

Extended Services in and around schools

Pershore Action Plan

2009-2010

The Pershore Community and School Cluster Action Plan presents the work that the Extended Services in and around Schools Team will be focusing on in Pershore over the next 12 months to schools and partners. The objectives within the plan address the needs of the local community, support all schools in providing access to the full core offer of services and, most importantly, support all children and young people to achieve positive outcomes. This action plan builds on the 2008-09 action plan and progress reports and will continue to evolve to ensure we effectively narrow the gap in outcomes for specific groups of children and young people and improve the quality of life of every child's/young person's learning and achievement journey through early years settings, schools and colleges.

The content within this plan is building on a structured planning process that started in June 2007. Over the past two terms each school has been visited by their Extended Services Co-ordinator. These visits involved updating the data held on schools' progress towards providing access to the full core offer as well as discussing actions for future developments. These discussions have been added to the statistical information gathered on each Community and School Cluster and form the basis of this plan. The plan also includes actions that build on local and national good practice, partnership working and supporting schools and/or the local authority to meet their statutory duties.

Each action plan has been separated into the different elements of the core offer. A sixth and general section has also been added to include the projects that underpin the development of extended services or span all five elements. It is expected that all of the actions within the plan will contribute towards the achievement levels of children and young people and narrowing the gap.

The action plan will be formally reviewed on a regular basis. However, the plans will remain flexible to enable the Extended Services Team to harness new innovative ideas and projects which will continue meeting the needs of children and young people in Worcestershire. Schools and partners will be kept informed of progress via the Extended Services Newsletter and by regular monitoring reports.

All the plans, supportive information and progress reports will be published on www.worcestershire.gov.uk/extendedschools or www.edulink.networcs.net.

Content – List of actions

Section	Action number	Page Number	Action
General Action	1.1.	5	Work with Pershore High school to implement a Pyramid wide Community Cohesion Professional Development Day (PDD)
	1.2	5	Develop the voice of schools and young people within the Pershore Market Town Partnership (PMTTP)
	1.3	5	Support Pershore High School, feeder schools and partner agencies to implement a response to the Wishes and Worries Pyramid wide young people's survey
Childcare	2.1	5	Work with Early Years and Childcare to support smaller rural schools and local providers to explore and possibly develop a cluster approach to childcare
Varied menu of activities	3.1	6	Support the joint planning process for the Sport Unlimited agenda (providing 5 hour of sporting opportunities for children and young people)
	3.2	6	Work with partner agencies to develop and strengthen links between schools and the Libraries and Learning service
	3.3	6	In partnership with Wychavon District Council, provide after-school arts activities for Inkberrow, Upton Snodsbury and Crowle first schools
	3.4	6	Manage the implementation of the POW (Positive Opportunities Worcestershire) across Pershore
Parenting Support	4.1	7	Support all schools to develop and maintain parent information points (PIPs) and collect impact information and good practice case studies
	4.2	7	Support identified first schools to offer family learning taster sessions
	4.3	7	Develop and deliver evidence based parenting programmes (EBPs) which meet the needs of identified parents
Early Identification and Support	5.1	8	Meet the needs of families by implementing the Early Intervention Family Support (EIFS) Project
	5.2	8	Develop the 'We can do it' fine and gross motor skills project to improve reading and writing
	5.3	8	Provide additional targeted activities/projects to vulnerable children & young people (8-19yrs) within hot-spot areas in line with the Targeted Youth Support Action Plan
	5.4	8	Work with partner agencies, middle and high schools to develop an alternative curriculum to enable effective KS2 -3 transition
	5.5	8	Develop a project to improve the confidence and skills of front line teaching staff to support KS1 children (and their parents) who have speech and language difficulties
Community Access	6.1	8	Support Norton juxta Kempsey and Cherry Orchard first schools to pursue the development of community access through the Extended Services Capital Programme
	6.2	8	Work with Pinvin first school to develop their access to and usage of IT facilities

