

FUNDING EXTENDED SERVICES

DCSF guidance for local authorities and schools, including academies, 2008-2011 (Updated – October 2009)

Summary

This document is intended to act as a guide for local authorities (LAs), schools, academies and their partners as to what funding has been made available for the delivery of extended services between 2008 and 2011.

Introduction

The Children's Plan, published in December 2007, and the 21st Century Schools White Paper of June 2009, sets out how the schools, including academies, of the future will act as a hub for the whole community. They also explain how schools will play a key part in supporting the delivery of the Every Child Matters outcomes by providing a range of extended services designed to tackle barriers to children's learning and improve well-being.

As stated in the Children's Plan and the 21st Century Schools White Paper, schools (including academies) are encouraged to work collaboratively with a range of partners to provide access to a core offer of extended services to meet the needs of the local community, in consultation with children and young people and their parents – and are required by law to involve disabled children

By 2010, the Government expects all schools (including academies) in England, to be providing access to a 'core offer' of extended services, including:

- A varied menu of activities, including study support, as well as sports, arts and other activities in a safe place to be; in primary schools combined with childcare 8am-6pm, 48 weeks a year
- Parenting support, including information sessions for parents at key transition points, parenting programmes run with the support of other children's services, and family learning sessions to allow children to learn with their parents.
- Swift and easy access to targeted and specialist services such as speech therapy, child and adolescent mental health services, family support services, sexual health services. Some services could be

delivered on school sites.

- Providing wider community access to facilities including ICT and sports facilities, and adult learning.

Schools are not expected to provide these services alone, or necessarily to deliver them on site. Instead, they should be working in partnership with LAs, in clusters with other schools and agencies (including voluntary and community organisations) and, where appropriate, signposting to existing services.

LAs will have a strategic overview of how extended services are being developed across their whole area and there should be a dialogue between academies and their LAs on the services which they plan to provide. Academies will be able to feed into local level planning for extended services across an authority through their involvement with the local Children's Trust, and input into the CYPP.

Between 2008 and 2011, the Government is providing funding to support the co-ordination and sustainability of extended service throughout England. This document sets out what funding is available, how it will be delivered and how it might be used.

Available funding

Funding has been made available to support schools with providing access to a core set of extended services (mentioned above). Extended services can help to raise pupil motivation, aspiration and achievement, improve behaviour and contribute to a wide range of other objectives such as community cohesion, neighbourhood renewal, combating child poverty, health inequalities and crime reduction.

Between 2008 and 2011, the Government is providing over £1 billion to support the development of extended services, building on the £840 million already invested since 2003 in setting up and embedding services. This very significant investment will make a real difference to the ability of LAs and schools, including academies, to provide access to high quality extended services that reflect local needs and priorities. It is therefore important that funding is extended to academies to enable them to deliver extended services core offer to their children, parents and local community.

This funding reduces in 2010-11 to reflect the commitment of every school and extended school by 2010, so reduced development activity and central coordination will be necessary. Over time extended services should become sustainable either through charging, for childcare for example, or through reconfiguring funding strands at local level through children's trusts or by pooling budgets to support extended services in schools.

The following table provides a summary of the funding available:

Extended Schools Total Funding 2008-2011	2008-09 (£m)	2009-10 (£m)	2010-11 (£m)	Total CSR Period (£m)
Start Up (through Area Based Grant)	165	172	71	408
Sustainability (through Standards Fund)	40	100	155	295
Extended Schools Subsidy (through Standards Fund)	8.5	40	167	215.5*
Academic-Focused Study Support (through National Challenge and Standards Fund)	0	84	83	167**
Total Extended Schools Revenue	213.5	396	476	1,085.5
Extended Schools Capital	84	89	46	219
Total Extended Schools Revenue and Capital	297.5	485	522	1,304.5

*The original CSR allocation for the subsidy was £265.5m. In May 2009 Ministers took a decision to redistribute £50m from the extended services subsidy in 2010-11 to other departmental priorities reducing the 2010-11 allocation from £217m to £167m. The final allocation for 2010-11 was announced in a speech by the Secretary of State on 16 July 09.

