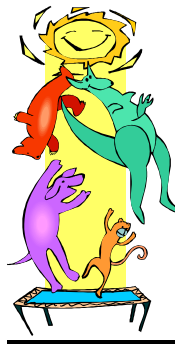
The audience for this pack is all school staff, governors and partner organisations and personnel within the [cluster name] cluster including:

- the senior leadership team
- teaching staff
- pastoral staff
- learning mentors
- support staff e.g. teaching assistants, parent support advisers, Connexions advisers, family support workers, youth workers etc.
- school business manager
- the bursar

Purpose of this pack

The purpose of this pack is to:

- ensure that staff and governors understand the purpose of the **L.E.A.P** Advantage Subsidy and the opportunity that it represents
- generate a case for allocating school resources (time) for making the most of the opportunity
- set out the responsibilities of the school, and the support the school will receive.



2. Key facts about the subsidy

What is the subsidy?

The **L.E.A.P** Advantage Subsidy is part of the Government's commitment to extended services in and around schools. As part of its extended services, every school should already be offering a comprehensive range of exciting, high-quality out-of-hours activities to its pupils.

The subsidy provides funding to help schools ensure that these out-of-hours activities are accessible to those pupils who would not otherwise be able to afford them (our 'target group').

Thus, the subsidy complements the extended services activities and outcomes that schools are *already* delivering. It can have a positive impact on the whole extended services core offer, for example, by creating more positive relationships with low-income families and so strengthening their engagement with schools, including family and adult learning.

The subsidy's aims are to support the well-being of the target group, narrow the attainment gap and improve attainment for all. These overarching aims are articulated more specifically at a local level through the Hampshire Children's Plan and Fareham National Indicators (available by request from your Extended Services Coordinator).

How does this fit with the Government's vision for schools?

As articulated in the Government's vision for 21st Century Schools, the purpose of schools is to prepare **all** children and young people for life. Every young person, no matter what their background, has the potential to achieve and succeed. This means that schools' responsibilities include helping break the link between deprivation and reduced life chances.

The subsidy supports, and is supported by, a range of initiatives under the broad Every Child Matters agenda. These include: the increased focus on prevention and intervening early before problems become severe, multi-agency teams working alongside schools to offer a holistic service to children and young people, the new Ofsted well-being indicators, and extended services in and around schools.

What has happened so far?

Starting in 2008, 37 school clusters across 18 local authorities began a pathfinder project to explore how best to use the subsidy funding. Learning, tools and examples from the pathfinders have been captured in a DVD ROM subsidy resource kit ¹. Pathfinder schools are reporting great enthusiasm for the impact that the subsidy is already making on some of their most economically disadvantaged pupils.

During 2009-10 the subsidy was expanded to cover one or more clusters in all local authorities. In Hampshire pilot projects were carried out in **Andover, Rushmoor** and **Gosport**. The three Hampshire pilot areas produced a delightful DVD during 2009. This short film shares some of the impact stories from Subsidy Funding on children and their families in our local authority area.

Your extended services coordinators would be happy to share this resource with you on request.

¹ The DVD ROM subsidy resource kit can be ordered from publications@tda.gov.uk or **0845 6060 323** by quoting reference TDA0640.

How much funding is available?

- 2.1 **£171,256.00** of additional funding is available for distribution via extended services to primary, secondary and special schools in Fareham for the period 2010-11.
- 2.2 Schools will receive a set amount of funding calculated on the basis of **95%** of the school's free school meal data (from Jan 2010 data set). The remaining **5%** of resources will be retained as a **central funding pot**, sub-managed at **Community Action Fareham** (163 West Street, Fareham, PO16 0EF) for children and young people who are either attending the Pupil Referral Unit, being educated at home, or who may be identified through other means and/or agencies including third-sector organisations.
- 2.3 It is of great importance that any third-sector partner organisation who wishes to apply to the **L.E.A.P** Advantage Subsidy Central Fund, initially communicates with a child's school to ensure duplicate funding is not encountered.
- 2.4 There is an expectation that funding allocated directly to schools will be spent before the date ending 31st March 2011 for targeted pupils to access extended school activities.
- 2.5 No resources must be used for management, consultation or administration costs. Please read Annex E for your school agreement document for further details.