Process for developing and approving projects

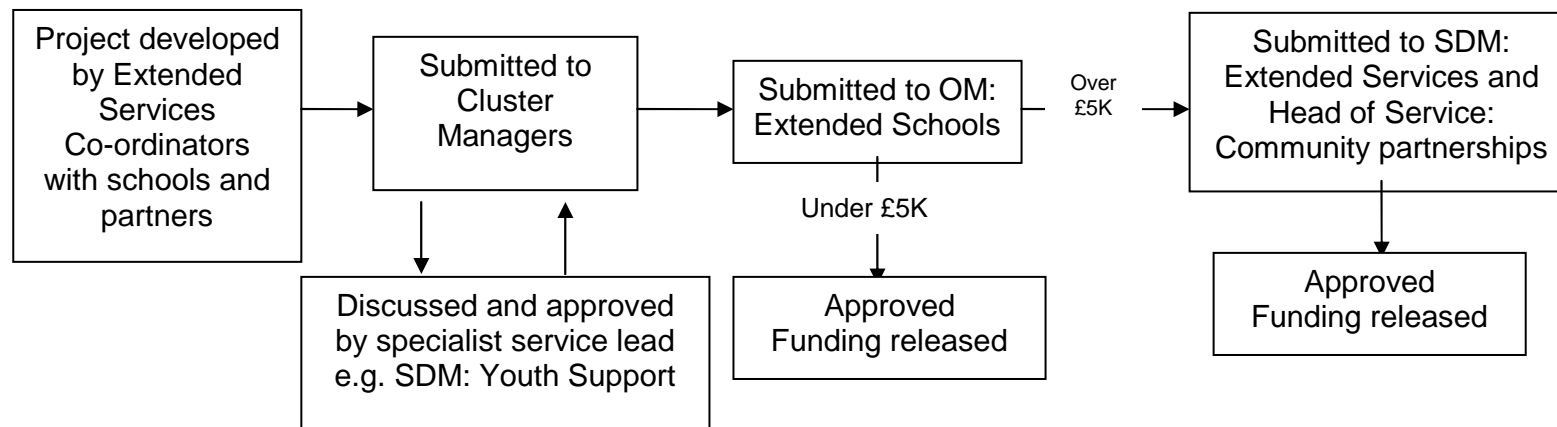
These guiding principles will be used across the Extended Services Team for the following reasons:

- Prioritising workload of team members
- Allocating financial resources to local areas

All projects / areas of work are expected to meet the first four principles for funding to be released. Priority will then be given to those projects / areas of work that meet a number of other principles

1. **Core Offer:** Projects / areas of work must directly support schools in providing access to the core offer
2. **Meeting need:** Projects / areas of work must directly support school improvement and / or support wider community needs
3. **Partnership working:** Projects / areas of work must be based on groups of schools and / or partners working together
4. **Sustainability:** Projects / areas of work should clearly demonstrate how they intend to continue after the funding period
5. **Additionality / Capacity building:** Projects / areas of work should work towards increasing the range, availability and quality of services
6. **Involvement:** Projects / areas of work should demonstrate that the “target audience” (e.g. parents / vulnerable young people) are fully involved in the design and delivery of services
7. **Community Cohesion:** Project / areas of work should be fully inclusive, promote equity of access and support schools in promoting community cohesion
8. **Narrowing the gap:** Projects / areas of work should clearly demonstrate how they contribute towards narrowing the achievement gap

If projects / areas of work meet the following principles the flow chart below demonstrates the approval process for releasing funding



Extended Services Financial Resources for Pershore

Each Cluster will receive an allocation of funding to enable schools and partners to work together to respond to changing needs. The amount devolved down to Clusters is decided after deducting all known expenditure (e.g. Early Intervention Family Support Project) from the total amount received from central government. This figure is £200,000. A formula is then applied to allocate an indicative amount to each Cluster.

