

# **FUNDING EXTENDED SCHOOLS: DCSF guidance for local authorities and schools**

## **Summary**

This document is intended to act as a guide for local authorities, schools and their partners as to what funding has been made available for extended schools. It explains how money will be paid to local authorities between 2008 and 2011, and includes advice and guidance on how it can be used to support the roll out of extended services.

## **Introduction**

The Children's Plan sets out how the schools of the future will act as a hub for the whole community. It also explains how they 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. By 2010, the Government expects all schools to be delivering a 'core offer' of extended services, including:

- a varied menu of activities (including study support and play) and childcare. (In primary schools this means: access to a varied menu of activities, combined with childcare, from 8am to 6pm, five days a week, 48 weeks a year. In secondary schools this means: access to a varied menu of activities which also offer young people a safe place to be from 8am to 6pm during term-time and more flexibly in the holidays).
- parenting support, including family learning.
- swift and easy access to targeted and specialist services.
- community access to facilities including adult learning, ICT and sports facilities.

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

Over the next three years, the Government will be providing funding to support the co-ordination and sustainability of extended services throughout England. This document sets out what funding will be made available to local authorities, how it will be delivered and how it might be used. For examples showing how local authorities and schools are already making use of the funding to develop and deliver effective extended services go to [www.tda.gov.uk/extendedschoolscasestudies](http://www.tda.gov.uk/extendedschoolscasestudies) and tick the box labelled 'Funding and charging'.

## What funding is available?

Between 2008 and 2011, the Government will be providing £1.3 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 local authorities and schools to provide access to high quality extended school activities that reflect local needs and priorities.

The following table provides a summary of the funding which will be available:

<b>Extended Schools Total Funding 2008-2011</b>	<b>2008-09 (£m)</b>	<b>2009-10 (£m)</b>	<b>2010-11 (£m)</b>	<b>Total CSR Period (£m)</b>
Start Up (through Area Based Grant)	165	172	71	<b>408</b>
Sustainability (through Standards Fund)	40	100	155	<b>295</b>
Extended Schools Subsidy (through Standards Fund)	8.5	40	217	<b>265.5</b>
Academic-Focused Study Support (through National Challenge and Standards Fund)	0	84*	83*	<b>167**</b>
<b>Total Extended Schools Revenue</b>	<b>213.5</b>	<b>396</b>	<b>526</b>	<b>1,135.5</b>
Extended Schools Capital	84	89	46	<b>219</b>
<b>Total Extended Schools Revenue and Capital</b>	<b>297.5</b>	<b>485</b>	<b>572</b>	<b>1,354.5</b>

\* includes £50m available through National Challenge

\*\* includes £100m total for National Challenge

### For more information...

For detail on the school funding settlement 2008-2011, go to <http://www.teachernet.gov.uk/management/schoolfunding/schoolfunding2008to11>

## Revenue funding

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

- **Start-up** funding continues to be available to local authorities, but is now part of the Area Based Grant (ABG) rather than the Standards Fund. In 2008-09, some start-up will continue to be paid through the Sure Start, Early Years and Childcare Grant (SSEYCG) (formerly the

General Sure Start Grant - GSSG). From 2009-10, this funding will also be transferred to the ABG. Start-up funding will be reduced in 2010-11 as the focus shifts from setting up to maintaining and developing services.

- Funding to support the **sustainability** of extended services, for example through the appointment of extended services co-ordinators, is a new strand, and will be made available to local authorities through the Standards Fund in each of the three years of the spending period. Local authorities are required to use this funding to support the development of extended services in or through schools.

#### **For more information...**

Local authority revenue funding allocations for 2008-09, 2009-10 and 2010-11 are available at: <http://www.teachernet.gov.uk/docbank/index.cfm?id=12227>  
Sure Start, Early Years and Childcare grant 2008-09 funding allocations are available at: [www.surestart.gov.uk](http://www.surestart.gov.uk).

There will be additional funding available via a **subsidy** which aims to ensure that extended schools activities are accessible to all children and young people, including those facing economic disadvantage and children in care. A pathfinder will begin in September 2008, involving schools in 18 local authorities, with the aim of developing best practice and case studies for the full roll out in 2010. The subsidy will be scaled up to provide funding for further local authorities in 2009-10.

#### **For more information...**

Further information and guidance on the extended schools subsidy is available at [www.teachernet.gov.uk/extendedschools/subsidy/](http://www.teachernet.gov.uk/extendedschools/subsidy/)

In 2009-10 and 2010-11 extra funding will also be made available for **academic-focused study support**. Some of this money is to be made available as part of the National Challenge, which aims to transform schools, raise results in English and mathematics, and tackle underachievement by young people. One of the key aspects of the National Challenge will be the provision of more one-to-one tuition and study support, including in English and mathematics for children in schools below the 30 per cent floor target. The remainder will be spent on targeted support benefiting deprived pupils in the context of extended schools provision. Details will be announced closer to the beginning of the financial year 2009-10.