Which pupils will be eligible for the subsidy?

The level of subsidy funding is not sufficient to make a significant and sustained impact on **all** pupils. This means that only pupils who are **economically disadvantaged** should be eligible for the subsidy.

School clusters have been given the flexibility to set criteria for 'economic disadvantage' in a way which best meets local circumstances. Our **local priority groups** who **may** be eligible for funding appear in **Section 5** of this briefing document. Pupils meeting these local criteria will be referred to as our 'target group' for the subsidy, and each pupil target group has been allocated an identification code for auditing/tracking purposes. Schools can use less direct indicators of economic disadvantage at their own discretion, such as young carers, children living in poor or temporary accommodation, from migrant and traveller families, or those living with acute domestic problems. Therefore schools are encouraged to work with other professionals, such as Parent Support Advisers and/or members of your multi-agency team to identify eligible pupils based on their knowledge of the pupil's individual circumstances.

What can schools spend the subsidy on?

The funding is for schools to spend **directly** on helping economically disadvantaged pupils to participate in **extended services out-of-hours activities**. These activities will not necessarily be on school site or provided by schools themselves. In fact, if they are to meet the demand, it is likely that schools will need to commission many activities from third-party providers e.g. a local dance or football club, and the voluntary sector e.g. Scouts and Guides.

Local authorities will receive the funding from central Government, and have been instructed to pass **all** of it on to schools. In turn, schools **must** spend the funding **directly** on helping their pupils participate in out-of-hours activities. The subsidy funding must **not** be used for other purposes, such as consultation, administration or to fund curriculum activities.

The TDA has developed a set of six guiding principles to help schools spend the subsidy funding most effectively. These guiding principles are supported by a detailed set of frequently asked questions. The guiding principles are set out at Annex C of this document, and frequently asked questions are available at: www.tda.gov.uk/subsidy

Where does the subsidy fit with school improvement planning and our Ofsted self-evaluation form (SEF)?

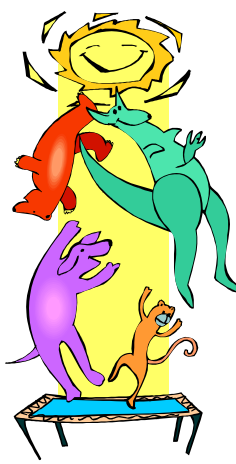
The school improvement plan can demonstrate clearly the way you intend to utilise the additional subsidy resource to target resources and activities to specific groups or individual pupils, including the most economically disadvantaged.

Demonstrating the rationale and the impact of targeting pupils with regard to learning and support will be important judgments to highlight in your SEF. The effectiveness of how a school manages its available resources, to meet the needs of its pupils and achieve high quality outcomes, is also important evidence to be outlined in the SEF. The subsidy will have an important role to enable these outcomes.

Who will my school need to work with?

Pathfinder schools have found that the subsidy is most effective when delivered by schools working closely as a cluster, and with a range of partners including third-party activity providers:

- **Cluster:** pathfinders have found that the subsidy is most effective where schools have an effective extended services management structure in place at cluster level, and where the subsidy is made an integral part of the cluster's extended services plan
- **Third-party activity providers:** pathfinders have made extensive use of third-party providers, including the voluntary sector, to deliver many of the out-of-hours activities that the target group demand. For instance, a varied choice of activities may be offered by liaising with uniformed groups such as Scouts, Guides and Cadets
- **Other partners:** pathfinder schools have found that other partners, such as parent support advisers and multi-agency teams, have played a crucial role in identifying and supporting pupils in the target group for the subsidy
- **The child or young person and their family/carer:** it is essential that children and young people are fully involved in the process and are fully participatory in selecting the activities that interest and inspire them.