The indicative amount allocated to each Cluster is meant to be used as a guideline only and should be allocated in accordance to the guiding principles on page 3. This will ensure focus remains on meeting local need and building on existing practice rather than spending resources. It will also allow some flexibility for projects to evolve over the course of the year.

Countywide actions

One expectation from central government is the extended services funding is used to support co-ordination costs. Within Worcestershire we have aimed to keep these costs to a minimum whilst still offering a valuable service. (The ESCo team including Managers and on costs, travel and phone equals £738K or £3,103 per school). Other than implement the actions outlined within this plan, the ESCOs are responsible for carrying out the following tasks

- Maintain information on each school in relation to progress on providing access to the full core offer
- Develop and deliver the extended services actions plans in partnership with schools and providers and in accordance to local need
- Facilitate briefing sessions for governors
- Produce case studies, newsletter articles, press releases on extended services developments across Worcestershire
- Support individual parent councils or forums
- Support the roll out of the SHARE family learning programme
- Promote Plug & Play within schools
- Support those schools who are piloting the Leading Parent Partnership Award (LPPA)
- Support schools to promote community cohesion through the facilitation of local networks
- Be an advocate for all elements of the core offer including CAF and the Early Intervention Budget.

Other countywide areas of work that are funded from extended services that aren't included in this plan are outlined below. These areas amount to £200,000.

- Parent Engagement
- Community Cohesion – relationship with iCoCo
- Development of play
- Early Intervention Budget (A budget to support the implementation of practical solutions identified through a CAF).

General actions

This section of the plan outlines those actions that underpin the development of extended services or span all five elements. These actions are a direct result of priorities identified across the county through the Community and School Cluster planning process. The actions also build upon knowledge of existing gaps in provision in relation to the Extended Services Core Offer.

	Action	Baseline	Outcome/Measure
1.1.	Work with Pershore High school to implement a Pyramid wide Community Cohesion Professional Development Day (PDD)	Basic understanding of Community Cohesion amongst staff (to be collected)	Teaching staff equipped with tools and strategies to implement successful Community Cohesion projects
1.2	Develop the voice of schools and young people within the Pershore Market Town Partnership (PMTP)	Current number of school/young people focused projects (to be collected)	Increased number of school/young people focused projects
1.3	Support Pershore High School, feeder schools and partner agencies to implement a response to the Wishes and Worries Pyramid wide young people's consultation	No active response to initial consultation	Activities/projects developed in response to consultation

Childcare

Giving children a good start in the crucial early years, supporting working parents to the benefit of the whole family

Primary schools should provide access to high-quality childcare, 8am–6pm, five days a week, 48 weeks a year, based on community need. Secondary schools do not need to provide formal childcare – although some choose to do so – but their activity programmes before and after school need to provide a safe, supervised place to be.

	Action	Baseline	Outcome/Measure
2.1	Work with Early Years and Childcare to support smaller rural schools and local providers to explore and possibly develop a cluster approach to childcare	Information from parent consultation (to be added) e.g. % of parents requesting childcare	Parents needs have been met

Varied menu of activities including study support and play

Giving children a choice of opportunities to enjoy and excel at outside the classroom

Schools should offer access to a varied menu of study support activities, including:

- 'Catch up' and 'stretch' activities; homework clubs
- Arts activities, eg. dance, drama, arts and crafts
- Sports activities (at least two hours a week for those who want it)
- Other recreational activities, eg. special-interest clubs, music tuition, modern foreign languages, volunteering, business and enterprise activities, visits to museums and galleries

