

# Extended services disadvantage subsidy

## Selected scenarios from launch events

March – May 2009

# Contents

Activities

Culture and religion

Eligibility

Family and carers

Other funding streams and initiatives

Transport



## **Activities**

Culture and religion

Eligibility

Family and carers

Other funding streams and initiatives

Transport

## Where do we draw the line?

We have had requests for the subsidy to pay for the following activities: bowling on Friday nights, clubbing on Saturday nights, theatre trips, three-day break in Centre Parks for the family, a ski trip, a residential “outward bound” trip, enrichment week trip to the Grand Canyon, an activity involving mock weapons, computer gaming.

Where do we draw the line in terms of which activities should be eligible?

**Will it set an unhelpful precedent?**

[FAQ 38]

**Is lack of funding the barrier to participation?**

[GP 2: Additionality]

**Do these requests prompt a conversation with the parent (by the PSA?) to discuss underlying needs and possible alternatives?**

[GP5: Creativity and personalisation]

**Risk assessment and liability**

[FAQ 58]

**Will the activity drive sustainable benefits for the child?**

[FAQ 20]

**What about children who aren't eligible but who can't afford the high cost?**

[GP4: Open to all]



## Limited experiences

Both the parent and the children are unable to identify appropriate activities, as they are limited by their own experiences.

Should we provide the lead in identifying activities and if so, how?

**1:1 conversation with families about what they enjoy doing together**  
[GP3: Involvement]

**Do we need to consider paying and providing taxis to help kids participate?**  
[FAQ 34]

**Taster sessions**

**Signposting**  
[GP5: Creativity and personalisation]

**Be creative about how we consult!**  
[GP3: Involvement]

**Widen our network of partner agencies and providers**  
[FAQ 59]



## Photography kit

A number of the target group want to do photography, but we don't have any kit.

Can we use the funding to purchase equipment such as cameras and tripods?

**Buy second-hand gear so as to not use too much of the funding**

**Will the activities be open to all?**  
[GP4: Open to all]

**Who would own the kit (individuals or school)?**

**Are there any other ways to get access to equipment eg loans while sustainability of demand is tested?**  
[FAQ 36]

## Taking the activities to the target group

Could we spend the subsidy funding on a mobile resource that takes activities to the target group (i.e. rather than the other way round)?

**Great idea! Puts the challenge back to us of how we define “hard to reach”**

[GP5: Creativity and personalisation]

**Good opportunity to look for private or voluntary sector providers to do things differently**

[FAQ 59]

**Taster events**

**Pre-work imperative to evidence need**

[GP3: Involvement]

## Mentoring

A young person in the target group has low motivation and low resources – she is bored and listless, and doesn't see the point of even trying an activity.

Can we use the subsidy funding to pay for mentoring/life coaching type work?

**Find a peer mentor or friend to pair up with to try out a few different activities**

**A focused course of mentoring could be a valuable unblocker leading to sustained participation**  
[GP6: Sustainability and ongoing participation]

**Taster sessions**

**Can a youth worker or PSA play a role? The subsidy gives them a valuable card to play**  
[FAQ 12. Somerset case study]

## Perceived low value of free activities

If we provide activities free how do we ensure young people value them?

Are we being smart about how we market the activities?

Monitor “no shows” and have a 1:1 conversation with them to establish why they didn’t attend – may uncover underlying issues

Are the RIGHT activities on offer? Have we consulted effectively?  
[GP3: Involvement]

Consider a small charge to generate commitment – but beware that even a small charge may be too much for some



Activities

**Culture and religion**

Eligibility

Family and carers

Other funding streams and initiatives

Transport



## Family commitments for girls

There are cultural expectations that girls should stay at home to meet family commitments.

How can we get them engaged in activities?

**Format of the consultation will be important**

**Issue could be safety related - consult parents on support and delivery**

**Develop links with multi-agency support such as family learning and adult learning [FAQ 7]**

**Community based activities - not bounded to school eg weekends**

**Consider time of year eg summer evenings**

**Parents could take part, at least initially**



## Language and religious classes

Parents have identified language and religious classes that they would like their child to attend.

Should we fund these classes?

**How does this relate to the principle of “Open to all” – do we interpret that just for their particular community in this case?**  
[GP3: Open to all]

**Do the children want it, or is it just the parents?**  
[GP3: Involvement]

**Is there interest other than from that community?  
Possible opportunities for community cohesion**  
[GP3: Open to all]

## Conflict with cultural background

A child desperately wants to do an activity but it is not conducive to their cultural background.

How should we deal with this?