Your Cluster Extended Services Coordinators will support your school to work effectively with local partners. Please liaise with your named coordinator as follows:

Extended Services Coordinators

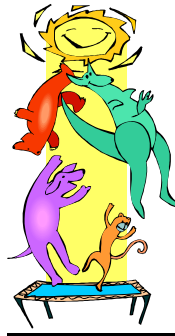
~~Andrew Jackson~~ (Neville Lovett) ~~a.jackson@nevillelovett.hants.sch.uk~~ (01329) 318003

Anita Sloan (Crofton) a.sloan@crofton.hants.sch.uk 07500 700068

Ashley Melrose (Henry Cort) acm@henry-cort.hants.sch.uk (01329) 843127

Kay Jackson (Brookfield) kay.jackson@brookfield.hants.sch.uk (01489) 582512

Susie Higgs (Cams & Portchester) shiggs@farehamaction.org.uk (01329) 223155



For more specific information about the **L.E.A.P Advantage Subsidy Central Fund** (and how partners can access resources from this source), your school funding allocation, or for general queries about the **L.E.A.P** Advantage Subsidy (including eligibility of a child or young person), then please contact:

Susie Higgs (L.E.A.P Advantage Subsidy Coordinator)

shiggs@farehamaction.org.uk

Tel: (01329) 223155

Mobile: 07814 307012

Web site: www.farehamES.org.uk

Please note that your Fareham Cluster Extended Services Coordinators have received information, publications and presentation materials from the TDA to disseminate through their own Steering Groups, Partnerships and Sub-committees. To request additional resources or copies of this briefing pack, then please contact Susie Higgs (L.E.A.P Advantage Subsidy Coordinator).

3. How the subsidy can benefit pupils

The **L.E.A.P** Advantage Subsidy can directly help your economically disadvantaged pupils to:

- increase their self-esteem, confidence and independence
- increase their aspirations
- take personal responsibility for themselves
- develop their social and life skills
- find inspiration or discover a talent that they might never otherwise have known.

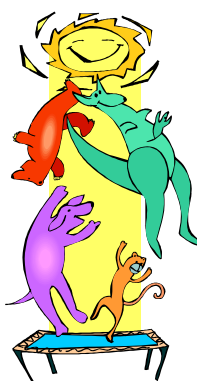
As a result, pupils are more likely to increase their attendance and engagement with the school, and thereby improve their academic attainment. Pathfinder schools also reported increased engagement between the families of the target group and the school.

Pathfinders have found that monitoring and evaluating pupils' participation in activities has played an important role in maximising the benefits of the subsidy. For example, where schools agree personalised learning goals with individual pupils in the target group, they have used the subsidy to fund extended services activities to support these goals.

Evaluation and measuring impact of the **L.E.A.P Advantage Subsidy**

It is important that we record and capture all learning from the **L.E.A.P** Advantage Subsidy to feedback on an annual basis to the DCSF. Therefore schools are expected to complete a combined quantitative information, (attainment and attendance), and qualitative assessment of impact for all children in the target group who receive funding through the scheme.

Conditions of future funding shall include the completion of data collection and the measuring of impact. Please see Annex E for your school's responsibilities for maintaining and reporting back this data.



4. Funding details

School funding allocations 2010-11

Schools in Fareham are invited to participate in the **L.E.A.P** Advantage Subsidy rollout. By receiving funding they agree to meet the criteria for the funding as set out below.

The DCSF's intention is that the funding should result in real '**additionality**'; that is - it should provide additional access to activities rather than replace existing services. Effective consultation with children and families will help guide these decisions and create a sense of ownership. The funding cannot be used for any other purposes other than defined by the guiding principles (P.20) and for the target group. The funding is allocated to the school based on 95% of your current Free School Meal data, BUT, it is the undertaking of the school to identify those children and young people who can benefit from this funding from our defined local target groups below:

Fareham has identified our key target groups as follows:

Definitions	ID Code
Economically disadvantaged children - receiving free school meals	1
Economically disadvantaged children –NOT receiving free school meals	2
Children and families who are part of the CAF (Common Assessment Framework) process	3
Young Carers	4
Migrant and Traveller Community member	5
Refugee or Asylum Seeker	6
Families living in temporary and/or poor accommodation	7
Children educated somewhere other than at school	8
Looked After Children	9
English as Additional Language	10
Acute Domestic Problems, those children and young people experiencing difficult family issues, such as bereavement, living with family members other than parents, parents with physical or mental health problems or disability, domestic violence, and parents in custody or with debt problems.	11

In order to receive funding schools must agree to the following criteria:

- Schools will be expected to use the funding directly to support access to participation in extended school activities for disadvantaged children and young people, not to develop other aspects of the extended schools core offer, nor to pay for related activity such as consulting children and parents or to meet other indirect or capital costs such as coordination.
- Schools will be expected to subsidise activities that conform to the **Guiding Principles** and to seek guidance from the **L.E.A.P** Advantage Subsidy Coordinator when unsure if the activities conforms to the tda Guiding Principles. Schools will be expected to agree that Fareham Extended Services Team will make decisions by consensus in relation to the subsidy on behalf of all participating schools.

