1. **Background**

Norfolk County Council allocates a proportion of the Partnership funding to cover disadvantaged subsidy funds.

Each year, the Partnership will agree, at the Partnership Governors’ Committee how the funds will be made available to intended individuals.

Options could include:

i) all applications being assessed at Partnership level
ii) formula allocation (as per initial allocation to the Partnership) to each school
iii) any other option as agreed by the Partnership Governors’ Committee.

With any option agreed, a process for allocation and accountability needs to be established.

The following principles direct the decision making process:

**Access:** The funding should enable 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 to commission new activities that better meet their needs.

**Involvement:** The target group and their parents/carers should be fully involved in choosing a range of activities that are attractive and relevant by the effective use of a range of consultation techniques.

**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.
2. **The Partnership Target Group Classification**

The partnership has defined the target group as follows:

- Eligible for free school meals (FSM)
- Young Carers (YC)
- Looked after children (LAC)
- From families of homeless or overcrowded accommodation (ACC)
- Economically disadvantaged with special educational needs (SEN)
- From English as an additional language or traveller families (EAL/TRA)
- Experiencing difficult family issues (DFI)*
- Others as specified at discretion of headteachers and relevant agencies (OTH)*

* these allow for flexibility and discretion when deciding on who will be in the target group which will not be static.

3. **Applications**

Applications should be made using the agreed form. Any agreed funding will be at a level of 75% of the total cost, up to a maximum of £300 in grant. (i.e. £400 total cost).

4. **Scrutiny and Decision Making**

Each year, the Partnership will agree who undertakes the scrutiny and decision making for each application. Applications will be assessed against the principles set out in this document to ensure they comply with the criteria agreed by the Partnership Governors’ Committee.

5. **Payment**

Payment will be made according to the allocation process agreed by the Partnership (i.e. at Partnership or school level).
Further Guidance and Examples

| Attendance | • Using the subsidy to increase participation in out-of-school-hours activities can improve their relationship with the school and result in increased attendance.  
• Using the subsidy to support access to breakfast clubs and before school clubs can have a direct and immediate impact on attendance. |
| --- | --- |
| Behaviour | • The subsidy can help improve behaviour - in some cases radically - by offering a constructive focus.  
• The subsidy can play an important part in the school’s early intervention strategy by providing pupils / students with activities that promote teamwork and build self-confidence and esteem.  
• The opportunity for pupils / students to engage with adults, including teachers, in a non-classroom environment can help create an atmosphere of mutual respect and lead to improved behaviour in school. |
| Attainment | • Providing activities that help young people to identify their skills and strengths ultimately results in greater self-confidence and promotes a culture of success, which can have a positive impact on attainment. |
| Healthy Lifestyles | • The subsidy can increase participation in healthy leisure activities by those who could not otherwise afford to do so.  
• The subsidy can increase the take up of free school meals by those who are eligible but who have not applied for them. It can do this by highlighting that those who apply for free school meals can also receive subsidy funding to enable pupils / students to participate in activities. The school can also identify families/pupils that may require support in claiming for free school meals.  
• Breakfast clubs, cookery clubs and sports activities can educate pupils / students on healthy lifestyles. |
| Contribution to the School and Wider Community | • The subsidy provides motivation for schools to fully involve and consult pupils / students from the targeted groups and their parents/carers in choosing, designing and continuously improving a range of activities that are attractive and relevant to them.  
• Working with community service providers such as the police can help reduce anti-social behaviour.  
• Providing activities for the targeted groups within their local community creates a sense of pride and ownership. |
| Spiritual, Moral, Social and Cultural Development | • The subsidy offers the opportunity for pupils / students from different socio-economic backgrounds to participate in the same activities and so gain first-hand experience of those with whom they might not otherwise mix.  
• The subsidy can support school trips including visits abroad. Activities such as these provide experiences of different cultures and promote spiritual and moral development. |
| Meeting Pupils’ / Students’ Needs (including through partnerships) | • The subsidy offers the opportunity for pupils / students, who would otherwise not be able to afford it, to participate in activities that offer wider personal development, such a family day out.  
• The subsidy encourages the school to work with partners to develop specific activities and programmes that support wider personal development. |
| Effectiveness of Care, Guidance and Support | • The subsidy encourages the school to work with a range of agencies and individuals, for example parent support advisers and multi-agency teams, to ensure that the funding reaches the people who need it most. This can result in a substantial improvement in the relationship between the school and families.  
• The subsidy is part of an approach to meet individual pupils’ / students’ needs.  
• The subsidy can provide funding that allows young people respite, rewards and motivation. |
| Effectiveness of Leadership and Management | • The subsidy allows school leaders and managers to ensure that all pupils / students, even those with historically limited opportunities, have the opportunity to raise their aspirations to match those of their peers.  
• The subsidy supports early intervention and personalised learning. |