	Action	Baseline	Outcome/Measure
3.1	Support the joint planning process for the Sport Unlimited agenda (providing 5 hour of sporting opportunities for children and young people)	<ul style="list-style-type: none"> • 2055 children and young people participated in Sports Unlimited in 2008-09 (Wychavon figure) • 1837 of the 2055 were retained in activities (Wychavon figure) 	<ul style="list-style-type: none"> • 2458 children and young people participate in 5 hours of sports activities • 1475 children and young people continue to participate in 5 hours of sports activities
3.2	Work with partner agencies to develop and strengthen links between schools and the Libraries and Learning service	Limited number of children/young people accessing library services	Activities/projects developed to strengthen links between schools and library
3.3	In partnership with Wychavon District Council, provide after-school arts activities for Inkberrow, Upton Snodsbury and Crowle first schools	Access to more unique art activities is limited in rural areas	After school arts activities are increased and sustained
3.4	Manage the implementation of the POW (Positive Opportunities Worcestershire) across Pershore	POW funding currently not available in Pershore	60% of target group accessing POW funding

Parenting support

Helping parents engage with their children's learning by offering support where needed

Schools should provide access to support for parents, including relevant information on services, information around transition, signposting to services, parenting groups and family learning sessions.

	Action	Baseline	Outcome/Measure
4.1	Support all schools to develop and maintain parent information points (PIPs) and collect impact information and good practice case studies	12 PIPs in place	<ul style="list-style-type: none"> All schools have PIPs Parents feel better informed
4.2	Support identified schools to offer family learning taster sessions	Current levels of parent engagement or take up of family learning opportunities (to be collected)	Improved parental engagement or progression onto formal family learning depending on identified needs of school
4.3	Develop and deliver evidence based parenting programmes (EBPs) which meet the needs of identified parents	No parenting programmes available (to be confirmed)	<ul style="list-style-type: none"> Increase number of EBPs Improved parents confidence /ability in parenting

Early Identification and Support

Working in partnership to ensure the well-being of all children

Early identification and support begins with preventative work to ensure the health and well-being of all pupils. For children with additional needs, schools should work closely with multi-agency or locality teams developed under the children's trust arrangements to ensure that these are identified and supported in school as early as possible. In more serious cases, the child or young person will need to be referred to services outside the school. In those cases, effective early identification and support arrangements will ensure timely and accurate assessment, referral and intervention, and good links between the child, family, school and the service providers concerned.

	Action	Baseline	Outcome/Measure
5.1	Meet the needs of families by implementing the Early Intervention Family Support (EIFS) Project	Number of families that currently access service (to be collected)	<ul style="list-style-type: none"> • Increased number of families benefiting from EIFS • Positive feedback from families
5.2	Develop the 'We can do it' fine and gross motor skills project to improve reading and writing	Current levels of identified children with poor fine and gross motor skills (To be collected from Learning Support Team)	Reduction in the number of children identified with poor fine and gross motor skills
5.3	Provide additional targeted activities/projects to vulnerable children & young people (8-19yrs) within hot-spot areas in line with the Targeted Youth Support Action Plan	Current levels of targeted activities/projects (to be collected)	Increased number of activities/projects available
5.4	Work with partner agencies, middle and high schools to develop an alternative curriculum to support effective KS2 -3 transition	Soft Outcomes and Universal Learning (SOUL) records (to be collected)	50% of young people show progress through SOUL records
5.5	Develop a project to improve the confidence and skills of front line teaching staff to support KS1 children (and their parents) who have speech and language difficulties.	Current levels of confidence and skills of front line staff (to be collected)	Improved confidence and skills of front line staff

Community access

Opening the doors to the community

Schools ensure they provide community access to appropriate facilities, such as ICT suites, sports and arts facilities, and also to adult learning in accordance to local need and demand.

	Action	Baseline	Outcome/Measure
6.1	Support Norton Juxta Kempsey and Cherry Orchard First schools to pursue the development of community access through the Extended Services Capital Programme	Current community facilities available on school sites	Improved community facilities on school sites
6.2	Work with Pinvin First school to develop their access to and usage of IT facilities	Current access to IT facilities (to be collected)	Increased access to IT facilities