Fareham **L.E.A.P** Advantage Subsidy 2010-11
School Briefing Pack

- To comply with this agreement schools will be expected to provide a clear audit trail of evidence, including all invoices and receipts from external providers.
- Schools will be expected to provide information on request to the L.E.A.P Advantage Subsidy Coordinator of fees and charges that have been subsidised via a financial report.
- Schools will be expected to measure the impact of activities on children and young people in receipt of funding. Please see **Annex B** (Evaluation and Measuring Impact appendices) for evaluation documentation. Your cluster Extended Services Coordinator (p.7) and L.E.A.P Advantage Subsidy Coordinator will liaise with your school to support you through the evaluation process.

If you are in agreement with this Cluster Agreement please complete this sheet and return it to:

Susie Higgs
L.E.A.P Advantage Subsidy Coordinator
Community Action Fareham
163 West Street
Fareham
PO16 0EF

I agree to the conditions outlined above. I understand that any misuse of the funding may result in it being reclaimed by the Local Authority.

Signed (Headteacher)

School:

Named contact within school:

Telephone number:

Email address:

Dated:

5. What does my school need to do?

Overview

It is the responsibility of each individual school to spend its subsidy funding to increase participation in out-of-hours activities by the target group. However, as we have already said, it is likely that schools will do this in collaboration with the other schools in the cluster, and with partners such as third-party activity providers and multi-agency teams. This will help minimise the burden of implementing the subsidy and maximise the value that it delivers.

Annex A sets out the main actions that we propose that your school undertakes in order to make the best use of the **L.E.A.P** Advantage Subsidy – both to prepare for it and to spend it effectively. It also shows the support that you can expect to receive from your cluster and local authority.

Please detach and return your agreement form (Annex E) and return it to Susie Higgs (L.E.A.P Advantage Subsidy Coordinator), Community Action Fareham, 163 West Street, Fareham, Hants, PO16 0EF.

Initial preparatory actions –spring 2010 term

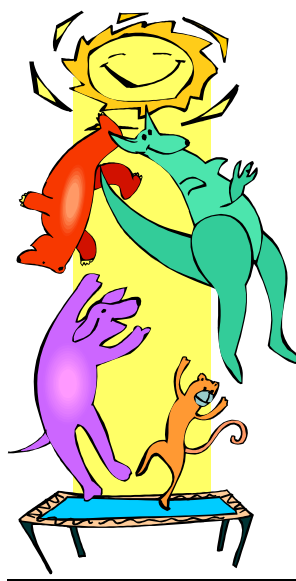
As an extract from Annex A, we propose the following preparatory actions during the spring 2010 term:

- incorporate the subsidy into your school improvement planning for 2010-11
- confirm a key member of school staff as point of contact for the subsidy for your school
- make all your school staff aware of the subsidy and discuss how they can contribute
- agree the criteria for eligibility of funding from your school's allocation
- discuss how you will measure the impact from the project using the documentation enclosed in this briefing pack
- decide how your school will create a clear audit trail for the subsidy funding

Your cluster coordinator will support you in all these activities: please ensure that you make best use of their knowledge, expertise and time.

Annexes

- A School actions by term
- B Subsidy evaluation and impact documents
- C Guiding Principles
- D Examples of impact
- E School Agreement Document (to detach and return)



Annex A – School actions by term

This annex sets out the main actions that we propose your school undertakes in order to make the best use of the subsidy funding.

