



Wigan FUNd4ME Programme

Objectives

- Understand that the Economic Disadvantage Subsidy has been branded the **FUNd4ME** within Wigan.
- Understand the key facts about the FUNd4ME and how it can benefit the pupils in your school.
- Discuss how we can use the FUNd4ME to give real impetus to the way our school works within the cluster to deliver extended services.
- Plan what our schools need to do, and what support we may need from the cluster and local authority 'FUNd4ME leads'.

The FUNd4ME funding is part of the extended services drive to narrow the gap in attainment and well-being

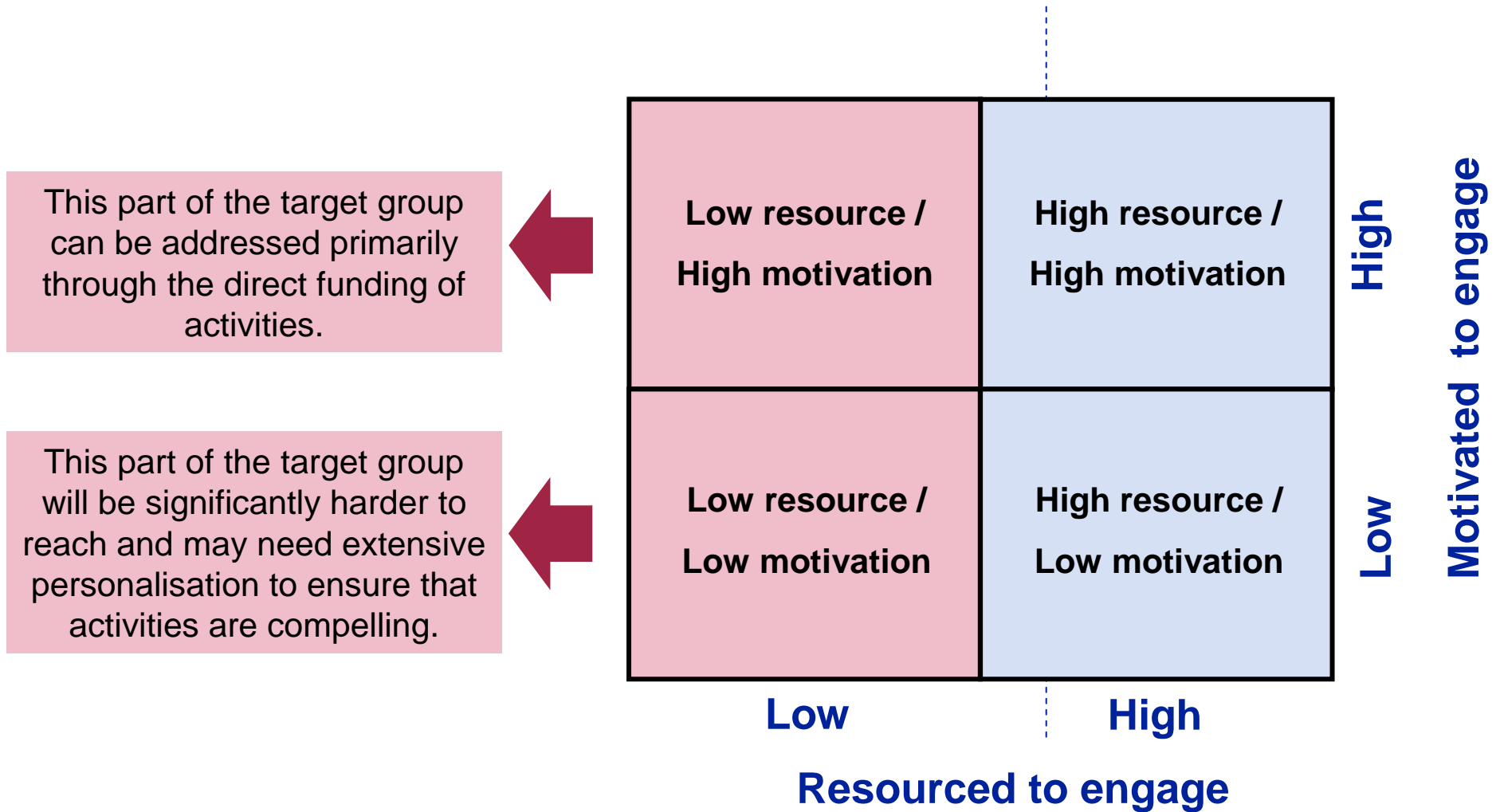
- Our school offers a range of exciting, high-quality Out Of School Hours Learning activities.
- The FUNd4ME is funding to help us ensure that these OOSHL activities are accessible to those pupils who would not otherwise be able to afford them (the 'target group')
- The FUNd4ME can directly help economically 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, these pupils are more likely to increase their attendance and engagement with the school, and thereby improve their academic attainment.