**Possibly ask a friend to accompany child to allay parental concerns**

[GP1: Access]

**Talk to the family – there may be a creative way to satisfy everyone's needs**

[GP3: Involvement]

**Think 'outside of the school' - perhaps at weekend - or in other community locations**

### Traveller children's parents

The parents of traveller children are not happy for them to engage in groups of other ethnicities.

How should we deal with this?

**Have different cultural backgrounds delivering activities**

**What's the perception? Does the community intend to move on? Or do they not want to engage with other groups or children because they believe they will be bullied etc?**

**Consult to discover underlying reasons – possible role for PSA**  
[Somerset case study]

Activities

Culture and religion

**Eligibility**

Family and carers

Other funding streams and initiatives

Transport



## Friends who aren't eligible

A child wants to take part in an activity, but she will only do so if their friends come. Their friends can't afford the activity but they aren't eligible for the subsidy, so they aren't able to participate.

Can we pay for the friends to participate even though they aren't eligible?

**Dare to be flexible**  
[GP5: Creativity and personalisation]

**Review eligibility criteria**

**We could view the friends not going as the barrier to her participation, and so that is a valid use of the subsidy**  
[GP1: Access; GP2: Additionality]

**Is there a risk of setting a precedent?**

**Is there an alternative funding stream for the friends?**

**Work on friendship skills, eg create an activity on team-building to enable wider friendship**



## **Common Assessment Framework (CAF)**

A child has been identified by a Common Assessment Framework (CAF) process.

Can we support him with subsidy funding?

**Is he in the target group?**

**Have we briefed multi-agency teams in our area about how to refer to a school to suggest that they offer subsidy funding?**

[FAQ 7]

## Reluctance to disclose eligibility

Some families are reluctant to disclose that they meet our criteria for eligibility.

How can we support them?

**Do you have a PSA or equivalent? If handled well, the subsidy can be a great opportunity to build strong relationships with families**  
[FAQ 12. Somerset case study]

**Can we confirm eligibility by other means? Eg the “DCSF Hub” allows LAs to check eligibility for FSM (with the parent’s consent).**

**Do we need to review our eligibility criteria? For example, we could give the school discretion to make a child eligible based on the evidence available**  
[GP1: Access]



## Only one eligible child in the school

We have a small school and there is only one child eligible for the subsidy.

How do we consult without stigmatising this child and her family? What if she wants to do dress-making, but no other pupils do?

**Do a parent helper audit to see if a volunteer can come forward to run dress-making for her**  
[GP1: Access]

**Do other schools in the cluster offer this, or something else that she wants to do?**  
[GP1: Access]

**Is there a local provider eg theatre costume group that the child could join?**  
[FAQ 59]

**Link with the Women's Institute, local Amateur Dramatics?**

**Build into existing activity in school such as costume design for school plays**

**If it was offered would others take it up? It could it be offered as a craft club to ensure wider take up)**  
[GP4: Open to all]

Activities

Culture and religion

Eligibility

**Family and carers**

Other funding streams and initiatives

Transport



## Parent is the barrier

We think that the parent is in some way a barrier to their daughter participating in an activity. We aren't sure, but we think they might be concerned about the possible risk for her.

What should we do?

**PSA to have a 1:1 conversation with the parent**  
[FAQ 12; Somerset case study]

**Is there a current Common Assessment Framework underway that could help give any insights?**

**Talk to the child**

**Does the multi-agency team have any information about the family situation?**

**Reassure the parent about the safety of the activity – we could even ask them to attend a session to see for themselves**  
[FAQ 57]

**Start with something inside the parent's comfort zone and then expand**

**Do we need to consider paying and providing taxis to help kids participate?**  
[FAQ 34]

### **Parent with different-aged children**

The older child wants to do an activity but the younger child needs to be looked after, so the parent can't bring the older child and take him back.

Can we use the subsidy funding to support the whole family in some way to allow the older child to participate?

**Some creative solution?  
For example running two  
activities at the same time  
for different age ranges**  
[GP3: Involvement]

**Consider paying for  
crèche costs for the  
younger child**  
[FAQ 57]

**Consider paying for an  
escort to bring the older  
child to and/or from the  
activity**

## Parent with substance abuse problems

Has child wants to participate in activities during the summer holiday. The parent says 'yes' but from experience we know that on the day they may not be in a fit state or able to bring the child due to substance abuse.

Can we use the funding to get the child there and home again?

**Opportunity for the parent support adviser (PSA) to develop a solution together with the parent**

**Pay for transport for the child – even a taxi if that is the only way**  
[FAQ 34]

## Poor family relationships

The difficulties for the child stem from poor family relationships.

Can the funding pay for whole family activities or days out? For example snowboarding, or buying equipment to allow the father and son to go fishing.

**Are there other (adult) budgets we can tap into to match fund eg family learning partnership funding?**

**We could hire rather than buy the equipment**  
[FAQ 36]

**This could be an invaluable experience for the whole family. It has the potential to create something really sustainable, and to help the child discover new activities**

**Will we be able to do this in a way that is fair, transparent and equitable?**



Activities

Culture and religion

Eligibility

Family and carers

**Other funding streams and initiatives**

Transport



## ICT equipment

Can we use the money to fund ICT equipment and access to broadband for use at home?

**This is expensive – how strongly is it related to extended services *varied menu of activities*?**

**Seek funding from the Becta Home Access Programme – national rollout begins in late Autumn 2009**  
**([www.becta.org.uk/homeaccess](http://www.becta.org.uk/homeaccess))**  
[FAQ 37]

## Childcare

Some of our childcare activities can be thought of as part of the *Varied Menu of Activities* part of the core offer.

Can we use the subsidy funding to pay for them?

**The parent could claim the costs through the childcare element of Working Tax Credit (WTC) – this will mean not having to use scarce subsidy funding for the activity**  
[FAQ 46]

**Working Tax Credit only covers up to 80% of the cost – we could use the subsidy to top that up**

**Claiming Working Tax Credit can be bureaucratic – can a Parent Support Adviser help the parent with the logistics of the claim?**



## Musical instruments

Can we use the subsidy funding to provide instruments?

**Use the Music element of the Standards Fund – this is worth £82m in 2009-10 vs the £40m for the subsidy**

**Are there any other creative ways to get the same result eg instrument loans?  
[FAQ 36]**

## Other funding streams

What other funding streams or initiatives could we use to top up the subsidy?

**We can match-fund as long as the activities demonstrate additionality and are sustainable**

[FAQ 44]

**Sure Start Early Years and Childcare Grant**

**Aiming High for Disabled Children**

**Youth Hostel Association**  
**“[www.doit4real.co.uk](http://www.doit4real.co.uk)” – 2009 summer camps reduced from £299 to £49 for those eligible for income support, working families tax credit or free school meals**

**£500 Personal Learning Allowance for children in care**

[FAQ 51]

## Schools putting the funding to other uses

How do we stop schools using this money to replace money from their own budgets already being used?

**Audit trail, accountability**

**Release funds to schools in tranches following evidence that the school has spent the previous tranche based on the guiding principles**

**Communicate the moral purpose – use some of the videos on the subsidy resource kit to help convey this**

**Look each school's headteacher and/or ES coordinator in the eye**

Activities

Culture and religion

Eligibility

Family and carers

Other funding streams and initiatives

**Transport**



## Petrol costs

A ballroom dancer in the target group needs to go to a competition in Bristol.

Can we use the subsidy funding to pay for petrol costs?

Depending on the circumstances, this could be a life-changing opportunity

**Any creative options for sharing the costs of transport? Lift share?**  
[GP5: Creativity and personalisation]

The total cost of the activity should be part of the decision-making process for releasing subsidy funds – factors would include: entrance fee, outfits, the impact on child

**Check other sources of funding eg sports, arts funds**

**Will it lead to sustained participation?**  
[GP6: Sustainability and ongoing participation]



## Taxi and escort

A child (aged six) lives on a rural farm over seven miles from the school. The child wants to take part in a multi-skills club. Dad is widowed and busy, and there are no grandparents. No buses pass close by his home.

Can the fund pay for a taxi and an escort for this child?

**Do any voluntary driver schemes exist?**

**What is the cost of each trip, and how sustainable is it?**

**Can we broker a lift-share with another child?**

**Does Dad need some support more widely?**

## Bus passes

Can we use the subsidy funding to buy bus passes for the target group? This would allow them to access extended services activities for which they need to use a bus, but would also let them use the bus for other journeys as they wish.

**Do the bus routes go places they want to go?**

**Is bus pass best value for money?**

## Transport for families

Could we use the subsidy funding for transport to enable other family participation?

**This could be a very valuable way to encourage parental engagement and sustainability of participation by the target group.**

**Need to take care that the costs don't unduly dilute the funding**

# Scenarios:

# Activities



# Scenarios:

## Culture and religion



# Scenarios:

# Eligibility



# Scenarios:

# Families and carers



# Scenarios:

## Other funding streams / initiatives



# Scenarios:

# Transport