Spring term – laying the foundations and getting ready

Proposed actions		Support available from your cluster / LA
Incorporate into school improvement planning	Æ Incorporate the subsidy into your school planning for 2010-11.	We will invite all schools to a cluster briefing event. We will also provide one-to-one support on how the subsidy can support your planning and self-evaluation form (SEF) on request.
Agree what impact to measure	Æ Agree what schools will monitor in order to evaluate the impact of the subsidy.	We will work with all schools to measure the impact of the L.E.A.P Advantage Subsidy and provide you with the documentation to carry out this evaluation.
Confirm a point of contact	Æ Confirm a member of school staff as point of contact for the subsidy in your school.	Susie Higgs (L.E.A.P Advantage Subsidy Coordinator) will be available for all general subsidy queries. Please sign and return your School Agreement Document (Annex E) with your named contact in each school.
Brief the school (awareness)	Æ Make all your school staff aware of the subsidy and discuss how they can contribute.	We will offer support for each school to prepare for and run briefing sessions. We shall also provide resources (DVD, Briefing Packs) for delivering in-house briefing sessions at your school on request.
Get key partners on board	Æ Ensure that key partners are aware of the subsidy and what they will need to do.	We will run engagement events for partners, i.e. awareness sessions for third sector organisations and local sports clubs.
Identify eligible pupils	Æ Identify the individual pupils within your school who meet the agreed criteria for eligibility.	We have worked with the local authority and key partners to identify our local target groups for the criteria for eligibility (see p. 9).

Promote the subsidy	Æ Ensure that pupils, their parents and carers are aware of the opportunity.	We will offer each school support in promoting the subsidy (e.g. templates for letters to parents, advertising leaflets, posters etc.).
----------------------------	---	---

Summer term – spending and monitoring

Proposed actions		Support available from your cluster/LA
Start spending the subsidy funding	Æ Use the subsidy funding to increase participation in activities for which there is existing provision ('quick wins').	We will attempt to provide you with a list of existing out-of-hours activities, with details of how the school can pay providers for pupils who are eligible for the subsidy.
Track participation and impact	Æ Start to track out-of-hours participation by the target group in activities which are funded by the subsidy, and the impact this is having.	We will provide you with support for tracking participation and managing finances. We will work with you to agree how to measure impact.
Consult with the target group	Æ Perform an initial consultation with the target group to establish demand for new activities, and any barriers to participation.	A named person to discuss the L.E.A.P Subsidy with pupil/students (and their family) to explore choice, range and options of activities available.
Commission new activities	Æ Following the consultation, work with cluster colleagues to commission new activities.	Your Extended Services Coordinator, L.E.A.P Coordinator can be used as a source of information and/or brokerage service for third party providers.

Ongoing – review and amend

Proposed actions		Support available from your cluster/LA
Review and amend activities	Æ Work with cluster colleagues and partners to review and amend activities to ensure that they remain compelling for the target group.	We will support you to consult regularly with the target group and amend the offer to ensure that activities continue to meet a genuine demand.

Annex B – Subsidy Evaluation and Impact Documents

- 1 Fareham L.E.A.P Subsidy Claim Form
- 2 Fareham L.E.A.P Subsidy Evaluation Form for Schools
- 3 Fareham L.E.A.P Subsidy Evaluation Form for Providers
- 4 Fareham L.E.A.P Subsidy Evaluation Form for Children

Fareham Extended Services - **L.E.A.P** Advantage Subsidy 2010-11
School Briefing Pack

Fareham L.E.A.P Subsidy Claim Form

Name/UPN:
School child attends:
Named contact in school:
Address:
Telephone Number:
Date:



Child's name/UPN	Activity/ Activities Attended	Cost per Session	Number of Sessions	Total amount	Target Group Code (see table)	Projected Impact/ Comment

Form completed by:

Date:

Definitions	Code
Economically disadvantaged children - receiving free school meals	1
Economically disadvantaged children – NOT receiving free school meals	2
Children and families who are part of the CAF (Common Assessment Framework) process	3
Young Carers	4
Migrant and Traveller Community member	5
Refugee or Asylum Seeker	6
Families living in temporary and/or poor accommodation	7
Children educated somewhere other than at school	8
Looked After Child	9
English as Additional Language	10
Acute Domestic Problems, those children and young people experiencing difficult family issues, such as bereavement, living with family members other than parents, parents with physical or mental health problems or disability, domestic violence, and parents in custody or with debt problems.	11



Fareham **L.E.A.P** Subsidy Evaluation to be completed by School

What difference did the L.E.A.P Subsidy make?