The objectives of the FUNd4ME firmly support narrowing the gap

- To ensure that children and young people disadvantaged by economic circumstances (the 'target group') are financially supported to take part in **extended services activities**.
- To ensure that the target group – and their parents – are **fully involved** in making the best use of the funding available.
- To ensure that the activities on offer are **attractive and relevant** to that target group and to drive increased and sustained participation of the target group.
- To ensure that the additional funding results in **additional access** to activities for the target group.
- To encourage schools to **commission** a range of activities externally as part of developing new services to enrich the extended services offering.

Narrow the
gap in
attainment
and
well-being

The funding will help to engage all young people with low resources – including those with low motivation to do so



Guiding principles

- Circumstances in every school and for every pupil are unique and there will be times when it is unclear how best to use the funding, or whether it is appropriate to use the FUNd4ME for a specific purpose.
- The TDA has offered six Guiding Principles for the FUNd4ME.
 - **Access** - the funding should allow the target group to access activities from which they would otherwise be excluded due to their inability to pay.
 - **Additionality** - the funding should be used to make existing activities more accessible to the target group, and / or commission new activities that better meet their needs.
 - **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.

Guiding Principles

- ***Open to all*** - any new activities created and delivered as part of the subsidy work should be available to all, and should be paid for by those who can afford them.
- ***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.
- ***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.

Funding overview

- The FUNd4ME is intended to pay for the direct costs of activities for the target group over the course of a year.
- The exact offer available to each child will vary according to individual needs and circumstances, including the number of children in the target group and their participation rates.
- However, the offer should aim to make the activities sustainable over time and be attractive to the target group to secure their ongoing participation¹.
- The cluster has chosen its own definitions of economic disadvantage to determine eligibility for the FUNd4ME – the ‘target group’.

1. Research demonstrates the positive impact on attainment of sustained participation in out-of-school-hours learning opportunities. For example, see www.standards.dfes.gov.uk/studysupport/816987/817959/impactresearchword

Cluster criteria

- The criteria chosen by cluster are:
 - Free school Meals
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 - -----
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FUNd4ME Cluster funding allocations 2010-11

- Total allocation for this cluster is:
 - *Add figure here*
- This will be distributed as follows:
 - 10 % or 5% to each school and the remainder held by the lead school which is: *add name of school who will hold the FUNd4ME central pot.*
- There will also be £5,250 kick start funding that can be used during the summer term.
- This funding is held in Fund 5.

Factors for success:

- It is exciting what can be achieved with the FUNd4ME funding ... and it is building on what has already been achieved to provide the full core offer of extended services.
- Implementing the FUNd4ME calls for innovation and creativity – doing what has always been done is not an option.
- A ‘can do’ attitude is needed to make fast progress – inaction and delay will deny opportunities for children and young people to participate.
- Accessing the FUNd4ME is easy for children, young people and their families – cutting out the paperwork is important.
- Simple processes minimise workload for schools – all staff need a working knowledge of the FUNd4ME and work together to ensure its success.
- Schools have taken the opportunity to ensure that the FUNd4ME funding is contributing to the school improvement agenda.

Measuring impact

Measuring the impact of the FUNd4ME

- FUNd4ME funding is not a silo of funding that exists in isolation from other extended services funding.
- We do not propose, therefore, to measure the impact of the FUNd4ME funding per se but, as far as possible using existing measurement and reporting processes that schools have in place to measure outcomes for pupils in the target group.
- Such measurement will contribute to a number of reporting requirements eg
 - your school's Ofsted Self-Evaluation Form (SEF)
 - the new School Report Card
 - the new Ofsted school inspection framework.

For cluster based activities the TDA Logic Model is being implemented.

Measuring the impact of the FUNd4ME

- Before the FUNd4ME begins, gathering 'baseline' information to measure current participation rates in out-of-hours activities by the target group.
- Tracking the individual activities that each member of the target group undertakes – number of hours and cost.
- Capturing evidence of impact, including:
 - increased self-esteem, confidence and independence
 - increased aspirations
 - taking personal responsibility for themselves
 - developing their social and life skills
 - finding inspiration or discover a talent that they might never otherwise have known
 - increased attendance and engagement
 - improving academic attainment (in the medium term)
 - increased engagement between the families of the target group and the school.