**In the last CSR DCSF received £167m for 2009-11 intended for academic focussed study support (AFSS) as follows:

- o £100m for the National Challenge
- o £52m for SEN
- o £15m for the Coasting Schools Strategy

For detail on the school funding settlement 2008-2011, go to <http://www.teachernet.gov.uk/management/schoolfunding/schoolfunding2008to2011>

In addition, schools can access funding for extended services from a range of other sources, including charities, the National Lottery and private sponsors, for example to support access to breakfast clubs and study support sessions.

Further information on the different types of funding streams is available in **Annex A** below.

How should funding be allocated?

(i) Guidance for local authorities

LAs should consider the following basic principles when allocating funding:

- The funding is to support the extended schools strategy. LAs and children's trusts need to identify their funding allocations and the routes through which the different strands of funding are being paid to them (see 'What funding is available?', above). They are strongly encouraged to ensure that all the money earmarked, whether or not it is ringfenced,

is used to ensure that all local schools are providing access to the 'core offer' of services by 2010. Schools will only be able to deliver access to high quality extended services if they are funded to do so. See below under 'What can the funding be spent on?' for more detail.

- The Department for Children, Schools and Families (DCSF) expects that the vast majority of funding will be spent at school and cluster level, rather than at local authority level. LAs should make clear to schools how much funding has been allocated to support extended schools in their area.
- LAs should work closely with their schools and other children's service partners through the children's trust to develop and agree strategic funding plans. Local authorities are strongly encouraged to devolve as much of their extended schools funding to schools as possible, and to be fully transparent regarding the amount of funding retained centrally, if any, and its proposed use. Allocations should be determined on a three-yearly basis.
- We would not expect LAs to run complex bidding exercises for funding, which might make allocation unnecessarily complicated and bureaucratic. They should release funding in line with their own strategic plans, developed in consultation with their schools and partner providers. This will help to ensure that development of plans is straightforward and less time-consuming.
- LAs should allocate different amounts of funding to different schools, according to the services already in place, levels of deprivation, whether schools are directly delivering services or working with a third party and whether the approach to delivery is across a cluster.
- LAs and schools should seek opportunities to tap into funding sources that could complement extended schools funding. Links to other local and national policies, Local Area Agreements and children's trusts, and partnerships with third sector and private sector organisations are all key funding levers. Funding is also being made available through the SSEYCG to support the roll out of children's centres, some of which will be based on school premises. Specialist Schools have funding to support the community element of their plan.

More information...

For more information on complementary funding sources, see DCSF's Planning and funding extended schools: a guide for schools, local authorities and their partner organisations at

www.teachernet.gov.uk/wholeschool/extendedschools/practicalknowhow/.

- LAs should play a lead role in providing advice to schools about how to use the funding available, as well as offering:
 - information about existing local provision and service gaps in their areas;

- training, advice and support on all aspects of extended services, including planning, funding and accounting issues, and costing for sustainable activities and services;
- information on levels of demand for childcare and existing local provision;
- information on local children's services and providers who are willing to work with schools;
- model for charging, e.g. for childcare;
- advice on working with third party providers and model contracts;
- guidance on health and safety;
- advice on effective consultation and any resources available to support the process; and
- support to develop effective cluster working arrangements

(ii) Guidance for schools

Schools should:

- Expect to be given a clear picture about the extended services funding made available to the LA.
- Be consulted on, and agree, the allocation and distribution of this funding.
- Develop a clear strategy or action plan for using this funding to support the development and delivery of the 'core offer' of extended services.
- Be able, as part of their normal dialogue with their LA, to demonstrate that they have worked towards the purpose and objectives of the funding.

What can funding be used for?

Funding can be used flexibly, but it is critical that funding directly supports schools/academies to provide access to sustainable and inclusive extended services for all children. LAs have a responsibility to work with schools to plan, develop, manage and maintain extended services, develop partnerships with key agencies and consult stakeholders (for example children, parents, agencies and the wider community) about what services are needed.

Extended services should reflect the priorities identified by the LA and the children's trust, as set out in the Children and Young People's Plan. Academies will be able to call upon the services of their local Extended Schools Remodelling Advisor (ESRA) without cost. LAs should be able to link Academies to their ESRA, and the Academy Project Lead will also be able to advise on how to make initial contact if necessary. Academies may want to establish links with other schools, other Academies and partner organisations. Linking up could be through new or existing networks to share ideas and good

practice, or could involve a more formal collaborative approach to provide access to shared services and facilities.

See TDA website for funding Q&A:

<http://www.tda.gov.uk/remodelling/extendedschools/howtodeliveres/fundingandcharging/FAQfunding.aspx>

Planning delivery of services

Partnership working is essential to ensure that schools and academies can deliver the full range of services in a sustainable way. They are also legally required to consult widely before delivering extended services.

Additional support with planning the delivery of extended services is available from the TDA, see

<http://www.tda.gov.uk/remodelling/extendedschools/howtodeliveres.aspx> or

contact their LA's Extended Services Remodelling Adviser. Additional guidance can be found in "Planning and funding extended schools: a guide for schools, LAs and their partner organisations" (DCSF in 2006)

<http://www.teachernet.gov.uk/wholeschool/extendedschools/practicalknowhow/>

Further Information

Further information and guidance on successfully implementing extended services and the subsidy is available from:

<http://www.teachernet.gov.uk/wholeschool/extendedschools/>

<http://www.tda.gov.uk/remodelling/extendedschools.aspx>

<http://www.continyou.org.uk/>

<http://www.4children.org.uk/whatwedo/view/node/23>

Any queries relating to Subsidy funding should be directed to daniel.racher@dcsf.gsi.gov.uk. Any general queries should be directed to es.subsidy@tda.gov.uk.

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Revenue funding

There are three main sources of revenue funding for extended services:

(i) Start-up

This funding continues to be available to local authorities, but is now part of the Area Based Grant (ABG) rather than the Standards Fund. DCSF now pay this grant direct to academies. However, academies which open mid-year will continue to receive start-up funding from their local authority ABG for the remainder of the financial year, and DCSF will take over funding from the start of the next financial year.

(ii) Sustainability

Funding to support the sustainability of extended services is made available to local authorities. LAs are required to use this funding to support the development of extended services in or through schools. LAs' allocation of Sustainability funding **includes an allocation for academies**. Therefore, academies providing access to extended services should now expect to receive this element of funding from their LAs in the same manner as maintained schools.

Sustainability funding, devolved to schools, will support the appointment of extended service co-ordinators in clusters of schools. This will help schools create and embed the infrastructure necessary to deliver in a sustainable way the extended schools offer. This will involve, in particular, co-ordinating services and building the effective links with local agencies, businesses and other educational institutions on which a full menu of activities and services depends.

Following the successful piloting of **Parent Support Advisers**, funding to promote the Parent Support Adviser (PSA) role nationally is available through the Sustainability Standards Fund allocation. Parent Support Advisers work with parents, in a schools context, to help improve behaviour and attendance; overcome barriers to learning; and increase the number of parents involved in their child's education, both at school and at home. In part, PSAs will help broker access and signposting to relevant specialist services (including evidence based parenting programmes) for parents who otherwise would not have access.

In September 2008, we issued updated extended services funding guidance which included a box on page 6 entitled "Academies". The box stated that we no longer expect LAs to include academies in their allocation and that from 2008-09. Unfortunately, the box did not make explicitly clear that this is only applicable to the Start-up element of extended services funding, hence a number of LAs interpreted this to mean all extended services funding relating to academies. In July 2009, we issued a letter to LAs to clarify the position of sustainability funding. A copy of the letter is in **annex B**.

(iii) Subsidy Funding for Disadvantaged Children and Young People

The Children's Plan stated that tackling deprivation and disadvantage to reduce attainment gaps is a core focus of extended services, and set out government's commitment to make a comprehensive range of exciting, high quality activities accessible to disadvantaged children and young people and those in care, as part of the extended services programme.

Between 2008 and 2011 there is £215.5 million available to help schools provide and commission an exciting range of activities for these children and young people, who through their economic circumstances would otherwise be unable to participate. The funding will give schools the confidence to focus on providing what would most benefit children and young people, not just limited to what they can afford to pay for.

Following a successful pathfinder in 18 LAs, all LAs are receiving some subsidy funding for 2009-10, with additional funding coming on stream for the national roll-out in 2010-11. This funding has been calculated on the basis of deprivation, as measured by the DCSF developed tax credit indicator. Allocations for 2010-11 will be made in due course.

The subsidy funding is ring-fenced at LA level. LAs are expected to pass all funding on to schools (**including academies**) or budget holding school clusters, in their area.

Capital Funding

Extended schools capital funding has been made available as part of the Government's school building programme, and is allocated as formula funding through the local authority single capital pot. This funding stream was previously part of the GSSG, with specific extended schools capital funding allocated in 2006-07 and 2007-08. As in previous years, extended schools capital allocations are being made to support primary schools only, since secondary schools benefit from the effect of the wider Schools Capital programme – in particular, Building Schools for the Future (BSF).

For more information...

Local authority capital funding allocations for 2008-09, 2009-10 and 2010-11 are available at:

<http://www.teachernet.gov.uk/management/resourcesfinanceandbuilding/capitalinvestment/>

Capital funding must be spent on building capital improvements that support the adaptations needed to provide childcare or other community activities. This can include ICT, equipment and fixtures and fittings. Where larger projects are needed, capital for extended schools can be joined up with primary schools' own devolved formula capital or the local authority's devolved capital allocations. This holistic approach will ensure that the capital funding streams for primary schools, children's centres and children's services complement each other and have the flexibility to respond to local needs.

To all ESRAs

Dear Colleague

ACADEMIES AND EXTENDED SERVICES FUNDING

The Government's expectation is that every school in England, including academies, should provide access to full core offer of extended services by 2010. To that end, the Department has made funding available to local authorities (LAs) over the current CSR period.

In September 2008, we issued updated extended services funding guidance which included a box on page 6 entitled "Academies". The box stated that we no longer expect LAs to include academies in their allocation and that from 2008-09, DCSF will pay all specific grants direct to academies which are open before the start of the financial year. Unfortunately, the box did not make explicitly clear that this is only applicable to the Start-up element of extended services funding, hence a number of LAs appear to have interpreted this to mean all extended services funding relating to academies. I am sorry for the confusion in the September guidance.

It is important that academies are funded to enable them to deliver the ES core offer to their children, parents and the local community. This letter therefore provides further clarification of the funding arrangement for extended services in respect of academies located within a local authority area. These are set out below.

Start Up Funding

DCSF now pay this grant direct to academies. Academies which open mid-year should continue to receive start-up funding from their local authority Area Based Grant for the remainder of the financial year, and DCSF will take over funding from the start of the next financial year.

Sustainability Funding

Local authorities' allocation of Sustainability funding **includes an allocation for academies** and this will continue to be the case until the end of March 2011. Your authority should therefore treat academies in your area in the same way as maintained schools when allocating sustainability funding until the end of 2010-11 financial year.

Disadvantaged Subsidy Funding

As with Sustainability funding, LAs allocations of Disadvantaged subsidy **includes an allocation for academies**. It is important that all economically

deprived children have the opportunity to benefit from high quality extended service activities of their choosing, as supported by the subsidy funding. The Training and Development Agency (TDA) have produced information and guidance to support LAs in successfully implementing the subsidy funding. Any queries relating to Subsidy funding should be directed to daniel.racher@dcsf.gsi.gov.uk. Any general queries should be directed to es.subsidy@tda.gov.uk .

I hope this clarification enables your authority and your partners to continue to work together towards the strategic delivery of your extended services agenda. I would be grateful if you could ensure that this letter is copied to your DCS and all other interested parties in your authority.

Yours Faithfully

Ike Okonta
Extended Services Policy Team
SSESD

Q&A

- Q. We followed DCSF's guidance in making our sustainability allocation. Are we now expected to withdraw and reallocate them to include academies?**
- A. Sustainability funding allocation for a given year is intended to be spent in that particular year. We are therefore not asking local authorities to revise allocations they made in previous years.
- Q. Do we have to provide retrospective funding to academies or top-slice future funding to account for missed years as a result of this letter?**
- A. No, local authorities do not have to fund academies for previous years' activities. It is important to note that sustainability funding made available for a given year is intended for the provision of extended services in that particular year.

Provided the local authority is able to meet its strategic aim of enabling access to sustainable availability of extended services how it decides to allocate funding is entirely up to the local authority.