Child's name/UPN:	Evidence Sources (e.g. Consultation, attendance logs, verbal and written feedback, meeting notes etc.)
Child's school:	
Target code:	
Use of L.E.A.P Subsidy How was the funding used? What activity did the child select and why? What did you hope to achieve? What barriers and enablers did you experience?		
How the L.E.A.P Subsidy used? - What happened? - How did the child/young person respond? - What did the child, parents, school staff, support agencies and/or providers think of the subsidy/provision?		
L.E.A.P Subsidy Impact What aspects of the target group child's - knowledge or skills - behaviour - attitude - attendance - well-being -communication - self-esteem etc. changed as a result of the project?		<u>Evidence</u>

Completed by: **Date:**

Fareham **L.E.A.P** Subsidy Evaluation to be completed by providers



Provider (club, society etc.):

Contact Name:

Address/ Telephone Number:

Name of child:

Activities undertaken:

IMPACT (Tick the relevant boxes):

Increased self-esteem	
Improved attendance	
Improved academic performance	
Improved behaviour	
Increased participation	
Nurturing of specific talents	
Accreditation	
Other:	
No measurable impact	
<i>Reason:</i>	
<i>Too soon</i>	
<i>Lack of engagement</i>	
<i>Lack of parental support</i>	
<i>Access</i>	
<i>Other:</i>	

Future action (one target):

e.g. Continuation of attendance in club, signposting to alternative provision, introduction to more specialised club, transition project, accreditation, training etc.

Completed by:

Date:

Fareham **L.E.A.P** Subsidy Evaluation for children

Your name:

The name of your school

The activity you did:

Was the activity?



EXCELLENT

GOOD

NOT SO GOOD



Can you please write (or draw a picture if you prefer) something here to show how your activity made you feel:

Thank you!

Annex C – Guiding principles for the subsidy

The six guiding principles below are aimed at helping schools be clear about what they should and should not spend the subsidy funding on. These guiding principles are supported by a detailed set of frequently asked questions available at www.tda.gov.uk/subsidy

- 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.

Annex D – Examples of impact

Below are some brief examples of where the subsidy has made an impact on an individual pupil and in some cases also their family. These are from the subsidy pathfinder schools which have been using the subsidy since 2008. Further examples of impact are available at www.tda.gov.uk/subsidy

<p>Package of interventions following a Common Assessment Framework transform the child's and family's situation</p> <ul style="list-style-type: none"> • Who: Four-year-old child, with single parent, two siblings (aged two and seven). • Situation: Getting to school late, distracted in class, aggressive behaviour at home, mum has difficulties controlling children at home, child at risk of exclusion from school. • How the subsidy funding helped: Child entered Common Assessment Framework (CAF) process with multi-agency team involvement. As a result of the CAF, the school worked alongside social care and health to deliver a package of interventions. As part of this package, the school used the subsidy funding to provide access to a breakfast club, after-school clubs, and taster activities. • Impact on the child/family: The four-year-old is no longer at risk of exclusion, and has expressed gratitude to the headteacher for the opportunities offered. In addition the family's situation has seen a significant improvement. 	<p>Package of interventions dramatically improve school attendance</p> <ul style="list-style-type: none"> • Who: Year 10 pupil, with single parent. • Situation: Poor attendance and performance at school, mum is a substance abuser, late with rent payments, mother and son moved into sister's house (where drugs play a role), below threshold for action by housing or social services. • How the subsidy funding helped: Student social worker and the school put together a programme to support the child. School used the subsidy funding to pay for the pupil to attend a fitness centre (particularly swimming which he greatly enjoys). • Impact on the child: School attendance has improved dramatically, developed strong relationship with the student social worker with whom he now speaks regularly.
<p>Activities improve whole family relationships</p> <ul style="list-style-type: none"> • Who: Parents, son and daughter. • Situation: Father has not worked for some time due to ill health. Son was coming home from school with very high energy levels and so creating problems in the (small) house as he had no creative outlet for his energy. Son was having problems with attendance and performance at school. • How the subsidy funding helped: The subsidy funded a school expedition which the whole family attended: this was the first time for three years that the family had had an outing together and was very successful. Following the positive experience of the expedition, the son started to participate in a number of after-school activities paid for by the subsidy. • Impact on the child/family: The mother reports that the initial family outing itself made a significant positive impact on relationships within the family. The son is now very keen to go to school as he looks forward to the after-school activities, and when he returns home afterwards he is much calmer and better-behaved. 	<p>Swimming lessons improve relationship between school and family, increase attendance</p> <ul style="list-style-type: none"> • Who: Year 9 girl. • Situation: Poor attendance. Was unwilling to attend school on a particular Friday citing that she did not have a swimming costume for the planned trip to the local swimming pool (the trip cost £6.50). The school attendance officer was working closely with the family, and when speaking with her mother discovered that, in fact, the reason the child would not attend was that she knew her parents could not afford the £6.50 cost. • How the subsidy funding helped: The attendance officer offered to use the subsidy funding to pay for the trip to the swimming pool. On hearing the offer her mother broke down in tears and gladly accepted. • Impact on the child: Attendance increased and as a result behaviour is improving. Significant improvement in relationship between the family and the attendance officer.