### **Capital funding**

Extended schools capital funding is being made available as part of the Government's school building programme, and will be 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/>

#### **Funding: a quick guide**

The **Area Based Grant (ABG)** is composed of a number of previously separate grants, including extended schools start-up, and is paid on an unringfenced basis for all local authorities. As such local authorities are free to spend the ABG as they see fit to support the delivery of local and national priorities in their areas. As an unringfenced grant, ABG has no restrictions on carry forward between financial years.

The **Sure Start, Early Years and Childcare Grant (SSEYCG)** extended schools funding allocated in 2008-09 is part of the Main Revenue funding stream. This funding should be spent by the end of the financial year in which it is allocated. Similar to other revenue allocations made through the SSEYCG, carry forward is not available and underspends are clawed back.

The **Standards Fund** is ringfenced grant paid to local authorities. Local authorities should devolve most of this funding to schools. Any funding held centrally, after consultation with schools, must be spent on the development of extended services in or through schools. Schools and local authorities can spend their Standards Fund allocations up to 31 August following the financial year for which it was allocated.

The **single capital pot** is made up of a number of funding streams from different Government departments. Local authorities are responsible for setting their own spending priorities within their overall capital programme. Like ABG, the single capital pot is not ringfenced and has no restrictions on carry forward between financial years.

## **How should the funding be allocated?**

### **Guidance for local authorities**

Local authorities should consider the following basic principles when allocating funding:

(1) The funding is to support the extended schools strategy. Local authorities 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.

(2) 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. Local authorities should make clear to schools how much funding has been allocated to support extended schools in their area.

(3) Local authorities 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.

(4) We would not expect local authorities 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.

(5) Local authorities 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.

(6) Local authorities 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.

**For 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/](http://www.teachernet.gov.uk/wholeschool/extendedschools/practicalknowhow/). See also 'What can the funding be spent on?', below).

(7) Local authorities 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 schools, 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

**Academies**

DCSF would not now expect local authorities to include existing academies in their extended schools allocation. Up to 2007-2008, Standards Fund grants have generally been payable to academies through local authorities, although some specific grants were already being paid direct to academies by DCSF. From 2008-09, DCSF will pay all specific grants direct to academies which are open before the start of the financial year. This is being done in order to reduce administrative burdens in local authorities and to streamline the payment process.

## **Guidance for schools**

Schools should:

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

## What can the funding be spent on?

- It is critical that extended schools funding is used to help schools provide sustainable and inclusive extended services for all children and to overcome any barriers that may prevent them from developing those services. Local authorities 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 local authority and the children's trust, as set out in the Children and Young People's Plan.
- *Planning and funding extended schools: a guide for schools, local authorities and their partner organisations* was published by DCSF in 2006, and is designed to help schools plan and fund extended services in ways that support children, young people and their families, reflect local needs, and complement rather than duplicate existing provision. The guidance covers planning and partnership working, consultation, accountability and sustainability, and includes advice on charging for activities.

### For more information...

*Planning and funding extended schools: a guide for schools, local authorities and their partner organisations* is available at [www.teachernet.gov.uk/wholeschool/extendedschools/practicalknowhow/](http://www.teachernet.gov.uk/wholeschool/extendedschools/practicalknowhow/).

### Sustainability

- To deliver the core offer, schools are likely to need to work in partnership with other schools and organisations. Sustainability funding can be used to support this partnership working, for example by paying for an extended services co-ordinator to work across the cluster or network.
- Their remit is likely to include co-ordinating services and building effective links with local agencies, businesses and other educational institutions. It could also include ensuring that governors have access to training on the remodelling and extended schools agendas and that individual schools have access to high quality consultancy support (which may be provided by co-ordinators themselves). Co-ordinators will work closely with designated local authority personnel to monitor the implementation of the extended schools agenda and support schools as needed. Co-ordinators will also support the process of collecting data from schools, including information on how funding is being used to support sustainable services, and help to develop agreed charging principles across the cluster.



- Sustainability funding could also be used to support the appointment of parent support advisers, either within a local authority, a school or a cluster of schools (see box below). The role of parent support advisers is to encourage parents to get involved in and support their children's learning. Following a successful two-year pilot, the initiative is now being rolled out nationally.

### **Parent Support Advisers**

Funding to promote the Parent Support Adviser (PSA) role nationally is available through the extended schools sustainability Standards Fund allocation. PSA funding for distribution to local authorities will be phased as follows: £33.5m in 2008-09; £34.5m in 2009-10; and £34.5m in 2010-11. This funding is in addition to the extended schools sustainability funding set out in the table in the 'What funding is available?', above. However, individual local authority sustainability allocations available on Teachernet include PSA funding.

PSAs 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 children'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.

To find out more about the role of PSAs, go to: [www.tda.gov.uk/psa](http://www.tda.gov.uk/psa)

### **Capital funding**

- 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.

### **For more information...**

For more information and advice about funding for extended schools, contact Dan Racher on [daniel.racher@dcsgsi.gov.uk](mailto:daniel.racher@dcsgsi.gov.uk)