Annex E – School Agreement Document (please detach and return)

Schools in Fareham are cordially invited to participate in the **L.E.A.P** Advantage Subsidy rollout. By receiving funding you agree to meet the criteria for the funding as set out below.

The DCSF's intention is that the funding should result in real '**additionality**'; that is - it should provide additional access to activities rather than replace existing services. Effective consultation with children and families will help guide these decisions and create a sense of ownership. The funding cannot be used for any other purposes other than defined by the guiding principles (P.20 School Briefing Pack) and for the target group. The funding is allocated to the school based on 95% of your current Free School Meal data (Jan 2010), BUT, it is the undertaking of the school to identify those children and young people who can benefit from this funding from our defined local target groups below:

Fareham has identified our key target groups as follows:

Definitions	ID Code
Economically disadvantaged children -receiving free school meals	1
Economically disadvantaged children – but NOT receiving free school meals	2
Children and families who are part of the CAF (Common Assessment Framework) process	3
Young Carers	4
Migrant and Traveller Community member	5
Refugee or Asylum seeker	6
Families living in temporary and/or poor accommodation	7
Educated somewhere other than at school	8
Looked After Child	9
English as Additional Language	10
Acute Domestic Problems, those children and young people experiencing difficult family issues, such as bereavement, living with family members other than parents, parents with physical or mental health problems or disability, domestic violence, and parents in custody or with debt problems.	11

In order to receive funding schools must agree to the following criteria:

- Schools will be expected to use the funding directly to support access to participation in extended school activities for disadvantaged children and young people, not to develop other aspects of the extended schools core offer, nor to pay for related activity such as consulting children and parents or to meet other indirect or capital costs such as coordination.
- Schools will be expected to subsidise activities that conform to the **Guiding Principles** and to seek guidance from the **L.E.A.P** Advantage Subsidy Coordinator when unsure if the activities conforms to the tda Guiding Principles. Schools will be expected to agree that Fareham Extended Services Team will make decisions by consensus in relation to the subsidy on behalf of all participating schools.

- To comply with this agreement schools will be expected to provide a clear audit trail of evidence, including all invoices and receipts from external providers.
- Schools will be expected to provide information on request to the L.E.A.P Advantage Subsidy Coordinator of fees and charges that have been subsidised via a financial report.
- Schools will be expected to measure the impact of activities on children and young people in receipt of funding. Please see **Annex B** (Evaluation and Measuring Impact appendices) for evaluation documentation. Your cluster Extended Services Coordinator (p.7) and L.E.A.P Advantage Subsidy Coordinator will liaise with your school to support you through the evaluation process.

If you are in agreement with this Cluster Agreement please complete this sheet and return it to:

Susie Higgs
L.E.A.P Advantage Subsidy Coordinator
Community Action Fareham
163 West Street
Fareham
PO16 0EF

I agree to the conditions outlined above. I understand that any misuse of the funding may result in it being reclaimed by the Local Authority.

Signed (Headteacher)

School:

Named contact within school:

Telephone number:

Email address:

Dated: